

The Bridgian Herald

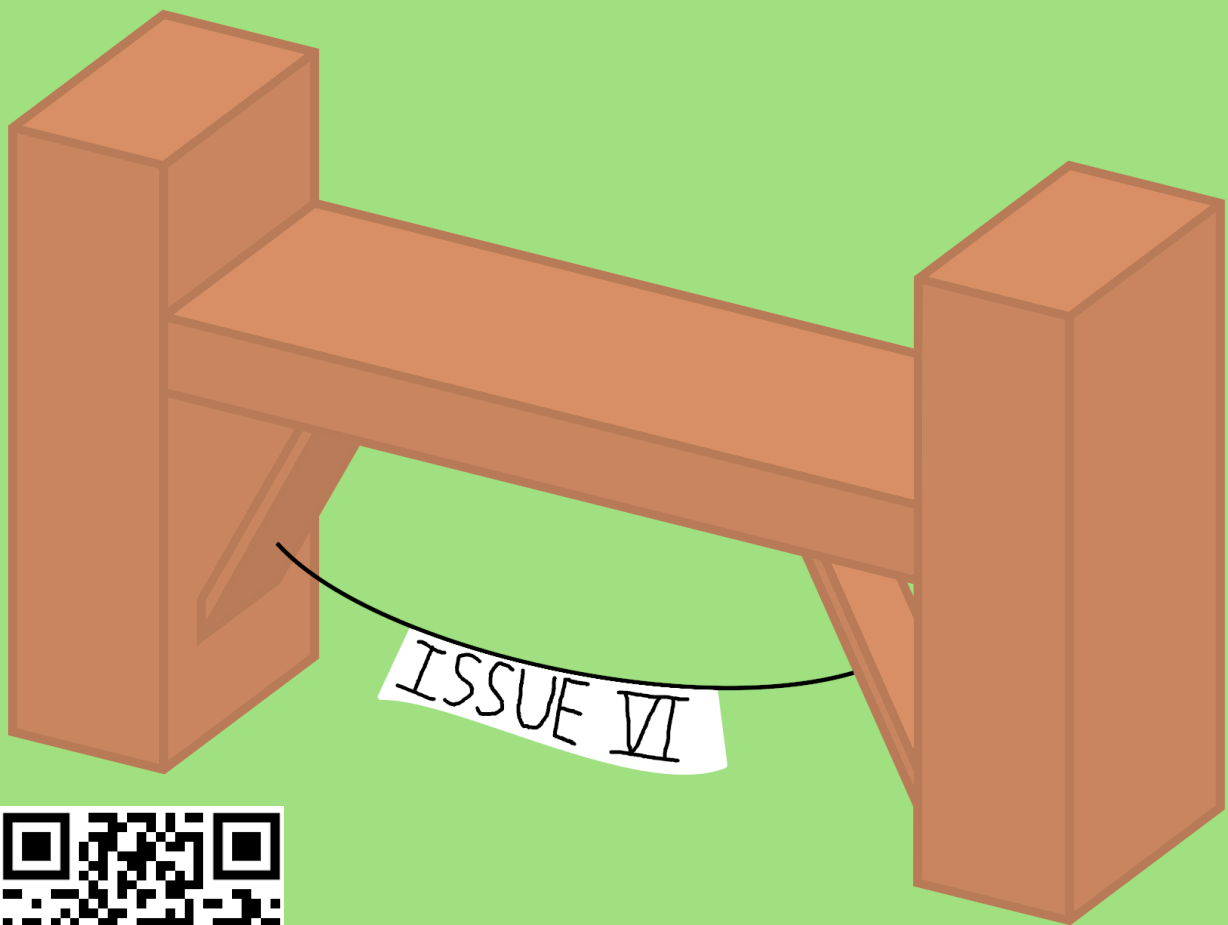
29th April–15th June 2025

Highlights

The Foundation's return – page 2

Science Day – page 3

Activities – page 5



Contents

Bridgian News

The Treaty of Lenkaí – page 2

School News

Science Day – page 3

Guides

Writing the *Herald* – page 4

Activities

Anagram – page 5

Word Ladder – page 5

Maths Challenge – page 5

Code Breaking – page 6

Killer Sudoku – page 6

Credits

Activities: Zachery

Articles: Zachery

Design: Zachery

Editing: Zachery

The *Bridgian Herald*

Initiated in November 2024 by the Bridge Base Foundation to “improve social cohesion and understanding in the School through the collectivisation of information.” *Bíshbés nádoíà!*

Whilst measures have been taken to ensure content-accuracy, it is possible that errors or omissions have been made. Feedback would be greatly appreciated to improve the *Herald* for all.

Note from the Editor

Due to the pressure on many *Herald*-contributors from their upcoming GCSE examinations, we felt it was best to delay the release of the next publication. Issue 7 will go to print on the 16th of June, rather than the 4th as originally planned. Issue 8 will then come out on the 14th of July, with releases at the end of each month resuming in September.

(Please ignore the number of contributors for this issue of the *Herald*, although this may explain the present dearth of good, high-quality content.)

Bridgian News

Help from Seldeth

The “Treaty of Lenkaí” is negotiated

IN EARLY APRIL, the Foundation’s Head Guard entered a secluded room in Lintae’s Westside sector, to attend a meeting with the leader of Seldeth, friend of the *Group* but oddly supportive towards the Base. (After all, the Haven grew by raiding materials from the region, so antipathy could be expected.)

Two months prior to this, the Domebush was severely damaged when that same Head Guard got caught up around conflicting groups in the Base, relating to instabilities in Domebush Treehouse’s structure. One wanted to demolish the Treehouse and start anew with a more stable design, whereas the other wanted to make marginal improvements to the existing substructure, thereby achieving the same aim far quicker. The Guard – and your correspondent, for that matter – was in the latter group, but the exonymous “sub-Bridgians” won in the end, in a rather unusual way.

The Head Guard, named as such for his role in Base β guarding the Front Entrance, became so annoyed with the others that he turned to some wild rage and destroyed all the structures in Base κ except the Treehouse. ‘Thus ended Late Kappa, and with it the Domebush’s life, for good,’ typically run the history books at this point. However, after this event, the Guard was keen to make up for his wrongdoing, and started talks with Seldeth, a region in Lenkaí containing the main “forest school”, to agree a plan for reforming the Base.

Hence the meeting in Lintae was long-planned; he had already entered discussions over a collection of wooden structures in Seldeth that the Bridgians could help to build. This unfortunately fell through for multiple reasons, including cost, complexity, and presumably *Group* lobbying. Nonetheless, the *Seldeth-ros* continued to back the

Foundation, returning with a framework for its continued operation in a more formal manner.

The conditions are relatively straightforward, such as being forbidden from raiding. (Resources would be acquired by permission, which makes things a bit easier for the Foundation.) But the main points are the allowances this would give to the Base, enabling a new, fourth Domebush Era. ■

Correction?

In Issue 3 of the *Herald* (“*Bycbeys n̄doyda?*”, 27th January), we stated that affixes were the most significant syntactic difference between English and Bridgian. This was erroneous, even at the time of that publication’s release. Many readers pointed out that the rules of adjectives in Bridgian – the “descriptive” and “prescriptive” madness – is far harder to understand, possibly because it was brushed heavily aside in that article. It has been summed up thus by the Devious One:

Bridgian adjectives can apply qualities to – technically, “qualify” – a word in two different ways. It can prescribe the quality, narrowing down the meaning of the word; or the adjective can describe it, providing extra information that is not needed for the rest of the phrase. Prescriptive adjectives (or lists of adjectives) go before the words that they describe, whereas descriptive ones go after them.

This was made even more complex in early April, when it turned out that adverbs were entirely unnecessary in the syntax. Now in Bridgian, adjectives are words that describe almost every type of word: nouns, verbs, prepositions, and adjectives themselves. In contrast, English would use adverbs for everything but nouns, although affixes still treat them primarily. Basically, if you find a word ending with ‘-ly’, remove this and translate accordingly.

One source of ambiguity is found when an adjective (or list thereof) is between two words that can both be qualified. In this case, the adjective is put inside two commas if it describes the first word, and not if it prescribes onto the second. Also, remember that commas are always used between adjectives qualifying the same word in the same way, because otherwise it would appear identical to one describing or prescribing onto the other.

School News

La Jour des Sciences

A third activity-day in Entékai

FEW THINGS satisfy the Devious One more than a good, inspiring dose of science. Logical reasoning, mathematics, conceptual generality – what is there not to love? The theories behind it contain such beauty and the results are so far-reaching that one could hardly feel otherwise. At least, that is how he describes it; others may freely disagree with this assessment.

So he was, inevitably, hopeful when the *Group* announced that a “science afternoon” would be held on the 3rd of April (not of March, as was erroneously stated in the previous issue of the *Herald*). It reverted to the system of student-selected activities, like in the original *Rest, Play, Culture, and Arts* event, as opposed to those chosen from on high for World Book Day. This allows anyone to partake in what they prefer, yielding an improved experience for all. This time around, there were seven activities to choose from, as listed below.

Construction involved building a weight-bearing foil boat and a tall or “elegant” tower made of straws. One of the Devious One’s friends attended this, although he could not get them to report on its details. **Science-themed Art** consisted of creating a poster and designing a t-shirt inspired by a part of science. **Documentaries** was, as the name implies, about watching audiovisual documentaries, or reading books if one wished, on a range of scientific fields. **Digital LEGO** used the power of computer science to create virtual brick-based structures, without the need for physical materials: these cost money, you see, and no sensible organisation would waste any of that on a single afternoon. **Recycling** concerned creating a model of a sustainable city, where all disposed materials are reused or recycled back into useful products. **Aerodynamics** involved building and launching

paper aeroplanes – your correspondent only achieved the first verb, due to characteristic over-engineering. Finally, **Outdoor Experiments** was about making charcoal and using it as part of a crude water-filtration system. (‘Find out how to turn dirty water into clean water,’ said the brief, sent in a preceding communication over email.)

Sadly, the Head Guard was unable to report on his experience, as he was absent on that day. The Devious One recounted it positively, as he would any endeavour of such a nature – though, being *the Devious One*, he expressed a concern around a “deficiency of learning” in the events. The activities utilised many important concepts, but did not explain their origins effectively. Given that he turns what should be a short description of syllabic-form Phonetics into a three-page essay, however, he has not got much of a leg to stand on.

Consider that fact that we have had three days (or partial days) of activities since the first one on the 11th of February. That is around 5.4 percent of all school-days during that period, even discarding one to offset the inherent bias of the sample. Do we really want such a reduction in education? Some would say yes, for obvious lesson-avoidant reasons, but many others – chiefly including the Devious One – believe otherwise. Those who will soon be taking examinations for GCSEs or A-level qualifications are particularly vocal in this respect.

In contrast, nearly all see value in events where learning is realised in a more entertaining environment. This is how a school really *should* be, but the difficulties in accomplishing it make this unfeasible. Motivative steps towards this would benefit both the student body and the teachers, from greater enjoyment and attendance respectively. These can be packaged up as activity-days, for the more cautious policy-makers, or done as slight changes to existing programmes. The idea is simple: make people want to learn, and they will learn. There is, however, a risk that this will be prioritised over the main purpose of an academic institution.

But with moderate, successful use, such principles could make the School more effective at its goal, while retaining the joyful atmosphere which has hitherto been acquired only by lax regulations. Science Day is half of a solution. The other half, though, will be far harder to implement. ▀

Guides

Herald-writing

Or, Imtae gé Bishbês-sà Anghén

WRITING A SCHOOL newspaper may seem daunting to some. The pressure of deadlines, the requirement to type at least 2,000 words per issue, the commitment to continue releasing new editions every month. Each one of these can overwhelm many – think of the essays you had/have to produce in English – yet the Bridge Base Foundation, operating out of an anarchic bush in the depths of Ephkaí, has spawned six iterations of its news publication: the *Bridgian Herald*, which you are presently reading.

To explain how this is done, let us go through the process by which the *Herald* is synthesised from words and stories floating in the aether. First, abandon any idea that a group of “contributors” actually exists. They are more like guest writers, in that they only write articles intermittently, when the Devious One (the sole designer of this issue) asks them very nicely to do so. Theoretically, contributors can add ideas whenever they like, but if you want something to be done in this system, you must do it yourself, or be left waiting for nothing.

An issue of the *Herald* begins its life by copying the source file for the previous issue, typically around two weeks before print. This is the easiest way to maintain consistent styling: simply keep everything from before, and then change only what needs to be changed. Sometimes there will be slight modifications, like the reduction of the size of paragraph indentations, but the overall “brand identity” remains the same. All the articles will be deleted and placeholders added to show planned articles before they are properly written.

Now, the writing. The hardest part about creating articles, at least for the Devious One, is not expressing ideas, but choosing what to discuss in the first place. For example, he decided to write this

article two days before it went to print, and had all 708 words of it completed within three hours. This was a weekend working under the crunch of the deadline; he is normally far less productive, yet finding the topic is still the biggest issue. To be honest, that is not too surprising – the *Herald* only writes about events in the School, and there are few that are important enough to be mentioned.

If typing articles out was the problem, the contributors would be useful to give more words of content. But whenever the Devious One (yes, still writing in the third person) requests that one of them does so, they inevitably turn back and ask, ‘What should it be about?’ So he writes them all himself, at least in this issue, in his distinctive style. Some of these qualities are good for a newspaper, such as avoiding slang or informal terms and using slightly metaphorical language, whereas others serve to make it appear obtruse and misaligned with the target demographic, like the words used above. Certain people use this odd style to claim that the *Herald* is made using artificial-intelligence tools – this is, in fact, false, although denying it will probably make people believe it more readily.

The software used, however, is significant in designing the *Herald*. The application Word, made and distributed by Microsoft under its “Microsoft 365” (formerly Office) package, is used by the Devious One during the development process, before being exported to the Portable Document Format, or PDF, before printing. Having experience with computers is of great benefit to him, as is his insatiable desire for consistency and logic, which filters through to the design you see here.

Really, once the design is sorted, producing the *Herald* is a game of filling in the blanks. A one-page article here, a half-page correction here – the only big choices are the activities at the end of each issue, which vary each time. The Devious One runs his “Maths Challenge” column every month, again without any concern for those who will read it and decide that they cannot be bothered.

What really helped getting the *Herald* started was that the Head Guard spearheaded the idea, making the goal apparent, before the Devious One took it and ran with it. That made it seem a lot less difficult, seeing a lot of the work done already. The writers of *Nexus News* may have a lesson to learn. ■

Activities

Anagram

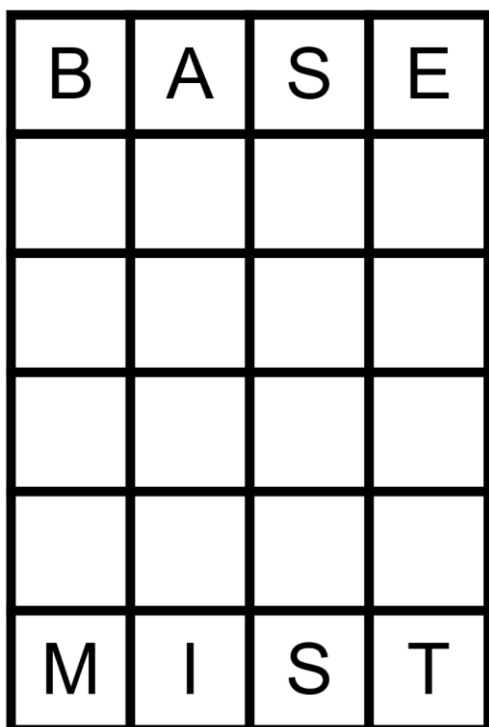


Rules

Find as many words as possible using some or all the letters above in any order, excluding proper nouns, plurals, and adverbs ending in ‘-ly’. Letters may not be repeated if they do not appear multiple times above.

Scores for this puzzle: moderate = 5, good = 10, excellent = 15, mastering = 20 words found.

Word Ladder



Rules

Fill in the grid so one letter changes between adjacent rows, and each row is a valid four-letter English word. Letters may not be swapped, only changing in-place.

Maths Challenge

A person throws a 500-gram ball from a height of 1.25 metres above a flat ground, at a speed of 10 metres per second (ms^{-1}) forwards and 2 ms^{-1} upwards. The ball flies under 10 ms^{-2} gravitational acceleration, with no other forces affecting it.

Level 1 – easy

Define an equation for the vertical speed of the ball (v) in terms of the time, t seconds, from when the ball is thrown. 10 ms^{-2} of acceleration changes the velocity by 10 metres per second, every second.

Level 2 – medium

Plot a velocity–time ($v-t$) graph for the vertical movement of the ball. Hence or otherwise, find the time when the ball is at its highest, and when it hits the ground. (Remember that it starts at 1.25m up.)

Level 3 – hard

By computing the area under the curve, derive an expression for the coordinates (x, y) of the ball in terms of t . For reference, its initial position would be represented as (0, 1.25).

Level 4 – extreme

The *action* of an object’s path is defined as the integral of its kinetic energy minus its potential energy, over time. Using the equations $E_k = \frac{1}{2}mv^2$ and $E_p = mgh$, find the action of the ball’s throw up to when it hits the ground. Give your answer to 3 significant figures, with appropriate units.

Solutions to all previous Maths Challenges can be found on the Foundation’s website, accessible via the adjacent QR-code.



Code Breaking

15	6	13	23	3	18	13	16	20	13	19	17	13	15	26	16	14	25	14	13	8	14	23	26	10	22	1
14	16	14	8	13	10	22	23	10	17	14	19	1	26	10	22	18	5	13	23	23	13	10	17	13	23	
16	14	19	16	1	13	24	14	15	6	14	6	19	8	14	17	20	13	1	17	19	18	1	1	1		
19	17	16	17	10	11	15	6	14	16	10	5	14	3	22	23	6	25	10	17	23	13	16	14	18		
19	17	26	3	19	23	14	19	23	19	11	19	18	17	13	17	20	3	14	25	19	22	23	14	1		
15	6	14	11	14	23	15	7	19	1	1	23	22	17	16	14	18	13	15	23	14	1	1	1	1		

A	B	C	D	E	F	G	H	I	K	L	M
N	O	R	S	T	U	V	W	Y			

Rules

Each letter from A–Z is replaced by a random number in the range 1–26. The key in the bottom-left is purely for organisational purposes; blacked out squares represent unused letters.

Crack the code to reveal the hidden message. The puzzle is considered complete when all the letters are filled out following the key, and the message is correct – i.e., makes sense.

(Tip: some letters are more common than others, use this to make educated first guesses. Also, certain words may be repeated in the source text; these are likely to be more common words.)

Killer Sudoku

4	17	9	7	12	11	26
		13	12	13	4	
7			10	12	4	6
10		20			5	7
16	13		16	23	3	7
	6	13			8	8
8	10		4		1	15
5		20	24			
		9	12		7	7

Rules

Fill each square with a digit from 1–9, such that the squares within each dashed cage add up their respective total in the top-left. No digit may be repeated in a row, column, cage, or 3×3 box.

The puzzle is considered complete when there is a digit in all cells, following the above rules. There is only one possible solution given the starting clues, which should be arrived at by a logical approach for the maximum chance of success.

(Hint: consider the limited sets of possibilities of digits for cages of each size and total. Additionally, note that the digits 1–9 add up to 45 – this can be used to manipulate totals between cells.)