

THE FINAL STRAW



As the global climate crisis worsens, social pressure motivates students to make environmentally conscious decisions, but some may lose sight of what's at stake

BY SOPHIE LEWIS

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PHOTO ILLUSTRATION BY NETTA DROR AND EMILY ZHANG

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NEWS

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NTA negotiations continue through summer

JULIAN FEFER & JULIAN PHILLIPS
News editor, News contributor

The Newton Teachers Association (NTA) has been renegotiating teacher contracts with the City of Newton since the beginning of last school year.

This summer, members of the NTA have shown up at local farmers' markets, rallied outside of City Hall and stayed silent at meetings to protest the lack of contracts.

The NTA is continuing its work toward negotiating for what they consider to be a fair contract, NTA president Mike Zilles said.

"We've had some conversations over the summer. We had a negotiation in June, and we're closer on some parts of our negotiation," he said.

Head of the NTA Negotiations Committee and history teacher Jamie Rinaldi said the NTA has three goals for the new contract.

"We want to bring our salaries up to par with many of the neighboring districts, we want to guarantee that all [teachers] can take the time they need to care for their children immediately after birth and when they get sick and we want to make sure that our teacher aides or education support professionals are well-compensat-

ed," he said.

To gain community support for their position in the negotiations, the NTA has taken several outreach measures, like going to farmers' markets this summer.

"We've been talking to people at the two Newton farmers' markets and having a visible presence there, talking to members of the community about what it is we're negotiating for and why it matters," English teacher Jermemiah Hill said.

The NTA is reaching out to the Newton community for two reasons.

"One is, at a factual level, to bring the community up to date on what the negotiations are about and what we're negotiating for," he said. "The other is to talk to the community about why it matters and why this contract is important."

In addition to appearing at farmers' markets, the NTA rallied outside City Hall on Aug. 28.

"We're here to show solidarity in the quest for a fair contract for teachers," Samuel Schneider, a guidance counselor at Charles E. Brown Middle School, said at the rally. "The atmosphere is good, we have a good turnout, and we're optimistic that we're going to be able to get this done."

"I'm here because I feel that Newton educators work extremely hard, [but] we're not being recognized for our efforts. It's exciting, it's a lot of fun,

people are really jazzed up and united for a cause," science teacher Caitlin Studdard said at the rally.

As the school year starts, Zilles said that teachers will continue their efforts, although their protests will take other forms.

"We're going to be wearing our red shirts, and we're going to be silent in the opening day meetings in our buildings. Most teachers in the district signed a petition last year agreeing that they are committing themselves to remaining silent in one staff meeting a month in order to send the message that business as usual is not okay," he said.

Teachers have also begun using the "#SoundofSilence" to express their discontent with the current status of negotiations.

NTA efforts won't directly impact the school day, Rinaldi said.

"We're not going to fill out Google forms. We're not going to turn and talk to our tablemates about how we can implement these initiatives. We're going to come to school, and we're going to teach because that is what our job is, and that's what we're contractually obligated to do," he said.

Senior Lucy Chae, a student representative to the School Committee, said that students can make a difference.

"If students showed they have interest, it would show it's more than just about teachers getting paid: it's about education," she said. "I highly encourage people to get more involved because that would bring attention to what's going on."

While negotiators have made head-

way, a compromise is no where in sight, Zilles said.

"The district wants to improve starting salaries for aides, and we're working on a solution to that problem. We're closer to an agreement on changes to parental leave policy," he said. "Are we near an agreement [overall]? I don't think so."

Though it seems the negotiations are at a stand-still, Mayor Ruthanne Fuller said she is doing her best to satisfy the NTA.

"I will do my utmost to make sure that we have a contract that is fair so that we can attract these excellent educators, and I am hopeful that we will have a mutually agreeable contract as soon as possible," she said.

Zilles said the divide between teachers' interests and those of the city is caused by the mayor's failure to prioritize education.

"This mayor has made a determination to fund the schools less generously than mayors that preceded her," he said. "She's saying there is no money, but that's just not true. If it is true, she needs to be more conservative in how she invests in the city and recognize you have to deal with your people that are providing the services to the city."

As negotiations continue, Rinaldi said that the NTA will continue reaching out to the Newton community this year.

"We're taking every opportunity we can get to let the community know what's going on," he said. "Our goal is to continue build support and put more pressure on the city."

"We're getting closer, but we need to keep the pressure on-going into September to show them this is not business as usual,"

Zilles said in his speech at the end of the rally. "We will get a contract."



Newton Teachers Association (NTA) members marching, playing the drums and guitars and chanting at their opening day rally outside of City Hall on Wednesday, Aug 28. photos by Andy He

Newton in Numbers:

The average Newton teacher salary is

\$66
thousand.

On average, a 15-year teacher in Needham earns

\$7
thousand
more annually than a 15-year teacher in Newton.

Newton is ranked

85th
in teacher pay in Massachusetts.

16

teacher salaries are required to buy one Newton house.

Sources: The city of Newton, NTA teacher contract and Brian Murray, history teacher's, research

Stadium lights divide community

**JULIAN FEFER &
ALEX MERKOWITZ**
News Editor, News Reporter

The Newton Parks and Recreation Department voted this January to install permanent lights at South's Winkler Stadium.

"We commissioned the Parks and Recreation Department and put on a presentation asking them to hold a public hearing for approval for our lighting initiative," girls soccer coach Dough McCarthy said. "We won unanimous approval."

Throughout this year, the city will cooperate with the athletics department, coaches, athletes, the Booster Club and South's neighbors to install the LED-powered lights. The initiative, proposed by the Booster Club, is named "Help Light the Way."

McCarthy said he hopes the lights will be installed by next September.

Funding for the lights will come from residents, the Parks and Recreation Department and sports teams' fundraising, Mayor Ruthanne Fuller said.

Bob DeRubeis, the Newton Parks, Recreation and Culture commissioner, said the Booster Club, who fundraise for the athletics department, will also be funding the lights.

Once the lights are installed, students can expect to have more under-the-lights events.

"There will be a couple of night football games during the year, there will be a couple of night soccer games and potentially a track meet at night," DeRubeis said.

The lights have the potential to improve school spirit, football player junior Tal Eizenberg said.

"This wouldn't just help football, it would help soccer, field hockey; there'd be a lot of teams that would be able to have Friday Night Lights games," he said. "Having the lights is bringing the school together for a school event. It's a lot of school spirit, which we lack."

Senior Lucy Chae, a student representative to the School Committee, said she believes that the funding for the lights could have been allocated elsewhere.

"I don't think it's for a bad cause, but there are definitely some other things that should be prioritized," she said. "School start times require a lot of money, and I think that would be a better change for people because you're affecting the entirety of high school students."

Eizenberg said South's neighbors are hesitant to support the installation of lights,

impact from the lights," he said. "We're going to re-engineer the sound system so that when we have night games, it will be quieter in the neighborhoods and also working to mitigate any traffic backup in the neighborhoods that would impact any of the neighbors."

Reza Khorshidi, a South parent and neighbor, said he is involved in the neighborhood effort against the installation.

"The least of my concerns is the lights. My main concern is the noise from the speakers," he said. "The evenings had been ours, but the athletics department and the Parks and Recreation Department are taking the evenings from us as well because the noise is deafening."

DeRubeis said that the installation plans aren't finalized yet.

"We're still working with the vendor; we're still in discussions with the neighborhood to try to work out the best situation not only for the school but for the neighborhood as well," he said.

Khorshidi said that the neighbors want to come to an amicable consensus with the installation committee.

"We are hoping that the administration can do something about it so that we can coexist. Newton South is not being a good neighbor," he said. "I hope that we can come to an agreement where both parties are happy."

DeRubeis said he is confident that the lights will benefit Newton all around.

"It helps the community and neighborhood," he said. "We have seen them work well in other communities across the state."

*Additional reporting by
Esmé Kamadalli*

We are hoping that the administration can do something about it so that we can coexist. Newton South is not being a good neighbor.

Reza Khorshidi
South neighbor

since sporting events are generally rowdy and increase traffic.

The city created a field light installation committee with three neighbors who live on either Brandeis or Winston Road, two committee District Staff members, a Village Representative and a Board of Commissioner Member to hear neighbors' concerns and to streamline the installation process.

McCarthy said the initiative's coordinators have been cooperating with South neighbors.

"We are working with the neighbors to assure that they don't have any negative

Curriculum lawsuit withdrawn

DINA ZELDIN
Editor-in-Chief

For several years, the Newton Public Schools (NPS) history departments have been accused of indoctrinating students with antisemitic and anti-Israel biased material in ninth- and tenth-grade world history courses. A lawsuit alleging this claim against the NPS School Committee, principals, history department heads, teachers and Mayor Ruthanne Fuller, originally filed on March 12, was withdrawn on August 14.

"We view this as an acknowledgment on the Plaintiffs' part that their claims have no merit — a position we have maintained all along in this matter," Superintendent David Fleishman said.

Repeated attempts to contact attorney Karen Hurvitz for comment were unsuccessful. As the case was withdrawn voluntarily and not dismissed by a judge, the plaintiffs may refile at any time.

"With the lawsuit behind us, we are ready to move forward together and begin another successful school year," Fleishman said in his statement.

As the lawsuit developed over the last year, the South history department revised its curriculum independent of the lawsuit's

allegations.

The changes come in accordance with a new History and Social Studies Curriculum Framework, released by the Massachusetts Department of Elementary and Secondary Education on June 26, 2018. The Framework emphasizes civic education (with a redesigned eighth-grade course) as well as economics and twentieth-century history.

"Our goal as a school is to follow the Frameworks, but also to create courses that are not just a laundry list of complex topics. Instead, we want our lessons to emphasize foundational, important moments in history and give students opportunities to think deeply about those moments," history department head Jennifer Morrill said.

Incoming freshmen will be the first to experience the changes. Their world history course will use a new textbook, "The Human Drama," that makes it clear the department is focusing on developing critical thinking and analysis skills, history teacher Rachael McNally said.

"It's a small history book instead of the big six-pound monstrosity. I think it reads wonderfully," she said. "The traditional huge textbooks that in fact try to encapsulate all of world history in a single book, ... they don't lend themselves to teaching thinking."

In addition to the curricular changes, the department is aiming to be transparent in its objectives, Morrill said. An in-depth description of how the department plans to meet the state frameworks can be found on the department's webpage, under "Newton Guidelines for History Curriculum Development."

"We have descriptions of our courses in the course catalog, teachers have syllabi that they use, ... but I think this is a really great opportunity for us to not only refine our course goals, but to convey our goals more clearly to our community," Morrill said.

A concrete outline of the Israeli-Palestinian conflict and Modern Middle East units that had originally prompted groups to investigate antisemitism and anti-Israel bias in the history department is yet to be finalized, Morrill said.

"Last year, as they studied the new history Frameworks, the curriculum teams thought deeply about the overall questions that frame the courses," she said. "This year, we will begin looking at specific unit questions and sources and will consider where we want to make adjustments. Many units, including ones on the Modern Middle East and the Israeli-Palestinian conflict, will be re-evaluated as part of this process."



Snacking Upgrade

This year, snack vending machines have been equipped with and enhanced by Apple Pay. What's next, UberEats for your fruit snacks? Unfortunately, to harness the powers of Apple, you must sacrifice a couple cents more.



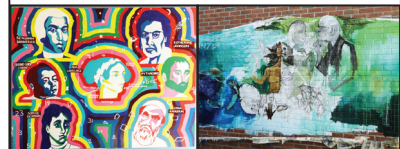
photo by Andy He

Computer Labs

In light of the 1:1 Chromebook initiative, demand for computer labs has dwindled. Computer labs have been transformed into classrooms, and desktops have found refuge in nearby rooms.

New Murals

If you're wandering through the hallways, you may spy two new murals. One, in the 4000's stairwell next to Cutler Commons, was finished last June by the Art Club. The other, in the lobby near the green space, is still in progress, an individual work by '19 graduate Raquel Fisk.



photos by Andy He

Parking Lot

A makeshift sidewalk was installed in the parking lot this summer with the goal of providing a safer route to school. The result is obscenely small parking spaces for cars. Maybe spot-stealers will think twice before striking now.

Teacher Emails

This year, teachers were given Gmails instead of Newton emails. They'll still never check their emails though.

New teachers share optimism for school year

BY CHUNYU HE, RACHAEL WEI AND DINA ZELDIN



Dr. Sumner

New English teacher Kelsey Dornbrook said that her goal is to help students find joy in learning and to alleviate their stress.

“School should be a place

Kandice Sumner said she hopes to be the teacher she never had: someone who represented her. Teaching in Boston Public Schools, Sumner said she gained both confidence in her teaching abilities and exposure to the inequalities between school districts.

Sumner plans to explore identity in her African-American Literature class.

“What does it mean to be African,

where you want to be, and where it’s fun and where you want to learn,” she said. “I hope they want to learn for the sake of learning and for the enjoyment of it. My hope is that, over time, students can help spread that change in mindset throughout the school and throughout their communities so that there’s more of a focus on just enjoying learning.”

what does it mean to be American, what does it mean to be both of those things,” she said. “I’m hoping to [ask] questions of the society from the perspective of Af-Am Lit.”



Ms. Dornbrook



Ms. Vargas

During her senior year of college, chemistry teacher Allyson Grasso said she realized how much she enjoyed working with kids. Grasso said she hopes to build strong rela-

Preschool teacher Sara Vargas said she is both nervous and excited to begin working at South. Vargas said she’s looking forward to seeing how high schoolers taking Early Childhood Education course interact with preschoolers.

“I actually don’t know yet what working with high schoolers in the preschool will be like,” she said. “I’m excited for the high

tionships with her students and foster curiosity in those who feel discouraged by science subjects.

“I hope to take some students that are intimidated by chemistry to show them that it’s all around them,” she said. “I really like hands-on chemistry — I think in chemistry you need to have labs and demos, so I’m going to try to integrate that as much as possible.”

schoolers because I think they’ll be very helpful. I was previously in a first-grade classroom, so there was a lot more of an academic focus. I’m excited to take a step back and do more play.”



Ms. Grasso



Ms. Chacon

Kelli Fitzgerald is teaching freshman English and running the writing center this year. Fitzgerald is returning to South after leaving to raise her triplets. Fitzgerald said that her

Teaching Multicultural Literature this year, Joana Chacon said she hopes to breathe life into the class by bringing in her experiences as a person of color and giving her students the chance to see themselves in literature.

“Teaching that class in the perspective of being a second-generation immigrant, I hope I can use that experience to bring some energy to the class. ... Growing up as

experience parenting three daughters who are now seniors in high school will enhance her connection with her students.

“I probably have an expanded idea of what it means to be a teenager,” she said. “I’m bringing the same information I had and passion in English and passion in teaching, but with it now I have a lot of life experience that is going to really shape my thinking.”

a person of color, one of the things that defined me was not seeing myself represented in literature. If you don’t see yourself in the curriculum, it’s like you don’t exist and you don’t have power.”



Ms. Fitzgerald



Ms. Gallagher

Kate Nardell, a special ed program facilitator, is in her tenth year teaching and is working with high schoolers for the second time.

“I first taught at Marlborough

Growing up in a small suburb in Connecticut, history teacher Talia Gallagher said her high school history classes were taught from an exclusively Western perspective. Now a teacher, she hopes to expose her students to a more diverse view of the world.

“It wasn’t until I got to college that I really learned more about getting a bigger picture of the global structure,” she said. “I

Public Schools and the New England Center for Children,” she said. “It’s my first time in five years working with high school age students.”

Nardell said she is excited to gain experience working with a different age group. Her goal is to help students in the special ed program integrate into the student body and participate in all of the school’s activities.

thought, ‘Why do I have to pay thousands of dollars to get this type of education?’ I want to go back to that time and help students develop a more global sense of the world with a more critical perspective than I had.”



Ms. Nardell

Dean responsibilities distributed to new roles

**MINA CHAE, EVA ZACHARAKIS
& DINA ZELDIN**

News Reporter, News Contributor, Editor-in-Chief

Two new administrative roles were created at the end of last year to relieve deans of their auxiliary responsibilities and allow them to focus on their students. Former history teacher Faye Cassell has taken on the role of scheduler, MCAS coordinator and data analyst for the Newton Public Schools, and Tori Parker, formerly employed by Boston Public Schools, was hired as the student life coordinator.

Deans this year will be concentrating on their main responsibilities, including working with students and families, helping students access resources and disciplining students, Cutler house dean Josepha Blocker said.

As dean duties on their own are substantial, especially with a growing student population, additional responsibilities such as teaching classes and organizing school events like the lip dub and pep rally had become overwhelming, Goldrick house dean Marc Banks said.

Now, with more time to dedicate to her students, Blocker said she is excited to further connect with the school community.

"I'm really looking forward to being able to devote my full attention to that work, without worrying about some of these other

tasks that are important and necessary for the school to run smoothly, but maybe don't have as much of a direct impact on an individual person," she said. "I'm really looking forward to this change. I think it will allow us to be even more present for students."

Blocker said these changes call for a shift in responsibilities and funding.

"In order for the deans to give up that piece of our job, that piece has to be done by somebody else, which requires a little bit of

be equally joyous, if not more joyous than it is stressful."

Parker said she hopes students feel more connected to South as these events roll out.

"My mission is that when you talk about South one student at a time, does that student feel safe, heard and included? And based on the students I've met so far, that's not the sense yet, but that's what I would want kids to feel," she said.

South's core values will be at the

I'm really looking forward to this change. I think it will allow us to be even more present for students

Josepha Blocker
Cutler house dean

a bump in funding," she said.

Parker came in to take over some of these jobs. She will be overseeing events, including class dances, pep rally and lib dub, as well as student parking. Although this is only her first year at South, she said she looks forward to fostering school spirit.

"I'm trying to see what spirit exists. I don't think they would have opened this job up if it doesn't need some zhuzhing," Parker said.

"Yes, school is for education, but it's also for so many other things. You spend a huge portion of your day here, so it should

forefront of Parker's efforts.

"When we think about those four core values, they far surpass just high school education. It's about being a citizen of the world," she said. "[It should] become part of our everyday vocabulary, and we start to recognize each other doing it, and then it becomes celebrated, and it's not just things on paper or posters in the room."

Although Cassell said she was looking for a different job, she said she wanted to stay at South for the close-knit community she found within faculty.

"I made the switch because I like to try new things. This job is very different from teaching, but at the same time, it still keeps me at South. I really love staying here," she said. "It felt like a nice, interesting change, but I still get to work with people I really like."

Cassell's role is an amalgamation of various administrative duties; she is assuming scheduler from Mary Scott, MCAS coordinator from Blocker. As data analyst, Cassell will assess information about student improvement and class efficacy. The role is new to South, though a similar position exists at North, Cassell said.

"There's a lot of moving parts, but all of it sort of adds up to one position," Blocker said of Cassell's new roles.

Talia Gallagher has been hired to replace Cassell as a ninth- and tenth-grade history teacher.

Blocker said that Cassell is well-suited for her new positions.

"Her technical skills and her strong desire to learn and dive into the data analytics required for the job made [her] an excellent candidate," Blocker said.

"She was just on top of her own work and meeting her own deadlines with me that it was very easy to work with her," history department head Jennifer Morrill said. "She's also very receptive to feedback and thinking creatively about problems."

Overall, these changes will distribute administrative tasks more effectively.

1S1Q replaced by class-specific assignments

CALEB LAZAR
News Editor

The 2019-2020 school year marks the end of the One School, One Question (1S1Q) summer reading tradition, as the administration has discontinued the event.

1S1Q and its predecessor, One School, One Book, were organized by English department head Brian Baron.

"When I took over as department chair, I decided to introduce the event," Baron said. "Before that, we had these long lists of books that kids picked from, and it was chaotic."

1S1Q required each student to read one book that related to a central question. Previous questions included "What brings us joy?" in 2018 and "Who has power in America?" in 2019. 1S1Q day was held at the beginning of each school year and

provided an opportunity for students to discuss the books attended related panels, such as performances, debate expositions and political dialogues.

In addition to reading a book for 1S1Q, students last year were also expected to read two other books over the summer. This year, students only had to read one, Baron said.

"I thought three was a lot in the summer, especially in comparison with [what] some other schools are doing," he said. "I wanted everybody to read one book over the summer. I picked a book by grade, and some individual classes have books that target that class."

Baron said that part of his decision to stop organizing 1S1Q ultimately came down to time constraints and a decrease in interest.

"I had seen waning interests among students and faculty members," he said.

"It was also a hard way for me to start the year. I spent most of September working on this event and not running the English department, which was a challenge."

Despite stepping down from leading the program, Baron said he had hoped 1S1Q would continue under new leadership.

"I'd done with it what I could do, and I hoped someone else would pick up and add to it and change it in a different direction," he said.

Baron said he is uncertain about the future of summer reading, but will re-evaluate the situation later this year.

Despite the event's goal of unifying South, some students are glad to see it go. Senior Lucy Chae said that 1S1Q held little importance.

"I don't think most people care about 1S1Q," Chae said. "I've always heard of people trying to skip school that day or

showing up without reading a book and going along with the activities."

Librarian Jennifer Dimmick, a member of last year's 1S1Q committee, said she hopes this change encourages students to read books of their choice.

"On the one hand, I'm sad that there's no major event focused on reading for the school," she said. "On the other hand, I support anything that gets students to read what they want to read as opposed to always associating reading with school assignments."

Baron said that losing 1S1Q may be a blow to South's spirit

"1S1Q was the first and one of the only times in the year where the whole school was in one room," he said. "It was a positive thing for our school culture, and I think that's a loss."

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EDITORIALS

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Effective activism needs a mindset change

From teens attending strikes on Fridays to demand climate action to Instagram users campaigning for social justice issues, students are at the forefront of today's social reform, as they have been for decades. Many South students have been quick to join the latest social movement, yet, few consider themselves true activists because of the hefty expectations that come with the title.

With derogatory labels such as "social justice warrior," activism has grown to take on an extreme and even repellant connotation. The expectation that activists must prove themselves through their civic engagement 24/7 is not only discouraging, but wrong. Activism comes in all shapes and sizes, but at its core, it is a mindset.

Activism is rooted in one's values and commitment to a cause and extends to a variety of actions; no single form of activism is superior or inherently more impactful. As long as their actions align with their cause, those protesting at weekly strikes for climate action should feel as comfortable calling themselves activists just as those biking to school to reduce carbon emissions. There should be no fixed definition for an activist, much less an evaluation for the quality of an activist.

Instead, students should prioritize translating their passion into action and fostering a supportive culture for change.



graphic by Matthew Cole

No student should shame others into a lifestyle they are uncomfortable with or manipulate the meaning of activism to attack or exclude: this does nothing to progress the ultimate goal of promoting social change. The label "activist," should not put an overbearing weight on an individual to pursue extreme advocacies. Rather, students should encourage their peers to make sustainable adjustments to their lifestyles — long-term changes that students can maintain without sacrificing their quality of life — that make a substantial impact.

Free from comparison, students should strive to evaluate the impact and sustainability of their own actions. While no standard of measurement exists for every form of activism, students should look for quantifications in evaluating their impact,

such as their carbon footprint, and the harm that their inaction results in. To quantify the impact of metal straws, for instance, students can refer to statistics on the pollution from plastic straws. On the other hand, sending thoughts and prayers to the Amazon has no quantifiable or significant impact.

Students can assess the sustainability of their actions by their individual ability to commit to them in the long term. When faced with the comparison between attending one climate rally and composting daily at home, it's clear that composting is a more long-term commitment with a more quantifiable impact. Yet, if composting is unrealistic for you in the long term, building small habits will ultimately generate a more substantial and sustainable impact.

Ultimately, becoming an activist entails

a change in mindset and should translate into effective and sustainable actions. To facilitate productive conversations on social issues and encourage more engagement in student activism, students need to not only make the concept of activism more approachable, but gain an objective awareness of the impact of their own actions.

No one can do everything, but no one should refuse to do what they can. Rather than following the motto "do what you can," with a minimal goal in mind, do what you can plus one. This plus one can be anything from a weekly dietary change to a commitment to a social justice club, as long as it's for a cause you're passionate about.

The start of the school year is the perfect time to adopt new habits that, day by day, accumulate to a sizable impact.

Editorial Policy

The Lion's Roar, founded in 1984, is the student newspaper of Newton South High School, acting as a public forum for student views and attitudes.

The Lion's Roar's right to freedom of expression is protected by the Massachusetts Student Free Expression Law (*Mass. Gen. Laws Ann. ch. 71, Section 82*). All content decisions are made by student editors, and the content of *The Lion's Roar* in no way reflects the official policy of Newton South, its faculty or its administration. Editorials are the official opinion of *The Lion's Roar*, while opinions and letters are the personal viewpoints of the writers and do not necessarily reflect the opinion of *The Lion's Roar*. *The Lion's Roar* reserves the right to edit all submitted content, to reject advertising copy for resubmission of new copy that is deemed acceptable by student editors and to make decisions regarding the submission of letters to the editors, which are welcomed.

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FROM THE EDITOR'S DESK

Appreciating freedom: the laws and people that gave me this space

DINA ZELDIN
Editor-in-Chief

School's starting up again, and a new Roar is here. Hopefully, you find the latter statement even a fraction as exciting as I do (and if you don't, that's more my fault than yours). These next few issues will be capstones to my now four-year love affair with this publication. No matter how frustrating, stressful or soul-wrenching, I know I'll finish every send-up proud of the work I and everyone on the staff accomplished.

But until now, I've largely taken the Roar for granted.

During the last couple days of school this past June, I was in D.C. attending the Al Neuharth Free Spirit Student Journalism Conference. The conference, established by and named after the founder of USA TODAY, focused on the First Amendment to the Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." There are five main takeaways: religion, speech, press, assembly and petition. (Thanks, Ben Franklin.)

The conference gathered 51 free-spirited and journalistically inclined rising high school seniors, one from each state and D.C., and as the Massachusetts representative,

I was likely the least well-versed in how the First Amendment protected my publication.

That's because Massachusetts has some of the strongest student-press laws in the country. Although there are national protections in place, student journalism still struggles in many states.

The 1988 Hazelwood School District v. Kuhlmeier Supreme Court decision set the bar high for public high schools nationwide. Independent publications are essentially exempt from administrative scrutiny,

were the common denominator, despite the Hazelwood decision.

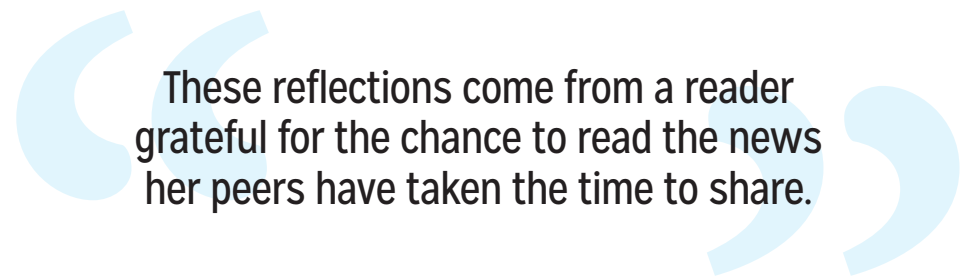
Some of my peers at the conference had encountered roadblocks when their content discussed taboo topics or mentioned executive failure. Several had sought support from the Student Press Law Center, a non-profit that advocates for student publications. One had reprinted an entire issue per principal's orders because an article described how an LGBTQ-identified student came out to the Catholic high school.

This freedom has translated into coverage that is not just interesting and informative, but necessary. Writing articles that bring attention to issues and effect change is what's kept me going all these years. I don't know if I could put the same energy into Roar if I was forced to sound like the news clips from "1984."

Without the legal protections and the support of teachers and administrators, that would have been my reality, and I'm grateful I get to express myself and my ideas as freely as I have. I'm excited to watch how events in the school and in the larger world play out, and deliver unbiased news and my own thoughts (separate, per editorial standards) to readers.

The D.C. conference made me aware of how unique this creative freedom is. As a student, I've taken advantage of it. But these reflections come from a reader grateful for the chance to read the news her peers have taken the time to share.

Students are front-lining the most significant movements of today, like the call for stricter gun laws, for climate justice and for the end of LGBTQ discrimination. Without the First Amendment, social progress would be impossible. I see the First Amendment as the one under which all the calls for change can fall. As students mobilize themselves as activists, as they speak, petition and assemble, it's important they don't forget the unique power of the press.



These reflections come from a reader grateful for the chance to read the news her peers have taken the time to share.

and school officials must demonstrate "reasonable educational justification" before censoring school-sponsored publications.

At the conference, every interaction I had with another free-spirit had a formulaic introduction. "Hi, my name is _____, I'm from _____ and I'm the editor-in-chief of my school's yearbook/newspaper _____." We all filled in the blanks. But what followed were incredibly insightful conversations into how each of our publications operated, and I quickly realized that clashes with administrators

The Massachusetts Student Free Expression Law, passed the same year as the Hazelwood decision, guarantees that on The Roar, I would never encounter any situation even in the ballpark of what my fellow free-spirits had.

At the Newseum (i.e., museum of news) where the conference was held, a wall-sized map revealed that press around the world is largely censored. It wouldn't be a stretch to say that it's possible The Roar operates as freely as only a handful of other student publications in the whole world.

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OPINIONS

OPINIONS@THELIONSROAR.COM | VOLUME 36, ISSUE 2

SHOULD SOUTH PLAY AN ACTIVE ROLE IN MANAGING STUDENT STRESS?



YES

BY HENRY BLANCHETTE

Picture this: you get home after a busy afternoon of clubs and sports. It's getting late, but you haven't started your mountain of homework or begun studying for tomorrow's math test. Your workload is daunting, you're stressed, the clock is ticking, it's already midnight and you don't know what to do.

I'm sure we've all experienced our version of this episode. Throughout high school, we become accustomed to a competitive and often-toxic school environment, with an emphasis on SAT scores and college admissions over students' well-being. Our jam-packed schedules are a direct result of this stress-inducing culture, and our mental health is the clear victim.

As unfortunate as it may be, stress will always be part of our lives. It is therefore essential for us to learn how to manage stress while we are still teenagers. If given a solid foundation of coping techniques, students will not be plagued by stress so severely in the future.

The most efficient type of learning happens in school, and a significant portion of our stress is derived from school as well. Therefore, it's the administration's responsibility to implement new programs that provide students with the tools to manage stress independently.

Currently, the administration hasn't provided adequate resources that teach students methods of coping with stress. Sure, we have the occasional homework-free weekend and a three tests per day limit, but these rules haven't had a significant effect

on school culture. Further, sneaky teachers can always find loopholes to circumvent these initiatives.

However, this doesn't negate the fact that the administration is in the best position to help solve stress at South. While South may be taking a more active role in teaching students how to manage stress, it will need to be more effective in preventing stress in the future in order to see a real decrease in stress levels among students.

Because the problem stems largely from school culture, the administration should aid students in managing stress, rather than disregarding it. Eliminating stress in its entirety is unrealistic, but ignoring a problem that plagues all of South's students seems unfair.

To help make low stress levels a reality for students, the administration should implement small-group sessions and programs that teach useful stress-management skills. Guest speakers could lead sessions that would teach students stress management techniques so that when students are confronted with the daunting task, their initial step is to approach it calmly and rationally rather than to panic. If done correctly, we will all learn effective ways to cope with and function under healthy stress levels — two skills that will be essential once we graduate high school and enter adulthood.

These workshops won't make that pile of homework on your desk or your next important history test disappear, but they will teach valuable skills that will guide you through high school and beyond.



NO

BY AVIGAIL ROSEN

I am a huge fan of rhymes, especially if they apply to life all the time. There is one rhyme that I think everyone should hear, a rhyme that many should hold dear: "suck it up, buttercup!"

While being told to "suck it up" may come across as harsh, it's an important lesson for students whose only stressor is school. Many students love talking about how stressed they are and adore one-upping each other in what I call the "Stress Olympics."

Now, this competition would be slightly less cringey to watch if people were touting real issues with real impacts, but instead, the person trying to get the gold medal just ends up complaining about how the two-page packet they got for homework is double-sided. On the other hand, there are students with legitimate stress due to family issues and other hardships that are incomparable to the academic stressors that fuel the Stress Olympics.

When it comes to the Stress Olympics, people going for gold will do so in any way possible, which frequently leads them blowing minor discomforts out of proportion.

Students become so self-absorbed with their "stressful" school lives that they ignore how lucky they are to attend a school as good as South. Unfortunately, in real life, they are going to face situations much more stressful than learning to balance a chemical equation.

If you said "I relate!" or "I do that!" while reading the last two paragraphs, please do us all a favor, and the next time you run into an insignificant issue, instead of blowing it out of proportion, look at yourself

in the mirror, take a deep breath, whisper "suck it up, buttercup" to your reflection and move on.

When administrators implement programs to reduce stress, all they're doing is feeding into an artificial stress culture and coddling students; this ultimately leads to students struggling when they leave NPS. Setting limits on how many tests a student can take per day and putting in place homework-free weekends doesn't seem like a big deal at first glance.

However, these rules disrupt the natural flow of schoolwork with the specific goal of making everything easier. In the real world, there won't be anyone there to ensure that you're not stressed. Although it may be a bit annoying that you have to read a few scenes of "Romeo and Juliet" or memorize a list of Spanish vocabulary words over Columbus Day weekend, that's life.

At South, students who procrastinate all their work until the very end of the term can complain about how stressed they are to earn a term extension. This sounds fantastic until you realize that in the real world, you're going to have a job with deadlines. If these deadlines aren't met, you're going to get fired instead of handed a second chance.

High school is a practice run for life and thus a perfect place for teens to learn how to cope with stress. Putting limits on the amount of work assigned and the number of tests given in one day defeats the whole purpose of teaching students how to manage their workloads, a skill that will be important when they step into real life.



Freshman Survival Guide

BY MIKE SUN



Quick: which building has the most stories at South? The library. Get it? Seriously though, the first challenge for all freshmen is finding your advisory, classrooms and everything else in the confusing, giant maze that is our high school. It's important to learn how to understand the room numbers so you know where you're going. Here's a tip: if you are attempting to find room 1234, the first digit represents the building number. The second digit is the floor number, in this case, the second floor. The last two numbers are the actual room number. You only have five minutes between classes, so be quick!

On more than one occasion, I've had to make a mad dash across the school to get to my next class on time. My record is two and a half minutes, which means I'm just five seconds shy of getting into varsity track and field. Ok, I lied; running in the hallway is strictly forbidden.

Another thing to remember is your lunch schedule. You see, lunch at South is very different from middle school. The schedule changes depending on which classes you have during the lunch block on that specific day.

Once, I was in the cafeteria, eating my pepperoni pizza, when I suddenly realized I was supposed to be in English class. Never before have I finished a slice of pizza with such haste and hurried to class. Unfortunately, I still got an unexcused tardy. Make sure you're in the right place at the right time before unpacking your lunch box. Beware that your friends may also have different lunches than you. Talk to them and find out

which days you have lunch together. The days that you don't have lunch with friends will be your lucky days to make new friends.

I promise, you will master the school layout and the confusing lunch schedule within a few weeks, but the real struggle is the academics. In my humble opinion, the



greatest difference between middle and high school students is one word: independence. Teachers expect you to take control of your own learning. Whether you're completing assignments with others or individually, the pressure to do well tends to be noticeably higher than in middle school. Also, South's

academic pressure and the competitiveness amongst students can be intimidating, so focus on yourself and the tasks you need to fulfill to succeed, rather than comparing yourself to your peers.

Attending the curiously named J-block also requires independence. During

interests through them.

Now, if you survive long enough to take your finals, you'll be astonished at how little class time is dedicated to reviewing. During review week, the week right before finals, you will get study guides from your teachers. Once you get them, set priorities for studying the subjects whose finals can really make or break your grade. The best part of review week is there is no homework and few classes, so it's completely flexible for you to find plenty of time to exercise, enjoy the weather in the courtyard or otherwise refresh your mind, even with the impending doom of test day. In short, the finals will turn out to be less stressful than you feared... if you manage your time well.

You can also sign up for Tertulia, the annual mid-April talent show. Tertulia isn't the most anticipated event for freshmen, however. That title is taken by the freshman cruise in Boston Harbor. The school hires a small cruise ship that sails around Boston Harbor and around the islands. There is dancing, food and an Insta-worthy sunset. Any worries about getting seasick and needing a barf bag are unfounded because the rocking is barely noticeable. If the dance floor becomes too crowded and loud, head to the bottom deck. Make sure to relax, hang out with friends and enjoy the view of the Boston skyline. Consider this a well-deserved reward after all the hard work you have done.

By the end of the school year, you'll be able to survive to share your own tips with the next batch of freshmen. Good luck, I believe in you.

Social Media Exploits Tragedy

BY DEANNE HARRIS



Every time I open Instagram, I see the exact same posts on people's stories: "Like this post to donate to this important cause." Reposting seems simple enough, but does it actually help?

Tentree, a well-known eco-friendly apparel company posted a picture and promised to plant a tree in Indonesia for every 10 likes it received. The post ended up garnering 14 million likes. Though many reposted it with good intentions, it's obvious that peer pressure and pack mentality was a major factor in how that post went viral so fast.

There are millions of posts like Tentree's that promise to donate to causes, but for every genuine charity, there's a fake one that still manages to spread like wildfire.

What pushes companies to post "wholesome" stories is followers, exposure, sales and, ultimately, profits.

Tentree has planted 25 million trees around the world as of November 2018, and this number is only growing. For every item purchased from its website, Tentree plants 10 trees — hence the name. While the company continues to fight against climate change, other companies have exploited various humanitarian crises to get their business ahead.

Checking accounts before sharing and reposting is crucial when humanitarian aid and social media overlap.

The Sudanese political crisis was another point when unrestrained social media activism wound up spreading misinformation and empty promises. News of the crisis spread quickly at the end of May, yet many of those who reposted photos or information

were naive to the complexity of the atrocities occurring in Sudan. Still reeling after a civil war, Sudan has been ravaged by violence since June 3, when former President Omar al-Bashir was ousted in a military coup.

When I first saw a post about the Sudanese crisis posted by @SudanMealProject, I was intrigued and reposted it on my story.

The chance to help out others in need without putting in actual effort is alluring, but in a wealthy town like Newton, these efforts to invoke change are pretty lazy. Newton's bubble has shielded many of us from the atrocities that go on behind the post. The concise information provided in a post is barely scratching the surface of the intricate political issues that have divided countries. While it is hard to change the political climate of another country, donating to reliable charities instead of reposting fake accounts can actually make a difference.

@SudanMealProject, the account I had reposted, claimed that they were "committed to donating up to 100,000 meals to Sudanese civilians" and that over 6 million Sudanese citizens needed food, which The Atlantic later reported was a statistic based on data from South Sudan, not Sudan.

That was a sign that something was amiss.

Within mere weeks of the post, hundreds of copycat accounts with similar handles such as @sudan.meals.project and @SudanMealOfficial began popping up, hoping to steal some of the followers that the original account was getting. The end goal for all of these accounts was to pivot to a personal or business account with a large audience already amassed.

At some point, someone pointed out that the emperor had no clothes: an Instagram user commented on the first @SudanMealProject post, saying that "I actually thought this was real. If you truly cared about the unruly activities and terrorism going on in Sudan, there would be no need to ask people to repost this picture

on their story. How do we know that you're not lying and how are you going to donate supplies when nobody can get to Sudan right now? Pathetic."

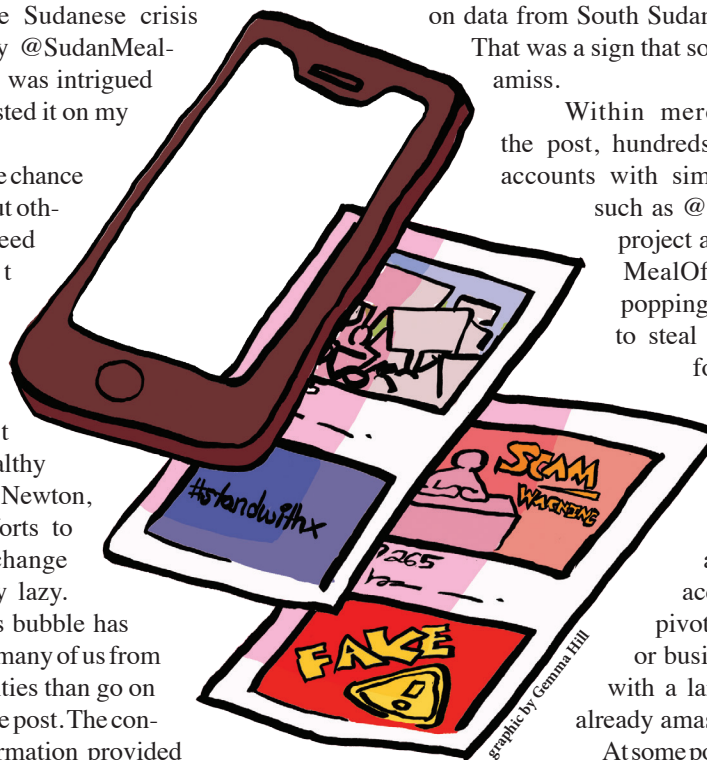
The comment was quickly deleted by the owner of the account but inspired others to question the legitimacy of that and other posts. After reading more about other accounts and exploited crises, I realized that reposting on Instagram is constructive only if the post is fact-checked and explains the issue in depth.

Instagram deleted the account after realizing it was fake, but by then, the account had already received 400,000 followers, and its knock-offs had several thousand too.

I know that these posts are spreading news about global crises, but the problem is what the accounts do with the awareness. Rather than posting what you see on the "Explore" page, take the time to find legitimate charities, like Tentree, that are helping, and direct your friends and followers to them.

These fake accounts may seem harmless, but they actually have severe consequences. They divert attention from legitimate charities and perpetuate the exploitation of crises for personal gain.

Liking and reposting may seem like a simple way to raise awareness, but finding valid accounts like Tentree is crucial. Checking an account's bio and looking for confirmation of investments in a given issue has aided my decisions in which accounts I advocate for, and hopefully accounts like @SudanMealProject won't appear on people's explore page ever again.



THE PLAY'S THE THING

South should update dramatic literature taught in English classes to diversify material and better engage students

BY MAIA KAHN

At some point in your life, you have probably been affected by a musical. Maybe it's the Disney movies — with their magical, colorful worlds and immortally catchy songs — that you watched and loved as a kid. Maybe it's the highly anticipated Broadway tours that come through Boston every year or the student productions you or your friends work on for months before a breathless performance weekend. Maybe it's the “Cats” movie trailer. (Hopefully, it's not the “Cats” movie trailer.)

Now think of your experiences with plays. More often than not, one would envision an old, school-loaned copy filled with dry and overly dramatic dialogue, read and exhaustively analyzed for a grade in English class.

It's easy to place these two deceptively similar forms of theater in their separate boxes — writing each off each one as pertaining to either comedy or drama, fun or seriousness, modernity or obsolescence. One fundamental reason we tend to view them so differently is how they are embedded in our culture: musicals are enjoyed during our free time and call to mind youth, fun and spectacle, while reading plays is usually mandatory.

Once students reach high school, we undergo a yearly venture into olden times: Shakespeare. Many underclassmen read “Romeo & Juliet,” “A Midsummer Night's Dream” and “The Tempest”; even during junior year, when students focus on American literature, some English classes teach a unit on “Macbeth.” That being said, many students struggle with the dense Elizabethan prose and dread the annual Shakespeare unit.

On the rare occasion that non-Shakespeare plays, such as “A Streetcar Named Desire,” are added to the curriculum, the material is slightly more up-to-date, but still consists of relics whose morals may be questionable to us today or whose once-groundbreaking themes feel dated. Ultimately, the texts taught just aren't relatable to most high school students today, and as a result of the minimal representation, plays have been unfairly categorized as archaic and boring.

While it seems Shakespeare isn't going anywhere, school administrators have recently taken steps to refresh South's catalog of traditional books. A few years ago, the English department added Claudia Rankine's “Citizen: An American Lyric” to the junior year curriculum. In a school year containing such outmoded texts as “The Scarlet Letter”

and “Huckleberry Finn,” “Citizen,” published in 2015, was meant to add a fresh voice to the school's existing catalog of great American literature. This engaging and jarring collection of poetry and prose exploring racism in America undoubtedly stood out.

While much of the English curriculum is centered around trying to derive modern meaning from older, biased texts, “Citizen” felt so in the present and cognizant of modern issues that it made gleanings its underlying messages feasible and intriguing. I noticed that my classmates and I had much more to say about “Citizen,” as well as other contemporary pieces like “Everything I Never Told You” and “American Born Chinese,” than about the denser, white and male-dominated stories we had previously read.

At the end of the year, when our class discussed which texts we each thought could be dropped from the curriculum, people were unanimously in favor of keeping “Citizen” and eliminating “Huck” or “The Scarlet Letter.”

The importance of classics, to a certain extent, cannot be denied; however, if these texts are meant to make us more socially conscious readers and thinkers, then it is counteractive to exclude newer, more informed viewpoints.

If South is making a point to update and diversify the books we read, why not apply the same effort to the small number of dramatic texts in the curriculum? The number of modern playwrights

who represent a wide variety of ethnicities, sexual orientations and socioeconomic backgrounds is staggering, and countless plays that have been published in the past few decades, years and even months would be crucial additions to the curriculum.

In a similar respect to “Citizen,” playwrights like Branden Jacobs-Jenkins, Jackie Sibblies Drury and Suzan-Lori Parks are pioneering a radical new era of plays documenting the black experience in America. Currently, the AIDS crisis is all but left out of juniors' American history curriculum, so works like Tony Kushner's “Angels in America” and Larry Kramer's “The Normal Heart” would not only expose students to nuanced LGBTQ voices in literature, which are close to nonexistent in the content taught at South, but inform them about an important event that is otherwise excluded from their education.

Academic jargon aside, English classes should teach more works of drama simply because they are fun. Assigning roles for students to read aloud in class is more engaging than simply reading words off paper, and not all plays are written in indecipherable iambic pentameter.

Plus, engagement in theater isn't exclusive to the classroom. Annually, South Stage produces seven shows, only one of which tends to be a musical. The musicals — often popular hits like “Rent,” “Cabaret” and “Mamma Mia!” — indisputably generate the most excitement out of all the productions and sell out quickly. Such popularity is earned, as students in the cast and crew put an immense amount of work into the shows; but it's often only the musicals that receive this much hype.

Plays deserve the same appreciation. There have been many plays in the past few years, including “She Kills Monsters,” “The Curious Incident of the Dog in the Night-Time” and “Shattering the Room,” that have displayed the same amazing level of performance, visually impressive design and pressing themes.

If the plays taught in English classes were updated to reflect the nuance and entertainment offered in contemporary works like the ones produced by South Stage, it would help dispel the myth that only musicals can be enticing and relevant.

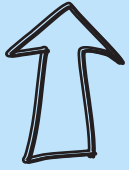
This new level of connection with plays could even inspire students who may not be singers or dancers to become involved in school theater programs or to support local productions.

Theater does not have to have music and choreography to have heart. If more students were exposed in school to works that are relevant and engaging, encouraging them to further explore the world of dramatic literature, they might find as much meaning and enjoyment in a play as they would in a good book, movie or musical. They're called “plays,” after all — who says they have to feel like work?



photo illustration by Gemma Hill and Jennifer Wang

UPGRADE



- First-day-of school outfits
- Excuse to buy new Muji pens
- Apple-picking season
- U.S. Open
- New student CharlieCard
- Pumpkin Spice Latte
- Glossier pop-up store in Boston
- Perfect time to join *The Roar*

CAMPUS CHATTER

The Lion's Roar asked ...

What's your worst memory of the summer?



"I was at the summer league for soccer and our team lost the final because of my mistake."
- Issac Enelamah, Class of 2020



"I bought rings that didn't fit me; I couldn't return them, ... but they were really pretty."
- Jada Pierre, Class of 2021

"Waiting in a police station in Spain because my dad's phone got stolen."
- Jane Shen, Class of 2022

"On the last day of camp, I got into trouble for hiding food."
- Ari Gordon, Class of 2023



DOWNGRADE



- Ice breakers
- Alarm clocks
- "How was your summer?"
- School air conditioners
- Slimy freshmen
- Picture Day
- Bus rides
- Tight parking spaces
- Triple E

Lime Bike Review

BY ANYA LEFKOWITZ



You've probably seen them around: lime green with splashes of yellow, these bikes and scooters are hard to miss. When I discovered these enhancements to Newton's sidewalks about two years ago, I was so excited — finally, a way to get around town without begging for a ride. Living in the 'Dale, I ached for easy, convenient modes of transportation. Now, with the ability to bike across Newton, I could spend less time and energy arranging car pools, and my overall quality of life would improve. Did I mention that the Lime company also helps the environment with its zero-emissions vehicles? Sounds like a dream come true, right?

Well... maybe not. Due to their limited numbers, Lime Bikes are typically scattered and specifically more unavailable in the outskirts of Newton, so they're hard to spot in Auburndale. Sometimes, the closest bike to my house could be a 10-minute walk in the opposite direction from where I'm going, and even I would not be desperate enough to find it. Even if I were, I would need to bring my own helmet for safety. The Lime company is helpful enough to advise their con-

sumers to carry helmets with them but not considerate enough to provide such services.

There are three types of Lime vehicles found in the Greater Boston area: the most common, the LimeBike Smart Pedal Bike, is your standard bicycle; next, the Lime-E is an electric bike, perfect for faster, easier rides; lastly, the Lime-S, an electric scooter, has not only a digital speedometer but also a brake and a boost lever.

THE LIME BIKE

The standard Lime Bike is the cheapest of all three Lime vehicles. At \$1 per 30 minutes, you can bike all around Newton and build those calf muscles you've always wanted without breaking the bank! These bikes come with a handy basket, a bell and a set of brakes — features necessary for the perfect bike ride. If you're searching for a smooth bike ride without purchasing a \$300 bike, try the basic LimeBike.

THE LIME-E BIKE

The Lime-E Bikes are like the Standard Lime Bikes, but better. Perfect for Newton's hills and bike lanes, these bikes give you an automatic boost of power during your ride. These bikes, however, come at a higher cost of \$1 to start and 15 cents per minute. To bike on a Lime-E for

half an hour, you would have to pay \$5.50, which is considerably more than you would for the standard bike. For beginner cyclists, I suggest you practice more on a standard LimeBike before using the Lime-E because its sudden boost of energy can be alarming and nerve-wracking. Nevertheless, if you want to bike around hills without breaking a sweat, the Lime-E is perfect for you.

THE LIME SCOOTER

Oh, the scooters. As soon as they were released, I was dying to get my hands on one. Unfortunately, in order to fulfill my mission, I had to travel to Brookline as there weren't any in Newton. Once I got there, I realized that I needed a driver's license to ride them, so I unlawfully unlocked the scooter from my mom's Lime account. I was too scared to ride the scooter on the road like you're supposed to, so I went on the sidewalk, cruising at about 1 mph. I didn't feel like breaking a bone on that particular day. After I got the hang of it, I started picking up speed. Meanwhile, some guy was cruising down the road without a helmet, going 20 mph or faster. The scooters are the most expensive Lime vehicle: \$1 to start and 25 cents per minute. If you come across one of these scooters, I definitely suggest you try them out, even if it's just for a couple of minutes!

Next time, you're tired of walking and can't get a ride from your friends, try a Lime vehicle.



photo courtesy of Lime

THE FINAL STRAW

As the global climate crisis worsens, social pressure motivates students to make environmentally conscious decisions, but some may lose sight of what's at stake

BY SOPHIE LEWIS

Climate change news has only become increasingly dire — July was the hottest month on record, and Greenland lost a record-breaking 12.5 billion tons of ice in August. But given that the world has yet to see the sort of large-scale changes necessary to slow the pace of climate change, what actually motivates people to care, and, more importantly, to take action?

Arizona State University professor of psychology Robert Cialdini has been at the forefront of answering this question. He and his team asked over 1,000 California households to conserve energy for one of four randomly assigned purposes: saving money, helping the environment, preserving the earth for future generations or joining their neighbors. The results were resoundingly clear:

The group that was informed that their energy consumption was considerably higher than that of their neighbors was the only one to significantly reduce their energy use. Cialdini proved that group norms, not personal gain or societal responsibility, inspire change.

Likewise, many students make environmentally conscious decisions in their day-to-day lives based on the example set by their peers. While group influences can lead to positive change, some students worry that trend followers may lose sight of what's at stake.

One of Newton's major green initiatives is Newton Power Choice, a program where residents can opt to switch to 100% renewable energy. As of June, 5% of the community had switched, but Green Newton president Marcia Cooper said that Newton can do better, given that switching would increase monthly energy costs by just \$2.91.

Cooper has worked to frame the initiative as a competition with Brookline to incentivize participation.

"That's to make it catch people's attention more than anything, because obviously it's a win-win all-around if both communities succeed at getting as many people as we can to choose 100% renewable," she said.

Senior Ethan Kopf said that he and his family are proud to support the initiative.

"I do like the fact that my family has a sign on our lawn that says '100% green electricity,'" he said. "Being a good example is very effective for issues like being an environmentalist because people act based on how other people act."

Kopf, for his part, said that he's been inspired to start biking to school after seeing a friend bike all through the winter. "That definitely makes me want to bike at least in the

warm weather and maybe when it starts to get cold as well," he said.

For senior Dylan Arkowitz, making environmentally harmful choices can be humiliating.

"At lunch, I was sitting with a couple of friends, and I took a plastic straw from the cafeteria. They were all booing me and I was like, 'Oh crap,'" he said. "Now I always keep a metal straw in my backpack."

Students also find eco-inspiration on social media. For senior Coco Lheritier, something clicked after she saw a post about the benefits of metal straws. She bought one and subsequently began searching for alternatives to the other disposable plastic items that she had grown so dependent on.

"Every time I see a plastic container or a Starbucks cup, I immediately start feeling really gross, and I try to avoid those things as much as possible," she said. For Lheritier, the largest obstacle that she had to overcome to live a plastic-free life was her parents, who found it difficult to change their habits.

"The other day my dad was like, 'Coco, can you please buy some more of those reusable Ziplocs?'" she said. "I was really happy because my mom and my dad used to go through plastic bags, and now they just want me to guide them into being as environmentally considerate as they can be."

The same straws that catapulted Lheritier's move to a plastic-free life, however, could be causing more problems than they solve. In July, President Donald Trump unveiled plastic straws with his name on them. Aside from the fact that a pack of 10 straws costs \$15, many were outraged by this new wave of memorabilia — for instance, a Vanity Fair headline read: "Trump Now Selling Merch Specifically Designed to Destroy the Planet." Given a cotton MAGA t-shirt could take up to 2,700 gallons of water to be produced, according to National

Geographic, why only now are environmental activists outraged? According to some, the current trendiness of plastic straw alternatives trumps a logical approach to sustainability.

Junior Nyiri Hajian said that she uses her metal straw whenever possible.

"If I'm at home with a mason jar or a cup I'll use one just because it's easy," she said. "It's definitely not necessary, ... but since I've already used resources to make this straw, why would I not use it?"

In 2015, marine biologist Christine Figgenger and her team encountered a turtle with a plastic straw stuck up its nose in Costa Rica. Her video of the straw being removed with pliers went viral. Now, Instagram is flooded with promises that purchasing someone's metal, silicone, paper or even bamboo straw will save turtles, Lheritier said.

It's evident that America has a plastic problem — between 170 and 390 million plastic straws are used every day, according to estimates from market research firms — yet straws compromise just 0.025% of all plastic pollution in the world's oceans. (And turtles are far more likely to ingest a plastic bag than a plastic straw.)

Junior Valerie Goldstein, who has strived to help the environment since she became a part-time vegetarian in fifth grade, said that the harm straws do to the environment is often exaggerated.

"I saw this quote on Instagram that plastic straws are the thoughts and prayers of climate change," she said. "It's dangerous to just be like, 'Straws are the bad guy. If we can just get rid of straws, we are really close to stopping climate change.' That's just not accurate at all."

Lheritier said that she, too, noticed that metal straw advocates on Instagram have lost sight of the reason why metal straws were invented in the first place.

"I've seen videos where people get plastic straws, and

then they throw them away, so they can use their metal straws. And it just makes me so mad because why would you get a plastic straw in the first place?" she said. "People are using it as an excuse, all for the clout."

Conversely, Lheritier said some people wrongly assume that she and others are eco-friendly because it's ego-friendly. To avoid this perception, people then turn away from helping the environment, Lheritier said.

"I relate it to feminism and how some people just view feminism as the whole 'feminazi' thing. They think it's pushy and it's overacting," she said. "Some people, if they see another person trying to do what they can to be sustainable, they're like, 'You're just doing that for the clout. You don't actually care.' ... That's something that I've experienced, and people need to realize that it's not for anything except for making the world better."

Students said that regardless of one's motivations for helping the environment, it's important for everyone to pitch in however they can.

"I can't really choose which products we're buying in my family household," Goldstein said. "I try to choose to do what I physically can do, like choosing to pack my lunch every day instead of buying it."

People don't have to live a perfectly green lifestyle to make a difference, Newton outreach coordinator for Mothers Out Front, an organization that advocates for a sustainable future, Rachel Adler Golden said.

"I don't begrudge people who don't do this 24/7. In fact, I don't do this 24/7," she said. "You do what you can, when you can."

Adler Golden said that environmental efforts, however, cannot just exist on an individual level.

"Until we join together and speak up and call out corporations and put pressure on our decision-makers and all kinds of folks who are in the fossil fuel industry or being supported by the fossil fuel industry, ... that's where the big changes are going to be," Adler Golden said.

For Kopf, large changes nevertheless begin with small steps.

"As long as society's not 100% unified, the corporations and the government aren't going to jump in and start trying to save the environment as well. There has to be something where we all push together, and we're not going to push for that if we don't all care," Kopf said. "And that starts with little actions like saving straws."

“People get plastic straws, and then they throw them away, so they can use their metal straws. And it makes me so mad because why would you get a plastic straw in the first place?”

Coco Lheritier
class of 2020

WHAT CAN YOU DO?

Action	Importance	Commitment	Cost
Choose 100% Renewable Energy	Coal and natural gas companies are responsible for one-third of America's carbon dioxide emissions. Changing how we power our homes makes a big impact.	One call to Eversource at 1-866-968-8065 is all it takes to switch the source of your home's energy.	Raises monthly energy costs by \$2.91 through Newton Power Choice.
Bike to School	Help eliminate South's pervasive driving culture and reduce your carbon footprint.	Significant, especially in bad weather.	It's cheaper to buy a bike than to park at South for one year.
Use a Metal Straw	It's debatable.	Just click on an Instagram ad and place your order.	Sold in packs for about \$1 per straw.
Eat Less Meat	Livestock requires an absurd amount of resources — five times as much grain as the entire U.S. population — and produces 20% of U.S. methane emissions.	A major lifestyle change.	Meat alternatives can be expensive. A Beyond Burger, for instance, costs about \$2 more than a beef patty.
Compost	The average American throws out one pound of food every day. That adds up to 30% of America's total food supply.	No greater than taking out the trash.	Newton has partnered with Black Earth to take your compost for \$17.99/month. This price will be lowered if 500 Newton residents sign up.

Sources: Black Earth, Green Newton, Newton Power Choice, Scientific American, USDA, U.S. Energy Information Administration.



graphic by Emily Zhang

FEATURES

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BANDING TOGETHER

Four friends form a band to share music and emotion through performance

BY SIYA PATEL

Passionate energy and enthusiasm flow through the air as seniors Finn O'Rourke and Matt Reinstein and juniors Nick Mahoney and Tayo Van Beaver hold band rehearsal in O'Rourke's garage. Soon, they will showcase their new music in-school performances, O'Rourke on the drums or guitar, Reinstein as the group's lead singer, Mahoney on the guitar, and Van Beaver on bass guitar.

"Before we do any sets, we sit down and pick out [songs]. ... We have song suggestions, and then every-

one puts it into a group chat, and then we slowly narrow down to three or four. It's really fun," Van Beaver said.

In September 2018, the four began performing at school events. They try to foster and spread the universal connection of music through their performances, Van Beaver said.

O'Rourke said that he and his bandmates have known each other since childhood, as each has a parent who teaches at South.

"I played music with all of them in different forms," he said. "They've been in my life forever."

Mahoney said that their passion for music unites them.

"What's cool is that we work together really well, ... even though we all have very different musical tastes and backgrounds," he said.

Senior Jason Garb supported the band on piano at a performance during Passing Time last year.

"It's like a

bonding experience because it's communicating on a different level. It's fun to play your instrument, and it's fun to play your instrument with other people at the same time," he said.

Mahoney said that he has learned about his bandmates, both as musicians and as people, from playing together.

"You get to see different sides of those people that you hadn't before," he said. "Because when someone is really in the moment, ... something comes out of them that you can't see otherwise."

The band was inspired by Trash Rabbit, a band of '19 graduates, Van Beaver said.

"Our inspiration from Trash Rabbit was just their overall ambiance of being the high school band, ... and we were trying to emulate them," he said. "In doing that, we created our own band ambiance."

Mena Lemos, Trash Rabbit's guitarist and

singer, said that music has allowed her to share an immense sensation with others.

"It's connected with me, and I think it can be that for a lot of people," she said. "It is not tangible, and it can't be taken away. It's something you can love that can only be good."

O'Rourke said he appreciates how teens are able to create something they are passionate about in a band environment.

"It's so cool when teenagers get together and make something," he said. "You only get to be a teenager once, and there's just a bunch of youthful rage inside of teenage bands that is beautiful."

History teacher Rachael McNally, O'Rourke's mom, said she connected to her son's band from her own experience.

"It's a source of great pleasure to be in a band; my perception is that it's very fun for him. It's the best kind of hard work, where the end result is something that you're proud to share with other people," she said.

Garb said he hopes music can bring laughter into South's school environment.

He said music helps alleviate student stress, and through his music he wishes to

brighten a person's day.

"Music makes people happy. I hope to make the atmosphere at school more welcoming and fun," he said.

Van Beaver said that their band's spirit serves to unite the school.

"I just like how our band brings parts of this school together. I definitely like how that impacts our school," he said. "Even though there are different people of different music [tastes] in this school, everyone's always happy to see us."

Reinstein said that the band always brings out positivity while bonding over a common goal.

"There's love, passion, friendship, and everybody's working together. If somebody makes a misstep during practice, nobody's ever bashing [them]," he said.

"We all just have one goal, to make a good sound."

Mahoney said he hopes that the band's energy is conveyed to the audience at school performances.

"South has this quality of being a very art-centric school," he said. "The best you can hope for is all the positive energy and euphoria that you feel when you're putting on a good performance [is] the feeling that you're passing around to the people watching."

Reinstein said that the band's best performance was at Tertulia last April.

"There was a lot of emotional weight that went into it," he said. "We played a song in memoriam of Tayo's mother who passed away, and that was the moment when I realized we did something that made people feel. ... Music can make you feel something, whether it's explainable or not. It's this feeling that you may or may not understand."

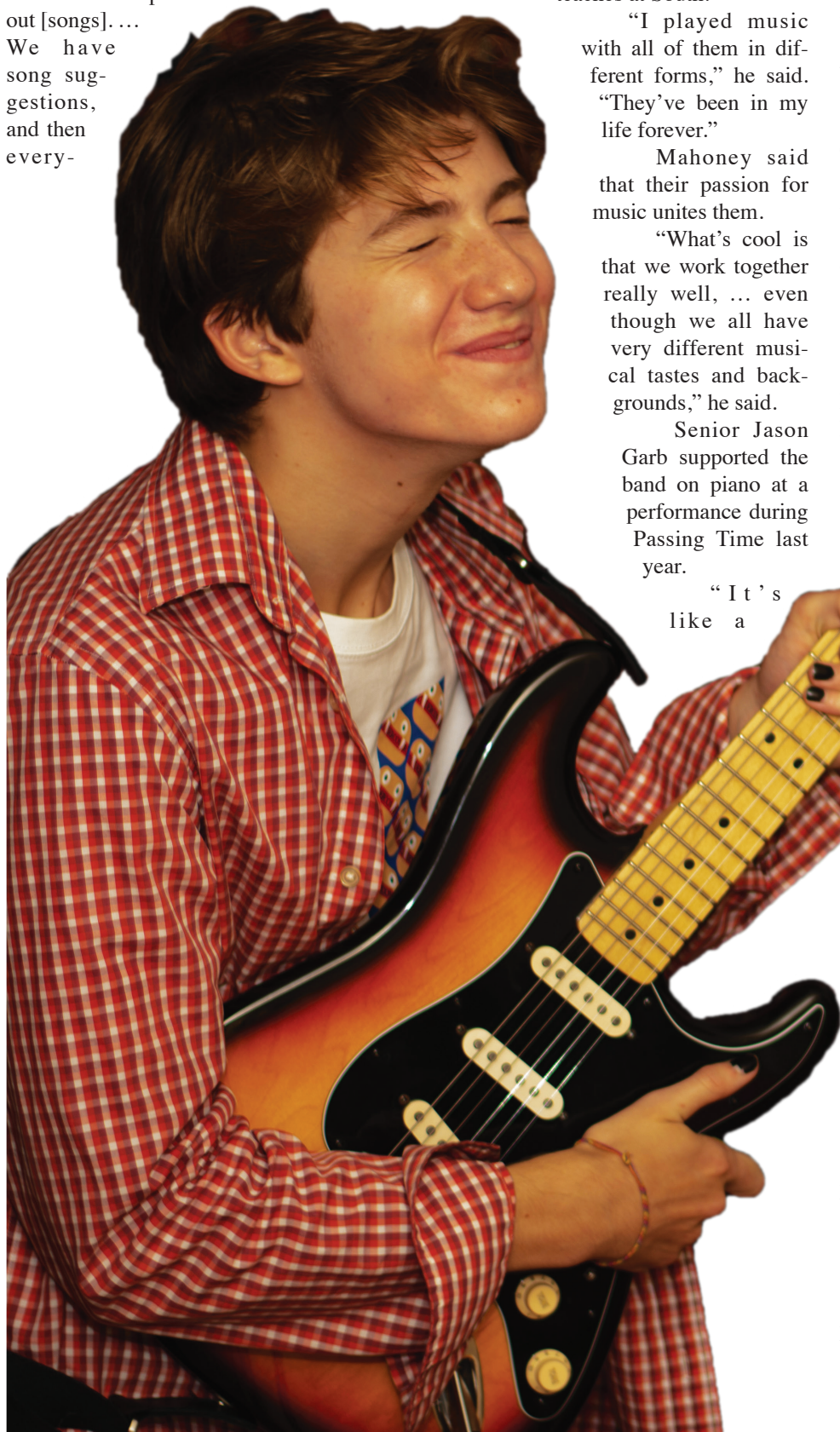
Reinstein said that music can make people feel certain emotions they wouldn't otherwise have.

"This idea of embracing the strangeness over your feelings is something that music is 100 percent capable of," Reinstein added.

"Music is just one of the great beauties in life for anyone," McNally said. "When you find a kind of music you love to listen to or love to perform, it just adds to your enjoyment of life. It's such an incredible part of people's lives."

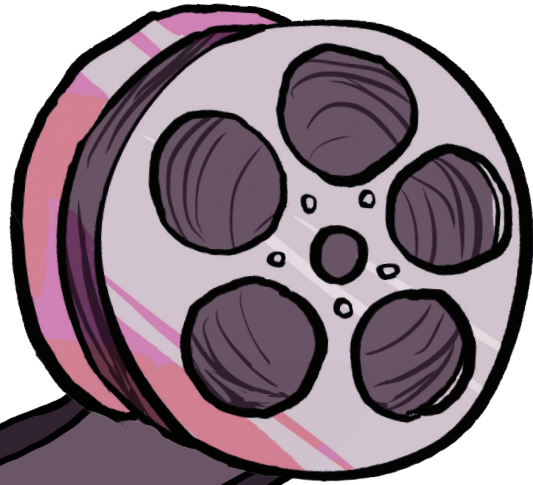
With plans on the way for new songs and future performances, the bandmates are excited for the future. Van Beaver said that he hopes his band can spread music's beauty, bringing students together in the process.

"We just want to leave the students with a sense of community," he said, "that music can create a community and sound."



Junior Nick Mahoney rocks out on guitar on Aug. 16.

photo by Netta Dror



REEL TALK

Student filmmakers draw inspiration from the community to produce original content

BY ELLYSSA JEONG

For senior Lexie Paik, it wasn't until the recent Hollywood breakthroughs that she felt encouraged to breach the gap in representation and started to make her own films that feature Asian actors.

"Crazy Rich Asians" came out, and that's when I realized that what I really want is to be a part of something that can influence young Korean Americans or Asian Americans to be confident in themselves and let them know that they can be the main character too," she said.

Growing up as an Asian American, Paik said that her self-image was shaped by what she saw in the media.

"I grew up watching so much television, [and] that influenced my image of myself because there were only two Asians I saw on TV, one of them being the yellow Power Ranger, and the other one being London Tipton," from Disney's late "Suite Life of Zach and Cody," she said.

For Paik, film is a platform large enough to make a change.

"A lot of people watch movies for entertainment, to escape reality in a way, and because it's mainstream, it can influence a lot of people's ideas and morals," she said.

Paik is one of a handful of student filmmakers who use the medium to comment on social trends and events, often relating the microcosm of high school to the world at-large. Often, this takes the form of a short film, or "short."

Like Paik, senior Ian Roper produces shorts. He co-runs a YouTube channel, IMEG, and he said that his channel consists of event-based films in addition to shorts.

"An event thing is like filming a documentary, in a sense that you don't know what you're going to film beforehand, and you film it all," Roper said. "On a short, we plan it out beforehand, we know what shots we want to get, we usually write a storyboard and then we get a location."

Junior Oliver Ciric said he creates content influenced by student relationships. His recent short, "Seppuku," which he directed with juniors Hedi Skali and Charlie Weinstein, dissects students' need for approval and challenges hierarchy.

"One thing I've noticed about friendships in general, especially in school hierarchies, is that people like to brag about how crappy their lives are. People like to one-up each other," he said. "For 'Seppuku,' the idea of someone destroying their own life to fit in inspired me."

The film's name recalls exactly that: *seppuku* is a Japanese ritual disembowelment.

Ciric's latest short, "Thoughts and Prayers," was inspired by his peers' activity on social media, coinciding with the sweep of blue profile pictures across social media in response to the Sudanese crisis this spring.

"It's about false charity," he said. "When I wrote it, a lot of people were posting photos on their Instagram stories of things like 'share this photo, and we'll plant a tree' without proof that they were actually planting trees. I came to this realization that a lot of people don't care about charity — a lot of people just

want to make themselves look good."

While Ciric finds inspiration from social observation, Weinstein looks to musicians.

"They are able to make art that's so singular and bold, which is something I really want to do — to make something unique. I don't want people to say 'I've seen this before.' I want my films to be one of a kind," he said.

Weinstein said that he has learned more about himself as a person through filmmaking.

"What's really interesting about making a movie is that you can tell a story that will reveal something about yourself, but you might only realize that six months or a year after you release it," he said.

This was true of his most recent film, "Let There Be Light," which he said came to represent his own life.

"It's the most personal. I always try to think of my movies to have interesting themes and something to chew on after you've watched it, and I think this one hits home the hardest," he said. "I can't really relate to the specific feeling of having a big family loss like the main character did, but I think I can relate to the idea of feeling powerless and searching for a higher power to make sure everything's going to be okay. That idea translated into the movie."

Ciric said that along with self-reflection, he makes films to provide social commentary.

"Filmmaking is about the truth. A good movie to me is a movie that tells the truth about something: it's a movie that you can watch and then see yourself in it, like, 'Oh, this says something about us as a whole; it says something about humanity,'" he said.

Weinstein said that he hopes his audience can see life through a new lens after watching his films.

"Film to film, it's different, but I always want people to think, and I always want people to question the way they look at the world," he said.

Many student filmmakers, including Weinstein, are Hollywood-hopefuls, though Weinstein said he'll see the rest of his life through a filmmaker's lens regardless of his mainstream success.

"The great thing about filmmaking is that just like cooking or painting, it's a life-long thing, so I am already a filmmaker, it's not like I have to go and get a degree to say 'I'm a filmmaker,' so this is already my career, in a way," he said. "So, I just want to keep growing and make a living out of it."

Film studies and New Media Communities teacher David Weintraub said that South should embrace film-making as a tool through which students can grow.

"Filmmaking is a perfect laboratory for education in the 21st century. ... As teachers, we talk a lot about something called the growth mindset where you are always understanding your skills as 'in development,'" he said. "Filmmaking is a perfect application of the growth mindset because when you start making a movie, your team isn't cohesive, you don't necessarily know who's going to

be doing what, you don't know what a scene is going to look like, and you have to get through an awkward period of failure and difficulty in order to gain confidence and cohesion to make something great. I personally think that making movies allows you to apply the growth mindset in real time."

Weinstein said he approaches all films with the goal of improving his skill set.

"I just want to keep learning and a part of that is recognizing my strengths and recognizing my weakness," he said.

Ciric also hopes to continue his path of filmmaking and to further pursue his passion in the future.

"A lot of my time is spent watching movies, writing movies and reading about movies," he said. The biggest effect of it is career choice."

Paik said that moving forward, she hopes to be the one who impacts other peoples' perspectives.

"I hope to achieve my dream in being part of a crew that works on a film about Asians in America ... and let [Asian Americans] know that they can make it big in the film industry, too," she said.

Roper, who has filmed South's annual lip-dubs, said that being a filmmaker has given him a title at South.

"It's become who I am; ... it's become something I'm known for. It's a huge school, and it's good to have something as 'your thing,'" Roper said.

Skali, however, said that despite filmmaking's impact on underclassmen, it is exclusively promoted and available to upperclassmen through the Film Studies class and culminating Senior Film Festival. He said he hopes to provide a platform for students looking to exhibit their work.

"We've seen people who want to make movies, but they don't know how. They don't have a platform to put it on. They don't have the people. Getting a film festival for everybody at South would be huge because people would strive to get there," he said.

Weintraub said he hopes to open a film festival for all grades in which students will be able to display their work while aiming towards having their work showcased in the Senior Film Festival.

He said he hopes the film festival will become a staple of South's culture.

"I would love for the film festival to be as important to the school community as something like Tertulia or lip-dub or pep rally," he said, "for it to become part of the calendar of South, those sort of traditions that make South a community."

As Film Studies is a staple for student filmmakers, many look forward to having their work featured in the film festival, Skali said.

Ciric hopes to take Film Studies in the future and said that his goal is to put out a feature-length film by senior year, in the hopes of encouraging others.

"I want to inspire other people to make movies because my favorite directors were inspirations on my filmmaking," he said. "I'd like to do the same for other people."

WATCH THEM HERE:

Scan the QR codes with your phone camera or type in the URL to watch the student films mentioned.

"Seppuku"



bit.ly/2U3GI59

Juniors Oliver Ciric, Charlie Weinstein and Hedi Skali's award-winning film discusses social approval in high school. "The idea of somebody destroying their own life to fit in inspired me," Ciric said.

"Potato Chips"



bit.ly/2NtWuyq

Senior Lexie Paik said this film came spontaneously. "What I really want is to be a part of something that can influence young ... Asian Americans to be confident in themselves and let them know that they can be the main character too," she said.

"Let There Be Light"



bit.ly/33US4pQ

Junior Charlie Weinstein said this film was his "most personal" yet. He said he'll see the rest of his life through a filmmaker's lens regardless of his mainstream success. "Just like cooking or painting, it's a life-long thing," he said.

SNAPSHOTS OF THE SUMMER

Students take advantage of free time during summer to learn outside the classroom

BY SHOSHI GORDON



Senior Leah Kaster spent her summer exploring the country on a Jewish teen program called Etgar 36, which works to educate students on social and political issues.

"We're basically a group of traveling Jewish teenagers, road tripping around the United States, learning about different social and political issues from both sides of view," she said.

The program emphasizes the importance of listening to all perspectives, Kaster said.

"We talked to a guy named Jim Fass who is anti-marriage equality and doesn't believe in climate change. And in all

parts of me, I disagree with everything he had to say, but you still have to show them respect because it's their point of view. And to be able to learn to really respect someone regardless of their political views is a really important thing."

Kaster said that getting to hear these new perspectives has not only taught her how to respect others' views but also allowed her to learn more about her own views. The trip exposed her to different regions of the country, Kaster said.

"Geographically, it's expanded where I would be able to see myself," she said. "I've really loved some of these places I've gone to: San Francisco, D.C., Colorado. It

definitely opened my eyes up to that."

Kaster said her favorite part of the trip was not a speaker nor monument, but her time spent with the friends she'd made. One moment she particularly loved was when the counselors pretended the bus had broken down and pulled over to an empty field.

"We're just hanging out in a field, and a counselor is throwing around a football in this field off a highway in the middle of Kansas, where as far as you can possibly see is flat field land. I'm playing football with these friends that I know that I'll really have forever. And that was the moment I realized this trip was meant for me and this is going to be a life-changing trip."



Senior Jessica Wu spent four weeks at a program run by the Saint Albans School of Public Service in Washington D.C. The program consisted of engaging in mock Supreme Court and Congress exercises, drafting bills and holding press conferences. Wu also toured D.C. and learned about the landmarks. She also heard from guest speakers, like Supreme Court Justice Elena Kagan and Peace Corps director Dr. Josephine K. Olsen, as well as senators and representatives.

With an interest in politics, Wu learned about the career paths and opportunities available to her through the program.

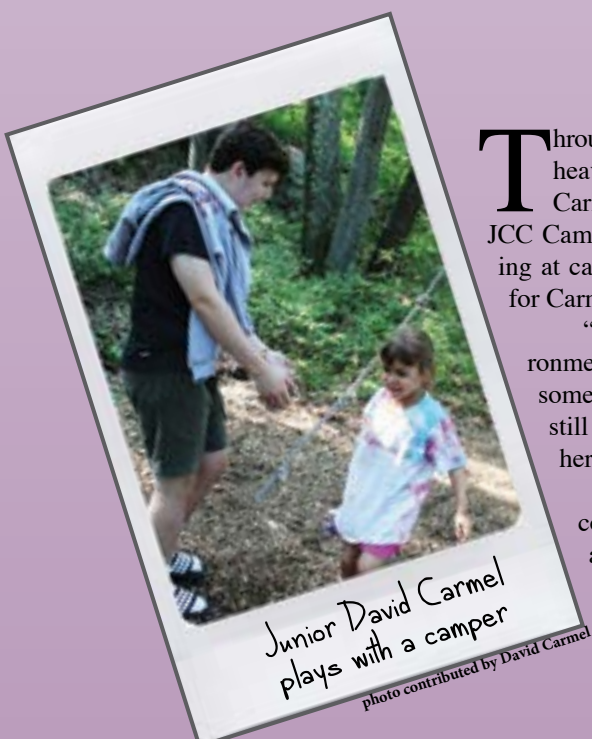
"I decided to do this program because I have no clue what I want to do with my future," she said. "A lot of the speakers who came, I didn't even know those jobs existed. After hearing from them, it's like, 'Wow, this is me. I can do this in the future.'"

Wu also interned for Boston City Councilor At-Large Michelle Wu's reelection campaign. Her position largely

entailed engaging with supporters and voters to spread Michelle Wu's message.

For Wu, who has spent her previous high school summers at debate camps, this summer allowed her to explore her future.

"In my family, it's always been that summer is a time to get ahead, ... but [debate camp] wasn't necessarily geared toward my future; it was just geared toward me getting better at debate, which is only a four-year activity," she said. "In that sense, this summer really did focus more on my future."



Through the burning summer heat and heavy summer rain, junior David Carmel worked as a counselor at JCC Camp Grossman this summer. Being at camp was not a new experience for Carmel.

"I really like the camp environment," he said. "I wanted to do something fun over the summer and still make money too, and coming here I was able to do that."

Carmel approached being a counselor with some hesitation, as he was not sure if he would enjoy it.

"Throughout my life, I felt like I've been good with kids, but this definitely cemented that idea that I'd work well with them."

Carmel said that this summer has allowed him to explore career choices based on his interests.

"Getting older, you focus more on your future and especially junior year coming up, ... it's a big year for education and what the future holds," he said. "I haven't thought that far as a career standpoint, but I really do like working with children, ... teaching seems interesting."

Carmel encouraged others to adopt

16 children for eight weeks.

"At first, I was a little bit worried about everything, but as soon as I got here I realized how much fun it is to be here, and I definitely recommended [it] for a friend or anyone else who is curious about camp."

Despite how much fun he had at camp, Carmel didn't slack off, taking driver's ed for a week.

"I could've gotten [my license] a lot earlier, and my birthday is in February. All my friends have gotten mad at me for not doing it sooner, but at least I'm doing it now, and I'm going to try to get it done as quickly as I can."



Sophomore Linnea Fried backpacks in British Columbia
photo contributed by Linnea Fried

For sophomore Linnea Fried, this summer has been a chance to get out of her comfort zone.

“At the start of the summer I went to Puerto Rico with South for the service trip. Then, later on, I went to British Columbia with a camp and went backpacking. ... Both of them were sort of connected: I wanted to try to visit new places and to see things I haven’t seen before, but also I wanted to grow as a person and learn new things.”

Fried’s two-week trip to Puerto Rico and three-week trip to British Columbia did just that.

“My favorite part of Puerto Rico was that I really enjoyed traveling around

the island and getting to see different parts of it and exploring,” she said. “For British Columbia, I really enjoyed seeing all the people and getting to connect with everyone because we were all from different parts of the country, and it was fun to just be able to talk and learn about everybody.”

The trips were her first solo trips, Fried said.

“I’ve done some traveling before, but what was special about this summer’s trip was that I got to do it pretty much by myself, and so I got to really learn and have these experiences without sharing them with family, which isn’t bad, but it’s just good to have your own experiences and be independent.”

Fried said this independence also brought challenges.

“The most challenging part was ... not knowing everybody at first and having to do this by myself, which was challenging, but in the end, it was very rewarding to know that I can do it,” she said.

By the end of the trip, Fried said she found new personal strength and self-confidence through her journey.

“I felt like I grew and was able to show that I was strong enough to do these outdoor things. We’d go backpacking for many days, and I’d never done any of this before, but I had a great community supporting me, and I learned I was capable of doing these things.”



Junior Shanna Lacey watches the sunset
photo contributed by Shanna Lacey

Junior Shanna Lacey spent her summer engrossed in the food industry, working two jobs, one at Central restaurant in Newton Centre and another at the Bagel Place on Needham Street.

“At Central, I’m sometimes a hostess where I greet guests, and I sit them down, and sometimes I do this job called ‘support,’ and

that’s where you basically run food and polish glasses and bus tables and interact with customers a little bit,” she said. “At the Bagel Place, I run the cash register, and I also make bagels and make backups of food and dishes.”

For Lacey, the decision to work during the summer was spurred by her friends as well as her desire for work experience.

“A lot of my friends have jobs so I thought it’d be a good idea to get a job, and it’s a good use of my time,” she said.

Working has taught Lacey more about the service industry and time-management.

“I learned a lot of social skills and how to interact with people and that you have to be patient with people because not everyone is the nicest.”



Freshman Eli Rabson with camp friends
photo contributed by Eli Rabson

As he has done for the past five years, freshman Eli Rabson spent this summer at Camp Yavneh in Northwood, New Hampshire.

Rabson says that part of what keeps him coming back is the relationships he has built there.

“My favorite part about camp would probably be the community because it’s just no one there is judging you when you’re at camp, and you know everyone, and the community is

just great.”

At camp, Rabson’s favorite activities were learning electives.

“So in my case, I had a class which was supposed to be about what stuff in Harry Potter you can do on Shabbat. But it kind of just delved into us reading fanfiction the entire time.”

In addition to electives and swim, the campers have activities late at night, which help to foster a sense of community, Rabson said.

“We had an activity late at night, which

it’s technically called boundary breakers,” he said. “We all got into a big circle, and people just shared really personal stories, and you felt really connected to everyone. That was just great.”

Activities like these have helped Rabson to get to know people better.

“There’s a lot more to people that you don’t really see. And even if you do know people well, and you’ve known them for a long time, there’s still a lot of things about them that you don’t know, and they should take time to get to know.”



Junior Eliana Kruskal dances with a group
photo contributed by Eliana Kruskal

Junior Eliana Kruskal attended a five day dance intensive workshop called the Male Dancer Conference in New York.

“It was really cool to meet boys from all around the country and even from the world. There are people from Australia, from Washington, ... from pretty far, so it was really cool to be surrounded by all these

people that just wanted to dance and are all really invested.”

What made the workshop unique, Kruskal said, was that it was just male dancers.

“It was very powerful and exciting to be able to be with other boys dancing. They talked a lot about bullying and being isolated and how with this experience you can just forget about all that and just be in the mo-

ment. And that was really cool.”

Kruskal said that the environment and teachers at the program empowered the boys through dance.

“The biggest takeaway would probably be keep dancing no matter what happens because that was the one big message. No matter what people say to you and no matter what hardships you have to go through, just keep dancing. Do what you love.”

THE COMMON APPLICATION

The Roar follows four seniors with different interests as they navigate the college application process and will reveal their identities and college plans as they make their decisions

BY ELLYSSA JEONG



graphics by Emily Zhang

Korey* is spending his senior finding a branch of science to pursue in college.

"I signed up for a bunch of different sciences, so hopefully I can narrow down what I like," he said. "From what I can tell, I think I'm interested in either physics or biology. I'll probably pick between those two in college."

Korey said that one quality he is looking for in a college is healthy academic environment, "one where you and your friends are both just working hard but not really competing," he said.

Though soccer has taken up a lot of his time during high school, he hopes to continue the sport less intensely during college.

"I'm not looking to play soccer for a college team, but playing for an intramural team at a school definitely interests me," he said.

Korey said that Tufts University, Brown University and Northeastern University fit the bill.

"By visiting them I got a sense of the surroundings, how pretty they are, and I went to go see the cities that they're in to see what you can do there," he said.

Korey said he worries that attending a high school school with as many resources as South may put him at a disadvantage in the application process.

"The thing about living in Newton is that it's a super big blessing; I mean, we have so many resources. But for the application process, I'm going to be a lot more privileged than a lot of students, which I'm grateful for, but it will probably make me a less appealing candidate," he said.

Despite the stress of the application process, Korey said he is looking forward to what it will reap.

"College is just pretty exciting. It's the first time I'll be living away from home. ... [It's] just a lot of new experiences," he said.

Korey said he advises underclassmen to work hard.

"I wouldn't stress too much about your grades. If you just try hard, you'll get what you get, and there's a lot of good schools at every GPA range, so I wouldn't really stress out about that."

Candace* said she will apply to music conservatories to continue her path as a cellist. Her college process is thus much different from the standard senior year checklist.

"The main difference is that I'm picking my schools based on the teacher, not the school. What's most important is that I like the teacher and that the teacher likes me, because I'd be studying with this teacher at the school," she said. "So what I've been doing at my college visits this past year is I took lessons with the teachers to get to know them a little bit."

Candace said that her current front-running schools include Eastman School of Music at the University of Rochester and the New England Conservatory, which will consider both her academics and musicianship. Candace is also applying to traditional academic schools.

"I enjoy challenging myself, and I actually do enjoy school. There are places I'm applying, like for example, Rice [University], where your grades do matter," she said.

While she waits for the applications to come out later this month, Candace is preparing for auditions in the meantime.

"I'm learning all the repertoire I need to for my auditions, and I've begun to fill out some of the rudimentary application things," she said. "I think it's going to be really fun to just go through the process and make my preliminary sound recordings."

While music schools often have a competitive atmosphere, Candace said she hopes to find a supportive community.

"Especially in the music world, there's a lot of competition, and I like an environment where it's healthy competition. It's not you versus everyone else: it's everyone pushing themselves and their peers to do better, not sabotaging, which is something that can happen at some music schools," she said.

Candace said she hopes her class shows camaraderie throughout senior year.

"Don't be afraid to ask for help. Even if it's asking your peers for help, whether that be with the applications themselves or if you need someone to talk to, I'd say it's definitely a good thing if we can all do it together."

Austin* participates in a wide range of extracurriculars, both in the sciences and in humanities. In looking for a college, Austin said that he hopes to find one that will allow him to explore all of his interests.

"I don't even know if I like STEM (science, technology, engineering and math) or humanities better, so I'm looking into something that's all-around a good school that has a lot of opportunities in the majority of fields," he said.

Austin said that, currently, Williams College, University of Chicago and Brown University are his favorite schools. He is planning to apply early action to Emmanuel College, the University of Chicago, Northeastern University and Case Western University, "partially because all of them have stellar academics, but I also think they're not specifically STEM or humanities focused," he said.

One concern for Austin, however, is that colleges may think he does not have a clear interest he will pursue in undergrad.

"I'm not a very consistent person in terms of what I'm going to be doing. So I do a lot, but I have no real focus, which I think might consequent to the admissions officers thinking, 'oh, this person doesn't really know what they want to do,'" he said.

Austin said that in college, he hopes to be surrounded by motivated peers.

"I want to be in an environment where people are nice to each other, and they have the drive to do something and to help the world, or [to] be as passionate about things but at the same time [not] too success-oriented to the point where it affects how they treat other people," he said.

Though senior year is just starting, Austin is already anticipating his slump.

"Once I'm done with college and stuff like that, I can finally pursue the things I want to do to the fullest extent and not have to worry about the academic repercussions of it," he said. "I'm also looking forward for my friends to unwind a little bit. A lot of people, after getting through the college application, when it's a lot less stressful, become a lot less bitter, so I'm looking forward to that shift in attitude."

Francesca* said that she wants to study health policy in college and is looking at schools with special programs in that field.

She said she appreciates the resources South offers to help students navigate the college process.

"We're very lucky at Newton South to have resources and teachers that are willing to help, and it's all free at South. Other kids have to find ways and SAT prep on their own, and they don't really have [resources] most of the time," she said. "Although I'm still learning things, I know that there are people who do know and teachers, and the school provides resources for students. The College and Career [Center] and the counselors help out with all that."

With Bates College, University of Massachusetts Amherst and the University of Houston as her top choices, Francesca said that an important factor of deciding where to apply was the location of the school.

"I realized over time I don't want to be in the middle of nowhere. It doesn't matter if it's in a major city or if it just has a town right next door, but I want to be somewhere where I can say 'all right, let's get out of campus,'" she said.

In terms of distance to her family, Francesca said that the furthest she is looking to go is the University of Houston.

"I'm not going to go far. I want to go somewhere close to where my family is. Maybe half a day's drive from here; that's pretty much my range," she said.

Francesca said she hopes to find a college that will support her kinesthetic learning style, "a college that could get me outdoors or exploring different things ... I'm a hands-on learner, so a place where I can do that successfully," she said.

Francesca said that the application process will open up incredible opportunities.

"My goal is to see if I can maybe get out just to get a different perspective and the new experience and other places, and at the end of the day, I know I'll probably go back to Massachusetts, but [I want] to meet new people and see new things."

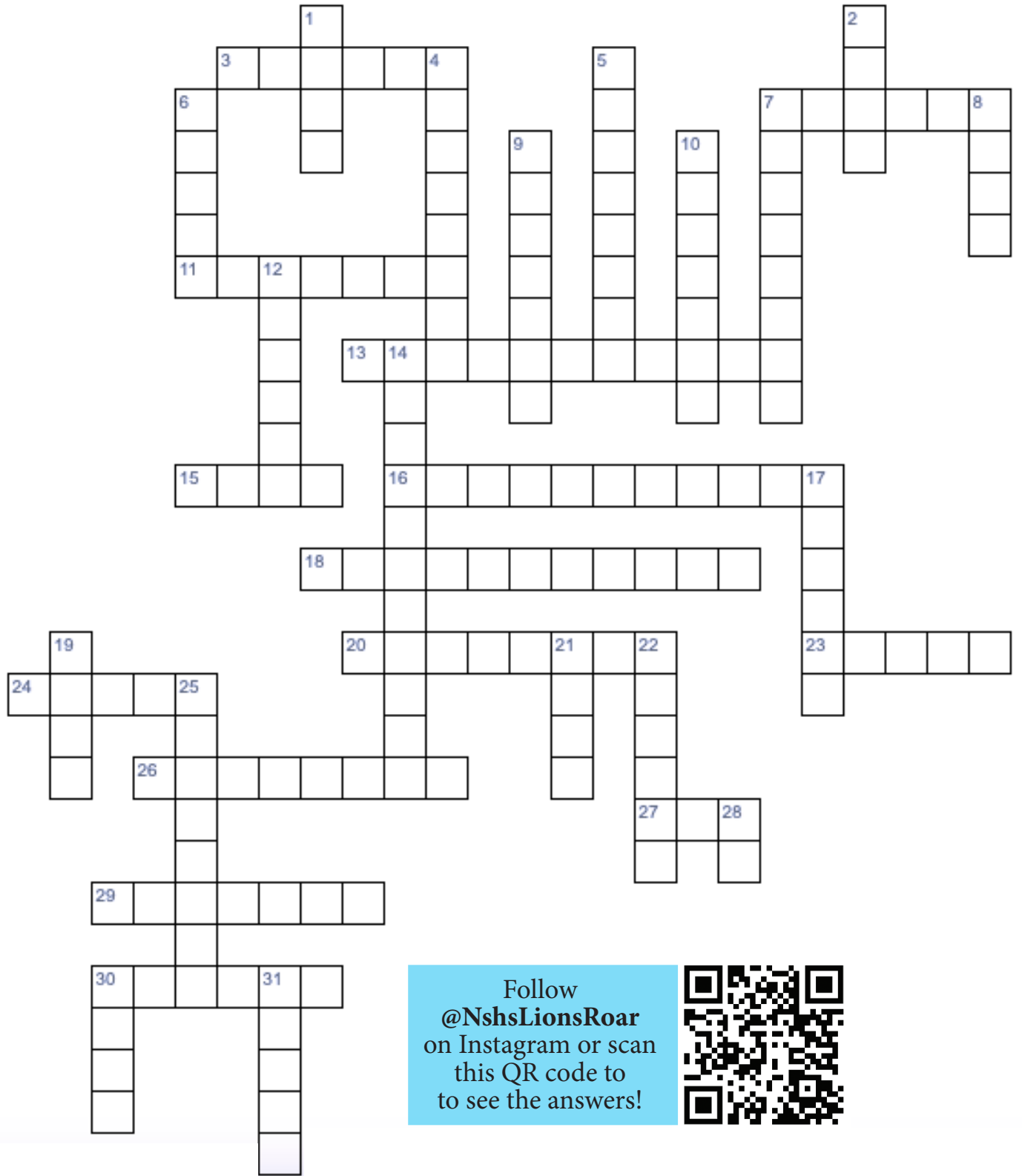
*Names changed to protect students' identities

CROSSWORD PUZZLE

A passel of puns for the back-to-school blues

DOWN:

1. Freshman attended this club carnival on the first day of school
2. Inevitably mispronounced during attendance
4. Needs at least 24 blocks, unless you're a senior in WISE
5. TV show popular among teens with HBO subscriptions; bliss
6. Rubber shoes; alligator
7. "What's that I hear? Oh, it's a VSCO girl!"
8. Need something to do during Monday J Blocks? Come join ____ in room 1201!
9. These empty rectangular metal boxes line the hallways
10. Brace yourself for long lines at this office supply store
12. Wild pet that escaped a Newton home this August; programming language
14. Class of 2020 is the only grade without this tech
17. The next one of these Presidential campaign matches will be on Sept. 12-13
19. Hottest month on record
21. On Sept. 29, the public is storming ____ 51 to prove that the highly-classified military base has a secret alien holding site
22. Emerging social media platform; sound a clock makes
25. *Spoiler alert* Mufasa dies
28. Former athletic trainer; pajama abbr.
30. Collective vehicles; sour citrus fruit
31. Fruit snack flavor removed from vending machines



ACROSS:

3. Men's dress shoes; slump
7. Hot girl ____
11. Junior Oliver Ciric's short film about self-deprecation; Japanese ritual suicide by disembowelment
13. Get-to-know-you games
15. Skater shoes; automobile
16. Where Lil Nas X and Billy Ray Cyrus took their horse
18. Girls wear skirts when playing this fall sport
20. NTA is negotiating a ____; don't ____ Triple E!
23. Seniors feasted on this salt-water snack on the second day of school
24. Painting on a wall
26. Canvas shoe; opposite
27. And I —
29. North and South joint nautical club
30. These field additions will illuminate Friday night football games

Follow @NshsLionsRoar on Instagram or scan this QR code to see the answers!



Embarrassing Roar Staff Photos — We Caught Ya!



Left to right: Gordon practices her fish face, Zeldin transfers her knowledge to Barest, Lazar relishes in oodles of noodles, Slater pulls up to school mounted on his hip new wheels.

SPORTS

SPORTS@THELIONSROAR.COM | VOLUME 36, ISSUE 2

Athletic trainer 'PJ' moves on to teaching

DORRA GUERMAZI
Sports Editor

After eight years as the athletic trainer, Patrick "PJ" Jordan-Quern is becoming a full-time teacher, teaching ninth-grade Sexuality & Health, Sports Nutrition and Personal Fitness for the wellness department.

"The main reason I felt the need to step down is that I had a lot of major life changes that I felt affected my ability to sustain such a rigorous schedule in providing athletes the proper level of care when treating and tending to their injuries," Jordan-Quern said. "I felt that with the demands, eventually something had to give, and I wasn't willing to risk letting that affect the people I've cared for and, more importantly, care about."

Lacrosse player senior Sam Shaevel said Jordan-Quern's commitment to treat athletes' injuries has exemplified his love for South athletes.

"PJ works crazy hours," she said. "From working all day, to the end of sports, to weekends, PJ is there. He truly cares about the job and the kids and shows that through his constant willingness to be there for them."

Tennis player junior Rachel Carney said that Jordan-Quern's warm and genuine personality has shone through his work.

"He is always positive and helpful in getting you back to your game," she said. "He is always a friendly face to see in the halls, and everyone loves having him at South."

When he was a trainer, Jordan-Quern provided every kind of support athletes needed, both to prevent injuries and to help them recover, baseball coach Mike Aiena said.

"PJ does it all for the athletes: from preventative care, to post care when an injury does occur. ... He will be there to help the athlete get back to health," he said.

Football coach Ted Dalicandro said that Jordan-Quern helped athletes recover from injuries both physically and emotionally.

"He's been a tremendous support for all athletes: he's knowledgeable, but he's also caring; he's got that perfect blend of helping the athlete deal with an injury and then getting them in the right mindset to get back onto the field or court," Dalicandro said.

Track runner senior Yono Bulis said that Jordan-Quern's affability made him a better trainer.

"PJ is very approachable, which makes it very easy to ask him a quick question about really anything injury-related," he said. "PJ really did a great job with making sure that athletes were staying healthy because he was always more than happy to answer questions about an injury or to give advice as to how to heal from one."

Jordan-Quern said his time as a trainer was unforgettable.

"Every interaction I had with the students, coaches and their families was very memorable. Helping people deal with and heal from injuries is very rewarding," he said. "A majority of the time I was able to work with athletes from the start to finish, and I'd like to think I helped the process of returning to competition memorable for them as well."

To Shaevel, Jordan-Quern is more than a trainer: he is someone whom athletes and

students can talk to and trust.

"He works hard to make a connection with every student he comes across. In the halls, in the classroom, and in the physical training office, he will remember your name and face and talk to you like a friend," she said.

Kristen Hoffmann, administrative assistant of the athletic department, said that Jordan-Quern is a role model to the rest of the department.

"From an administrative view, PJ has been a great example of someone who is willing to go the extra mile to help the athletic program in any way," she said. "He always has a positive outlook, and his demeanor and work ethic are contagious. He has developed a trusting relationship with athletes, where students know they are being cared for both as athletes and as people."

Athletic director Patricia Gonzalez said that Jordan-Quern has not only aided South students, parents and faculty, but has also helped athletes from other schools.

"He is an amazing athletic trainer and person. He took care of all injured athletes by providing medical care and emotional support to them," she said. "He was always available to the families that had concerns

about their injured athlete, and he was very collaborative with athletic trainers from other schools when one of the opponents' players became injured at our fields."

During his time as a trainer, Jordan-Quern found a special place in both the athletic department and in the hearts of students, Shaevel said.

"There is no one else in the school like PJ. His stepping down will most certainly affect South athletics," Shaevel said. "The athletes and other students are not just losing an athletic trainer or teacher. They are losing a super cool friend."

Although he found being a trainer fulfilling and built unique relationships with athletes, Jordan-Quern said he is excited to be a full-time teacher this year.

"I love athletic training, but I think teaching can be just as rewarding and allows me to expand to a larger group of people in our community," he said. "With any major change, it can be nerve-wracking for everyone involved, but I am looking forward to it. Newton South Athletics will always have a special place in my heart."

Despite this major change, Aiena said he is looking forward to working with the new athletic trainer.

"Whomever [the department hires] will be extremely qualified and, while they may need some time to make the job their own, I have no doubt that care of the athletes will not suffer," he said. "Besides, PJ will still be around to help make the transition as smooth as possible."

Although the transition to a new trainer will take time, Gonzalez said that a new trainer is ready to fill PJ's job.

"Our new trainer, Mr. Adam Hryniewicz, is committed to working with all our athletes, the coaching staff, our nurses and the athletic office, so the switch is as smooth as possible," Gonzalez said. "PJ has been the ultimate professional; his attention to detail, empathy and love for our students is phenomenal. He is the ultimate team player and is always looking for ways to help. We will miss working with him in athletics, but we know that he will be the first one to cheer for and support all of us."

"I think as [with] any change, there will be a time for adjustments to be made and for relationships to be built. Adam is going to be a great athletic trainer to help with the transition," Jordan-Quern said. "I hope to stay involved in other ways including being a fan at some of the events."



Former athletic trainer Patrick "PJ" Jordan-Quern will be a full-time wellness teacher this year.

ON THE OUTSKIRTS

Athletics department should provide alternative uniforms for students not comfortable in skirts

BY NEIL CHAVAN, EVE COHEN

AND DORRA GUERMAZI

For the last century, skirts have become a staple in women's sports. At South, female students on the field hockey, lacrosse and tennis teams are required to wear skirts as their uniforms. But these players often feel that foregoing the tradition would improve their comfort, confidence and, ultimately, performance.

Lacrosse player junior Maya Kim said that the skirt she wears during lacrosse games restricts her abilities.

"It can be kind of annoying, though, at some points because the skirt can be at a weird position where it will shift around a lot while we are running, so it can get in the way a little bit," she said. "It can be difficult to focus on playing."

Not only does wearing a skirt impede performance, volleyball player sophomore Melica Zekavat said, it can also cause discomfort.

Lacrosse player junior Kiran Bajaj said that sports like lacrosse, field hockey and tennis are not as physical as other sports, which may be a reason that a skirt is part of their uniform.

"They're not as physically, compared to sports like soccer," she said. "It's definitely easier to run in shorts rather than skirts. I just don't really see the point in skirts."

Kim said that the uniforms should provide athletes with more comfort and flexibility.

"We should be given the option of wearing what we choose, either shorts or a skirt, because I think that would just make people more comfortable."

In fact, Kate Hamilton, owner of GirlFit physical therapy said that wearing skirts can be detrimental not only to athletic performance, but to self-confidence. She said there is no reason to force the skirts onto female players.

"I have heard the argument that skirts can allow more free movement or are less constraining; however, if this is the case, then why aren't the highest level, most competitive men in these sports adopting skirts as their outfit of choice?" she said in an email.

Women's sports attire came under scrutiny last year at the French Open when Serena Williams was dress-coded for wearing a catsuit, which she claimed was used to prevent blood clots after giving birth less than a year before. Bernard Giudicielli, president of the French Open, claimed it was "disrespectful to the game."

Then, in January, Williams wore a short unitard to the Australian Open to show that the earlier comments didn't phase her.

"I love when fashion becomes a vehicle for sharing a powerful message," Williams said in a statement.

"In recent years, for many players that message had been individual, and kind of corporate. She's making it universal, and using it, perhaps, to carve a new off-court future

for herself," Vanessa Friedman of the New York Times wrote in response to Williams.

The scrutiny Williams received demonstrates that women's outfits and bodies are subject to greater policing than those of their male counterparts. It's clear that this issue extends past South athletes and into female sports worldwide.

But the solution is simple. South can easily take steps to make its own athletes more comfortable. Sophomore Zach Handelsman said that an alternative uniform should be available.

"If it's that big of a deal to the girls on the team, of course, you want to make everyone feel comfortable, and honestly I think that is a good place to allocate funding instead of buying the entire grade Chromebooks," he said.

Handelsman said he is concerned, however, that a team can lose its unity if players wear different uniforms.

"It looks really disorganized when an entire team is wearing different versions of a uniform," he said.

Sophomore Nolan Anthony, on the other hand, said that with consistent color, the actual uniform holds no importance.

"As long as the colors are the same or the general style is the same, it doesn't really matter," he said.

Lacrosse player sophomore Katy Blanus said that tradition plays a large role in why female athletes still wear skirts.

"In lacrosse, it is sort of tradition since the sport started. Professionals do wear it as well, always have," she said. "I am content with the skirts and understand why we wear them for the tradition of the sport."

Hamilton said she's heard the "tradition" rationale, but that it does not accurately portray the full story.

"The roots of that tradition are not always so easy to write off," she said. "There have been some more blatantly sexist reasons for women being required to wear skirts, even in more recent years, including to increase viewership, improve marketing for a sport or to make a sport more 'watchable,'" she said in an email.

Kim said that female athletes were required to start wearing skirts to differentiate themselves from male sports.

"I know other female sports originally had skirts, and I think it was designed in a way to differentiate women's sports from men's sports," she said. "The fact that field hockey ... is just a women's sport is the main reason why it hasn't been changed."

Despite the history of skirts in women's athletics, Zekavat said that players' comfort should be held paramount.

"When you are playing a sport, you should have a uniform that allows you to play with the maximum amount of ease," she said. "How the uniform affects [athletes] should be valued over tradition."



graphic by Dina Kats

GONE WITH THE WIND

By JACKSON SLATER

Junior Will Knight spends his summers sailing in Cape Cod. Five years ago, Knight joined a sailing club to try out the sport, and he instantly fell in love. Even throughout the school year, Knight returns to the Cape to sail.

After countless plunges into the Atlantic Ocean, Knight said, he figured out how to keep his boat upright, sometimes even properly working the sails to catch the wind.

Knight said that spending time on the water makes the sport unique.

"I always like being out on the ocean — sailing let me do that," he said. "I like racing, and I love being close to the water and being right in the boat."

Sailing, to sophomore Adele Spitz, is a perfect combination of sport and recreation.

"When you're out on the water, it's so much fun," she said. "You get some good winds just standing there laughing with your friends."

Junior Ella Fontenot founded a sailing club at South last year, in which students compete on a joint North-South sailing team. Previously, the club was exclusive to North.

Fontenot and senior Lilly Gage are both team captains.

The team is neither run nor funded by South, which has many different im-

plications for the team, sailor junior Saylor Flannery, said.

"I would really love for it to be South-funded because I think the funding would do some really awesome things. We could go to farther races and bigger races and regattas," she said. "But at the same time, I think [having our own club] allows us to focus on our own sport really."

Because Newton Public Schools does not administer the team, coaches from Community Boating Inc. (CBI) run practices.

Coaching is especially important as sailing demands much more technical skill than it does physical ability, Fontenot said; sailors must respond to unforeseen changes in wind or rain and adjust their sails to best capture the wind.

"It's a lot of more knowing how to adjust your boat, knowing where the wind is coming from. You're relying on nature, ... being able to see what's going on and using the rules of sailing to get yourself in positions that you'll win," she said. "It's a lot of timing and strategy, which I think in a lot of sports, you don't have quite as much strategy and changing variables all the time."

"It's not only just about athletic abilities. You [need the] ability to float among a lot of technical things, a lot of science," Gage said. "You're very aware of your surroundings and the conditions."

Flannery agreed that sailing is predominantly a mental sport.

"It does require the most patience; the most calculating and awareness of yourself," she said. "There are some things that you can

never get [elsewhere], like having a feel for the machine, having a feeling for the water, having a feeling for the wind."

"You need to be super aware of your surroundings, and really, all the slightest things can change," Gage added. "So even the current and all these little things, you always have to be thinking about them."

Though Fontenot has been sailing her whole life, even athletes with no sailing experience are welcome to compete on the team, she said.

"We'll have the more skilled sailors at the beginning of the season paired with the new sailors, so we can kind of catch everybody up to a medium point of skill level, like school," she said. "Everybody pushes each other."

Spitz, who had only sailed at a summer camp before joining the team, said sailing with a more experienced teammate greatly helped her improve.

"I was partnered with someone that's more experienced than me, and they showed me everything," she said. "I learned so much."

Sailing is like no other program at South, Spitz said, as it brings a unique joy to its sailors.

"It's just so different from being on a hot field, like running around. ... You're in school and you're sitting in class, then a couple of hours later you get to go and feel the wind in your face," she said. "It's just such a good feeling."

Gage said that sailing is the perfect antidote to a taxing school day.

"It relieves all my stress," she said. "I don't think about anything else because it's so different. I feel like I'm so much more relaxed. I've made such good memories on the water... That's what keeps calling me back."

Fontenot sails a 49er Olympic Class sailboat on Lake Winnepesaukee in 2018.

FALL SPORTS PREVIEWES

BY JACKSON SLATER

CROSS COUNTRY

BOYS

COACH: TED NORTON
CAPTAINS: BEN GIESSER & ANDY GOLDBERG

Last year's boys cross country team had a stellar 4-0 start yet fell short when it mattered most, placing 3rd at the DCL championship, captain senior Andy Goldberg said.

This year's team is especially talented, as last year's top six runners are returning and supported by an excellent freshman class, Goldberg said.

Indeed, Milesplit, a premier high school running website, ranked this year's South team third in Massachusetts, behind Lexington and division rival Concord-Carlisle.

Goldberg said the DCL title is within reach.

"It's just a matter of pushing ourselves past what we think we can do," he said. "It's a matter of believing we can do more than we did last year."

GIRLS

COACH: STEVE MCCHESENEY
CAPTAINS: LILY GUILLETTE, ADDIE MARPLE, AUDREY SHULER, ARIA SONDERLING & ALISHA STADNICKI

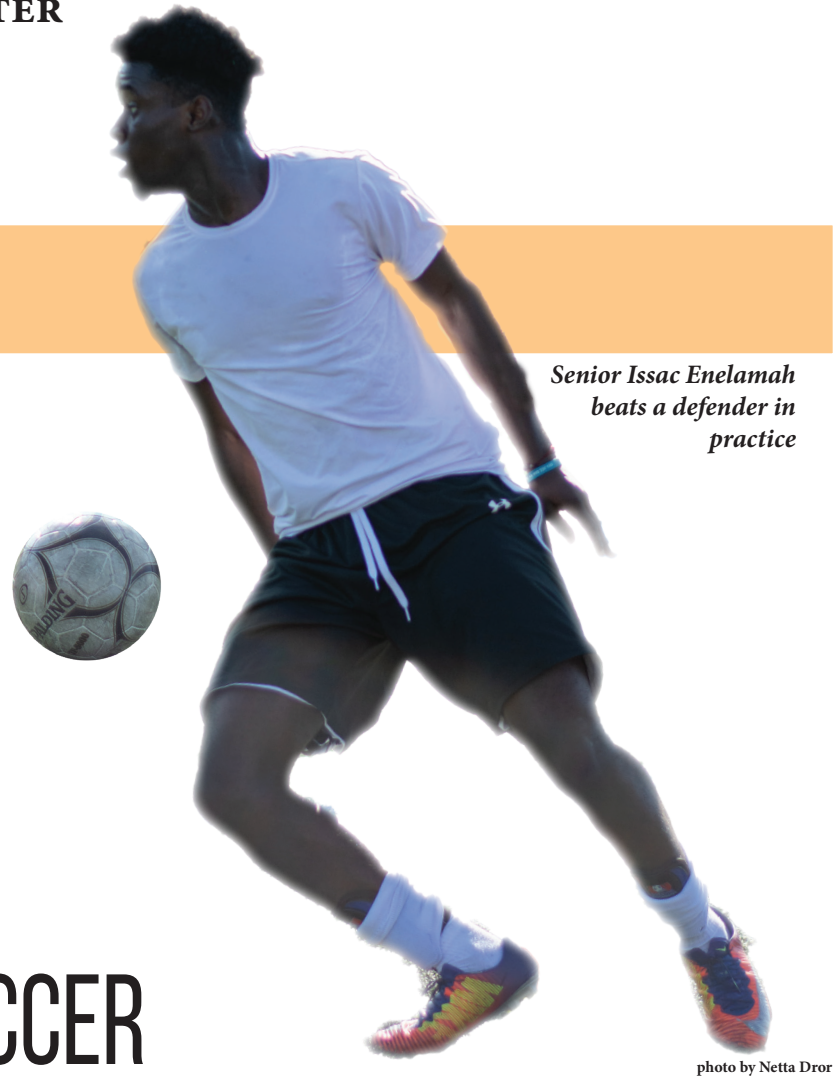
With a rebuilding season behind them, the girls cross country team is ready to compete at a high level once again, captain senior Addie Marple said.

"I have high expectations. Returning girls have put in the effort," she said.

"One of our main goals is to perform well in both smaller DCL races as well as big invitationals," captain senior Aria Sonderling said.

Marple said that the team understands that they must put in the hours and build a supportive atmosphere if they want to win these races.

"It will take hard work and dedication to reach our goals," she said. "Both DCL and state meets are competitive, but by continuing to work together we will accomplish our goals."



Senior Issac Enelamah beats a defender in practice

photo by Netta Dror

FOOTBALL

COACH: TED DALINCANDRO
CAPTAINS: TRE ANDREWS, OLIVER NEWMAN, ANGELO RODRIGUEZ & RAEKWON WASHINGTON

Despite a lackluster history, South football should take a leap forward this year, captain senior Oliver Newman said.

The team ended their 2018 season in frustration, as they were kept from the playoffs due to record technicalities, Newman said.

"Coach [Dalicandro] was livid, our whole team was," Newman said. "We were, almost, screwed out of [our spot]. ... Nevertheless we should've won more games."

Newman has higher hopes this fall.

"We have a new offensive coordinator ... he's very disciplined, very loud. It's exactly what we need. The culture's changing," he said. "We should be exciting to watch this year, we're passing the ball like we never have before, we're just looking smooth."

VOLLEYBALL

COACH: LUCAS COFFEEN
CAPTAINS: MAGGIE WINTERS & JULIE WISE

The volleyball team begins this fall with its second new head coach in two years — boys varsity head coach Lucas Coffeen took over the program just several days before try-outs.

Previous head coach Victoria Bryan resigned just before the season began, senior captain Julie Wise said.

"It was really sudden," Wise said. "Coffeen got a call and had to decide if he wanted the job by the next morning."

Although the team missed the playoffs last year amid coaching issues, Wise said there is hope for success this fall.

"[Coffeen] is really well-seasoned as a coach, ... and I think we have a really strong team this year, and I think we can go far," she said. "[Last year] was a weird transition year with the coaching staff and we lost a lot of really strong seniors that year, so I think we'll be back on our game this year."

SOCCER

BOYS

COACH: JOHN CONTE
CAPTAINS: JOEY COHEN, ISAAC ENELAMAH & NOAH OPPENHEIM

In the wake of a two-year playoff drought, the soccer team has real potential this year, captain senior Joey Cohen said.

South defeated 2018 state-finalist Wellesley 3-2 in an August 31 scrimmage, which is a harbinger of things to come, Cohen said.

"I'm expecting to make it far in the [playoff] tournament," he said.

The team must focus on chemistry if they want to see tournament success, Cohen said, as their improved communication played a major role in the scrimmage win.

"The big reason we played so well against Wellesley is because we lifted each other up," he said. "If we do that every game and practice, even when we are losing, we can be very successful."

GIRLS

COACH: DOUG MCCARTHY
CAPTAINS: CASSIE LEE & LARISSA WILLIAMS

With back-to-back sectional finals appearances, the departure of 14 seniors and captain senior Larissa Williams' ACL tear behind them, the girls soccer team will compete this fall with an especially young core.

"We have a bunch of super talented freshmen and a strong core group of returning players," captain senior Cassie Lee said. "We know it's going to be a struggle, but we expect to be back in the playoffs again."

Williams said that she understands this year will bring challenges, but sees promise in the underclassmen athletes.

"We're rebuilding," Williams said. "The freshmen are showing a lot of potential, and we're really confident we can do well provided injury does not get in the way."



Starting quarterback senior Angelo Rodriguez throws a spiral before last year's under the lights game

photo courtesy of Austin Chen

GOLF

COACH: KEVIN FLYNN
CAPTAINS: JOHN BROUGHEL, MADALIN SMALL & NICK WHITMAN

The golf team's two best players graduated last spring, and their head coach retired. Thus, they must focus on rebuilding this fall, captain junior Madalin Small said.

Small said both the new head coach and the younger athletes have been great so far.

With this in mind, Small's goal for the season is to win half of their games.

"We want to win 50%, which I think is pretty reasonable," she said. "The numbers people have put up in practices so far are reassuring."

FIELD HOCKEY

COACH: STEPHANIE PAVEO
CAPTAINS: ISABEL BOHLING, KATELYN HATEM & JACLYN SASSON

The field hockey team did not win any games in 2018, which drained the team both mentally and physically, senior Katelyn Hatem said.

"It really took a lot to remain positive throughout the season," she said.

Hatem said she believes that the team needs to play as one team, rather than a group of individuals, if they want to see a victory this fall.

This mentality, she said, has already shown its colors, as South defeated North in a preseason scrimmage and thus surpassed their entire 2018 win total.

photo by First Last (ex. Noah Shelton)

JOIN R AR

WRITING Conduct interviews, report on compelling topics or write about your own opinions.

GRAPHICS Draw, paint or use digital techniques to create pieces that accompany printed articles.

PHOTO Improve your technique by shooting sports games, school events and staged illustrations.

MONDAY J BLOCKS IN ROOM 1201



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