

The Mascot Ad Hoc Committee Final Report

Table of Contents

- I. Introduction
- II. Dresden School Board and Bylaw Logistics Subcommittee
 - III. Financial Subcommittee
 - IV. History Subcommittee
 - V. Community Outreach Subcommittee
- VI. Alternative Design and Replacement Process Subcommittee
 - VII. Staff Subcommittee
 - VIII. Conclusion

I

Introduction

Committee Overview

Hanover High School Council began discussing the Hanover High School Mascot, the marauder, on September 16th, 2020 as an open agenda discussion item. On October 28th, 2020, a the [original mascot motion](#) was made to remove the HHS marauder. On January 16th 2021, this motion was failed due to a general consensus on lack of answers and appropriate follow-up plans, among other reasons. The failure of this motion was followed by a motion ([Mascot Ad Hoc Committee Motion](#)) to create the Mascot Ad Hoc Committee. The intent and purpose of the committee are as follows:

Purpose:

- a. *To determine the process of replacing the mascot.*

Specific Duties:

- a. *To clear up the language of the motion.*
- b. *To create an action plan for the mascot transition*
- c. *Find rough figures for the cost.*
- d. *Find how long the transition would take in total, including how long until the astroturf and gymnasium floor will be replaced.*
- e. *Reintroduce the motion back to Council by the first meeting of March 2021, if not sooner. (Under the unlikely event of the Ad hoc committee ceasing to meet, the Mascot Motion in its current form will be returned to Council.)*

At the first meeting, two chairs were elected and the Mascot Committee was divided into 6 sub-committees: Financial, Community Outreach, History of the Marauder and Mascot Changes, Alternative Mascot Designs, Bylaw Logistics and Dresden Schoolboard. Each sub-committee elected a point person and met roughly once a week. The whole mascot committee met once every two weeks, over zoom, during the Friday Study block. On the alternating Fridays, the point people met with the chairs.

On Wednesday, March 10th, the committee's chairs reintroduced the original mascot motion in a new form. The content of the motion is as follows: "*I move to remove the Marauder as the mascot of Hanover High School*". Following this motion, an authorship speech in the form of a slideshow was presented, outlining all of the research done. The Council then seconded the motion, and, as of March 13th 2021, is still in debate.

This report is a compilation of all of the research done as of March 13th, 2021. All subsequent research done by the committee pertaining to the Mascot Change Motion will be attached as addendums.

Membership

Overall Committee Chairs

Reilly Uiterwyk (21')

Zane Schiffman (22')

All members of the committee are Hanover High School teachers, students, or community members. Membership was open to the whole school.

II

Dresden School Board and Bylaws Subcommittee Report

By Noah Phipps

Subcommittee Charge

This committee has the responsibility of interpreting the bylaws and determining the process and follow through of any motion created by the body.

Subcommittee Membership

Point Person: Noah Phipps (21')

Lara Acker (Community Member)

Brian Glenney (Staff)

Casey McGuire (21')

Noah Phipps (21')

Ellie Stannard (21')

Jurisdiction

Article II of the [Hanover High School Council Bylaws](#) states that “The Council shall have the authority to act on all matters at Hanover High School not controlled by school board policy, state law, administrative regulations established by the Superintendent of Schools, and rules and regulations published in the Student Handbook of Hanover High School.”

Dresden School Board Chair McConnell and Dresden School Board Member Odell reviewed the Board’s policy and they concluded that “we [the members of the Dresden School Board] don’t have specific board policy on the mascot,” and so the Board does not have jurisdiction over Hanover High School’s mascot. Through a quick internet search, Ms. McConnell and Mr. Odell found a “few cases where the board actually made a decision to change or name a mascot,” and because of that precedent, “it could be expected that the board has that authority” over Hanover High School’s mascot. Despite this, Ms. McConnell and Mr. Odell’s research “didn’t reveal any state statute that puts the authority for naming a mascot with the school board.” The Dresden School Board’s research is consistent with this subcommittee’s findings that the Council has jurisdiction over changing the mascot.

There are no [state laws](#), [administrative regulations](#) established by the Superintendent of Schools, or rules and regulations published in the [Student Handbook](#) of Hanover High School that have jurisdiction over Hanover High School's mascot.

Because the subject of Hanover High School's mascot is "not controlled by school board policy, state law, administrative regulations established by the Superintendent of Schools, and rules and regulations published in the Student Handbook of Hanover High School," the Council has the authority to remove a current mascot and introduce a new mascot.

Process

According to Linda Addante, the Council Executive, "a resolution is essentially an elaborate, formally written motion." Though "Robert's [Rules of Order] tells us that a resolution is used when the motion is of great importance or is very long" and the Mascot Committee recognizes that Hanover High School's mascot is an issue of great importance, "in parliamentary procedure the resolution is often used to express the body's approval or disapproval of something which they cannot otherwise vote on, due to the matter being handled by another jurisdiction, or being protected by a constitution." Because the Council has the authority to change the mascot, Dresden School Board and Bylaws Subcommittee does not recommend using the resolution format.

According to the [Mascot Ad Hoc Committee Motion](#), the committee will "reintroduce the motion back to Council by the first meeting of March 2021, if not sooner." In order "to draft the best possible version of the Mascot Motion," our subcommittee recommends that the Mascot Ad Hoc Committee draft a motion and not a resolution.

The motion and the accompanying committee report will be presented to the Council by the date outlined in the [Mascot Ad Hoc Committee Motion](#). The motion and accompanying committee report will be presented to the Dresden School Board during the March School Board meeting.

The Council follows Robert's Rules of Order: therefore, the Mascot Motion will be debated and voted on according to Robert's Rules. The Council must have a quorum present to hold a vote on the motion. A majority vote is needed to pass the motion unless the organization's rules specify otherwise. Article X of the [Hanover High School Council Bylaws](#) states that "a two-thirds vote of the membership present will be required to change any of the bylaws"; however, the Mascot Motion is not a bylaw revision and is therefore not subject to a two-thirds vote.

Our subcommittee recommends that the Council conducts a roll call vote on the Mascot Motion. Article XI of the [Hanover High School Council Bylaws](#) states that "a roll call vote may

be requested on any vote. A vote will be taken on whether to have a roll call vote. The vote will require one-third to pass. This is not debatable.”

If a motion is approved by the Council, the motion will be sent to the Principal for approval.

If a motion is approved by the Principal, the mascot will be changed. The process for selecting a new mascot will be outlined in the Alternative Design Subcommittee Report.



Financial Subcommittee Report

Subcommittee Charge

The charge of our committee was to determine the financial impact of changing the mascot at the high school, including to “find rough figures for the cost.” (From the Mascot Ad Hoc Committee Motion presented by Pierce Seigne to Council on December 15, 2020.)

Subcommittee Membership

Daisy Onyango (23’)

Jack Gardner (23’)

Jason Hirschorn (staff)

Marie D’Amato (staff)

Pierce Seigne (22’)

Sora Shirai (23’)

Ty Nolon (23’)

Wes Stocken (22’)

What we did

Members of our committee did the following:

- Communicated via email with Jim Logan, HHS Interim Principal
- Spoke and communicated via email with Tony Daigle, SAU 70 Director of Facilities, about facilities
- Spoke with members of the Dresden School Board Subcommittee
- Spoke and communicated via email with Jamie Teague, SAU 70 Business Administrator, about district-wide financial matters
- Spoke with Kelly McConnell, chair of the Dresden School Board
- Worked with the Athletics Department to determine where the Marauder mascot appeared on uniforms and other athletic equipment
 - Connected with Megan Sobel, Celina Lariviere, and as many team captains as possible
 - Reviewed all available uniforms to determine precisely which ones have a “Marauder”

What we found

The Marauder mascot is present in many ways on campus: from venues, to clothes, to murals, to websites, and beyond. This motion does not require an immediate purge or even a complete purge of the Marauder. In addition, this motion does not address *where* “Marauders” should be changed or *when* “Marauders” should be changed. We believe that these are important questions that should be considered if the motion is passed. We also believe that these questions DO NOT need to be answered before the motion is debated/voted on. Indeed, a commitment to a new mascot necessarily comes before the implementation of a new mascot; likewise, a commitment to a new mascot does not necessitate the erasure of all instances of a prior mascot.

Relatedly, individuals in leadership positions have remarked that financial costs should not be the primary consideration with regards to deciding whether or not to support this motion. For instance:

- In an email to one of our members, HHS Interim Principal Jim Logan stated, “I don’t think financial matters should be considered when making a change to the marauder mascot.”
- In a call with one of our members, Dresden School Board Chair Kelly McConnell said, “This decision will have financial ramifications, but those consequences shouldn’t be the primary driver of the decision...The rollout is a separate decision from what values the HHS community wants our school and mascot to embody.”

Per Chair McConnell’s quote regarding our “values,” [here is a link to the HHS “Mission Statement.”](#)

While this motion is strictly about a commitment to a new mascot, we have done our best to answer many of the questions that would arise if the motion is passed. A common thread has connected the answers we’ve found: venues, clothes, websites and more are updated regularly. Old or outdated text/iconography will/can be replaced during an object’s typical lifecycle. When changes to objects are aligned with their typical lifecycles, then the additional cost to change a given object is \$0. Therefore, a possible path forward incurs a minimal additional financial cost to the school, students, families, or taxpayers.

However, if the motion is passed, there may be a desire to cut short the typical lifecycle of some objects (e.g., uniforms). In these cases, additional funds will need to be raised. We have found various possibilities for fundraising, including:

- Outside sources of funding, [as noted by RMS Principal Tim Boyle](#)
 - E.g., we are prepared to draft and submit a proposal to the Jack & Dorothy Byrne Foundation, [which has a history of generously supporting Upper Valley institutions](#)
- A school-based fundraising committee focused solely on paying for mascot-related changes, which Marie D’Amato has volunteered to lead
- Selling advertising to display at various athletic events/venues
 - Officially sanctioned with some restrictions per [School Board policy](#)
- Raising the participation fee from its current amount of \$150

- Per Jamie Teague, this change would have to be approved by the School Board and could not be implemented in SY 22-23
- Numerous equity-related concerns have been brought up with regards to raising the participation fee; therefore, we do not recommend this route

We believe that the creativity of the HHS community could be harnessed to come up with additional possibilities should the call for funds be put out there by Council after passing the current motion.

In a call with one of our members, Chair McConnell summed up these possibilities as follows: **“It could be anywhere from free to six-hundred thousand dollars depending on how things will be phased in. It’s likely not going to be one of the extremes but somewhere in that range. My guess would be towards the lower end of that range.”**

Financial-related information

Below, we have included a wealth of financial-related information that should provide clarity on the typical lifecycle of objects and how much is budgeted/spent when they are replaced.

- Turf field
 - Cost to replace: ~\$500,000
 - Lifecycle: Next replacement is scheduled for 2029
 - Who is responsible: Factored into the school's/district's budget, which is funded by taxpayers
 - Note: SAU 70 Business Administrator Jamie Teague approximated the cost to update the logo without a full-carpet replacement as \$16,000-\$27,000
- Gym floor
 - Cost for a resurfacing: \$12,000-\$16,000
 - Lifecycle: Next resurfacing is scheduled for 2030
 - Who is responsible: Factored into the school's/district's budget, which is funded by taxpayers
 - Note: SAU 70 Business Administrator Jamie Teague wrote that the logo could be removed/updated for approximately \$2,600 if it's done as a part of the regular routine maintenance cycle
- Uniforms
 - Cost: Varies per team
 - Lifecycle: As needed
 - Who is responsible: "Friends of" organizations where applicable or a given team via their typical budget allocation
 - In an email to one of our members, Athletics Director Megan Sobel claimed, "There is not a separate budget for uniform replacement. There is an equipment budget for each sport and also a General Athletics budget. Typically when uniforms are purchased with district funds it is from one of those budget areas. Each sport has their own equipment budget, but usually not enough to cover new uniforms. If we have money left over from other programs in the equipment budget, we transfer money to cover uniforms. Some sports purchase their own uniforms with Friends (or fundraised money). Very few teams have individuals purchase their own uniforms...But for many sports, Friends groups purchase them since the school budget does not always have enough to cover uniforms."

- Note: The majority of uniforms DO NOT contain references to “Marauders” per [our inventory](#)
- Non-uniform “swag” purchased by athletes
 - Cost: Varies by team/athlete
 - Lifecycle: Most “swag” is purchased on an annual basis; some “swag” is purchased once during an athlete’s time in high school
 - Who is responsible: Athletes, families, and “Friends of” organizations where applicable
- Scoreboards
 - Cost: \$5,000-6,000
 - Lifecycle: Unknown
 - Who is responsible: Factored into the school’s/district’s budget, which is funded by taxpayers

Finally, other financial costs of note include:

- Hiring a design firm
 - Cost: <= \$20,000
 - Note: Members of the HHS community could come up with and design a new/updated mascot and visual identity, likely for \$0; there would also likely be many non-financial-related benefits to keeping this work in-house
 - Even in this case, there would likely still be a (smaller) cost associated with polishing the design and providing useable images (e.g., high-resolution digital files)
- Enacting an educational campaign within the broader community to help explain the impetus behind the change
- Printing new letterhead and other office supplies
- Updating the website and other outward-facing materials
 - Note: The “Marauder” does not prominently feature on the [Hanover High School website](#); however, it is features on the [HHS Athletics website](#)
 - HHS Computer Science teacher Jason Hirschhorn has volunteered to help edit websites and other digital properties



History Subcommittee Report

Subcommittee Charge

To research and understand the history behind the word “marauder”, the context of marauders in history, and the history of the mascots of HHS and why they were chosen.

Subcommittee Membership

Point Person: Jessica Lobb (24’)

Aida Bauer (22’)

Sage McGinley-Smith (21’)

Josh Stearns (24’)

Etymology and Professional Analysis

The history of the mascot, and particularly the marauder, is a key piece of the debate. It is one that has been widely disputed, based off of different sources and google searches. This motion addresses the marauder in all of its capacities, and does not assign a certain definition to the word, in terms of both its connection to Hanover, and its connection to the broader world. It is also important to note that a small portion of the research done for the History Committee was from either word of mouth or only appears in one location. All of the information is correct to the best of our knowledge, and this document will be updated if the committee learns of anything new.

According to the Online Etymology Dictionary, the word “marauder” from *maraud* "rascal" (15c.), a word of unknown origin, perhaps from French dialectal *maraud* "tomcat," echoic of its cry. This source states the definition of the word as: "to rove in quest of plunder, make an excursion for booty". The Encyclopedic Dictionary of International Law also has a similar definition:

Marauders are individuals moving, either singly or collectively in bands, over battlefields, or following advancing or retreating forces, in quest of booty . They have nothing to do with warfare in the strict sense of the term; but they are an unavoidable accessory to warfare, and frequently consist of soldiers who have left their corps. Their acts are considered to be acts of illegitimate warfare, and they are punished in the interest of the safety of either belligerent.

In talking to Professor Hannah Appel, Economic Anthropologist at University of California - Los Angeles, about the time period of the word, she indicated the term marauder

would have been most prominently referring to an “era both of the building of the main European empires in the ‘new world’ - so French, Spanish, Portuguese, English and Dutch Colonialism in North and South America, Asia, Africa, and beyond... This is also the era of the transnational slave trade”. She also commented that “It is probably safe to say that what ‘marauders’ were ‘marauding’ for in this era [17th-18th Century] was other people's wealth, (stolen) labor and life, and land”. Professor Appel also referenced etymological roots of the word marauder, including, “Spanish *merodear*, German *marodieren*, *marodieren* ‘to maraud,’ *marodebruder* ‘straggler, deserter””’. (Professor Appel Interview Notes [Here](#))

Middlebury Professor of Linguistics, Netta Avineri, had similar views on the subject. In her interview, she stated that mascots are symbolic of values, character, and history, as well as that plunder means to “rape and steal what is not yours”. She also questioned how students would feel calling themselves “the rapists” or “marauders”, particularly in front of those who had been affected by sexual assault. In her opinion, the word still carries the historical past. It could be reclaimed, however being the mascot of Hanover High School would not be the place to do that. She also acknowledged that today’s connotation of the word is different, but it still carries past definitions. (Professor Avineri Interview Notes [Here](#))

Chelsey Kivland, Professor of Anthropology with a focus on Gender and Violence at Dartmouth, was also interviewed for this committee. She stated that the marauder is a “masculine symbol of violence” and supports “strength, masculinity, power, violence”. She also discussed that, while the marauder has had many different meanings, “they all necessitate the disregard/disrespect to others”. She also compared this decision to removing the Confederate monuments, saying “it's not like we're advocating for removal from public memory... [we are] advocating for a new place in public memory”. (Professor Kivland Interview Notes [Here](#)).

Historical Timeline

The following timeline has been compiled through interviews and [contacting HHS alumni, staff members, community members](#) (see History Timeline Contact List), INDE yearbooks, and School Board meetings from 1948-1952

Prior to 1950, records and interviews did not indicate any official mascot. There are references to HHS students being the “Red Raiders” or “The Maroon”. There are also mentions of the teams being referred to as the “marauders” before the official change, but we were unable to find such examples in our study of the records. In 1951, the marauder was adopted through a contest in the Pen of Iron (HHS’s current creative writing anthology) and was designed by [Joan Harriman](#). Ms. Harriman won through a contest, likely held the year before, 1949-50. For her design being selected, she was awarded a free pass to the Dartmouth Skiway.

In looking through all yearbooks we have access to, there is no marauder imagery prior to 1985. Instead, a maroon “H” appears on many uniforms. Hanover sports teams, after 1951, are sometimes referred to as the marauders in the Hanover Harpoon (the school paper). In 1986, the mascot was changed to the “Three-Toed Sloths” as a prank, and was changed back a week later. In 2005/2006, a former art teacher, Peter Lang, but there is no information to why or to what body it was introduced to (likely Council or a meeting of the Department Coordinators). In addition, there is no record of a mascot change in any of the school board minutes from 1948-1952. The copies of the Hanover Harpoon and the INDE yearbook from the years 1950-1951 are also missing. We also could not find any existing copies of the Hanover Gazette (the town paper) from those years.

Lebanon High School Mascot

Prior to 1949, Lebanon High School (LHS) was referred to as the “Red and White”. In 1949, the term “Red Raiders” first appeared to describe the football team. William Murphy, Hanover High School social studies teacher, did note that the term “raider” was connected to the term “marauder” after a dispute in the 60’s between the cheerleading squads of the two schools. Around 1968, Lebanon adopted Agamek, a Native American peace-keeper, as its mascot. In 1998, the LHS administration decided to eliminate the usage of Agamek as a mascot, keeping him as the official “mascot”, but he no longer appears on any gear or in any written documents. In addition, the painting of Agamek on the gym floor was replaced, after having not been renovated since the early 70’s. In 2002, an ad hoc committee was formed to officially replace Agamek. The committee was made up of two teachers, two students, two members of the community, and an alum. The committee then held a mascot design contest throughout the whole Upper Valley and received hundreds of entries. These were then narrowed down to three top choices. These three choices were voted in a referendum to the students, and the Viking won with over 50% of the votes, and was subsequently approved by the school board. The Viking remained the LHS mascot for two years, before being replaced due to concerns about the connotation of the name, regarding pillaging and violence. LHS then adopted the raider bird as the mascot, but again had to change on account of a potential copyright lawsuit by a university who had trademarked the bird logo. Lebanon agreed to have a trademark symbol in order to avoid this, but the mascot ended up being changed to the “L”, which is the same one that they use today (Lebanon High School Mascot [Official Notes and Sources Here](#))

Agemak mascot of LHS from 1960-2002



Source: <https://lebnhalumni.com/>

Merrill's Marauders

“Merrill’s Marauders” was the nickname of the 5307th Composite Unit (Provisional). It was a “United States Army long range penetration special operations jungle warfare unit” ([Wikipedia](#)), and was composed of 3000 volunteers from across the country and fought in the Japanese-occupied jungles of Burma. The unit travelled over 800 miles in 3 months in order to recapture a strategic airfield. The marauders were highly successful, despite often being vastly outnumbered by opposing armies. On October 17th, 2020, the unit was awarded the Congressional Medal of Honor for “bravery and outstanding service in the jungles of Burma during World War II” ([Congress.gov](#)).

The unit was led by General Frank Merrill, who, in 1948, became the New Hampshire highway commissioner. He lived in North Woodstock, NH, roughly 40 miles from Hanover High School. According to Nancy Hayward Mitchell (HHS alum), he was “well-known” to many students. The timing of his return corresponds directly with Harriman’s mascot design, as both would have been around 1949. In addition, multiple HHS alumni and current teacher Mr. Murphy brought up the unit independent of being asked by the committee. There is also no documented confirmation of this connection between Merrill’s Marauders and the Hanover High School marauder, though sources likely suggest that it was an influence. ([Full Notes on Merrill’s Marauders](#))

IV

Community Outreach Committee Report

Subcommittee Charge

to look into the opinions and effect the change of mascot could have on members of the community beyond the current HHS students and staff, as well as communicate the intents of the committee to the greater community.

Subcommittee Membership

Point Person: Kate McCaul (22')

Sam Loescher (24')

Caroline Loescher (21')

Vidushi Sharma (23')

Sophie Wise (24')

Lily Versteeg (22')

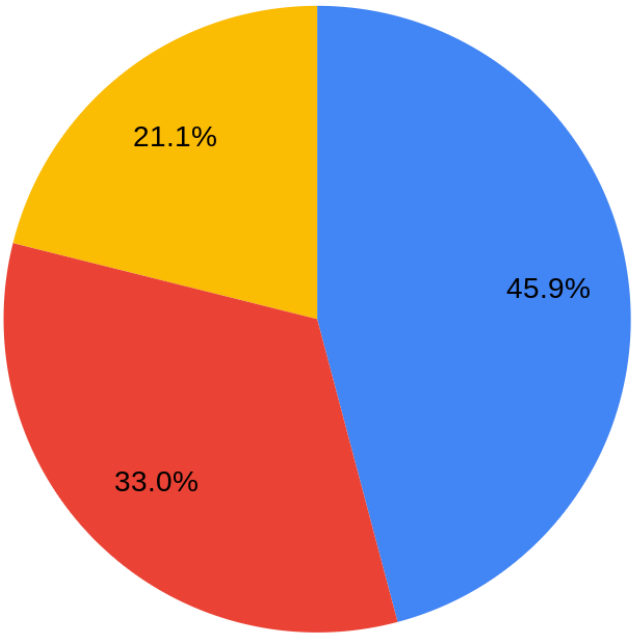
Richmond Middle School Survey

The committee determined that the most important community to survey is that of the future Hanover high school. As stated by the financial committee, this change would likely take place over a long period, such as 10 years. This means that this decision will affect the future classes, such as the current Richmond Middle School (RMS) students, more than current students. Students were asked if the marauder should be removed as the HHS mascot and given the options of "Yes", "No", "No Opinion". Both students and parents were given a chance to respond with comments, enclosed in a document below. Each student needed parental approval before filling out the survey. Of the roughly 300 RMS students, 200 were granted permission and received the survey in their school email in-boxes. 109 of these 200 submitted a response.

[\(Comments from RMS survey\)](#)

Richmond Middle School Survey Results

- Yes
- No
- No Opinion



V

Alternative Design Subcommittee Report

Subcommittee Charge

The purpose of the Alternate Mascot Design Committee was to determine the process of determining a possible new mascot. The process that we, this committee, decided on will be put into place if the Marauder Motion passes.

Subcommittee Membership

Point Person: Anna Healey (24')

Tom Lyons (21')

Ben Wagner (21')

Tim Berube (Staff)

Devyn Wright (Staff)

CJ Wheelan (21')

Jack Lang (22')

Jen Gantrish (Community member)

Lynn Ceplikas (Staff)

Initial Survey

The first action of the committee was to create a survey to be sent out to the whole school about a new mascot if the marauder were to be eliminated. ([Key Survey Questions and Explanations](#)). 315 students and staff members responded to the form. Prominent ideas throughout school currently include a Moose, Maroon Crush, and the Hanover H.

Replacement Process

The committee then determined that, if the mascot were to pass, a survey with all suggested mascot options from the initial survey would be sent out, along with the current rankings. In addition, there will be an option for anyone who has another suggestion. Everyone who submits an idea will be placed in a raffle for a prize (TBD). The top three will then be selected, likely by focus group or committee, and those three will receive a prize (TBD). These top three options would then be sent to the broader school community through the new [referendum process \(see Referendum Bylaw Revision\)](#).

VI

Staff Subcommittee Report

Subcommittee Charge

To solicit staff opinion and communicate information between the committee and staff members

Subcommittee Membership

Point Person: Corin Benedict (staff)

Tim Berube (staff)

Ian Caldwell (staff)

Lynn Ceplikas (staff)

Marie D'Amato (staff)

Brian Glenney (staff)

Jason Hirschhorn (staff)

Laura Streeter (staff)

Devyn Wright (staff)

Process of Gathering Feedback

As a group of faculty and staff members joining this Council subcommittee, our main goal was to both solicit feedback from other staff, but also to educate them about the motion and Council discussions. To this end each of the members undertook the challenge of speaking to as many staff as they were able one on one to gather their feelings about the mascot change. Over the course of 6 weeks the nine members of the committee spoke with a large majority of the adults in our HHS community.

We then followed up with a full staff meeting open discussion, and recorded the notes, comments, and suggestions below in the feedback section. Overall the staff was in overwhelming support of this motion. There were no staff suggestions that we should not change the mascot. All feedback is below.

[Feedback Notes from the Staff Meeting Open Discussion on 3/10/2021](#)

VII

Conclusion

We, as a committee, were not tasked with proving either side of the debate or forming a conclusion on the issue. Each member acted with an open mind in all interviews and research. The committee as such has not drawn any conclusions as to how to address the mascot and this report serves only to present the facts gathered by the committee.

Secondly, the committee would like to acknowledge all the experts and members of the community who dedicated time, energy, and expertise to the research of the committee. Next, the chairs would like to acknowledge the countless hours that the members of the committee gave to their research. Finally, the committee would like to acknowledge the support the Hanover High School administration supplied to the committee.

*Finalized by Reilly Uiterwyk (21') and Zane Schiffman (22')
March 13, 2021*

The following documents are the resources linked in the above report.

I move to change the current Marauder mascot to a new mascot selected by a series of polls administered to the staff and student body. The final mascot would receive the majority vote in a final poll and would then be subject to Administration/DSB approval.

Intent: A significant number of students and an even greater number of staff report feeling that the current mascot is an inappropriate image to represent our school. Using a poll to choose a new mascot respects the group of students and staff who report “significant personal distress” while also honoring our school’s democratic principles in the selection of a new mascot.

Mascot Ad Hoc Committee

I move to create a Mascot Ad Hoc committee.

Presented by: Pierce Seigne

Date: 12/15/20

Intent: To draft the best possible version of the Mascot Motion and provide an explanation of what would happen if passed, in order for Council to discuss the issue most effectively.

1. Purpose:
 - a. To determine the process of replacing the mascot.
2. Specific Duties:
 - a. To clear up the language of the motion.
 - b. To create an action plan for the mascot transition.
 - i. Find rough figures for the cost.
 - ii. Find how long the transition would take in total, including how long until the astroturf and gymnasium floor will be replaced.
 - c. Reintroduce the motion back to Council by the first meeting of March 2021, if not sooner. (Under the unlikely event of the Ad hoc committee ceasing to meet, the Mascot Motion in its current form will be returned to Council.)

Authorship Speech:

- The Mascot Motion is really important and serves as an important discussion about the culture and how we as Hanover High School want to be represented.
- There are so many questions that do not have answers. For example:
 - Administration/DSB approval?
 - Has the DSB even seen it? What do they think? If they could just veto it, do you think that we should include them more and take more input?
 - Is money a factor? I hear some say it is, and some say it does not matter at all.
 - How exactly would this process work?
 - How long until the astroturf and gymnasium floor will be replaced?
 - All the Marauder Murals?
 - Selection of a new Mascot?
 - Will there be a time cap on team uniforms?
 - Will kids be allowed to wear Marauder clothing?
 - Will the town and greater community have any input?

- An authorship speech with actual figures and information.
 - Maybe includes a presentation to Council?

Benefits of moving it to an Ad Hoc Committee:

- Open to council members and non-council members.
- A time and a place where the sole purpose is discussing the marauder.
- This committee will be tightly focused on one thing: the mascot.
- Tentative deadline: March 2021: Under the unlikely event of the Ad hoc committee ceasing to meet, the Mascot Motion in its current form will be returned to Council

Email from Hannah Appel, professor of anthropology at the University of California–Los Angeles:

1. Etymology maraud (v.)

"to rove in quest of plunder, make an excursion for booty," especially of organized bands of soldiers, etc., 1711, from French marauder (17c.), from maraud "rascal" (15c.), a word of unknown origin, perhaps from French dialectal maraud "tomcat," echoic of its cry.

A word popularized in several languages during the Thirty Years' War (Spanish merodear, German marodieren, marodieren "to maraud," marodebruder "straggler, deserter") by punning association with Count Mérode, imperialist general. Related: Marauded; marauding.

2. Thinking about that etymology in European and world history - the 17th - 18th century (the historical time period in which this word originated) was a time of very serious "roving in quest of plunder." Namely, this is the era both of the building of the main European empires in the "new world" - so French, Spanish, Portuguese, English and Dutch Colonialism in North and South America, Asia, Africa, and beyond... This is also the era of the transnational slave trade.

So I think it is probably safe to say that what "marauders" were "marauding" for in this era was other people's wealth, (stolen) labor and life, and land.

Notes from Middlebury professor Netta Avineri:

- Two questions:
 - What to do about this mascot
 - If you were to change it, what would you change it to? (separate question for later)
- Mascots are symbolic of values and particular type of person or character
 - symbolic of history
- Plunder: rape and steal what is not yours
 - would you be ok if we were "the rapists"
- What is implied is still there
 - Resonances still exist
 - We win, others lose, comes from a story that is deeply negative
 - Can't just define word to what it is supposed to mean, have to look at what it means in history
- Symbol also conjures up an attachment
- Word could be reclaimed by oppressed group
 - (not HHS students)
- Etymology and original connotation are different from today's connotation but at some point you are still associated with original connotations
- Could just get rid of all mascots completely
 - Way we represent ourselves is by being us
- Taking time to think through our values could be useful, but could also get rid of it
- Imagine the term from the perspective of someone in 1700 and 1800s who was on receiving end and would that person be ok with the celebration of that (even implicitly)
- An exercise in empathy
- Alumni:
 - if there is a way to have consultative process with alumni to get a sense of what is on people's minds in order to have a sense of what to address when making final statement to alumni community
 - recognize that the marauder has fond memories for them, but we have decided to move forward in these ways
- Having some way for people to weigh in

Discussion with Chelsey Kivland (Anthropology Department at Dartmouth, focuses on Gender and Violence) - 2.10.21

- How do you culturally understand “marauder” and what do you think are its implications?
 - Masculine symbol of violence
 - Thinking about these figures that have become representations of “the outlaw”
 - How the outlaw becomes symbol of - strength, masculinity, power, violence
 - What does it mean to idolize that?
- Specifics to that history -
 - Violence against women at the school
 - Do we want to be represented by that kind of violence?
 - Figure out what this figure of the “outlaw” has meant historically, do we want to be emulating this, and if we do emulate it how does that perpetuate further forms of violence
- This isn't only about forms of violence but also the criminality, cruelty, inhumane treatment of others through force
- These figures have taken many forms but they all necessitate the disregard/respect to others
- If we are to continue to be marauders - what does this perpetuate for our values, future
- Gender and violence - ways that terms like marauder have justified or glorified violence in history
- Think critically about what does it mean to represent oneself with an icon of violence
- How does this shape the kinds of social identities we give value to
- Etymology - original usages and connotations might be different from more recent/modern usages/connotations but is it still associated with the same things and have we changed those connotations fully or are they still negative
- Similar to the debate about confederate monuments
 - Let it stand to tell that history?
 - We are arguing that we can archive this mascot and include its history but not have it front and center anymore
 - It's not like we're advocating for removal from public memory - advocating for new place in public memory

History Timeline Contact List:

Tim Boyle

Lindood H. Skip Bean

Dr. Robert Keene

Peter Lange

Jim Mitchell

Nancy Hayward Mitchell

William Murphy

Arthur Pease

Darak Rhett

Denise Shibles

Ian Smith

Dan Swainbank

Jim Taylor

Joan Williams Harriman Johnson Obituary (Found March 2, 2021)¹

- Joan Williams Harriman Johnson lived from 1933 - 2018.
- Joan Williams Harriman Johnson, 84, passed away on Jan. 13, 2018 in Yarmouth, Maine.
- Joan was born in Hanover, NH on Nov. 14, 1933, to Lucy Hale Williams and Dr. John W. Harriman, a landscape architect (Lucy) and an economics professor at The Tuck School of Business at Dartmouth College. Joan left her own mark in Hanover when she designed the Hanover Marauder's logo during her junior year in high school. Sixty years later, the logo is still in use.
- Joan's father was stationed overseas during WWII and she spent many vacations traveling by ship to Europe at a young age. She moved frequently in the US, and eventually settled back in Hanover. Joan was an avid horseback rider and skier, spending her early years at summer camps in NH and ME, and at their farm in Franconia NH where she often hosted a group of Hanover High friends, all of whom remain close today. On one occasion, while visiting the nearby Nash homestead in VT, she met Robert Frost.
- In 1951, Joan headed west to attend the University of Colorado in Boulder where she majored in English and met her first husband, John (Jack) Watson, of Denver. While there, she was a frequent weekender at Tulagi's on "The Hill" for dancing, and she became active in Greek life where she formed a life-long bond with her Delta Delta Delta sorority sisters.
- Joan and Jack moved East, settling in Sudbury MA where they raised four children and she was an active volunteer in the community. The family enjoyed ski vacations up north and summers in Wellfleet on Cape Cod. When the kids grew older, they joined the Sudbury Ski Club and Buddy Werner Race League, and she contributed ski articles to the local paper in addition to being their biggest cheerleader. In 1973, Joan married James Johnson (Jim) and the family moved to Carlisle MA. There, she was active in the animal refuge league and old house restoration and preservation, cataloging artifacts she found during demolitions. Joan had a soft spot for animals and her home was never without its contingent of adopted cats, dogs, guinea pigs and the occasional chicken. Working at an environmental business, she would occasionally bring home an injured or abandoned animal to nurse back to health, the most memorable being a baby raccoon.
- As empty-nesters, Joan and Jim took government positions in Washington, DC and relocated to Capitol Hill. Joan continued her interest in old home preservation and was active in old home tours. After several years, they transferred to Riyadh, Saudi Arabia where they made their home on "The Rock." During their years overseas they were fortunate to travel extensively, hosting and meeting their children and grandchildren in various locations around the world.
- Joan is survived by her children, Cynthia Watson and husband Bob Gross of Yarmouth ME, Janice Watson Camp and partner David Wendel of Harwich MA, Barbara Watson of Bozeman MT, and John Watson of Hancock MA. She leaves seven grandchildren, Hilary Gross and husband John Barker, Jack and Matthew Gross, William, Lucie and Aly Camp, and Hadley Marshall. She leaves behind her cat, Lovey, and many friends from all chapters of her life. Joan was predeceased by her husband and her half-sister Clemewell Mary Young.
- Published in Naples Daily News on Feb. 4, 2018.

¹ <https://www.legacy.com/obituaries/naplesnews/obituary.aspx?n=joan-williams-harriman-johnson&pid=188070276>

Compilation of notes from an interview with Ms. Denise Shibles, Secretary of the Lebanon Alumni Association and chair of their mascot changing committee:

Agemek:

- Native American that lived in the Claremont area near Fort Number 4
- Peacekeeper
- Helped negotiate communications between new settlers to the area and fellow Native Americans
- Students would dress up as a warrior with face paint and feathers
- Came into questions after years of complaints and comments by the community stating that Agemek was an offensive mascot

Ad Hoc Committee:

- 2002
- Two teachers, two students, one alum, two members of the community
- Hot topic - alums were furious that school did not stand by mascot anymore
- Very emotional discussion
- Students on the committee had not been allowed to use mascot - no emotional connection
 - Many students did not even know Agemek was mascot
- Whole process took 3 months
 - started before school so that students could have the mascot in place for before homecoming

Alumni:

- “About the kids”
- Alumni association has 10,000 members
- Presented that they are not taking Agemek away from them, but new students cannot be prideful when the students are not in support of what is representing them
- Alumni Association adopted Agemek as their mascot in order to preserve the history

New Mascot:

- Committee had contest to community
 - Asked for mascot ideas and drawings
 - 100s of entries
- Viking was voted in
 - Over 50%
 - Schoolboard passed
 - Male and female costumes made with alumni funding for the homecoming games
- Viking lasted for two years
 - changed because people were concerned that it was too violent

- Bad history: references to pillaging, raping, and violence
 - Administrative and school board top down choice
- Changed to “Raider Birds”
 - College had already trademarked the bird image they used
 - Mascot again changed amid potential lawsuit
- Now Lebanon is an “L”



Agemak mascot of LHS from 1960-2002

<https://lebnhalumni.com/>

From an email chain with Mr. Arthur Pease, Lebanon High School Social Studies teacher:

Image from Yearbook:



Reasoning for Agamek:

The tradition of Agamek, The Great Warrior, as a symbol of the spirit of Lebanon High School was started when a group of Lebanon High students gathered together folklore telling of an incident involving this Indian leader who prevented much bloodshed and fighting in the early settlement of the area.

The official school seal now bears the symbols of this early history and our yearbook now bears the name of this great warrior, Agamek.

- Forward of a Lebanon High School yearbook

Notes and Sources pertaining to Merrill's Marauders:

Links to websites consulted:

1. https://en.wikipedia.org/wiki/Merrill%27s_Marauders
2. <https://www.congress.gov/bill/116th-congress/senate-bill/743/text>
3. <https://dartmed.dartmouth.edu/summer04/html/letters.shtml>
4. <https://www.youtube.com/watch?v=UCgreO4YrO8>

Notes from William Murphy, current Hanover High School Social Studies teacher:

- The design MAY be based on Merrill's Marauders
- It was an American guerilla group that successfully fought against the Japanese
- They were looked upon as heroes

Preliminary Research: Merrill's Marauders (January 30, 2021)

- An American guerilla group who fought against the Japanese in Burma
- Their colors were red, white, blue, khaki, green, and orange
- Allied leaders formed the group with the hopes that a US group could penetrate Japanese lines
- The group would often travel deep into Japanese territory and engage with forces much superior to themselves
- A memorandum dated September 18, 1943 listed a proposed composition of the new American long-range penetration force
- The troop also included 14 Japanese-American translators
- The group was composed of 2,997 men
- The Marauders were almost always outnumbered but always dealt more casualties than were inflicted on themselves

Additional Research (February 26, 2021)

- Frank Merrill
 - Born December 4, 1903 in Hopkinton, Massachusetts
 - Died December 11, 1955 in Fernandina Beach, Florida
 - Gen. Merrill is best known for his command of Merrill's Marauders in the Burma Campaign of World War II
 - He enlisted in the US Army in 1922
 - He was appointed to West Point in 1925 and he graduated in 1929. He then earned a B.S. in military engineering at MIT in 1932.
 - In 1938, Gen. Merrill became a Military Attaché in Tokyo where he learned Japanese.

- In 1941 in the Philippines, he went on to join Gen. Douglas MacArthur's staff and was sent to Rangoon (Yangon) Burma (Myanmar) and remained there due to a Japanese invasion.
- He was one of the youngest American generals since the Civil War only after having served as a commissioned officer for a short 14 years. In September 1944, he was promoted to major general at the young age of 40.
- Merrill's Marauder
 - The group operated under General Joseph Stilwell's Northern Area Combat Command
 - The Marauders were a special unit that went deep into Japanese controlled territory
 - Visiting war correspondents at the time seeing their impressive performance named the group the "Merrill's Marauders"
 - The group fought in five major engagements and fought the Japanese 32 times. They traversed more jungle than any other US Army unit in the war despite extremely harsh conditions.
 - On August 10, 1944 when the group was disbanded, there were only 130 combat-effective officers out of the original 2,997
- Frank Merrill After the War
 - In 1946, he was assigned to the headquarters of the 6th Army in San Francisco under General Stilwell.
 - In May, Stilwell and Merrill suppressed a prison uprising at Alcatraz in what is now known as the Battle of Alcatraz.
 - On June 30, 1949, he retired as a colonel and was promoted the next day to Brigadier General on the retired list.
 - He went on to become the New Hampshire Commissioner of Highways (can't find when exactly) and in 1955, he was elected President of the American Association of State Highway and Transportation Officials but died two days later.
 - He lived about 15 miles northeast of HHS by Mount Mousilock in North Woodstock, New Hampshire at the time the mascot was designed
- Frank Merrill Legacy
 - In 1992, he was inducted into the US Army Ranger Hall of Fame.
 - The Everett Turnpike Bridge in NH is dedicated to the Merrill's Marauders.
 - Camp Frank D. Merrill in Georgia is where a three week mountain training phase of the US Army Ranger School is located.
 - The US Army awarded members of the Merrill's Marauders the US Army Ranger Tab.

Sources for Notes:

1. https://en.wikipedia.org/wiki/Frank_Merrill#Post_war
2. <https://library.unh.edu/find/archives/collections/frank-dow-merrill-papers-1941-1948>

3. <https://www.legacy.com/obituaries/naplesnews/obituary.aspx?n=joan-williams-harriman-johnson&pid=188070276>
4. https://search.library.dartmouth.edu/discovery/fulldisplay?docid=alma991010234389705706&context=L&vid=01DCL_INST:01DCL&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=All&query=any.contains.hanover%20gazette&mode=basic
5. The Merrill's Marauders were the subject of a biography, The Marauders, by Charlton Ogburn and a movie in which Frank Merrill was played by Jeff Chandler in 1962.

Student comments:

Possible names are pathfinders, bobcats. A suggestion would be to also just change the name to privateers or a different pirate word, and make the mascot friendlier by making the eye without the eyepatch open and removing the knife and skull.

Gen z is soft and needs to get over it.

The image of the mascot doesn't show any violence against our students. It's just a pirate! it shows that we are tough. at this point in time its just a fictional character. They don't exist anymore.

I don't think that the mascot affects me personally, however I do think that changing it is a bit excessive. A pirate could be linked to violence and such but i don't think that it was intended to represent such things. If changing it makes people feel better, of course, I wouldn't want anyone to feel uncomfortable. But if it doesn't bother anyone, I don't think it is necessary to change.

I think everyone should feel safe and comfortable at school, so because it makes people uncomfortable it should be changed to something everyone will like and not be offended by or feel uncomfortable around and also something they can identify with.

if it makes people uncomfortable then it should go, no one will be losing anything

Even if we don't understand we should listen

there is no point - i am not bothered

I agree with all the statements above about why the mascot should be changed.

moose's

The Hanover community doesn't represent rape and stealing, the people who think it should be changed are snowflakes. The marauder logo shows how the sports teams are ruthless savages that win games and compete hard, I don't think of the Marauders logo as the schools mascot, its the sports mascot, so the people who should decide are the athletes and the school and sports adult leaders.

Regardless of what the phrase is "commonly associated" with, Merriam-Webster defines it as "one who roams from place to place making attacks and raids in search of plunder", which basically corresponds to a land pirate, which is not explicitly associated with sexual violence or rape. For that reason, and because I believe the word "Marauders" shows a strong fighting spirit, I believe that there is not enough evidence against the mascot to remove it.

Make it something more related to Hanover

I feel that, if the marauder logo is hurting people or making them uncomfortable, it shouldn't be a problem to change it. I for one was slightly disturbed when I found out what a Marauder stands for. I feel it is inappropriate to have your school be represented by something that could incite harm.

What would be the replacement

Of course not

We need something hope inspiring in these troubled times like a counter terrorism group

The mascot should not be a man. Sports are not just for men.

It is not meant to offend. And I think its a awesome name

how does he sexually assault them

I would maybe make the mascot more Hanover related!(!:

None

Nobody I know finds it offensive and Its a good name

I nominate the tree frog

it should the "Mayem" or the "politically correct Muruaders"

I am okay with any mascot that does not have any backgrounds or relations to racism, sexism, homophobia, Islamophobia, antisemitism, sexual violence, or overall hate to someone.

I agree that what the marauder stands for sounds a little shady!

makes many people very uncomfortable and it relates to HHS rapey history

Parents comments:

Thank you for seeking student input.

Given the endless possibilities of what could be used instead, why not change it? Even if 'many' are not bothered, if some are, that is important to consider.

I agree that this mascot should be reconsidered and replaced.

As a parent, I would like to state I am in favor of changing the mascot. Thank you!

Thank you for asking permission on this.

Thank you HHS student counsel for doing this important work!

Thank you for soliciting the opinions of future HHS students.

I think this helps foster discussion and learning for the students but please have the survey creators check to make sure their definitions of maraud are correct. my quick search of the internet dictionaries did not find rape as part of the definition. pillage & plunder are part of it but none used rape. Therefore including this in the survey will skew results. Regardless of this it is definitely important to discuss and decide if HHS mascot should be a more positive one. is pillaging what we want to be know for? thanks for helping our kids think for themselves - this will help them learn how to do so.

Thank you for helping us at HHS with this project and for exposing the middle school students to an important conversation.

Thank you for involving the students in this conversation.

I appreciate the inclusion of the middle schoolers in this discussion.

Thank you for offering future HHS students the chance to share their opinions

Thank you for doing this important work and I am happy to hear it is being initiated by students!

Parents could be surveyed.

I'm proud of the HHS community for taking this on!

Great idea to get input from middle schoolers

I am thrilled that the mascot is being questioned

I was asked a little while ago as an alum to weight in. I've voted to update to a new mascot.

Thank you for including the students. FWIW-I was surprised by the mascot for Hanover when I first moved to town 15 years ago and wouldn't mind having it retired.

I would like to have an opportunity to give an opinion on the matter as a parent

Not a question, just a comment: I very much appreciate your efforts to involve as many students as possible, so including RMS students, whose reasoning and evaluation capabilities are becoming sharper every day, is heartening. THANKS!

It would be great if parents who are HHS alumni are surveyed too!

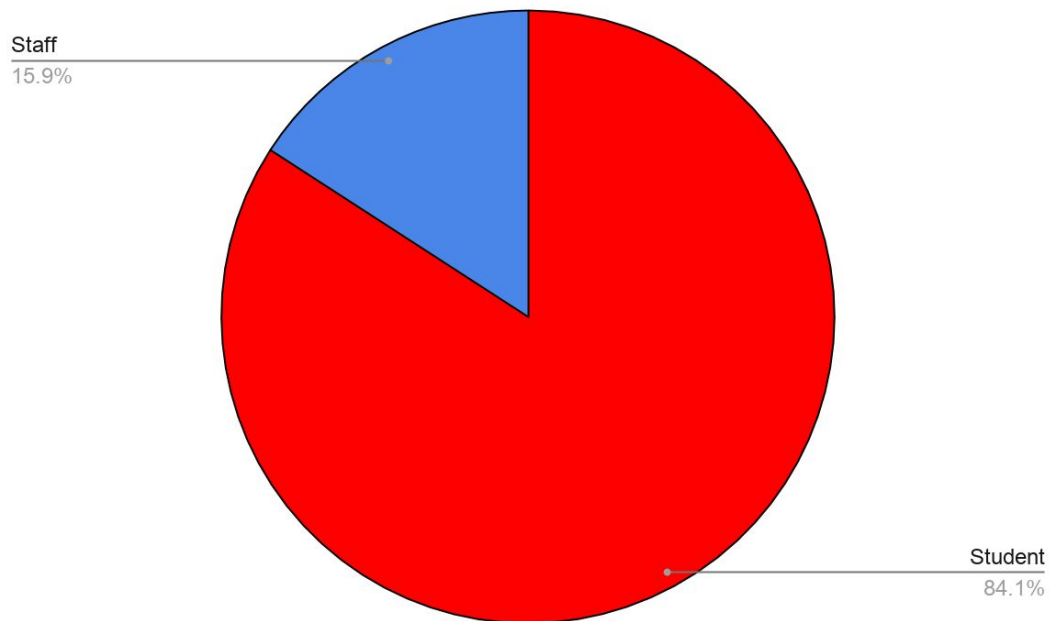
Hopefully there will be a discussion of both sides prior to student completion.

Alternative Design Mascot Survey Key Questions and Rationale:

Questions are highlighted

1. What is your current role at HHS? (Staff or Student)

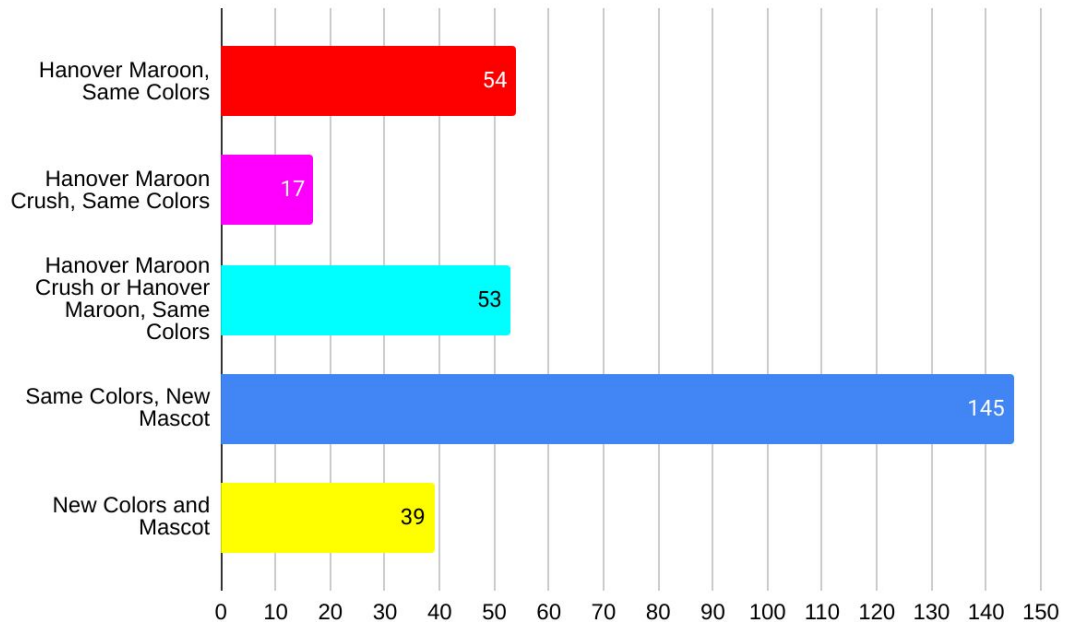
- a. We asked this question to get a better sense of the difference between student versus staff opinion
- b. Question Results:



2. Choose the following option that best represents your preference when considering a possible new mascot.

- a. → Hanover Maroon, same colors
- b. → Hanover Maroon Crush, same colors
- c. → Hanover Maroon Crush or Hanover Maroon, same colors
- d. → new mascot, same colors
- e. → new mascot, new color
 - i. We asked this question so that we could understand what parts of the mascot people wanted to change, as well to determine if they had a preference between being the Hanover Maroon or the Hanover Maroon Crush.

f. Question Results:



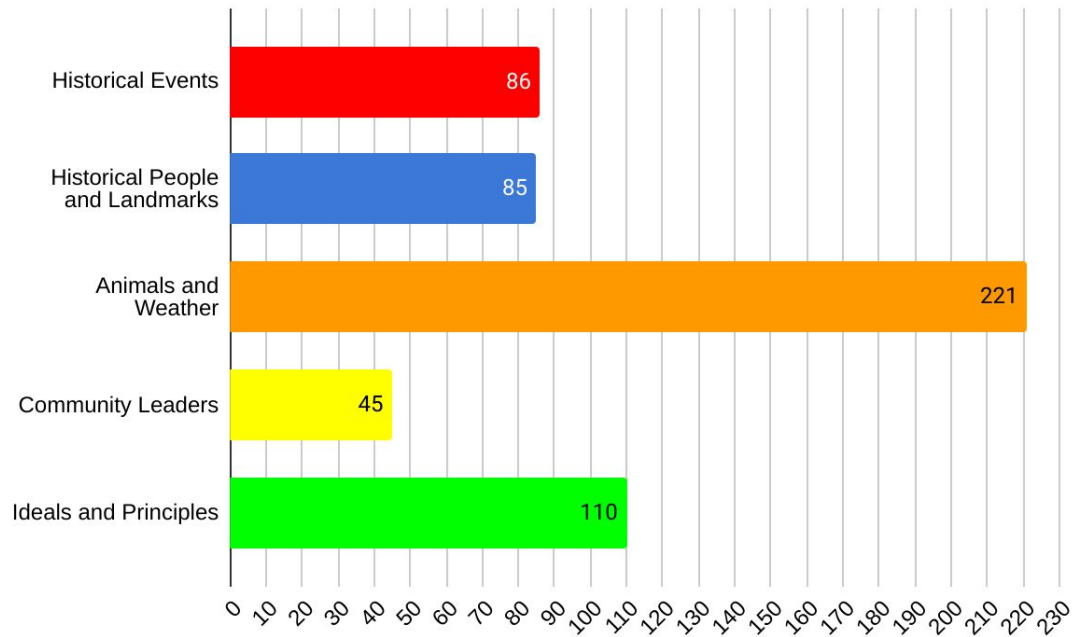
3. Optional: Explain your choice

- a. We allowed students and staff to explain their choice for the previous question to gather data about why they chose a certain option.

4. Many schools have decided to change their mascots; several of those changed from Indians: Dartmouth to Big Green, Stanford to Cardinal (the color), St. John's Redmen to Red Storm, Quinnipiac from the Braves to Bobcats, UMass-Lowell from Chiefs to River Hawks. Please check the factors below that you'd like the committee to consider when choosing a possible new Hanover High mascot:

- a. → Historical Events: Ex. Oxbow Olympians (Olympics)
- b. → Historical People and Landmarks: Ex. Tufts Jumbos (an elephant given to the collage in 1885 by P.T Barnum)
- c. → Animals and Weather: Ex. Maine Black Bears; Hartford Hurricanes
- d. → Community Leaders: Ex: Williams College Ephs (named for founder Ephraim Williams; mascot is a purple cow)
- e. → Ideals and Principles: Ex: UC Santa Cruz Banana Slugs (students chose a banana slug for a mascot because they believe sports should be available to everyone, which is why one of the lowliest creatures represents them, Sammy the Banana Slug.
 - i. [5 Key Questions for Choosing a School Mascot](#) helped us determine values that should be considered when determining a new mascot so we asked this question to get a better sense of what the school thought were important values when determining a mascot.

f. Question Results:



5. We welcome any suggestions you have for possible new mascots and school colors.

Briefly explain the reasons for your choices.

- a. We asked for any suggestions for possible new mascots so that we could use them for the process for deciding a new mascot. We asked people to explain their choices to make sure the suggestions were serious.



Referendum Motion

Hanover High Council

Introduced by: Pierce Seigne **Date Introduced:** 2/3/21

Intent Statement: To let the student and staff of Hanover High School vote on motions that should be decided by the body rather than just those on Council.

Initial Motion/Bylaw Revision Language

ARTICLE XI: STANDING RULES OF THE COUNCIL

A. Closing Debate: The closing or postponing of debate must be made by a dedicated motion and cannot be made as a concluding remark by a speaker addressing the motion under discussion.

B. Roll Call Voting: A roll call vote may be requested on any vote. A vote will be taken on whether to have a roll call vote. The vote will require one-third to pass. This is not debatable.

C. Main Motion Voting: All main motions will be conducted with a hand count vote and the record of the vote will be posted on the council bulletin board. Roll call is required for handbooks revisions and money allocations of \$500 and above.

D. Referendum: All motions may be referred to a public vote to be voted on by all students and staff of Hanover High School. The motion to refer to the public must be made by a dedicated motion and cannot be made as a concluding remark by a speaker addressing the motion during discussion, and it requires a second. The vote to defer to the public requires two-thirds from Council to pass. OEC will have two days to create an anonymous form consisting of voting options established by the motion's author prior to being brought to Council (i.e. "Yea," "Nay," or "one," "two," "three"). The form will be sent via email to all students and staff. Attached to the form will be information on the motion,

including its authorship speech and summary of the relevant minutes written by OEC.

The referendum vote will be available for one week after the form is sent. OEC will tally the votes, and the motion will either pass or fail at the next Council meeting. A majority of the combined student and staff vote is needed for a motion to pass Council. If a majority of the school has not voted when the week is over, then the motion returns to Council. ~~The HHS students and staff may petition for a referendum of any Council motion by submitting a petition of signatures, equalling no less than 10% of the enrolled student body, within 15 school days of the Council's vote on the motion. The date of the referendum will be set by Council, to occur within 30 days of Council's receipt of the petition. There must be a public forum held a minimum of one week prior to the public referendum.~~

~~D.~~ E. Principal Response Time: The Principal has two weeks to respond OR for Council (or the Executive committee) to produce a timeline of action for administration in regard to a passed motion. This two week period begins when the Principal receives the "Council Passed Motion Form." This form contains the wording of the motion and a space for the signature of the motion maker, the moderator, and the Principal, along with a space where the Principal will indicate the outcome and explain their motives. The Principal (or a representative thereof) must deliver a progress report on the administration's decision during the Council Executive Committee meeting taking place NO MORE than two school weeks after the Principal receives the form. At the "one-week progress report," the Principal (or a representative thereof) may request an extension. On the second Council meeting after a decision has been reached, the Principal's decision will be presented. If by the second meeting, an extension has not been granted and the Principal has not come to a decision, the motion is considered vetoed.

Authorship Speech (elaborate on your intention/goals in proposing this motion):

- This motion is to have the whole student body and staff the ability to vote on motions brought to Council. *Why?*
 - Some motions should have input from the greater student body especially when Council might not be representative of the student body.
- This motion is a tool, not to be used on every motion
 - A $\frac{2}{3}$ majority is required to refer a motion
 - In Robert's Rules, we can use what is called a hasty vote if its passed too soon and in need of reconsideration
- As it pertains to the Mascot:
 - The intent of this motion is NOT to be used to vote on the greater resolution coming to Council.
 - Say the Mascot motion passes and we need to consider a new mascot, things are best done through Council.
 - Council documents things thoroughly
 - Has an agreed-upon procedure
 - Transcends students (as in when a student graduates and their Google Drive files are deleted all the documents associated with changes are not deleted.)

2nd Authorship Speech

- Revised wording, improved readability.
- Public Forum
 - “Attached to the form will be information on the motion, including its authorship speech and summary of the relevant minutes written by OEC.”
- Method of Voting
 - Online benefits
 - You can vote at home
 - The vote can be open for an entire week, 168 hours straight
 - Online only students can vote
 - There will no transfer of germs
 - It costs less money, better for the environment
- Procedure
 - Voting Options: So it can be used on issues such as the mascot or something like that.
 - Further reading: [REFERENDUM PROCEDURE](#) (Draft)
- OEC will amend the procedure at their next meeting.

Seconded By:

Amendments proposed to this motion/bylaw revision

1. Amendment 1
2. Amendment 2
3. Amendment 3
4. Amendment 4

Final Motion/Bylaw Revision Language

Final Decision Date:

☐ PASSED

☐ FAILED

☐ OTHER

If OTHER, please explain:

Brave kids step forward to talk about sexual violence

The time is always right to do the right thing

Re-examine our traditions from time to time.

Marauder is a bully if anything

So proud of the presentation and the committee. So impressed.

Thank you.

A teacher pointed out that in 1996 this was a student effort too.

Staff were amazed at the evolution and maturity of student thoughts through this process.

Watching a young person “ putting themselves in someone else's shoes” and changing their mind is so impressive and inspiring to us.

Consider the current climate our students are in. This includes the @Culture and @Survivors instagram pages. Sexual assault culture and harm. Harm by behavior of someone else. What are the kids saying and who do we believe? A change shows support to survivors and starts to heal a culture of harm.

A teacher expressed a struggle with the process, but supports the mascot change.

This the beginning of the conversation about how to avoid harming each other. Education beyond just this change is so important. Many excellent suggestions.

(speakers, conversations about the culture, panel, continuing education piece, advisory work)

Youth Risk Behavior Survey (1 in 6 at our school have been a victim of sexual violence

And 1 in 20 males) in 9th 10th grade (there are our current juniors and seniors)

https://www.healthvermont.gov/sites/default/files/documents/pdf/SAU_70_%28SU055%29.pdf

Co sponsor signers can join on before Wednesday morning of next week. The faculty co-motion is our attempt to more formally support the students bringing forth the motion and those harmed by the mascot.

Concern about the marauder being a renegade mascot (the rouge) We don't want that to happen.

We want to create a valuable conversation to prevent that from happening (we don't want people to feel victimized)

Support to embed education to athletes around gender stereotypes, marauder serves as an athletic symbol.

Visual image of the marauder is armed. Knife in the mouth of our mascot. Worried about any mascot with weapons, and the messaging weapons and schools are providing in the current climate.

We appreciate the mascot sub committee wanting to hear all voices. District, alum. Authentic Agree or disagree- it's important to solicit input.

Encouragement for teachers to voice their feelings now and not to harbor another opinion in front of their classroom. It's important to support school wide efforts of equality.

We should table current sales of new mascot stuff until we decide. Current sophomore fundraiser is an example, as they are selling clothing with the mascot image on it.

A teacher brought up in a recent ski jumping competition, a team made "rogue retired mascot" sweatshirts. This was stopped (so there is a precedent to stop a group that may try to "reclaim the marauder")

There is worry there is not student understanding around the change.

Should we have another survey? Student support is important. Need a relevant survey. If there isn't support then we need even more emphasis on education after the change.

Should we not have another survey?

The minority opinion really matters here. If 25% of kids feel strongly about this, then that matters. A majority vote when a group feels harmed is the minority is not important.

Don't vilify people with old mascot clothing or uniforms if we make a change. Also, do not vilify people who have worn the marauder in the past or if they are attached to and value their mascot.

We are worried about educating the boys in our school to look into the future. To be aware of upstanding for women and hearing female voices.

To share with the history committee: We have the art teacher logo suggestion in the art department. It's called: The Force and is pictured on a tee shirt here. This was from the art teacher in 1998-1999. It has been hanging in the art room.

