



The Bromfield Mirror

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Student mathematicians named finalists in MAML competition

by Kate Shelton

The Massachusetts Association of Mathematics League, also known as MAML, held its 46th annual high school competition in October. Senior Danny Eisenberg and junior Jon Sorrells placed 51st and 60th respectively in this state-wide math competition.

Russell Wass, head of the math department at Bromfield, has been administering MAML exams for 11 years. Approximately 30 of Bromfield's top math students in grades 9-10 were selected by their teachers to participate in the Level I exam, comprised of 25 multiple choice questions focusing on the mathematical concepts of algebra, geometry, probability and statistics, and pre-calculus. Although students are given an hour and a half to take the exam, few finish in the allotted time.

With 150 possible points available, the League has advanced all students who scored a 112 or above to Level II. This year, 115 students qualified, including Eisenberg, who scored 122 points, and Sorrells, who scored 120. This was Eisenberg's third year taking the test, and his second as a finalist, having placed 97th last year. For Sorrells, it was his second year taking the test, and first as a finalist.

"[Becoming a finalist] is a pretty impressive thing to put on your resume," says Eisenberg. "It's a high level exam, and several thousand people take it in Massachusetts, so to say that you're in the top one hundred is pretty good, regardless of whether or not you're going to pursue math in college." Eisenberg says he doesn't plan on majoring in math next year at the University of Pennsylvania. "I'm not planning on doing a whole lot of math in college,"

he says, "so this is just one of those things where it's fun. You get out of school for a day. If you do well that's great; if you don't, whatever, it was fun."

Sorrells, on the other hand, has been very interested in math since middle school, and is currently taking AP Statistics and Probability as well as AP Calculus. "Statistics is fun," he says, "but the MAML is harder



PHOTO BY OLIVIA KRUTZ

Senior Danny Eisenberg and junior Jon Sorrells take a break while setting up for the recent Math team meet.

[than any math class at Bromfield]. There were some questions I couldn't answer." Sorrells says he was only slightly surprised when he received a call at home from Mr. Wass telling him the good news. "I knew I had done pretty well," Sorrells admits, "but I didn't know [I was

going to be a finalist]."

The Level II exam will be much harder than the first, though. Although it covers the same mathematical concepts as the Level I exam, finalists now face six open-response questions to complete in three hours. The hardest part though, is that each of the responses must be written as a proof. "It's a very different format [than the Level I exam], a very different style, and very different construction, and there's a way to do it that you will never learn in the high school setting," says Eisenberg.

Despite this, neither Eisenberg nor Sorrells plans on studying for the exam. "I might ask my brother how to write a proof," says Eisenberg, after which Sorrells replies, "I'll probably ask Danny how to write a proof."

On March 2, the two will be traveling to the Allmerica Insurance Company in Worcester, one of the five insurance companies hosting the Level II exam. "The insurance companies donate the space for that morning, and also serve lunch," says MAML project coordinator Bill Noeth. "In return, they have often followed the life paths of finalists and encourage them to think about becoming actuaries for their companies." Eisenberg and Sorrells will compete to be named one of the top 20 scorers, who receive scholarships ranging from \$50-250.

Back at Bromfield, Eisenberg and Sorrells have received great support from their peers and teachers, especially the math department. Says Mr. Wass, "The whole math department was very happy to hear they qualified. We wish them well in the second round." Surprisingly though, the two don't seem daunted by the upcoming exam. As Sorrells says, "How hard could it be?"

Save Darfur club makes its debut at Bromfield

New activity aims to raise awareness of the plight of victims of genocide

by Jackie McHugh

Juniors Ann Chacko and Lily Ritter are trying to form a new club at the Bromfield School in order to raise support and awareness for the genocide occurring in Darfur.

The conflict in Sudan began when rebels from Darfur attacked a government air force base seven years ago. This led the Janjaweed, a Sudanese government-sponsored militant group, to attack the African inhabitants of Darfur.

More than 200,000 people have been killed during the genocide. Also, over 2.5 million Darfuris have been forced to flee to refugee camps in Chad where crowded conditions and poor nutrition increase

chances of contracting diseases like polio and measles. Many Darfuri survivors fled to refugee camps and desire an education. They want to be able to rebuild their homes and earn money for themselves and their families.

"Our overall goal is not only to help the children in Darfur, but also to build a close relationship with some of the students to learn more about their culture [and] lifestyle," says Chacko. "We've heard so much about the genocide in Darfur," she continues, "and we wanted a way to somehow actively help the people suffering there instead of just sending money to all these obscure, shady charities."

Both Chacko and Ritter hope to improve the lives of children in Darfur. "[Our aspiration is] to enhance the educational opportunities of the children of Darfur refugee camps," says Ritter, "by providing funding and building connections between students."

Ritter was first introduced to the Sister Schools Program, an organization that pairs a school in the United States to one in the refugee camp in Darfur by an email from the Darfur Dream Team, a partnership of organizations and professional basketball players. The two main intentions of the Sister Schools Program are to provide an education for every refugee child in Darfur and to

bridge the gap between students from the United States and those in Darfur.

"The club plans to invite speakers to talk to the Bromfield community to educate more students in the United States and motivate them to help make a difference," says Ritter. "[We hope to] help raise money and awareness about Darfur and learn about the situation. [Students] will also be able to video chat with kids at the school in Darfur and build connections with them."

The club hopes to meet every other week. Mrs. Wagner, the sixth grade Foreign Language teacher, has stepped forward to be the club's advisor.

Mirror Highlights

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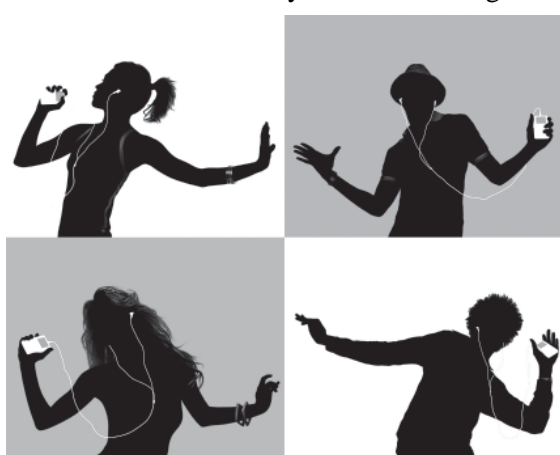
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Mirror Reflections A Taste for Music

Musical tastes count as one of the greatest dividing factors among high school students. Some kids like hip hop, some classic rock, some even like pop, and others classical. But one thing's for sure – kids can't seem to agree to disagree when it comes to music tastes. It can be argued that certain qualities make a song or album either worth listening to or worthy of the trash can; why else would we have music critics? However, the typical music discussion between students consists of, "That band sucks!" or "That is the worst song I have ever heard!" Some students are even ostracized for their musical preferences or labeled by the music they listen to.

The most frustrating argument I have run into is that my taste in music is too "mainstream." Is it really worth it to spend time scouring the Internet for smaller-name artists just to gain so-called "indie cred?" The music on Top 40 radio is catchy and agreeable to listen to.

Others judge simply by the number of songs on one's iPod. If you have fewer than 10,000 songs, you clearly know nothing about music. Some of my classmates have even given iPod's "grades" based on the music they hold. Music tastes clearly don't warrant a grade, because no two people have



the same music taste, and no one person can define what is "A"-grade music as opposed to what doesn't make the grade. Imagine if a teacher asked students to write a paper about what they did over the holiday break and then graded it based upon whether they liked the activities the student participated in.

When it comes to what makes a song good or bad, different qualities apply to different genres of music. A rap song can't be denoted worse than a rock song because it has no melody; the integrity of a rap song is generally not based on melody, but more on lyrics and the rapper's delivery. On the other hand, a rock song relies heavily on melody and production. Therefore, just because a rapper can't write an interesting guitar riff or chord progression doesn't necessarily mean that he is less talented than a rock musician.

In the worst-case scenario, students look down on others based on their music tastes. In our society, fans of "emo" music seem to be the most targeted. Any person who admits to liking a band in this genre is immediately stereotyped as a depressed, whiny kid who craves attention and self-mutilates. Emo fans are not alone. Pop music fans are accused of "not knowing what real music is," while rap fans are said to be "posing" or trying to act "gangster" because of the music they choose.

Judging someone based on music taste is just another way of judging a book by its cover. While the majority of music fans can probably agree upon some things – for example, Jimi Hendrix being one of the greatest guitarists of all time, while Lil Wayne should probably stop trying to be a guitarist – the disagreements should not divide people. Instead, they should provide an opportunity for intellectual discussions about music, which could allow us all to learn more about music while discovering some new artists who have yet to infiltrate our iPods.

How much is a life worth?

by Jackie McHugh

The night before a suspected snowstorm, students become excited hoping for a snow day or a delay. Not only would this be an opportunity to catch up on sleep or study for an exam, but perhaps to finally be able to catch up socially. However, students at Bromfield know not to get their hopes up high for a day off. After all, it is rare that Superintendent Thomas Jefferson chooses to delay or cancel school. Oftentimes, the surrounding schools will have a snow day: Ayer, Nashoba, Maynard, Littleton. The Harvard roads on snowy mornings are often clearly in horrible condition and very dangerous to navigate. Does a disrupted day of classes in winter outweigh the possible dangers to those coming to school?

On the 9th of December, a bus nearly hit a tree while trying to make the trip to school during a snow storm. The students on this bus missed the first period on that day due to the accident. Some Bromfield students live outside of Harvard, and numerous teachers do as well. This means that many of the people who were driving to school on that day had a longer drive to survive than others.

Harvard is known as a loving, caring community. However, how caring is this community if the school does not ever allow for a snow day when the roads are in terrible condition? How much does the superintendent care about the risk students and teachers take by making

the dangerous trip just for one day of school? How much is one day saved in June worth? A life?

The potential of a student, parent, or teacher becoming injured or even dying was very high on that Wednesday in early December. Many of the roads in Harvard are very narrow and windy, and others are on steep hills. How dire do circumstances need to be in order for the superintendent to wake up and realize that snow days need to be implemented on some occasions? As a community, we should strive to prevent tragedies, not enable them. We should not want to risk



lives, just so we avoid an extra school day in June.

A school's goal should be to educate students, which Bromfield does a superior job achieving. However, another goal is to keep the students and faculty safe. Where do we draw the line between a strong desire to educate children and maintaining the safety of the people in the school? In my opinion, education is important, but in the end, safety is more important.

To drive or not to drive

by Jeff Yates

Each year it seems that more and more students are driving to school. With the recent trend of "going green," I have to consider the outrageous amount of gasoline that must be used simply to drive to school. As an environmentally friendly alternative, students should consider the use of the school buses instead.

Each car driven to school emits about 1.08 pounds of CO₂ for each mile traveled, according to research conducted at the Sightline Institute. Therefore, driving three miles to school produces 3.24 pounds of CO₂ per trip. Over a school year, this amounts to over 1,166 pounds of carbon dioxide and that's just for one car.

If 200 students arrive to school by car each day, approximately 233,280 lbs. of CO₂ are released each school year.

On the other hand, the average bus only puts out about 2 lbs. of CO₂ per mile, and each bus route is about 6 miles. The six buses combined currently utilized about 115 lbs. with an annual total of 20725.2 lbs of CO₂. The cars output 18 times more CO₂ than the buses do. Clearly there is room to improve on our impact on the environment.

I am aware, however, that many students participate in after school programs and sports. It may seem to be a good reason to drive a car to school, but are the CO₂ emissions really worth it? Instead, a "late bus," for students participating extracurricular activities

may be a better solution.

My previous school, Clinton Middle School, had the option of a late bus that left at 4pm and brought the students to the location of their choice.

Thus, by taking the bus rather than driving to school, students can prevent up to 233,280 lbs of CO₂ from entering the air. Also, with gas prices around \$2.66 a gallon and an average distance traveled during the school year of 712.4 miles students would be saving about \$1,900 on gasoline a school year. This leaves plenty of money for the bus payment, a paltry \$200 per year. Taking the bus instead of driving is obviously more efficient, and by doing so we can help protect the environment and make the Earth last a little longer.

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Filling brains or emptying wallets

by Elizabeth Swain

Bromfield teachers recently received interactive projection screens called SMARTboards to further enhance their teaching skills. The Elementary School has also installed this new technology in all classrooms.

SMARTboards are white boards that connect to a computer, projecting the information on the screen. Teachers may use virtual markers to write directly on the board. These virtual instruments do not leave an actual mark on the board, but instead, digitally draw on the projection. Written notes can then be saved to a computer.

With a SMARTboard, a teacher can record class notes or students' thoughts and ideas. Once recorded, these ideas can be dragged and dropped to other areas for grouping. With the SMART Notebook software, one can also extend a page to add more notes to the same page, or insert blank pages in a section of notes. Written text can be converted into type-written text, allowing teachers to print the notes and create a study guide.

Physics teacher Gary Menin believes his SMARTboard is essential to his class. "Teaching requires more and more documentation. The board makes it easier to save notes and see how your curriculum has changed from year to year."

Teachers can also use the board to play educational games with students or go to websites and display worksheets for the students to complete. Bromfield teachers with SMARTboards in their classrooms can create a Powerpoint presentation based on the

day's lesson, enabling a more engaging, and oftentimes more informative, lecture.

However, while a simple LCD projector costs range from \$800 to \$3,150, the final cost of a SMARTboard system is between \$3,000 and \$5,000.

Junior Laura Zupancic does not believe the products are worth the cost for some of the teachers. "I think it's just a waste of funds," she says.

"There is no place for them in some teacher's individual curriculums."

Junior Jackie McHugh agrees. "I think SMARTboards are kind of a waste of money," she says. "Instead, we could be using the money to buy new books since most of them are falling apart."

Twenty-five HES teachers attended a training course to learn how to use the boards and how to incorporate them into their lesson plans. "We are hopeful that our students will be able to benefit from all this new technology," says HES Principal Mary Beth Banios.

English teacher Peter Murphy is eager to explore more with his new SMARTboard. "In the future I plan on writing notes and posting them online for students to view later," he says. "I can also put interesting Powerpoint slides together." He says that they will provide flexibility that will make learning easier.



PHOTO BY OLIVIA KRUTZ

Sophomore Jack Landry (right) watches while Ms Fraser (left) uses her SMARTboard for a Spanish lesson.

"Teaching physics, you need to solve problems with equations, draw diagrams and have pictures," states Menin. "If a diagram is too big for the board, I can just capture, shrink and move the object instead of having to erase it off the board and redraw it."

"In some cases, yes, the SMARTboard improves my learning," admits Zupancic, "but in other cases, I think it is silly that some teachers who don't even know what they are, are getting them."

"We could just use the normal white board and overhead projectors," McHugh states. "Many of the things that the SMART boards do are pointless for some of our classes anyway."

However, Menin says, "It would be a major loss if I didn't have my SMARTboard. It's something you get used to. It's like having the ice cream then having it taken away."



Teaching to the test

by Kate Shelton

Bromfield has been named one of America's "Top 100 High Schools" by U.S. News and World Report Magazine. In its annual evaluation of the nation's high schools, the magazine calculates how each school's students score as a whole on their respective state's math and reading tests. Not missing out on an opportunity to boast our newest achievement, the "Best High School Badge" is already posted at the top of our school website, linked straight to the U.S. News website. However, there have been some community concerns that our ranking, 87th out of the 21,786 schools considered, is not good enough. At the meeting of the School Committee and Student Council on December 11th, the issue of raising math and reading scores was discussed, with the focus soon becoming "Should we be teaching more to the test?"

Our U.S. News ranking is based on a very short list of statistics, many of which are questionable or misrepresentative. To demonstrate, one third of the ranking is based on the state scores of the low-income and minority student population at our school. According to their statistics, we have no economically disadvantaged students, and only 2.8% of our 756 student body qualifies as part of a minority. That boils down to about 21 students who controlled that one third of our score. Another factor is our "college readiness index," a complicated, convoluted calculation that takes into consideration only those students who take Advanced Placement exams. The whole process demanded a large portion of the School Committee and Student Council meeting, simply to decipher its meaning.

The most important fact to keep in mind, however, is data manipulation: all of the schools that apply for this award supply their own data, meaning they can present it in a way that benefits them. This is the current

problem with U.S. News' college survey, for which many colleges are either refusing to send in information for fear of becoming victim to the magazine's unique scoring system, or are manipulating their statistics in an effort to gain a higher ranking.

For me, the hardest part to understand in this whole situation is why we give so much power to surveys like this. One magazine publishes a bunch of numbers based on their own entangled system of weighting and scoring, and suddenly high schools, and even colleges, begin questioning their courses and curriculums? According to U.S. News, the number one school in America is the Thomas Jefferson High School for Science and Technology, located in Alexandria, Virginia, with a student population of 1,805. As indicated by the name, it is a math and science geared school, filled with students hand-selected for their intelligence and work ethic. Almost all of these students achieved advanced scores on their state tests, and 100% of the seniors took and passed AP exams. How can we compare ourselves to them? More importantly, why should we?

We are not an "exam-entry" school; we accept everyone in Harvard, as well as students from surrounding towns. We are regionally accredited as being academically challenging and producing well-rounded students who are constantly striving to be better. Maybe that's why we aren't satisfied with an 87th place ranking—it's in our nature. But if we begin teaching solely to the MCAS criteria, or forcing more seniors to take multiple AP exams, we won't be Bromfield anymore. We will have allowed one magazine's evaluation to influence how we teach, losing everything that makes us so strong and unique.

For more information on this survey, go to http://www.usnews.com/listings/high-schools/massachusetts/the_bromfield_school.



Peer-mentoring fosters alliances

by Jackie McHugh

This year, senior Scott Myslinski introduced a peer-mentoring program as part of his community service project. Guidance councilor Cindy Hurley assigned every high school student in the program to at least one partner in middle school.

"The original intent of the program was to help children with social learning disabilities, but this year it has been opened up to everyone who just wants an older buddy," says Myslinski.

The program not only gives younger students a chance to learn from older students, but also provides older students with a chance to reflect back on their middle school years. Peer mentoring also helps younger students in adjusting to the increased amount of school work they receive, and creates a smoother transition into the high school from middle school. It often may seem hard for students to get used to a new school, but this program intends to make the transition easier.

"Last year at School Council, as we were looking at [community surveys], there was feedback from parents that some students were not making social connections at school," says Principal Jim O'Shea. "That conversation with the School Council generated this idea of having a peer-mentoring program."

"Last year I approached Dr. Holmes after she told me she needed help with the project. I had no idea what to expect, but I was excited to work with the school psychologist because I was taking psychology and I enjoyed the subject," says Myslinski. "Dr. Holmes and I developed and began the project. We had to present it to Mr. O'Shea and run a pilot test with just a few students in the middle school with social learning disabilities. Things went very well."

Bromfield's Special Education Department visited Acton-Boxboro High School to inspire some ideas for a peer-mentoring program here.

The program was created to help younger students

Students head for Harvard University Model UN

by Meaghan Katz

At the end of January, twenty Bromfield students attended the prestigious Model United Nations conference hosted annually by Harvard University at the Sheraton Hotel in Boston.

Model United Nations, or MUN, is a program sponsored by the United Nations in which students from around the world represent 192 nations and emulate a UN meeting. At the conference, delegates gather to discuss and debate various global issues.

Bromfield began participating in the MUN last year when current seniors Ethan Randall and Casey Clark asked sophomore geography teacher Bryce Mattie to become the faculty advisor of the group. According to Mattie, “they found out that [MUN] had been done before in Bromfield’s history, and they wanted to get it started [again].”

Although the club started off relatively small, currently more than 30 members participate in the activity. The president is Randall, while the vice president is junior Ailee Katz. “I’ve been so happy about how [the club] has grown,” says Mattie. “It’s definitely gotten a lot bigger, and it’s been pretty well-received throughout the Bromfield community.”

The club has even attracted the attention of other staff members, such as freshmen history teacher Kathleen Doherty, who refers to herself as an “enthusiastic supporter” of the group. She attended some of the morning meetings, and chaperoned at the Conference. “I think it’s a great idea,” says Doherty. “I’ve always heard wonderful things about the Model UN.”

After just one year, club activities are already being established. For the first semester the group prepared for the conference which they attended in January. The second semester is devoted to fundraising for a possible second conference later in the year.

Due to the many expenses like hotel rooms, participation fees, and travel costs, fundraising is especially important. “It’s not difficult to actually go, but the hard part is finding the money because it can get very expensive,” explains Mattie. “We just started [fundraising] last year; we’ve done bake sales and sold water bottles... but the biggest thing is that we’ve written a grant to the Harvard Schools Trust, and they were generous enough to pay for our conference fee, which is upwards of \$1400.”

This year, the Bromfield delegates are representing two countries: Kuwait, located in the Middle East, and Mauritius, a small African island in the southwest Indian Ocean.

“This year we have... Kuwait, which we’re very excited about because they’re going to be able to be active in debate,” says Mattie.

While preparing for the conference, members research extensively about their assigned nation and how it relates to world issues.

“The best way to prepare is to stay updated and not just find as much as you can the night before,” advises Katz. “You’re going to get the most out of it if you’re prepared and if you know what you’re talking about, and the best way to do that is to have a consistent flow

of information about your topic. [You’re given] a fifty page study guide on each topic, and reading that really helps.”

Most of the research is done individually or with a partner, but the group meets once a week to discuss, and both Mattie and the group’s senior members are ready to help when someone hits a wall. “I haven’t yet [needed to give advice],” says Katz. “I would hope that younger members see upperclassmen as resources, and if they have any questions, I hope that they feel comfortable asking us instead of only asking Ms. Mattie.”

“There are several subcommittees [at MUN],” says Doherty, “and so each of the students, whether they’re working by themselves or with a partner, becomes very knowledgeable in their field.”

Katz says that the key to success is persistence. “A lot of what Model UN is about is making inferences based on research, because it doesn’t always directly say, ‘This is what Kuwait thinks,’ but you have to look at their history and what’s going on,” says Katz. “Sometimes you do hit a wall, but we ended up just searching the same phrase in different ways and we finally found a document with some answers. You really have to persist with your research.”

Aside from gathering information, one of the most important aspects of the preparation is to get into

a nation’s mentality, and with such touchy subjects, this can be difficult for some. “One of our members is Jewish, and we’re representing Kuwait, so she was thinking, ‘This is going to be difficult because I’ve spent the past 10 years going to Hebrew School and learning about how Israel has the right to the homeland, and how Israel is the priority,’ and now she has to go into it thinking ‘Arab State’ and ‘push for the Palestinians.’”

Last year, the club did not know what to expect from the conference and treated it as a trial experience. This time, members have a good idea of what will happen. According to Katz, “It’s going to be easier for the members who went last year, because we already have that firsthand experience and we know what the committee room looks like, how it’s set up, how other students will act, and all of the logistical stuff.”

However, despite their previous experience, speaking off the cuff in front of up to 300 people is an intimidating challenge. “You’re a little nervous, but everyone else who’s there is also speaking in front of 300 kids, so as long as you have a feel for what you’re going to say, it’s not that bad,” says Katz.

Although she is unable to be in the conference room with the members, Mattie periodically checks in to see how they are doing, and gives them some basic advice. “Ms. Mattie encourages us to sit in the front

row, and to speak on the first day,” says Katz.

The sessions can be strenuous as well, because they require so much thought and time. “The actual committees can be kind of long and tiring. Some of them are four hours [long] and run until 11:30 at night,” adds Katz. “It’s fun because you’re role playing, and you have to think on your feet all the time and try and solve the world issue. There’s a good balance between work and play.”

The conference presents an opportunity for students to challenge themselves and become more comfortable with public speaking as well as relating to new people. Not only can the delegates converse during meetings, but they can also meet in the hotel or at one of the group events, like the tour of Harvard or the Delegate Dance.

Ultimately, both Mattie and the group members, although competitive, treat the meeting as a fun learning experience.

“It’s exciting,” says Mattie, “and every single student participating, whether they’re going to the conference or not, is involved in really shaping what we want the club to be. The message I think I’ve gotten from the students loud and clear is that they want to take it seriously, and they want to do well, so I’m going to do what I can to help them.”



PHOTO BY OLIVIA KRUTZ

Bromfield’s Model UN team takes a tour of the Maporium in Boston as part of the weekend conference.

Students bridge the gap between middle and high school

PEER, continued from page 3

who lack the benefits of an older sibling at Bromfield to help them. “I think students feel much more connected if they know older students in the school,” says O’Shea.

“The overall goal of the program is to build a sense of community,” adds Hurley.

“I find peer mentoring very enjoyable, because it brings the Bromfield community together and connects the high school with the middle school,” says junior and mentor Meaghan Bradshaw. “It also gets the younger kids used to being in a different environment from the elementary school.”

Bradshaw meets with her partner, John Seymour, during third lunch on day five. “We talk about school and hockey. I help him with his homework and I went to one of his hockey games,” says Bradshaw. “We have been planning to get together to play football as well.” This program not only helps middle schoolers become adjusted to the school, but also allows for new friendships.

Junior Brittany Jones plans to meet with her

buddy, Leeane McDonald, at least once a week. Currently, they meet in the library to get to know each other better. “I definitely enjoy meeting with my partner. She tells me cute stories about her day and it reminds me of my middle school years,” says Jones. “It is refreshing to be able to talk and listen to younger students at Bromfield, and escape from the stress of high school.”

The older students enjoy being role models. They give advice, help students with homework, and help improve the social lives of the younger students.

“It definitely helps my partner. He has become more sociable and now he has someone to go to if he ever needs help,” says Bradshaw.

“I signed up for peer mentoring in hopes to bridge the gap between older and younger students at Bromfield,” says Jones. “It is important for older students to get involved with the younger population of Bromfield, so we can help guide them through the



PHOTO BY OLIVIA KRUTZ

Junior Grace Bilodeau (left) tutors 7th grader Hannah Malloy as part of the peer mentor program.

sometimes difficult middle school years.”

“We were overwhelmed with how many high school students were interested in the program,” says Hurley. “It’s fantastic.”

“Hopefully, the program can serve as a model to other schools and continue bringing students together at Bromfield for years to come,” says Myslinski.

Basketball teams face a tough building year

by Diana Li

Longtime coach Tom Hill continues to guide the boys' Varsity basketball team, while the girls' Varsity saw relative newcomer Kate Maki return for a second season, assisted by Bromfield graduate Erin McCullough.

Despite losing many players to graduation, current senior girls have stepped up to drive the team.

Captains of the girls' team this year are seniors Alli Reusch, Hali Burke and Yasmine Kanaan. "Alli, Hali, and I try to keep the team having positive attitudes and certainly try to keep the determination going," says Kanaan.

"The seniors are very talented and also show a lot of leadership, which is always good," states junior Jackie McHugh, who started playing Varsity basketball this year.

The girls all agree that Maki tries to push the team, but most of them think that more scrimmage time would help the players improve even more. "It would be nice if we could scrimmage a little more during some practices," states McHugh, "because I feel like that would prepare us a little more before games."

The girls' team works hard from

the beginning of the game until the end. "As our coach says, we are a team that fights from tip-off up until the last buzzer sounds," says Kanaan. "We are not a team to give up." McHugh notes, "There are some games where we work really hard, but it sometimes doesn't show on the scoreboard at the end of the game."

Due to the addition of many new members to the girls' team this year, the captains focus on pulling the Junior Varsity and Varsity teams together. One newcomer for Varsity this year was Brittany Lee. "The only thing that I dislike about the basketball team is the losses," Lee says. "We're getting a little bit better, but we really need to push ourselves in practice. If we do

that, we will play great in the game."

The girls basketball teams, both JV and Varsity, "do almost everything together; whether it's dancing in practice or sharing school spirit, we are one," says Kanaan. "I really enjoy when the two teams do drills together," says McHugh, "since it helps the Junior Varsity a lot by pushing them a little more."

One aspect of the team that the girls enjoy the most is the togetherness,

explains McHugh. "We all encourage each other and we really have a goal of improving together. One of our cheers after practice and before games is, 'Together!' It's really nice."

Kanaan adds, "We are kind of like a close family. We share secrets, problems, and great news. It helps us stand as one."

For the boys, the team encountered a setback from last year's graduation. "We lost the talent of Hugo Al-Homsi, Sam Peisch and Caleb Frost," explains captain Dan Ockene, "three Central Mass all-stars who had a big presence on the court."

To help rebuild the team this season, the boys "start off with some basic weave drills moving into free throws, shooting plays and a solid scrimmage at the end," explains Ockene.

For the boys, captains are seniors Tyler Shepherd and Ockene. "As a captain," says Ockene, "I help the team by being there for all of them. [I help by] doing small things for them that could [make] a huge difference later in their Varsity career as well as a possible instant impact right now."

Although the boys' team had a rough start of the season, they have not let this bring them down. "So far we have been positive through the hard times we have encountered," says Ockene. "With the hard losses we've experienced, we don't blame [anyone] or get down [on ourselves]. We brush it off and get back onto the court the next day determined to

win the next game."

Unlike the girls' team, the boys connect on the court, but have different interests after the games. "We might scrimmage each other, but other than that, we take separate sides and go our separate ways," says Ockene. However, Ockene explains, "There is nothing I don't like about the team. I wouldn't trade them for any other team."

Both teams feel that friendship is a key part of teamwork. "It's always helpful to be friendly with teammates on and off of the court," says McHugh. "It helps us play better together." Ockene adds, "Off the court we are a bunch of hooligans, we have a great time and it is an honor to be playing with these men."



PHOTO BY TYLER PAPAIZIAN
Captain Dan Ockene sets up a shot in a recent game against Lunenburg.



PHOTO BY TYLER PAPAIZIAN
Freshman Montana Burke fights for a shot in a game against Clinton.

Swim team quickly recovers from graduation losses

Bromfield, Littleton and Ayer co-op team off to a fast start this season

by Diana Li

In attempt to raise awareness and money for hunger, the Bromfield swim team hosted a "swim-a-thon," where participants swam to their limits.

The team, coached by Denise Hazoury, Julie Nocka and Alexis Rivard, is a co-op situation consisting of swimmers from Bromfield, Littleton High School and Ayer High School.

The junior varsity and varsity squads practice separately, and rarely have swim meets together due to the few available JV teams. "Sometimes we have events like a pancake breakfast with each other," explains freshman Clara Wang, who joined the varsity team in 7th grade. "We don't practice together or have joint pasta parties, because that's just way too many people."

Just as the season began, sophomore Taylor LeBlanc broke the school record for a 100 yard breaststroke. This year, he went into the season very optimistic and beat Brian Wickman's previous record by 0.1 seconds. "My goal for the rest of the season is to make sectionals ... where only the people who are the best in the state compete," says LeBlanc.

Sophomore Sam Carlson also broke two school records in the 200 yards

individual medley and the 100 yard backstroke, previously held by Eric Hazoury.

The swim team, however, suffered significant losses to graduation last year including Laura Nocka, Ryan Andrews and Stephen Branam. "They were all crucial parts of the team, but this season we have a lot of new swimmers that can pull it together," says junior Liz Smetana.

This year's captains are Smetana and senior Clark Jacobson. "The captains have been very helpful," LeBlanc says. "Jacobson is constantly encouraging us to push ourselves harder and Smetana has spent time one-on-one to help me with my stroke and my sore knee."

Smetana sees her job as "not just [to] clean [up] the bus after meets, but to lead the team. I try to always have a positive outlook and support everyone."

The wide range of ages among the swimmers has not caused any problems within the team. "I don't mind having the 8th graders on the team," says LeBlanc. "The few I know well are very nice and friendly and seem to show the same enthusiasm I did at their age."

Swim practice normally takes anywhere from one-and-a-half to two-



PHOTO BY OLIVIA KRUTZ
Bromfield's co-op swim team pauses its practice for a group picture.

and-a-half hours. After a warm up, which is roughly a 800-yard swim, swimmers do "sets" for the rest of practice. "We do sprinting sets, distance sets, drills, and strength conditioning," explains Wang. "We have dry-land [practice] twice a week where we do some sit ups and things like that to get buff."

The swimmers explain that the

coaches have the team's best interest in mind and understand that coaches can make them better and faster, although sometimes this might be hard. "I do not enjoy all of the practices on the weekends ... but I know [they] will help me in the end to get stronger," says LeBlanc.

The current varsity record is 7-6-0.

Ski team soars through the first few races

by Elizabeth Swain

This year's Ski Team includes students from seventh through twelfth grade. Members meet for practice at the Wachusett Mountain ski area Monday through Thursday after school from 3 to 6.

"Ski team is a blast," says sophomore skier Jackie Sampson. "Everyone is friends with everybody else."

Varsity skier Erik Johnson agrees saying, "The ski team is just like one big family that you get to see every day."

Senior captain Josh Wright and junior captain Maggie Rooney run captain's practices and choose team spirits. They also help coach Steve Rowse with team tasks such as collecting bibs after races.

"I wake up every morning excited about the day just because I know that I will be going skiing later on," Rooney says. "The team used to be small and family-like, having just a few people... Even now that it is huge, we are all still extremely close to one another."

Races are held every Tuesday at the Nashoba Valley Ski Area.

The events are based on the gender and the experience of the individual skier.

At their first race of this season in January, the girls placed second, behind

Acton-Boxborough. "The competition is tough, but we just need to get in the zone and crush them," says Sampson.



Bromfield ski team readies itself for the first trip up the slopes during a recent practice session.

"We have a strong team and just need to bring it harder," Rooney agrees. "We could have done better. I think we just had an off-race."

There are many things the team has to do to get ready to race. Each skier can prepare their skis to improve their

the excess wax off, and sharpen the edges with a file."

Pasta parties are held the night before races. Eating more than usual keeps one warmer for the run. Working out is also essential because a racer must be strong to make sharp turns and push off with power and force at the start of the race. "The bigger you go, the faster you go," says Sampson. "You can't be overweight though."

During race day a skier is able to inspect the course before he or she actually races it. "When I inspect the course, I picture myself racing it and imagine myself doing certain things at a certain point or a specific gate," explains Rooney. "We also all listen to music together to get each other pumped and ready for the race."

At the race on January 19, the girls' team came in first place. Every racer made two timed runs with the average time of those two runs counting. The boys' team had a successful race as well, placing second overall.

On January 26, the boys' team finally took first place while the girls snagged second. Junior varsity skier Patrick Ware says, "One of Acton's best boy skiers fell so that gave us an advantage. Also, Erik Johnson got the top time for all of the boys racing."

PHOTO BY OLIVA KRUTZ



PHOTO BY HANNAH BASNETT

Number 23 Mitch Williams (center) takes a shot on goal in a game against Oakmont.

Tigers hockey team suffers under injuries

By Jeff Yates

The Littleton Tigers hockey team has been having a rough time this year. Key players have been injured for almost the whole season. "The team seems to have fallen apart," says Bromfield junior Sean Kenefick. "I think we haven't adapted to it yet."

The team's record so far is 6 wins, 7 losses and 2 ties. The 2006-2007 season resulted in 16 wins and 6 losses, while the team's record in '07-'08 was 13-5-3. Last year the team again improved to a 16-3-3 record.

"Jake Basnett had an injured knee and Billy Angell had an injured shoulder

but are already back," says Kenefick.

"We could win the rest of the games," says Bromfield senior Ethan Randall. "However, I don't think that will be likely. There are just too many players out."

When Basnett and Angell were out, the whole team "stepped up for the key losses of Basnett and Angell," says Andrew Dexter. Unfortunately the team still suffered losses.

However, Kenefick is optimistic, "With the hockey season ending right before March I think we have lots of room for improvement."

Runners qualify for state championship meet

by Tyler Papazian

The graduation of a few instrumental runners last year, including Sam Dorward, Ben Waldman and Brendan Chen, left the track team with only a few seniors. Regardless of senior losses, both teams are having a successful winter season.

"We lost a couple good runners, but I knew if the guys trained hard, then we could still have a good season," comments coach Mr. Boisvert. The boys finished with a record of 4 wins and 1 loss while the girls finished with 3 wins and 2 losses. The meets are at Fitchburg High School, Wachusett Regional High School and at the Reggie Lewis Center in West Roxbury.

Several runners from the boys team have qualified for the state championship, including Max Flaton and Ellis Toll in the 2 mile, Nick Kronauer in the one mile, and Max Flaton, Ellis Toll, Nick Kronauer and Tyler Papazian in the 4x800m Relay.

"We were really happy to qualify in the 4x800m like last year, so it's now our second year in a row!" said Nick Kronauer after receiving word that his team qualified.

Next year, the boys will lose four more of their runners. "We had a winning year this year, the last one this team will see for a while," says senior Garret Kistler.

The girls also lost a number of important runners last year including Lisa Reedich, Emily Jones, Katherine Finnegan, and Lexie Daniells, Kristina Kronauer and Nikki Jordan. Even with their

losses, Sydney Durand thinks the team was still competitive. "We were still a very strong and well rounded team which continued to improve as our season went on."

The girls had a number of runners qualify to run at the state championship as well. The athletes that have qualified include Mimi Narbonne in the 600 m, Sydney Durand and Emma Rothkopf in the mile, Sophia Collins and Sydney Durand in the 1000m and Kim West, Mimi Narbonne, Alice Kennedy and Maddie Beckman in the 4x400m relay. All the qualified athletes are excited for the event, as it will be a more elite crowd than they usually run with. The state championship will be held at the Reggie Lewis Center on February 19th.



PHOTO BY TYLER PAPAIZIAN

Sophomore Ellis Toll at a dual meet versus Littleton.

NAHS members create memories for orphaned children

Art students paint portraits for the Memory Project

by Meaghan Katz

Last year, art teacher Julie Cook and student artist Jenna Tomasello established the Bromfield chapter of the National Art Honors Society (NAHS). Now, juniors Danielle Shea, Laura Zupancic, Ali Marteney, and Erica Marksteiner lead the organization, and are focusing on a new program called the Memory Project.

The Memory Project began in 2004 when University of Washington graduate Ben Schumaker decided to give orphaned children a memento of their childhood. The program connects children in orphanages from around the world to university and high school students. According to the mission at the memory project, "The goal...is to inspire caring, friendship, and a positive sense of self."

At the start of the program, students are sent a photo of an orphaned child. Then, based on the picture, the student must create a portrait of the child and send it back. In the end, the artists are sent photos of the children receiving their portraits, and both student and child gain a happy memory.

The Bromfield NAHS decided to participate after learning about the project last year. "[We] went to a convention for National Art Honors Society, and they talked about [the Memory Project]," says Danielle Shea. "I just think that it's a nice thing to do for [the orphans]. I mean, it doesn't cost a whole lot, and they don't have very much, and it's something they can really keep forever."

There are 17 members in the NAHS this year, and most of them are working on a painting. Some of them have drawn portraits before, but the project is turning out to be an interesting experience for all. "Portraits aren't necessarily my thing," admits Laura Zupancic. "I usually do more 'weird' stuff ... [and] I definitely have a more modernist painting style."

Cook, the teacher advisor for the group, sits in on NAHS meetings. "I give [the students] some direction," she says, "but I want them to be mainly self-driven."

"I think [the students] really step up to the plate," adds Cook. "They put more time into it because they

know it's for someone else." She believes that the students can benefit from the experience, and they agree. "Doing something more realistic is something I don't necessarily do on my own," says Zupancic, "but I like that about the portrait project."

However, this kind of work can be sensitive. The NAHS members agree that they feel more responsible for the paintings because they are for someone else, and some are torn between confidence in their work and fear that their child may be disappointed. "It's actually kind of scary," reflects Zupancic. "As I'm working on mine I think, 'Oh God, what if he hates it?,' and what if he gets it and thinks, 'This doesn't look like me.'"

The art room is available for members to come in during and after school, and Cook has been very open about letting students work on the portraits in class. "[The paintings] have to be postmarked by February 1st," says Shea. They have tentative hopes for a small gallery showcasing their work at school, but it all depends on how soon members finish the portraits.

Some artists are farther along than others, but everyone is working at their own pace towards a finished product. "We're all just helping each other, because having a second eye is a huge help," Shea says.

This time, each member had to pay a \$15 mailing charge, but recent fundraisers have left the club in a good position for future projects. "We did a flea market," says Shea. "And [we] raised around \$400 just in one day, so we'll be all set with membership fees for awhile."

"It depends on what the group feels like, but I would definitely like to do it again," Shea expresses. "Now, we'll hopefully have the funds so that no one has to pay as much, if at all." The club may or may not continue the project in future years, but in either case,



COURTESY PHOTO

Student portraits for the Memory Project are currently part of a new installation in the Art wing.

they are planning to become more active in and out of school.

The NAHS wants people to know that art is not just for amusement, or culture, but that it plays a significant role in many different careers and can manifest itself in many different ways.

"I think that NAHS is really important because we have students that are recognized for their incredible achievements in sports, and... in academics," says Shea, "but now we have something that will recognize art students for their exceptional artwork."

Drama Society actors attempt to defy gravity

by Kate Shelton

This February, the Bromfield Drama Society will return to the annual Massachusetts High School Drama Festival with their production of *Defying Gravity* by Jane Anderson.

The story focuses on the events leading to the explosion of the space shuttle Challenger, on January 28th, 1986, and its most famous astronaut, Christa McAuliffe, a 37-year-old history teacher from Boston who was the first member of the Teacher in Space project.

Senior Becca Turner plays the part of McAuliffe, who interacts with her six-year-old daughter Elizabeth, while junior Jordan Davy, cast as Elizabeth at age 26, recalls the conversations she once had with her mother. Turner has the difficult job of convincing the audience to believe she is talking with her young daughter while not directly interacting with the child. "While I think this device will work very effectively," Turner says, "it will definitely be a challenge keeping up a believable conversation with an invisible spot on the stage."

Junior Molly O'Rourke-Friel, who plays the part of Donna, a bartender who befriends NASA workers, has similar feelings. "I'm interested to see how the concept gets received," O'Rourke-Friel explains, "because it is different, with people on the stage together, but not talking to one another." This unusual technique is used throughout the play, not just between Turner and Davy's characters, but also with the character of Claude Monet, the famous French impressionist painter, played by senior Clark Jacobson.

Monet, who died 40 years before the Challenger disaster, appears in several scenes, interacting with all the characters. The play operates on the theory that time is flexible and anyone in history continues to exist in the present. Monet can then talk to Christa McAuliffe, who can also converse with her 26-year-old daughter.

For junior Brett Keating, who plays the part of a NASA mechanic who works on the Challenger, this technique greatly enhances the play. "It's amazing that all these characters, like Monet, Christa McAuliffe, interact with each other in a way that makes sense," he says.

Unfortunately, the festival only allots 45 minutes for each play, so it will be a challenge for the cast to convince the audience of this idea in so short a time span. O'Rourke-Friel summarizes the fear well. "If the audience doesn't get it, then it doesn't matter what you meant, it only matters what was understood."

Despite this, O'Rourke-Friel has other concerns



PHOTO BY BECCA MCCOURT

Bromfield thespians rehearse for their upcoming production of "Defying Gravity". From left to right are Jordan Davy, Catherine Spacciapoli, and Rebecca Turner.

as well. "I think the biggest fear we can have is that we're not proud of the work we did," she says. "That is my biggest fear, if I got out there and thought, 'I could have done this better.'"

Director Michael McGarty, for whom this will be his 35th and last Drama Festival entry, began his search for the perfect play last summer. "Defying Gravity came up, and I knew nothing about it. So I started reading, and it just catches you from the first moment. It's just so unique."

For McGarty, choosing the play was the easy part; casting was another story. "With so many talented students," McGarty says, "it became very difficult to choose the right balance of roles for the students so that it would create the strongest production."

It is critical the cast work together during the play as an ensemble. "My expectation," McGarty says, "is that there remain a high level of focus on quality and ensemble for both the technical crew and the actors."

The design crew includes the students from McGarty's two Technical Theater classes this year. He is excited about the set they have designed, and the technical aspects they intend to include in the show, such as projector screens showing the video footage of the Challenger explosion. McGarty is also worried about performing on a different stage for the first round. "With so much technology," he says from experience, "anything could go wrong."

Because it is his last festival, McGarty says that this show has special meaning to him. "I'd like to go out with a bang!" he says. "It would be great if I am perfectly happy with the production and the way it progresses."

The Drama Society will be presenting a free critique performance of its show on Wednesday February 10.

Student musicians shine at Central District concert

Auditions prove more challenging for singers than for instrumentalists

by Meaghan Katz

Select Bromfield musicians performed in the Central District Music concert January 16 at Mechanics Hall in Worcester.

Of the more than 20 students who auditioned, six were accepted: Cecily O'Leary, Anne Chacko, Eva Kenna and Sarah Collins on violin, Alyssa Asquith on flute, and John Wesley on voice. However, this is only half the amount usually selected. It was an especially difficult year for singers.

"I think it was highly competitive this year to get in," says choral director Talia Mercadante. "It's competitive every year, but last year we got four [vocal] students in whereas this year we only got one."

The one student, sophomore John Wesley, was accepted into the choir as a bass.

Mercadante and music director Thomas Reynolds were surprised at the outcome, especially after the New England Music Festival accepted several of the rejected singers and not Wesley.

"It was surprising to me because the chorus is full of really talented people," says Mercadante. "I assumed that more singers from our chorus would get in, so I'm sort of confused about [the outcome]."

In fact, much of the results depend on luck. A singer's score can change dramatically based on who is judging them, what room they are assigned to, who auditioned before them, and what they are singing.

An obvious example of this is singer Molly O'Rourke-Friel, who sings main roles in many of Bromfield's musicals. "The president of our chorus, Molly O'Rourke-Friel, has a beautiful alto voice and incredible motivation and enthusiasm for singing, and she really should have gotten in," says Mercadante. "She was

only two points off from the required score. If she had just been in another room, the benchmark would have been lower and she would've gotten it."

"The central district auditions are essentially all about numbers, which is both a blessing and a curse," says O'Rourke-Friel. "It is a system that strives to be as objective as possible, and it accomplishes it with limited success. The district experience is wonderful, but unfortunately its organizing requires the daunting and truly impossible task of finding the best musicians. I am sure many people could tell you their opinions of what makes a great musician, but few could describe a time and fiscally efficient way to find them."

The other singers, including sophomore Tyler Borton, vocalist of the local band Friday Night Delight, also scored just a few points below the required score.

Part of the outcome may be due to recent changes in Central Districts, including the shift from auditioning with choral pieces to solo folk songs. The change is meant to give variety to the singing, so that everyone gets a chance to sing the melody. This can be a good opportunity for altos, who often have less focus in a song.

However, some may question the value of auditioning with a piece unrelated to the actual activities of the group, and therefore unrepresentative of the true value of the singer.

Mercadante acknowledges the

benefits for altos, but she still prefers the choral pieces they used to sing. "I'm worried that the quality of singers won't be as good. Anybody can sing a solo, but there are certain people that can really demonstrate their strength in singing against other vocal parts."

O'Rourke-Friel, despite being an alto herself, also prefers auditioning with choral pieces. "I find solo and choral singing to require some different skills,"



says O'Rourke-Friel. "In the middle school auditions you sing your specific part of a choral piece, which I see as being a better representation of what your choral singing abilities are."

The auditions went more successfully for the orchestra, where five musicians managed to take a place. This is an accomplishment especially for Asquith on flute, because freshmen are usually not accepted.

Cecily O'Leary, one of the accepted violinists, says that, "Alyssa is a phenomenal flute player. She placed

3rd in the district and got recommended to audition for the state orchestra."

O'Leary, who has been playing the violin for most of her life, was happy to play in the concert at Mechanics Hall. "It's really cool to perform in the district orchestra because it is the largest group I get to play in, and has the best musicians in the area," she says. "Being a part of such a large group of talent is amazing and the performance was phenomenal for high school students."

Reynolds, who is a member of the Central Districts board, was also proud of the concert and commended the musicians for their performance of difficult pieces by composers Tchaikovsky and Shostakovich.

In the end, although they hoped and believed that more would be accepted, Mercadante and Reynolds are far from being disappointed with the achievement.

According to Reynolds, "I've learned not to be disappointed, because I accept the fact that the process is not perfect, and I'm of the opinion that if we had the same judges and the same students go a different day and audition in the afternoon instead of the early morning, they would get different results."

Reynolds just wishes that he had more time to spend on each student individually, but with the lack of staff in the music department, he has too much to do and not quite enough time.

"The one thing I find that's difficult for me, and difficult for [Mercadante] too, is that we're wrapped up with working across the street," says Reynolds. "I do the elementary program and the sixth grade program after school, and students can't access me for extra help. I don't have enough time, and that's the one thing I always regret because I really enjoy working with people for Districts and getting them ready for it."

Massachusetts Young Playwrights Project comes to Bromfield

by Elizabeth Swain

Dan Hunter, award-winning playwright, composer, and singer came to Bromfield in January to teach and advise young and ambitious thespians how to write a creative and engaging play.

Bromfield's drama society is involved in the Massachusetts Young Playwrights' Project. This program is being offered by Boston Playwrights' Theatre at Boston University in collaboration with the Humanities Foundation at Boston University.

Participating schools receive a two-day school visit, during which each student will write and develop a ten-minute play under the guidance of a professional playwright.

In the spring, these plays are submitted to a selection committee which will designate featured plays and a finalist play. "It allows student playwrights to work with professional actors and directors to realize their play on the stage. The audiences are enthusiastic and supportive and it is a rare opportunity for young playwrights to experience the joys and dangers of seeing your own play



come to the stage," Hunter states. "The final production is the hybrid product of all these views. The playwright initiates the vision, but everyone benefits from the collaboration."

From the original thought of the student, to the directors, to the stage,

the work of art has been altered. "Theater is a collaborative experience and the play is strengthened by the diverse view points of actors, directors and so on," Hunter says. "I like to see the liberation that students feel when they realize that they do not have to depend on television or Hollywood to create their own stories." Hunter continues,

"Theater is a demanding medium, but the spiritual and creative rewards are great. This is because actors see things that the playwright may have missed. Directors ask questions that clarify the vision of the playwright."

While here at Bromfield, Hunter worked with the students by supervising writing exercises that the students did. Afterwards, he advised them on how to better their creations. "The best exercise is to write plays," states Hunter. "Every play creates its own challenges and dynamics. The best practice is to write plays and then to write more. And, the young writer must read and go to as much theater as he or she can."

Hunter explains the satisfactions of writing one's own play. "The joy is the feeling of creating a satisfying, engaging experience for the audience." Although, with these joys come some pitfalls. "In spite of the best work of everyone—directors, actors, set, sound and costume designers—the experience is less than you had hoped. The only response to that is to revise again and pursue the vision."

Dan will be coming back to Bromfield in the middle of March. This time is devoted to reading and giving feedback on each of the student produced plays before the students submit them to the Boston Playwright Committee for review.