



BROWN & GOLD

Haverhill High School

February 2022



Croft's Corner

Haverhill High School students enjoyed a two-hour delay on Tuesday, January 18 due to a pipe bursting in the C-Wing of the school. The wing was closed off for the rest of the day, causing traffic in the hallways and making many students late to class. JROTC and Special Education students were especially impacted, seeing as teachers and students were completely blocked from their classrooms. As usual, the JROTC program came to the rescue and led the clean-up efforts. There was a considerable amount of damage done, sure to cost the school a pretty penny.

The Drama Club put on three successful productions of *This is a Test* and *Brothers Grimm Spectaculathon* on January 14 and 15. They are now preparing for their musical production of *The Wizard of Oz*. The Drama Club also held a massively successful chocolate rose sale the week before Valentine's Day. Similar to the candy cane fundraiser the class of 2023 did at Christmas time, students were able to write a message to their beloveds and the roses were delivered on Valentine's Day. All proceeds help to fund Drama Club production.

On February 4, attendance limitations were lifted for high school sports and athletes were again permitted to enter locker rooms. Attendance at athletic events had been limited to four guests per athlete for much of the winter sports season.

Students enrolled in AP Literature and AP Language took a mock exam on Saturday, January 22nd from 8am-12pm in the Haverhill High cafeteria in preparation for the official test in May. The general consensus was that it was a waste of a Saturday morning, although valuable in terms of gaining familiarity with the full exam in May.

The HHS guidance department hosted Vocational/Trade Career week for juniors and seniors. The sessions gave students the opportunity to speak to experienced professionals from the field of their interest. These conferences took place on February 1-3. The careers represented were EMT, welder, auto mechanic, electrician, plumber, HVAC technician, auto technician, carpenter, realtor, hair stylist, esthetician, firefighter, and police officer.

International scholars join Hillie ranks

Foreign exchange students reflect on time at Haverhill High School, American experience

By Nina Hamel

Haverhill—For most Hillies, Haverhill is home. For some new faces, however, it's an adventure in a foreign land.

This school year, Haverhill High School welcomed six new students who took an airplane from their home countries more than 4,000 miles away to be among the population of students who walk through the halls of HHS.

Haverhill High School was able to host several foreign exchange students

for the 2021-2022 school year. Among these students are Servan Gil of Le Mans, France; Iris Garcia Ropero from Barcelona, Spain; Clémence Pottier from Strasbourg, France; Paola Sánchez Contreras from Huelva, Spain; Carmen Elger from Ingolstadt, Germany; and Lena Didier from Dijon, France.

For students in high school, traveling far from home can be pretty intimidating, especially going to a new country, but for

these brave souls the experience has been one of learning and excitement.

"Since I was little, I have always been interested in the English language," said Iris Garcia, a junior from Barcelona, Spain. "I loved studying it, and I really enjoyed learning a foreign language. It was not until my mum mentioned that she had stayed in the USA for a month that I decided I wanted to come."

Regardless of their indi-

vidual reasons for embarking on this adventure, they all made one thing clear: school in America is very different from school in Europe.

In Europe school days extend to almost 10 hours and students do not choose their own classes or schedule. 16 year old Lena Didier pointed out that this was the first time she was free to choose elective classes to include in her schedule. "In France we don't really get to choose our own

subjects," Didier said. "When we can, it is only classes related to subjects like math or physics."

Another major difference for these students includes the wide variety of after-school activities available to them.

"In Germany we don't have after-school sports," said 16 year-old Carmen Elger. "There are some clubs, like Science Club,

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Enter the third dimension



3D printing course blends tech aptitude, creativity, and entrepreneurship

By Sydney Keyes

Haverhill—Tucked away in the Haverhill High School Library is a portal to another dimension: 3D printers.

Tech savvy students can make use of nearly a dozen advanced 3D printers to create anything from frogs the size of dinner plates to small carabiners for holding keys.

Hailey Leary, a senior, prints earrings and keychains and sells them in the HHS school store.

Fellow senior, Victoria Preble, another 3D printing student, is making a first-generation 3D printer from scratch, which re-

quires taking parts from old printers and designing and printing new parts to get the older printers back into working condition.

Students have printed a large range of things, including a 9.5-inch-by-5-inch bear and a replica of the house on the hit drama "The Fosters."

"The largest thing we've ever printed took 18 hours," Preble explained, "it was a giant gummy bear. You can print anything, from things that take 18 hours to things that take one minute. It all depends on the size and density of it."

Students' first project in the class is normally something simple, said Mr. Cliff Ashbrook, who teaches Programming and Web Development, Intro-

duction to Programming, and 3D Printing. Ashbrook, a 2004 Haverhill High School graduate, has been teaching 3D printing since 2015, just one year after the program was launched.

"It's similar to an art class," explained Ashbrook, "where some students are very creative with it and can build really amazing stuff, while other students can use the tools

there, so it's more like functional prints. So it just depends, like Hailey's earrings and Victoria's houses that she built are very creative."

The 3D printing program was originally funded by a grant of \$250,000, which was used to buy technology for the program.

According to Ashbrook, the funding for the program has been generous and has allowed the CTE academies to get all the things that they need,

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The tangled web of website blocking

Website blockages on HPS network affect both students and teachers

By Morgan Croft

Haverhill—If you want to use Grammarly at Haverhill High to fix up that 5-paragraph Shakespeare essay due on Friday, get ready to embark on a wild goose chase: the website is blocked.

At the beginning of the 2021-2022 school year, Haverhill Public Schools took measures to protect students' information and discourage inappropriate activity by restricting access to certain websites and applications on the HPS network. These measures have proven both helpful and burdensome to students and faculty.

Prompted by the realization that many of the appli-

cations used on the network were in violation of the Family Educational Rights and Privacy Act (FERPA), the district and its IT department began prohibiting the use of many popular websites. FERPA is a federal law that protects the personal information and rights of students who are under 18.

For example, Quizlet, which was widely used by both students and teachers, was one of the first sites to go because they violated FERPA's conditions by collecting student information like names, birthdays, addresses, and student ID information. If districts do not adhere to the guidelines FERPA has

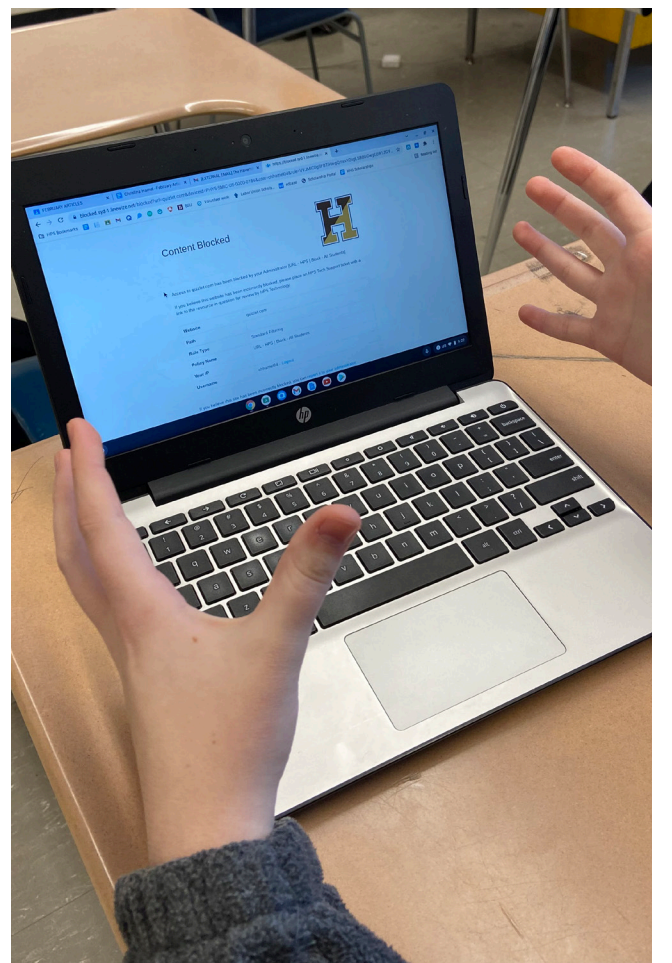
presented, they could be fined anywhere from \$100 to \$1.5 million per each student account in violation of the law.

Ms. Anna Sabella, a 10th grade English teacher, said she appreciates the sentiment of protecting students; however, it is yet another obstacle for teachers.

"As a teacher, it's frustrating when you want to share a resource and it's labeled as inappropriate," Sabella said, "but it is a tough job, and I do not envy the IT department."

All social media platforms were prohibited on the Haverhill Public

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A frustrated scholar encounters one of many blocked websites.

INSIDE

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Brown & Gold

The mission of the Brown & Gold is to provide the Haverhill High School community with accurate, socially significant, and thoughtful news. As an organization of dedicated, conscientious, and curious journalists, we honor and revere our responsibility to ensure that our readers are equipped with all of the necessary information to make the mature and deliberate decisions that are the foundation of rich and ethical lives.

INTERNATIONAL SCHOLARS:

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Robotics Club, and Jazz Band, but no sports.”

So far this school year, Elger has been able to participate on the girl’s soccer team in the fall and the girl’s basketball team in the winter and says she has loved every second of it.

In spite of all the experiences the students have praised, some could not help but admit that some aspects of their stay in America do not fit what they were told by their exchange programs.

“When my agency showed me pictures of school in America, they looked a lot like it does in movies,” said junior Servan Gil. “I had a lot of high expectations coming here and I’m honestly a little disappointed. Like I thought there would be more school spirit.”

Despite being based in Haverhill, many of the foreign exchange students have also had the opportunity to visit several other places in America during their stay. Be it New York City or as far away as San Diego, these students have seen some of America’s most iconic places. Interestingly, out of all the places

these students have seen so far, Boston appears to be the collective favorite.

“Boston reminds me of Barcelona because it is a big city, so having Boston so close is really nice,” said Garcia. “It feels like a part of home.”

Junior Servan Gil, the most experienced American traveler, having visited eight times now, also had great things to say about Boston.

“Boston has lots of charm,” said Gil. “It is very different from a French city because of the differences in the architecture, especially because the buildings are a lot bigger.”

When considering all the love these students have expressed so far for the country, they had to admit there were some things they missed from back home, especially 17 year old Clémence Pottier, who really misses French food.

“I miss the bakeries and bread,” Pottier said. When asked for her opinions of the Parisian loaf’s from Market Basket Pottier laughed: “I tried it once and it wasn’t that good.”

Fountains for youth

After two years, HHS finally installs water fountains

By Samantha Danos



One of the new water bottle filling stations recently installed at HHS.

Haverhill—Thirsty scholars have a new place to find a drink of water.

When COVID struck in early 2020, an endless number of precautions were taken to “stop the spread,” including the eradication of traditional public water fountains, or “bubblers.” To avoid transmitting the virus via the mouthpieces on “bubblers,” all public water fountains had been off limits throughout the high school for nearly two years. Recently, however, the School Department installed new Elkay ezH2O Bottle Filling Stations throughout the high school.

The installation of new modern water fountains has provided students and staff the opportunity to hydrate again.

Stations were installed in the 200’s, the M, S, K, L, A, and F wings, as well as two in the 100’s. There is also one in the cafeteria and another outside the gym which have been in use for several years.

Besides hydrating busy students and staff and decreasing the chance of transmission, the water bottle stations are also a plus for the environment. Water bottle filling stations encourage kids to bring in their own water bottles and reduce waste.

Since Elkay ezH2O launched, more than 10 years ago, the fillers have saved more than 40 billion plastic bottles. A bottle station located right outside of the gym, frequently used by athletes at Haverhill High School, has so far saved approximately

1,707 disposable plastic bottles, according to a plastic savings counter on display on the machine. Another bottle station located in the lunchroom is estimated to have saved 157, 603 disposable plastic bottles.

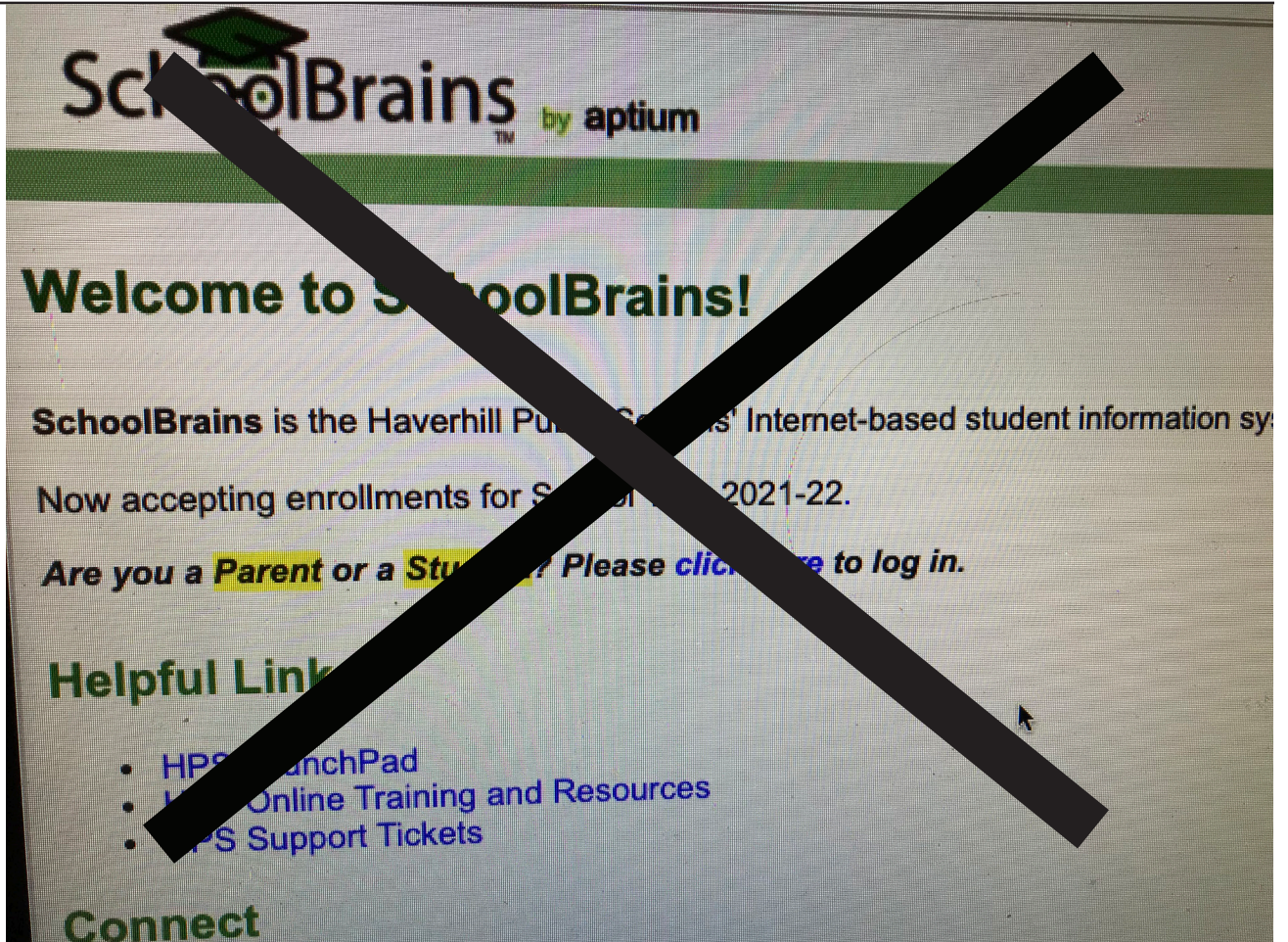
When asked about the new stations in the halls of the high school, Camden Connerty, a Hillie senior, said that he is “pumped for the new fountains and intends on filling his water bottle every day.”

Kaelyn Kellet, another senior at Haverhill High School, intends to make use of the new water bottle filling stations and added that they are “awesome.” Kellet also said, “I am stoked to finally fill up my water bottle at the school and hydrate.”

Kallyn Lavellee, an AP Art student at Haverhill High School is constantly utilizing the new water bottle filling stations located in the A Wing, a common place for art students. When asked about the filling stations, Lavellee said, “They are extremely convenient and great for after school.”

When asked how he feels about the new water bottle filling stations, Mr. Mike Maguire, a long-time teacher at Haverhill High school, said, “it’s been great. I have a hydro flask I fill three times a day and now I can go right down the hall instead of having to go all the way down to the cafeteria.”

Along with Mr. Maguire, Mrs. Sam Aiello also spoke on the filling stations: “I think that the water filling stations are the best improvement to the school in the last five years.”



OPINION: Ditching SchoolBrains is a no-brainer

With poor access, no notifications, and lagging updates, HHS’ SIS is bogging students down

By Cristopher Villaman

It’s time to demand more from your Student Information System!

I moved to Haverhill from Methuen over the summer, and of all the challenges I expected to face in a new school, an outdated Student Information System (SIS) was not one of them. It’s astonishing how not only does SchoolBrains force students to rely on their guidance counselors for basic information for their future but also misleads students about their grades due to how unreliable and slow the system is. As a student of Haverhill High School, it is apparent that SchoolBrains is the bare minimum of what a Student Information System should be.

Integrated in 2003 as a state-initiated and -funded pilot program for Haverhill High, SchoolBrains barely does its job. The SIS tracks grades and holds general information, such as attendance and schedules that students and parents have access to

but it withholds access to transcripts and GPAs.

While many teachers are willing to deal with School Brains’s problems out of reluctance to learn a new system, it should be understood that all Student Information Systems function the same, some are just *far more* efficient. From my personal experience with Infinite Campus, it is not only able to automatically calculate term and overall GPAs but also provides easy access to student transcripts at a moment’s notice.

While the need to contact a guidance counselor about grades may seem like a minor inconvenience, if you are ever home in the afternoon and need your GPA or transcript, you can only hope that your counselor is able to reply. If not, the only option is to wait until the next day. If a student does their college applications during the summer, all that info can only be provided by a staff member who won’t be available until September.

Furthermore, there is an almost 12-hour delay between an input of grades and when they officially become visible to students. This is a serious problem for struggling students if they view their phantom grade, feel a false sense of security, and only realize they are failing at 2 a.m.

Moreover, they would never know their grade was updated because of the lack of a notification system. Since SchoolBrains does not notify when grades are updated, it is almost impossible to know when the grades really come through, leaving myself and other students to randomly guess and check to see if anything has changed.

In comparison, programs like Gradelink, MySchool and Infinite Campus have their own mobile app, giving easy access to grades and providing notification updates to students.

Our own grades should not be kept away from us and only given seemingly at random times. From

what I remember in 2019, I could take a geometry quiz, and within a few hours, I would get a notification on my phone telling me my grade. While this would certainly depend on when your teachers grade, I had trust in my teachers and Infinite Campus that my grades would be updated in a timely manner. Now three years later, while I have trust that my teachers will grade my assignments within a reasonable time frame, I will never be notified and will not have any idea if the grade is even accurate

It is time for something to be done about SchoolBrains, so I am calling on my fellow students to please voice your complaints about this horrible excuse of a gradebook and asking our administration to find a better system. With an endlessly multiplying variety of options available, why must we stick with the old when the new—and better—is available around every corner?

HUMOR: Samuel White’s Food for Thought, or Chew on This:

Secretaire Scribblers

Every day the scholars of Haverhill High School nestle into their Virco solid plastic combo desks, they’re just cheat notes for the Freud quiz later in the day.)

These great pictures and words are obviously more than what they seem on the surface, they must be, for how else could they be the work of “scholars”? Though their true intentions and meanings are often lost to the sands of time, as the writers have either moved on to another desk or have simply left, their essence lingers and compels attention.

Endeavoring to understand fully what this all means, I went on a small spiritual journey,

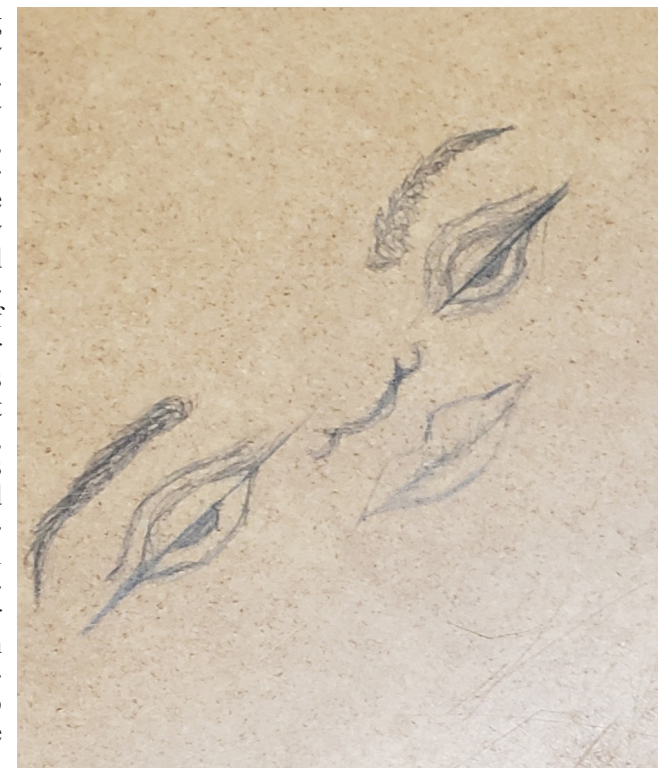
Out of these amazing messages are such deeply philosophical murmurings, as if transcribed by Socrates himself (or Plato, I guess). Take, for example, the genius who wrote something that roughly rhymes with “rock and brawl torture” 20 consecutive times—a pillar of post-modern poetry!—or any of the “scholars,” as we are all called here at Haverhill High School, who can’t help but express themselves in misspelled slurs, delicately articulating the cruel and unusual punishment that is spending more than half of our youthful waking hours in a modern high school environment. I would also be remiss to overlook the most ambitious of vandals: the genitalia artistes. May

dedicating myself to plumb the depths of what it all could mean, the “**** and **** torture,” the pictures of them. Do the scholars of Haverhill High School have some obsession with the masculine organ that someone as out-of-the-loop as me simply doesn’t understand? Or could it be more?

Some of my earliest findings were the most interesting: actual carvings! These profanations of the glossed wood—“maple fusion”—seem to transcend time: Aerosmith or Led Zeppelin, the names of oddly specific things, such as “Worcester Centrum,” initials of long-lost high school lovers

smashed together with a plus sign, or just simple shapes or cuts being almost engraved into some of the older desks found around the high school. Why students were allowed to stab into desks with their pocket knives enough to create legible desk art is beyond our ken, but I guess those were just the 80s, baby. Furthermore it’s rather interesting that some students from “back in the day” were able to carve such things without messing up even once, being able to spell—to spell!!— Worcester Centrum, Aerosmith, or Led Zeppelin fully and correctly. Ahhhh, the days of yore.

The idea that these writings transcend time made me go on yet another spiritual journey. Has the idea of messing with desks always been in the psyches of students? Have these thoughts and actions involving desks and their destruction been deeply engraved into students’ minds from primal instincts to claim territory? Or do they stem from the inherent child-like wonder with destruction? Perhaps they come from another deeper recess of the mind, in which the desks of Haverhill High School or desks in general activate some primal and animal instinct in students, which makes them become violent to said desk? Perhaps we’ll never truly know.



One of many awe-inspiring desktop renderings of the Muse herself.



TECH BLOCKAGES:

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School network posthaste, as were most streaming services, such as Soundcloud and Spotify, along with online gaming applications. A big outrage among students was the restriction on Grammarly, a writing assistant platform.

Essentially, any website that requires a login with personal information has been prohibited. Curiously, sites like HBO Max, Prime Video, and YouTube—all of which require logins—remain unrestricted.

Although these measures have helped protect student data and limit technological distractions, Haverhill High's Career Technical Education program, specifically Computer Programming and Web Development, were acutely affected by the blockages.

Mr. Cliff Ashbrook, a teacher in the CTE academy since 2015, has had to redesign curriculum for next semester because Tinkercad, a 3D printing application, and Replit, a browser-based coding environment, were both blocked. While all faculty were given advance notice on the upcoming network changes, the restriction of these sites still creates obstacles for teachers trying to maneuver through the year.

There are various opinions on the blockages. When Ashbrook was asked to comment on the subject, he said he understands the need to protect student privacy.

"I do think it is disruptive, but it is important," he said. "I'm a big proponent of privacy and protecting data, so this is obviously super important. The last thing I would want is a company, even Google, selling all of your information to advertisers. So whatever stops that from happening, I'm all for it."

Ashbrook did add that the timing of the move could have been better.

"It's not terrible, but I would have much rather

this happened over the summer," he said. "I'm going to have to redesign what I've been doing for several years."

As someone who works with STEM interns involved in robotics and game design, Ms. Cassandra Macleod expressed her acute frustrations.

"I'm very frustrated," Macleod said. "Some of the websites [my students] use to teach elementary and middle schoolers were blocked. Even though they've made plans and done this for the past six weeks, they have to re-vamp and redo everything because they decided to block so many websites."

Russell Leung, a student in the Computer Programming and Web Development academy, said he understands the frustrations of teachers affected.

"I know that the blockages prevented some teachers from continuing teaching," he said. "Especially being a student in various technology classes, a website blockage could mean that a teacher's whole lesson is ruined. I understand why they are blocking some of the sites; however, I don't like it."

There is always push-back expected with changes like this, and with an academy full of technologically-minded students, there is never a dull moment. Students have found a way to bypass the blockages on Steam, a digital game distribution platform. Ashbrook has been working hard to put a stop to this, seeing he could be fined if it came to it.

So it comes into question: are these changes truly helping or are they doing the opposite? While Haverhill Public Schools are now in accordance with FERPA's mandates, the restricted material can still be accessed by devices not connected to the HPS network and non-school issued devices. In the meantime, very useful resources are also prohibited.

Student voice forums underway at high school

Principal Meland provides students a monthly opportunity to voice concerns and grievances

By Max Popoloski

HAVERHILL—Hillies now have a new place to get their voices heard.

As part of the new administration's initiative to create a more inclusive culture, the high school has initiated monthly student voice forums. At the insistence of members of the Violence Intervention Program (VIP), Principal Jason Meland agreed to hold monthly meetings to listen to student concerns regarding school safety and culture.

"They [student voice forums] were designed to create a space where administrators can sit and listen to the thoughts, ideas, and concerns of the students and pull solutions from their concerns," Meland said. "We are here to serve the student body, to hear directly from the students, and to better HHS."

Since October, Meland has met once a month with interested students to provide them with an opportunity to have their voices and concerns heard by him directly.

Meland, along with other faculty members, meets with willing students in the library for these forums.

The first forum was held on October 7, 2021 during J period from 1:15 to 2:00. The second forum took place on November 17, 2021 during A period from 7:30 to 8:10.

Scholars are able to sign up through a Google Form posted on each graduating class' respective Google Classroom to attend the meetings. Students must also get permission from their teacher that class period to attend.

The meetings begin with an introduction from a representative of VIP, Student Council, or Meland himself. After addressing everyone, the floor is open to any student to come up and voice their concerns or questions they have about issues at the school.



Principal Meland in the pit preparing for a recent student voice forum.

Meland said, "The overarching goal of the forums is to create a venue for conversations to happen that is accessible for any scholar to take advantage of."

"It was to create a conversation and make a clear plan that the faculty is listening, prioritizing the follow-through, and what happens after," Meland added.

A specific issue Meland points out that is already being addressed is creating a Google Form to report harassment. By working with various members of the Student Council, Meland said they "worked together to understand the problem that had been

raised, drafted a harassing form for students to fill out and, through the best means of implementation, will be launching it in the next couple weeks."

The form was designed for any student to write about any physical or mental harassment they may be facing and give appropriate staff members the necessary information to provide support.

Sean Wynn, a sophomore and representative from the Student Council, has attended all the student forums so far. He feels the forums have provided a valuable outlet.

"Especially this year, students are very unsatisfied with a lot of stuff that

has or hasn't been happening," he said, adding, "By having this outlet, students can express their voices, which is very beneficial. I know a lot of people who are eager to speak at the forums and who enjoy getting their ideas out there."

Meetings that were scheduled to take place during the December and January months had to be canceled due to the increase of COVID-19 cases.

However, forums have already been planned for Wednesday, Feb. 16, during J period and are planned to take place monthly for the rest of the school year.

OPINION: Plenty of Black history in the making to celebrate this month

By Shey Rodriguez

Black History Month means something different for every person. For me, it is a time to talk about creative, political, or social changes brought about by the Black community and reflect upon ongoing achievements and prosperity. For others in the community, it means a time to rejoice in our history.

Unfortunately, this focus on positivity and celebration isn't shared by everyone. Often, when it's time to shine the light on Black experience, whether in movies, literature, or art, we're usually depicted as suffering. If we're not suffering, we're depicted as activists, fighting for our rights and protesting. These endeavors are a part of the Black community and our history as well as our present, but they shouldn't be the only topics that represent us.

The Black community

has a rich and beautiful past, present, and future that contain so much more, and those aspects need to be celebrated as well.

This Black History Month, let's take a second to appreciate Black achievement in 2021, whether it's in the realm of politics, art, science, or beyond: individuals who have overcome and continue to strive, innovate and inspire.

In 2021, it was a year of firsts for Black women in politics. Kamala Harris became the first Black woman to be Vice President. Also, President Joe Biden announced he would name a Black woman as the successor for Justice Stephen Breyer, who is stepping down from the Supreme Court. This would be the first time a Black woman has been named to the country's highest court. No matter who receives the nomina-

tion, the process is bringing a number of other highly accomplished Black women to the nation's attention: Justice Leandra Kruger, Judge J. Michelle Childs, and Judge Ketanji Brown Jackson, all of whom should be celebrated for their resilience and accomplishments.

The year also saw an unprecedented number of major American cities with Black women mayors: Keisha Lance Bottoms in Atlanta, Lori Lightfoot in Chicago, Muriel Bowers in Washington, London Breed in San Francisco, Latoya Cantrell in New Orleans, Vi Lyle in Charlotte, Tishaura Jones in St. Louis, and, at least for a while, Kim Janey in ours truly, Boston. Nevermind the glass ceiling, this is all the more notable when you think about how it took until 1968 for a large city to elect a Black mayor, when the city of

Cleveland elected Carl B. Stokes, according to the National Park Service website.

The year 2021 also featured highly significant landmarks in the art scene. The late Josephine Baker, a groundbreaking French entertainer during the early 20th century, recently became the first Black woman to be interred in the Pantheon Burial in Paris, the nation's burial place for heroes, which is that country's highest honor. She is also recognized for her efforts aiding the French resistance against the Nazis during World War II.

As you well know, Amanda Gorman, the National Youth Poet Laureate, also ushered in President Biden with her stunning work "The Hill We Climb," becoming the youngest poet to read at a Presidential inauguration.

But Black history is about more than celebrating monumental occasions, it's also about recognizing those who are up-and-coming, those who are prospering and changing the world as we speak, such as Genesis Tramine, an underground expressionist from Brooklyn whose abstract portraits embody the complex human experience and explore many things, such as religion, ethics, and sexuality. Tramine's work has been displayed all over the world and she is finally getting the attention she deserves, both critically and monetarily.

Finally, despite a necessary focus on stubborn racial inequities that persist in the US of A, there is also a good deal to celebrate about the accomplishments of the Black community as a whole in recent years. Black entrepreneurship, for example,

has been surging in the past decade. As of 2020, more than 2 million private businesses are owned by Black people.

Furthermore, nearly one-third of Black adults hold a bachelor's degree or higher in 2022. Thirty years ago, in 1992, the number of Black people with degrees was less than 1-in-5—that's a 50 percent increase in a generation! This is something worth celebrating this Black History Month, especially considering the uphill battle it's been.

Black History Month is so much more than dwelling on the struggles of the Black community. It is about celebration and commemoration. It is a time to celebrate how much the Black community has accomplished despite all the obstacles in its path.



EXCHANGE

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- Pentucket Regional High School
- Timberlane Regional High School
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Applications are now ONLINE!

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ACE Award
Due: March 25
Candidate must have overcome some type of physical, emotional or social obstacle. Additional opportunity to win a \$15,000 scholarship.



Maggie Rosinski Award
Due: April 15
Candidate must be attending a college, university or technical school to continue their education and pursue a career in teaching.



Book of Golden Deeds
Due: April 15
Candidates have a track record of continued giving, enjoy volunteering to help others, and are working to make a difference in the community.



Youth of the Year
Due: March 25
Candidate is an outstanding student who has exhibited academic excellence and leadership. Additional opportunity to win a \$15,000 scholarship.

Learn more about the HHS Excel Club

Excel Clubs are groups of high school students dedicated to improving their schools, communities and country through volunteerism. Excel Clubs focus on Exchange's four programs of service: Americanism, youth activities, community service & the prevention of child abuse.

haverhillexchangeclub.com

Sponsored in partnership with Pentucket Bank, Newburyport Bank and North Mechanical

OPINION: This Black History Month, let's talk about anything but slavery

By Sheeba Nabiryo

It's finally my favorite time of year: Black History Month. The one month of the year when I get to celebrate all the beautiful things about living as a Black woman and all my white peers shower me and every other Black person with well-wishes, compliments, and cash.

Okay, maybe that is a bit of an exaggeration, but this is the month when many of my teachers and classmates have decided it's time to acknowledge that Black people exist and to apologize for how difficult they have made our existence throughout history. I believe it is important to learn about all that Black people have had to go through in this country, and are still going through

today; however, when that kind of Black trauma is all you see displayed on TV, discussed on social media, and delivered in classroom lectures, there's something tiresome—not to mention damaging—about that.

Essentially it's saying "Black History = Suffering." That Black history is the history of racism, beginning with the slave trade and ending with the election of Obama. This kind of representation only shows that, despite our attempts to make this month a divergence from the Old White Male-dominated history books, we still can't completely do it, as there's apparently nothing in Black history worth talking about unless it has to do with a horrific act

the Old WhiteMale has committed against us.

While it is, of course, of the utmost importance that we take time to learn all about real, raw, painful Black history in school, let's not just focus on our pain and struggle but, most especially, on our triumphs.

Black joy is my personal favorite form of protest and commemoration. It shows that through it all, despite systemic oppression, everyday microaggressions, and having to see white girls rocking cornrows on Instagram after vacationing in unspecified African countries, we are still able to rise above.

This Black History Month I hope to see the celebration of Black joy. I'd love to see more Black

women flaunting their loud fashion and loud voices. It is an act of resistance against all the times they've been told to quiet down throughout history.

I hope a spotlight is shined on Black art. Black poets, Black painters, and Black musicians. It is an act of resistance against all the people who've destroyed our art in the past or ensured it never got a chance to be made.

I hope to see Black LGBT+ youth celebrating their ability to live without judgment based on not just their race but also who they choose to love.

All I really want Black people to have to do for Black History Month is to exist without disturbance. I will be celebrating our

mere existence, as it is a testament to our resilience.

And to any non-Black people trying to figure out how they can best celebrate this month, I say this: mind your business. I think a lot of issues African-Americans have faced (e.g. slavery) would have been prevented if this was more widely practiced. Take this time to educate yourself on how privileged you are to not need to learn about them. Stop virtue-signaling about how "not-racist" you are because you've read all of Maya Angelou's poems and Martin Luther King Jr.'s speeches whilst shouting over modern-day Black voices. Welcome the opportunity to learn more

instead of complaining that having to see Black people on your Twitter feed is "showing it [our existence] down your throat." And keep doing that, even after the month is over and all the signs have been taken down at the mall, and the slideshow has been taken down on the school TVs, and the Black authors section at the bookstore has been pushed to the back until next year (or until another one of us is killed). Black History Month shouldn't be the only time you care about Black people.

And yeah, go ahead and slip a Black person a \$5 bill while you're at it. It's the least you can do, really.

3D PRINTING: Continued from page 1

though the ordering process for needed items is sometimes inefficient. For example, the class is currently low on filament, which, for a 3D printer, is the equivalent of ink in a 2D printer.

Speaking to the decreasing resources available to eager students, Hailey Leary said it really hampers their ability to learn and grow.

Commenting on the filament-shortage, Leary pointed out, "It doesn't give us the opportunity to test out our prints and learn from our mistakes."

Ashbrook is continually working on expanding the program to better prepare his current and future students for the constantly evolving world of technology.

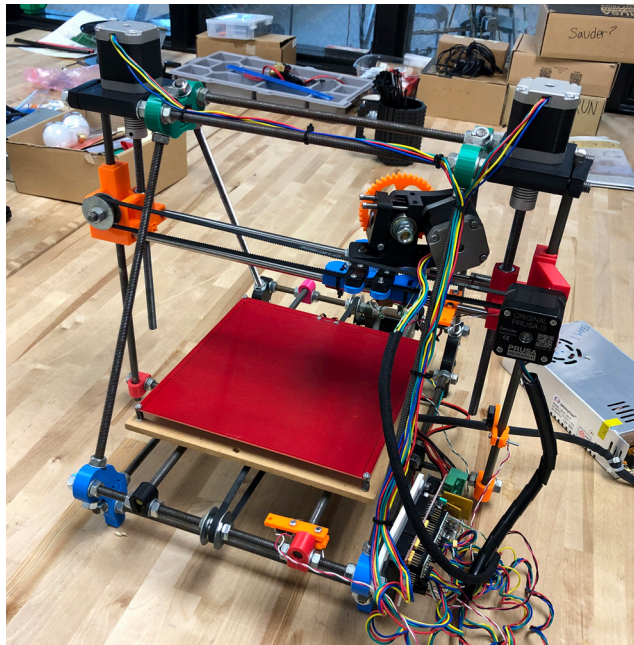
Ashbrook currently mentors three high school students who visit the middle schools and teach younger students how to use the equipment

He is also excited that the district has hired new technology teachers in the middle schools to cultivate the program and create a feeder system.

"My goal has always been that if we have extra printers, we get them out of the program," Ashbrook said. "Ideally, what I would like to do is start giving [printers] to actual middle school teachers to use, but we've just had so many broken ones, we just haven't been able to perfect that."

The 3D Printing course is open to all Haverhill High School students, but it currently has very limited spots due to Information and Technology Academy students having first priority in the class.

Students interested in pursuing 3D printing should reach out to their guidance counselors or stop by Mr. Ashbrook's room in Library-3.



Two of the various models of 3D printers used by Hillies at the high school.



3D printed carabiners and gummy bears in every color.



Senior Victoria Preble, making her own 3D printer from scratch.



3D printed earrings designed by Hailey Leary and on sale at the school store.



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