



# The Mirror

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*"There comes a time when silence is betrayal."  
- Martin Luther King Jr.*

AARON BAILEY. ABDUL KAMAL. ADAM ARDETT MADISON. ADAM TRAMMELL. AHMAUD ARBERY. AKAI GURLEY/ ALBERT DAVIS. ALEXANDER JAMAR MARION. ALFRED OLANGO. ALLEN DESDUNES. ALONZO SMITH. ALTERIA WOODS. AMIR BROOKS. ANDRE HORTON. ANDRE LARONE MURPHY SR. ANNESON JOSEPH. ANTHONY ANTONIO FORD. ANTHONY ASHFORD. ANTHONY BARTLEY. ANTHONY DWAYNE HARRIS. ANTHONY HILL/ ANTHONY MARCELL GREEN. ANTONE G. BLACK JR. ANTONIO GARCIA JR. ANTONIO JOHNSON. ANTRONIE SCOTT. ANTWON MICHAEL ROSE II. ANTWON SHUMPERT. ARIES CLARK. ARMANDO FRANK. ARTAGO DAMON HOWARD. ARTEAIR PORTER. ARTHUR MCAFFEE JR. ARTHUR R. WILLIAMS JR. ARHUTER WALTON JR. ARVEL DOUGLAS WILLIAMS. ASKARI ROBERTS. ASSHAMS MANLEY. ATATIANA JEFFERSON. BALLANTINE MBEGBU. BENNIE BRANCH. BETTIE JONES. BISHAR HASSAN. BOBBY GROSS. BOTHAM SHEM JEAN. BRANDON DEVONE SMITH. BRANDON JONES. BREONNA TAYLOR. BRENDON GLENN. BRIAN EASLEY. BRIAN PICKETT. BRIATAY MCDUFFIE. BYRON WILLIAMS. CALIN DEVONTE ROQUEMORE. CALVIN REID. CALVIN TONEY. CAMERON TILLMAN. CEDRIC STANLEY. 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# Letter from the Editors

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Dear Bromfield community,

Over the past three weeks, hundreds of thousands of people have taken to the streets, and many more people have used their social media presence to protest against police brutality and racism. The extensive list of names on the cover of this issue is just a fraction of innocent Black lives lost. Since racism and police brutality are serious, inexcusable issues that cannot be ignored, we have dedicated a large portion of this issue to the current events and discussions regarding these topics.

Since we hadn't heard anything from the Harvard Public Schools and Bromfield administration surrounding the current events, we reached out to Mr. Hoffman, Ms. Benoit, and Dr. Dwight for an explanation of their stance. Below is the statement we received from superintendent Dr. Dwight:

*The Harvard Public Schools condemn acts of racism and hatred. We actively promote diversity, equity, and inclusion through difficult conversations, research, critical thinking, and challenging assumptions. We strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.*

We hope that you use this issue as a starting point and continue to research and educate beyond these articles.

We hope you have a great summer (and see you in the fall)!

Anya and Charlotte  
Co-editors

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# Message to Graduating *Mirror* Staff

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Dear Athena, Meenu, Olivia, Vivien, and Emily,

Congratulations! Thank you for all of your hard work and dedication to *The Mirror*. The staff won't be the same without you, but we know that you will do amazing things in the future. We wish you all the best on your next adventure!

We will miss you!

Anya, Charlotte, and Ms. Hyde

# SCHOOL NEWS

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## Juniors examine racism, police brutality, and more in class-wide meeting

by Hannah Chiou and Timur Sahin

On Monday, June 8, 36 Bromfield juniors gathered over Zoom to discuss predetermined questions on current events. The discussion centered around personal reflections on the murder of George Floyd, strategies to combat crime and alternatives to policing, the realities of race and privilege in Harvard, and the role of social media, among other topics. The meeting was led by juniors and authors of this article Timur Sahin and Hannah Chiou, while Social Studies teacher Ms. Doherty served as a supervisor. The discussion gave juniors the opportunity to have an honest conversation with one another and opened the door for future reflections and discussions.

First, we wanted the students to share how current events are making them reflect on their own lives. For us, we started to notice just how much privilege we have being non-Black citizens. The first speaker of the discussion, who asked to remain anonymous, shared an impactful anecdote on the privileges white people experience in society. They recounted a time when they were out driving with friends, and they got pulled over by the police for running a red light. All of them had blankets on, which concealed their hands and the rest of the body. Instead of asking everyone to step out of the car or remove their blankets, the police officers simply let them continue on their way. The speaker expressed that the situation may have played out entirely differently if instead of being three white teenagers, they were three black teenagers, as they most likely would have been racially profiled. This anecdote truly illustrated how our daily lives—driving, shopping, going for walks, even sleeping—are entirely different stories for Black Americans. Our day-to-day activities don't usually cause us anxiety, which is an example of our white privilege.

The majority of the students present in the discussion recognized their white privilege, which is an important step towards understanding the reality of the millions of Black Americans. However, Arjun Khurana expressed how discussing this privilege can

take away from what we're really fighting for, saying that "the idea of white privilege makes it hard for the discussion of racism to continue. It's not meant to be. It's just a blame heavy way of talking about things. Just saying you're privileged makes it hard for the discussion to be initiated. People don't like talking about things if they feel like they're getting blamed. For the white people that actually need to hear that they're privileged, it makes them defensive, shutting down the conversation." Arjun's comment made us start to think twice about what we, as non-Black people, say to others about the movement; our best bet is to listen to Black voices and amplify them, as they can give us the information and perspective needed.

In order to get to the root of how we can solve racial issues in the country, students shifted the discussion to the police. Many protestors are calling for economic reforms in order to eliminate the systemic abuse and mistreatment of Black Americans by the policing system and redistribute funding from the police towards affected communities. Some students expressed that defunding is going to be the best option for solving the issues at hand, while others talked about continuing to fund the police for the short-term and a potential temporary increase in crime if we shift away from policing. We were glad to see our classmates come with such well-informed perspectives, showing that many remain in touch with current issues, instead of blocking them out, which can be all too easy in Harvard.

Students also acknowledged that in Harvard, people see police officers as an essential part of society and expressed disapproval of slogans antagonizing the police, such as the phrase "All Cops are Bad/Bastards", which has gained popularity through the media. When the juniors were asked by the moderators whether or not they think students at Bromfield are being taught enough about racism, Ben Brown commented, "It is a hard question to answer. Compared to the education [on] racism [in other states], we get more. I don't know if we get enough, however. Harvard is still a racist place



Views of a vigil that was held on the town common on Sunday, June 7th. Many Bromfield students and families were in attendance.  
*Photo by Timur Sahin*

implicitly that reaps the benefits of white privilege.” Ben’s mention of implicit bias brings up a good train-of-thought: being a majority white community, children are not exposed to a very diverse population and take in a lot of bias from the media, thus resulting in cultural conditioning and implicit associations. We think that it is important for students to shift away from looking at police officers individually and assessing the institution that way, but rather focus on how the authorities as a whole are harming the Black population.

This topic of policing was not the only one that received a lot of attention – the role of social media was also at the forefront of the discussion. This conversation surrounded posting on platforms having benefits, but also how social media activism has quickly evolved into something harmful. Maible Daly stated that she thinks social media can be a great tool, but she wants to “focus on things like writing to lawmakers and educating myself” and hopes that her “peers consider shying away from shaming people who are not posting on social media.” Linlin Yu added that there is a stigma around not posting on social media, as suddenly you feel guilty for not being active on platforms, even though you are supporting the movement in other ways. As the organizers, we were glad to see such nuanced and respectful points, especially over a topic that is so pertinent and confusing for many. Following the discussion, Matthew Attwell stated over text, “I have been attacked for not posting but also because I

believe in supply side economics which is a conservative policy. Since conservatives are seen as racist, I have been identified as racist because I share one belief with the party. This is problematic because it alienates people that are working towards the same goal.” To conclude the meeting, Jordan Colon left the juniors with a final word of hope: “In the past, people would riot and then forget. However, this time, people are truly uniting. I have faith that we will not forget this time. We are moving in the right direction together.”

Ultimately, the discussion was met with varying levels of enthusiasm. In the post-discussion survey, some juniors expressed that the discussion was counterproductive. Tori Ferguson said, “I felt that there wasn’t enough time to really dive deep into the larger issues at hand, and by focusing on something as superficial as social media, the darker topics were avoided.” Juniors also expressed that there was insufficient time to cover the topics at hand, and that not enough time was given to future concrete action. Several students, such as Olivier Bradley and Charlotte Foley, also noted that because there were so many juniors present, breakout rooms may have been helpful in encouraging those who did not speak to share their ideas. However, in general, students were glad to be given this opportunity to share and talk with their peers. Tara Modica responded, “I feel like having big discussions like this is a great way to take the first step in understanding and helping the situation. I thought the discussion was handled very well. People were

respectful and brought up lots of good points, and I learned a lot.” Many voiced that they believed the discussion was a good step forward for the Bromfield community, especially since Bromfield is a predominantly white and privileged school. Others stated that this discussion was also important considering the administration had not immediately stepped forward after the death of George Floyd.

Being students and residents in a white and affluent town, it can be all too easy to just turn everything off and pretend issues like racism and police brutality do not exist. However, that is a big part of privilege: the ability to step away from problems just because they don’t affect you personally. We were determined to tackle the issue head on, instead of ignoring it.

We originally approached Mr. Hoffman with the idea of drawing attention to the Black Lives Matter movement and current events via the daily morning announcements. However, with the help of the administration, we were able to create a more impactful opportunity. By organizing a discussion, our hope was to start the difficult conversations needed in

order to better our society for the future and prevent the all too common occurrence of innocent Black deaths. We hoped to engage our peers in thinking critically about our privilege and the realities of race in America, and allow others to express their ideas.

This discussion is hopefully just the first of many conversations about race and privilege at Bromfield. On Wednesday, June 10, the Sophomores had a similar discussion, led by sophomores Olivia Ren and Sophia Zhou. 15 sophomores attended the meeting, which was overseen by Ms. Mattie-Brown. We also extended the conversation to the freshmen, by creating a discussion for them on Monday, June 15.

Our goal once the academic school year begins in the fall is to contribute more than just discussions; we hope to continue this momentum and find meaningful ways to advance racial justice beyond the Bromfield community. As many students pointed out, this movement is not a trend and cannot be treated as such. As we transition into summer, we encourage students to continue to educate themselves on such topics and remain active in the movement.

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## AP Exams: Hit or Miss

by Maible Daly

From Monday, May 11 to Friday, May 22, over three million high school students from across the country and around the world took Advanced Placement Exams from their very own homes, as schools and testing centers were shut down due to the COVID-19 pandemic (College Board). As these exams would typically take place in person in a handwritten format, switching to an online format was a significant adjustment for the College Board and students alike.

The exam had a duration of fifty minutes, and for most subjects, the entire exam consisted of just two free-response questions. Further, the test did not include a fraction of the material that students would have otherwise been tested on in a normal year, as many schools lost enough instruction time to warrant this change.

Commenting on the content change, junior Brooke Caroom, who took the AP Psychology Exam, explained, “I would like to say that my exam was a proper indicator of what I had learned, but because there was no multiple choice and it was ‘open book’ I would probably say that the exam was not a proper indicator.”

Junior Claire Stoddard, who took the Chemistry and Calculus AB exams, agreed that the exam did not encompass all that she had learned in her courses: “For both... they had to take out a lot of content that we learned, and some of the content that we spent a lot of time on and that we all felt comfortable with [had to be] taken out for timing reasons... You can only do so much with two free response questions and fifty minutes for a whole year of learning.”

Both Stoddard and Caroom were able to submit their responses in the allotted time. Stoddard explained, “For the longer free response (with 25 minutes to answer and 5 minutes to upload), I felt pretty good with time.... For the second question (with 15 minutes to answer and 5 minutes to upload), not at all. It was very rushed.”

Other test-takers were not so lucky with their submission attempts. Out of 255 exams offered to Bromfield students, 13 students took the exam in the late testing window between Monday, June 1 and Friday, June 5. Ms. Lamere estimates that 11 of those 13 students were forced to retest due to technological challenges in the May testing window. The need to

retest resulted from any number of technical issues, from difficulty uploading responses to wi-fi shortages to glitches with the exam software.

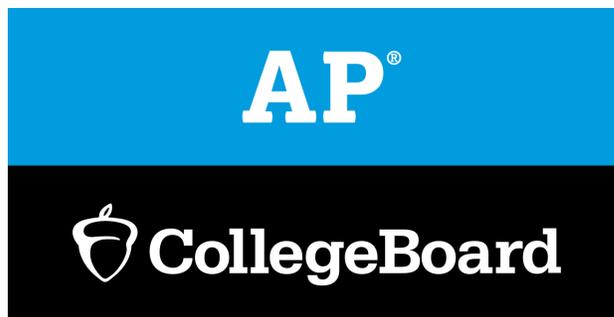
Though the College Board made an exam demo available in advance, allowing students to practice submitting responses by attaching documents, attaching images, or copying and pasting responses, some still encountered problems on exam day. Issues in the first week of testing led the College Board to implement a backup email submission option for the second week of testing for students who encountered difficulty with the other three submission methods.

Junior Arianna Thornton, who took the Statistics, Chemistry, Calculus AB, and Psychology exams, was one of the students who had to retake an exam, specifically her Chemistry exam. She recalled “For some reason the photos that I took didn’t upload, which I think was because of a problem with the website... I was definitely upset about having to retake the exam... However, I understand that problems occur, and I was lucky enough to retake the exam in a subject that I felt pretty comfortable in... it really wasn’t the end of the world.”

Stoddard also had some trouble submitting her responses, though thankfully was able to submit them in time: “My first exam went fine. [On my] second exam, my AirDrop just completely failed on my phone, so I had a few minutes to try to restart. Luckily, it worked, but it was very close to the end.”

In response to exam complications, the College Board has been sued by several students from across the country who were unable to submit their responses due to technical errors (Forbes). While the College Board estimated that less than one percent of students who took the exam experienced technical issues, Phillip A. Baker, a lawyer who commented on an article for Forbes Magazine noted that “At one percent, tens of thousands of students were impacted but it appears the failure rate was much higher... The College Board’s PR numbers do not include those who could not take the exam or abandoned the exam because of the very issues the Board was warned [about].”

When considering their overall experience, interviewed students rated their overall exam experience, from content to format to submission, on a scale of one to ten – ten being stellar and one being awful. Caroom, who rated her exam experience as an eight, said that nerves surrounding the exam were the only downside to her experience. She further noted, “I don’t feel as though this truly encompassed the same value as a standard (in person) exam might... and [the



online exam] seems to be a way for the College Board to make more revenue despite the pandemic.”

Stoddard, who rated her exam experience as a six, had mixed feelings about the experience: “It wasn’t horrific, but it wasn’t amazing, either... I keep coming back to the uncertainty and the stress around [the exam], but I think that definitely played a part. Since we weren’t in our normal testing environment, that was different, as well.”

Despite having to retest, Thornton was generally content with her experience, rating her exam experience as a seven out of ten. “aside from the one test that didn’t submit, I think my exams worked really well, which was lucky. I don’t think, though, that these tests would work for everyone, for a variety of reasons, so I don’t think that they’ll replace the regular AP exams anytime soon.”

With no end in sight to the COVID-19 pandemic, there is potential for similar testing methods to become part of a new normal for AP testing. Given some of the shortcomings that occurred this testing season, students were skeptical about the effectiveness of an online testing format in the long term.

Thornton opposed the idea of future online exams: “I really hope they don’t [administer more online exams in the future]. I think it’s something the College Board is thinking about, since this year was fairly successful, but I think they’ll get a lot of push-back from everyone.”

Stoddard also expressed reservations about future online exams. She commented, “There’s potential [for long-term online testing]... but I personally wouldn’t love it... If it were to continue online, I wouldn’t want this exact format – I wouldn’t want just two free responses to test everything you know in fifty minutes. Even though it was nice that it was short... I think that if they were to do it online again, a lot of changes would have to be made.” She cited adding multiple choice, reformatting the free-response questions, and allowing students to see both questions at once so students have the ability to

choose which parts they want to answer as potential changes for future exams.

Caroom agreed that changes would be necessary for future online exams: "If APs are to continue online in the future, there would need to be more creative ways to capture a student's knowledge of the subject instead of relying solely on a method like FRQs."

While AP testing this year saw successes and failures, the results of this year's exams – and the future of the exams themselves – remain to be seen.

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## Chef Paul helps families in need

by Jackie Walker

Since quarantine began, Chef Paul Correnty has been working with Dr. Linda Dwight, superintendent of the Harvard Public Schools, to raise money and cook food for families in need.

According to Dr. Dwight, "all school districts [have] a responsibility to provide meals for students who qualify for free or reduced lunches." Chef Paul has been going to the school and providing these meals as well as separately "selling soup and meals to raise money" for the program. The earnings from the fundraiser are used for the ingredients he uses for these meals. This is because the meals for families in need cannot be reimbursed by the National School Lunch Program.

Chef Paul states that "there are guidelines to provide meals to needy families, and we don't work within those guidelines because we give them food for the entire family." According to the U.S. Department of Agriculture (USDA), "the Department provides states with general and special cash assistance and donations of foods acquired by the Department to be used to assist schools in serving nutritious lunches to children each school day." Furthermore, the guidelines state that only free and reduced-price meals that go to the children can be reimbursed, but Chef Paul has an agreement with Dr. Dwight to serve meals to the entire family.

Chef Paul reported that the soup kitchen has largely been a success as it has raised a lot of money. Even during these hard economic times, people have generously donated money. He added that "on a good soup week, [they'll] do \$2500-\$2800 in sales," and sometimes even more. However, the program is set to shut down at the end of the school year.

As for the next school year, he doesn't "know how we're gonna get back to school" or continue the

lunch program. So far, the state has put out some preliminary guidelines for going back to school that include requiring masks, social distancing measures, and a maximum class size of 10 students and two teachers. There are still over two months until the start of the next school year and nothing is for certain, as Chef Paul said, "this is today's idea; it could change tomorrow, could be a week."

Chef Paul expressed health concerns that may surface from the inconveniences of wearing masks all day. "Can you wear your mask all day? I can't. It's horrible. It smells bad. It's itchy. How are you going to eat?" Chef Paul doubts every student will be able to follow the strict precautions and compares this to the Lost and Found pile. "I mean, you've seen the Lost and Found pile, what do you think it's gonna be?" Generally, the Lost and Found pile is pretty large. Since students can't keep track of their belongings, Chef Paul doesn't know how students will be able to follow such strict precautions.

Looking towards next year, Chef Paul said "salad bars are now a thing of the past... everything's going to have to be prepackaged." Students and staff alike will not have the same freedoms as before. Chef Paul described this as "a nightmare because our school lunch program has offered our students a restaurant concept. We are kind of in the same boat as restaurants now." However, like many other communities and restaurants, Harvard is faced with difficult decisions.

However, change is bound to happen because "school is three months away, so, we're just going to wait and see, but that's our plan now."

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# EDITORIALS

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## A step in the right direction: the resurgence of Black Lives Matter movements

by Sophia Zhou

On May 25, 2020, George Floyd, a 46-year old Black man was murdered by police officer Derek Chauvin and three accomplices in broad daylight. Chauvin knelt on his neck for eight minutes and 46 seconds as he gasped, “I can’t breathe.”

This was an inciting event for the resurgence of the anti-racism, Black Lives Matter, and anti-police brutality movements that have swept across all 50 states. Washington D.C., New York, Ohio, Minneapolis, Boston, Shrewsbury, and so many more cities are seeing protesters gather and march with signs and masks. The media is going crazy. Social media is blowing up. Now more than ever, people are taking to the streets to practice the First Amendment: freedom

and I’ve never seen such solidarity like I’ve seen in the past few weeks. Now, people are finally open to change and reform, not only in our systems, but as people as well. So many people are taking time to post on social media about movies to watch, representatives to call, politicians to email, petitions to sign, and internal changes to make. America is breaking and turning on itself in the absence of national leadership, but our nation is also growing and changing. People are learning; they’re really learning; I’m really learning. The magnitude and unity of this movement amazes me and gives me hope that maybe real change will finally take place.

Outside, people are putting themselves at risk



of assembly. They chant, “I can’t breathe.” They chant, “No justice, no peace.”

I cannot believe that I’m living in this time. It’s horrific, yet beautiful at the same time. I have never seen such violence like I’ve seen in the past few weeks,

of COVID-19 to fight for what they believe in. Can you believe it? In the midst of a global pandemic, people decide to gather and protest. Time and time again, peaceful demonstrations become violent riots on both sides. A compilation of police brutality against peaceful

protesters went viral on Twitter a week ago. They have become defining images of the movement that is shaking our country. People demand, “Defund the police,” and push for legislation to allocate police funds to education, public health, and other sectors. It’s terrifyingly powerful.

In this time of social unrest, our President has done everything but attempt to unite the nation. Mr. Trump, you have earned all of my disrespect. Threatening the protestors? Failing to address their demands? Hiding in your bunker? Posing in front of a church for apparently nothing but whimsy? Disregarding the BLM movement only to culpate the looters of the riots? Your recent actions have been repulsive, disappointing, and disgraceful. I am ashamed of you and the image you project of our country by being our President.

Despite the lack of national leadership, people are finding ways to lead themselves. They’re contacting governors, congressmen, and local politicians demanding change and reform. Some have been partly successful: NY is set to pass a police legislation bill in the next few days, Maryland, Michigan, and other states are to initiate police reform. The movement has caught

the attention of Speaker of the House, Nancy Pelosi, who has also announced a profound regimen of police reform. This turbulent time in our country is inciting change, even if this change is only part of the bigger picture.

It’s amazing the amount of openness and empathy present in our population. Now we are seeing the true power of the people. Everyone is standing by each other, supporting each other, and constantly learning and finding new ways to push for change. I feel so fortunate, yes fortunate, to be able to live in this time of massive growth. I stand with you all. The soul of America stands with you all.

I hope that everyone is conscious of and wants to learn about this moment in time. We as students are the rising generation; for us, it’s imperatively important that we educate ourselves and use this knowledge to fight for change in the future. Please take some time to do some research about systemic racism. Read articles and books, listen to some podcasts (CodeSwitch by NPR), watch movies, shows, and documentaries (13th on Netflix), and keep having conversations and dialogues. **Keep the movement alive.**

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## Harvard: the perfect breeding ground for white privilege

by Charlotte Foley

As residents of Harvard and surrounding towns, the brutalization and mistreatment of Black people does not directly affect many of us as it affects others in the outside world. Because we live in an affluent, predominantly white bubble, we have the ability to tune out everything going on, as many of us have done. This is, at its core, the epitome of white privilege.

White privilege is defined as “inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice” (Oxford Languages). This means that we benefit from the oppression of others whether or not we realize it.

Some subtle examples include having bandaids that match our skin color, or seeing princesses and superheroes that look like us. Peggy McIntosh’s well-known essay published in 1998 “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh has numerous examples that many of us experience in our everyday lives yet fail to see, such as “I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the

bad morals, the poverty or the illiteracy of my race.” On an even larger and more deadly scale, we are not targeted by the police because of the color of our skin. We are not weighed down by centuries of systemic racism.

In Harvard, most of us are blinded by our well-funded public schools, crime-free neighborhoods, and white-dominated populations. We are unknowingly taught not to recognize our privilege and are raised in an insulated environment that keeps it that way. We need to look beyond our blissful ignorance and realize that the barrier between us and the rest of the world is our privilege. We will never be able to fully place ourselves in Black people’s shoes and understand their experiences, but we must do our part to take action and advocate, especially with all of the access and resources handed to us. Unfortunately, many people do not.

Choosing not to advocate for Black lives because you are “scared what your friends will think”, “don’t want to get too political”, or “don’t know enough about the topic” is a mere excuse and a prime display of white privilege. As white people, we have the choice of

whether or not we care enough to fight for others. Black people do not have this choice because their own human rights are on the line. By choosing to opt out of the movement, you are exercising your white privilege and remaining complicit in racism.

The one thing worse than ignoring your privilege is denying it. One of the main reasons many white people denounce their privilege is that they feel as though they also face hardships and have to work hard, and therefore they have no “privilege”. Of course white people face difficulties too, but the color of your skin is not a reason for those difficulties. White people can face poverty, trauma, and pain, but they will never be brutalized by the police just for being white.

Many white people also say, “Well I’m sometimes treated differently because I’m white. Doesn’t that mean I face racism too?” No. White people often mistake racism for racial prejudice. Racism requires the support of a power structure that white people possess and minorities do not. This power structure is the hegemonic weight of white privilege that is built into the system of our country. Racial discrimination against white oppressors by already oppressed groups does not have this key element of racism. White people are already supported and favored by the system, so any sort of discrimination

they face cannot be compared to the systemic disadvantage that minorities are burdened by. As put by writer Natalie Morris in an article titled “Can White People Experience Racism” published in The Metro, “white people can indeed face stereotypical assumptions based on their skin colour and hence encounter racial prejudice. But this cannot be called racism, because of the inherent systemic imbalance of power between those with lighter skin color and people of colour.”

Our work is not done once we recognize our white privilege. The conversation about white privilege is pushing aside the real issues that need to be tackled. Once we recognize it, we cannot dwell on it and expect praise when we publicly announce that we are using our privilege for good. White people should not be viewed as “saviors” for choosing to do the right thing. Being an ally and doing your part to protect the oppressed is something that should already be expected of us. So what we can do is not only acknowledge our privilege, but use it to demand justice and fight for the dismantlement of white supremacy. Do your own research, take your own action, and do not expect to be validated for doing so. And we have to remember that even when Black Lives Matter isn’t trending, **we cannot let up.**

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## Communication between administration and students lags

by Anya Buchovecky

I first learned about both the initial school closing in regards to the pandemic and the different phases of distance learning through my parents. Maybe you were informed about such things by your friends, family members, or teachers, but since emails about district wide happenings are sent only to parents and teachers, you had to have learned about it through someone else. The point is, the administration is not sending students important information.

You shouldn’t have to wait for someone else to tell you about changes that will affect your learning. As students, we are responsible for our education and as such, we should be informed about such critical information at the same time as our parents.

Starting in eighth grade, MacBooks are provided to students by the school to enhance the learning experience. Since students have easy access to their email, teachers expect us to check their email at least once a day. If the administration is sending out an update to families about school closures or other changes regarding the schooling experience, students

should also be sent the information. If anything, students will probably see the email before their parents, so the family will receive the information sooner.

Throughout high school, I have become increasingly responsible for my schooling and time management and my parents have become increasingly less and less involved in my learning.. My parents aren’t aware of when I have a test, what my nightly homework is, or even what I am learning in my classes. That being said, why should my parents be the only ones that receive emails delivering important information about



the school? Since high school students are held more accountable for their schooling than elementary and middle school students, especially during this crazy time, I should be informed at the same time as my parents of what the next phase of my schooling will look like.

When I don't receive an email from the administration that includes pertinent information and learn of the contents of the email first by my parents, I feel like I am being treated younger than I actually am; I don't feel like I am being treated like a high school student. Bromfield students are held to the highest of standards and are expected to act mature and grown up, and in return students expect teachers and administrators to treat them increasingly like adults. However, communicating only to my parents about changes and events that affect me, not my parents, makes me feel like I am an elementary school student again. I like the feeling of ownership of my education and my schooling that comes with being a highschool student. However, the indirect lines of communication between the school and me does not allow that feeling of responsibility and ownership.

In addition, relying on parents for communication is not helping highschool students prepare for college. College students are responsible

for staying organized and on top of their assignments and their class schedule. Not giving high school students that information about their work schedule and school structure doesn't give highschoolers the opportunity to take complete ownership of their education.

To strengthen the communication between the administration and the student body, the administration should send emails meant for "Harvard families" to both parents and highschoolers. Messages from the administration will most likely reach the families just as fast, if not more quickly. The messages sent by the administration would not need to be any different for the students to receive them, they would just need to be sent to grades nine through 12 as well as the parents of students in the school district.

Ultimately, it's the administration's decision on who receives their messages to the school community. However, I urge the administration to consider sending messages that are meant for "Harvard families" to all parents and highschool students. Since the chance of normal, in-person school resuming in the fall is unlikely and the only way to communicate is virtually, I ask the administration to think about improving their method of communication by adding high school students to the recipients.

# ENTERTAINMENT

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## Humor: My Quarantine Schedule

by Matthew Zobbi

Do you ever just take a nap and completely forget that you took a nap and expect it to be dark out but it's not and you're still half-asleep and you have a tenuous grip on reality? This is just that but worse. Whee.

<b>8:00 a.m.</b>	Roll over in bed. Hit snooze.
<b>8:30 a.m.</b>	Second alarm goes off. Hit snooze again.
<b>10:15 a.m.</b>	Accidentally roll out of bed. Waddle downstairs for brunch.
<b>10:30 a.m.</b>	Remember that you had a Zoom call this morning. Attempt to join only to discover that you missed it.
<b>10:45 a.m. - 1:30 p.m.</b>	Ennui.
<b>2:00 - 2:45 p.m.</b>	Have another Zoom call. Stare at your classmates as the teacher goes on about... something. You weren't paying attention.
<b>3:00 - 4:00 p.m.</b>	Nap.
<b>4:00 p.m.</b>	Groggily wake up, thinking you've slept for 36 hours.
<b>4:15 - 6:00 p.m.</b>	Amazon Prime Video and chill since you can't afford a Netflix subscription.
<b>6:00 - 6:15 p.m.</b>	Repeatedly walk downstairs, waiting for your leftovers to heat up.
<b>6:15 - 6:30 p.m.</b>	Scarf down some leftovers. Cold ravioli is delicious.
<b>7:00 - 9:00 p.m.</b>	Ennui 2: Electric Boogaloo.
<b>9:00 p.m. - 12:30 a.m.</b>	Lie in bed and decide to get your life together before falling asleep and forgetting everything.

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# News trivia

by Anya Buchovecky

1. Whose death sparked nationwide demonstrations and protests against police brutality?
2. Who is the doctor that is educating the public about the coronavirus and is often seen at White House press briefings?
3. What is the name of the TV series about big cat breeding that took the internet by storm?
4. How many phases of distance learning were there?
5. How many fire trucks were part of the senior parade?
6. June 6th marked the 56th anniversary of this invasion.
7. Who officially became the democratic nominee for President?
8. What is the name of the drug that the President states is a potential treatment for Covid-19, yet some studies prove otherwise?
9. What insect is expected to emerge this summer for their once-in-17 mating season?
10. Where has the NBA agreed to play the remaining games of the season?
11. Which standardized testing administration announced that it had suspended plans to create an online exam for the upcoming fall?
12. What is the name of the tropical storm that hit Texas this past week?
13. What did some police officers use to disperse protesters at George Floyd protests?



No matter what school is like in the fall, news will still need to be covered! If you are interested in photography, journalism, or writing...

**Join *The Mirror!***

\*NO PRIOR EXPERIENCE NEEDED\*

SHOW YOUR INTEREST BY SENDING US AN EMAIL  
[@THEBROMFIELDMIRROR@GMAIL.COM](mailto:@THEBROMFIELDMIRROR@GMAIL.COM)

- Answers**
1. George Floyd
  2. Dr. Fauci
  3. Tiger King
  4. Three
  5. Seven
  6. D-Day
  7. Joe Biden

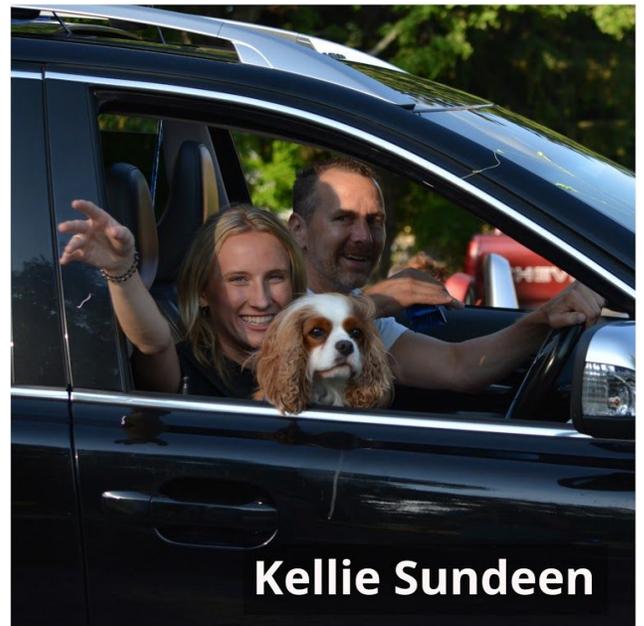
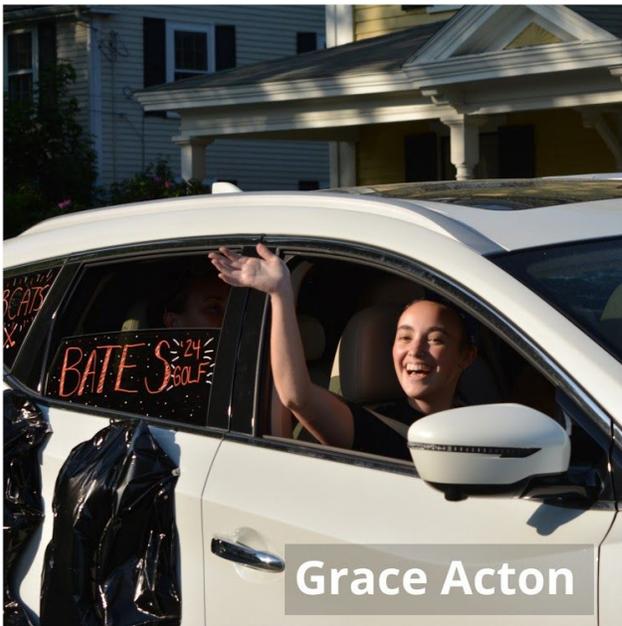
8. Hydroxychloroquine
9. Cleadas
10. Disney World
11. SAT
12. Cristobal
13. Tear Gas

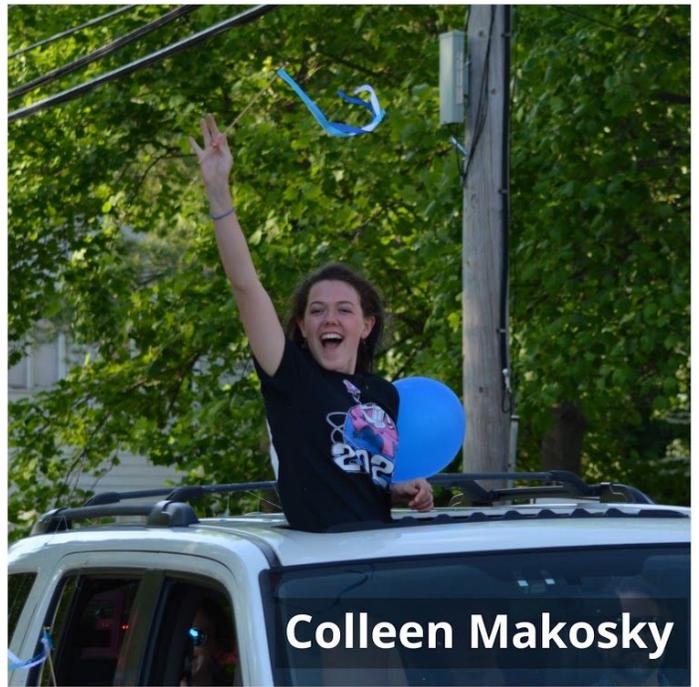
# PHOTOS

## Senior Parade

by Annie Segaloff

*In place of the seniors' planned graduation on June 5th, they paraded through town in cars full of family members and covered in decorations. At the end of the parade, seniors received their caps and gowns. As of right now, an in-person, formal, socially-distant graduation is set to take place on July 31st.*







**Will Bardenheuer**



**The Trojan (Peyton Vandorpe) made a guest appearance as well.**



**Dylan Ashe**



**Will Squire**

# Nature

by Annie Segaloff



**Goldfish**  
*Hingham, MA*



**Bleeding-heart flowers**  
*Harvard, MA*



**Traditional stonewall**  
*Harvard, MA*



**Bachelor's button flowers**  
*Hingham, MA*



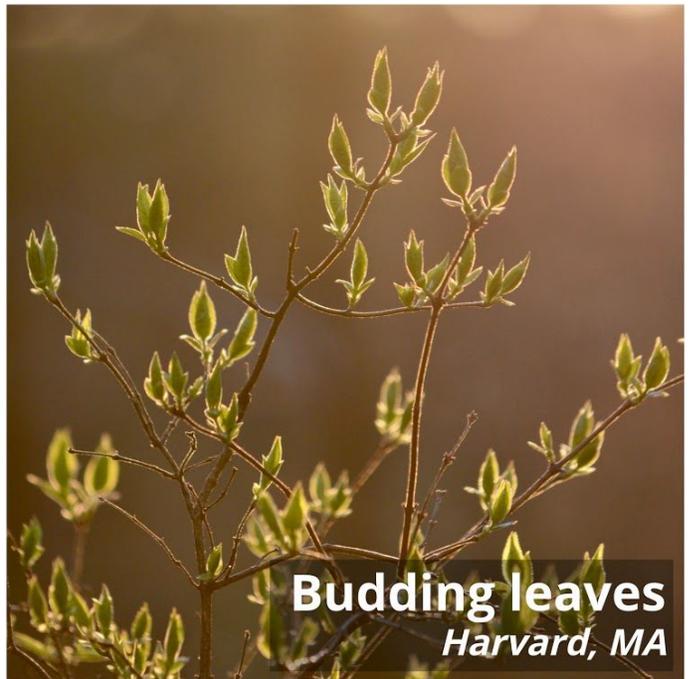
**Red-Winged blackbird**  
*Harvard, MA*



**Oregon grapes**  
*Hingham, MA*



**Ferns**  
*Hingham, MA*



**Budding leaves**  
*Harvard, MA*