



THE OFFICIAL NEWSPAPER OF THE BOSTON LATIN SCHOOL

Ayo Edebiri ('13) Returns to Boston Latin School

By **Hannah Stoll (I)**
& **Michelle Wang (I)**

Editors-in-Chief

On April 10, Boston Latin School welcomed Emmy Award winning alumna Ayo Edebiri ('13) back to her alma mater alongside Mayor Michelle Wu for a fireside chat in the auditorium.

Arriving around 12:00 P.M., Edebiri first met with members of the BLS Yellow Submarine Improv Troupe, which she was a part of when she was a student, in the Black Box. Included in the meeting were a group of teachers who taught her when she went to the School, such as BLS Arts teachers Mr. Ryan Snyder and Mr. Joseph Gels.

After sharing many hugs and laughs, Edebiri took time to answer questions from the students, and signed a variety of items, including a vinyl from the artist Clairo and a BLS theatre award. Greta Gorman (III), a member of the troupe, comments, "It's so surreal to see someone who used to be in your position doing all these crazy cool things, and then seeing them with your own eyes."

Mayor Wu later arrived, joining Edebiri briefly in the Black Box for pictures, before moving to the auditorium stage. There, she interviewed Edebiri, asking her about her experience at BLS and as a Boston Public Schools student. Head of School Jason Gallagher shares, "She was very engaging, very honest. She talked about her experience in a really authentic way."

The auditorium was packed full; about 900 students were present, as well as many faculty. After Edebiri spoke to the mayor, students asked questions to Edebiri, many about building a career in the arts. Mayor Wu, in a surprise moment, declared April 10, 2025 "Ayo Edebiri Day" in Boston.



Ayo Edebiri ('13) chats with Boston Mayor Michelle Wu!

"We are so proud when our Boston kids and BPS [alumni] go on to make a difference in the world," comments Mayor Wu.

The event was unexpected for most of the BLS students and faculty; Gallagher himself was informed the day before. He met with administrators into the night to discuss logistics of the visit. Gallagher adds, "It was a

whirlwind of about three to four hours after [receiving the news] to get it all together; we just had to keep it [...] simple." BLS Director of Operations Ms. Jesse Kwan, Secretary to the Head of School Ms. Patricia Folan and Arts Department Head Ms. Margaret McKenna all contributed to organizing the day, in collaboration with Edebiri and the Mayor's staff.

Topol Fellows Lead Human Rights Day

By **Rachel Starr (I)**
& **David Wang (IV)**

Staff Writer and Contributing Writer

On March 20, Boston Latin School celebrated Human Rights Day, an annual tradition dedicated to educating students about global issues and world peace.

The event was organized by the Topol Fellows, a group of students who advocate year-round for international peace and non-violence.

Held in the Seevak Room, the event's main focus this year was human rights violations occurring in Eastern Congo, featuring Congolese advocate Amani Mataboro Tom as a guest speaker. The Democratic Republic of Congo (DRC) faces a massive military conflict, with many displaced or lacking basic resources such as medical care and food. United Nations Office for the Coordination of Humanitarian Affairs estimates

that 21.2 million people are in need of support in 2025. Tom's nonprofit, Action Kivu, works to provide job training, health, leadership education and aid for the survivors of the violence.

Penelope Duff-Wender (I) shares, "I learned about different people's experiences and a part of the world where there are these awful things that I didn't know about before. [Tom's presentation] gave me a new perspective."

The event held various presentations about topics other than the DRC throughout the day that teachers could bring their classes to. Sessions included discussions around current immigration policies in Boston, fundraising for non-government organizations, the humanitarian crisis in Haiti and collaborations with Mosaic: Interfaith Youth Action, a group that unites people of different religious backgrounds to build understanding and take action for social justice.

BLS Amnesty International, a student

service club, also hosted a screening of three short films addressing different global rights issues. Co-presenters worked together on each project, meeting weekly in the months leading up to the presentation.

One hallmark of Human Rights Day is the T-shirt sale, which this year saw a color change from the traditional bright orange to blue. Proceeds from the sale were donated to the Congo Peace School. Traditionally, students who buy the shirts receive a statistic to read out when they attend a presentation, but this year, that aspect was removed. Topol Fellow Ita Berg (I) explains, "We've noticed that in past years, a lot of students sitting in the auditorium [...] have not been engaged with the presenters."

The Topol Fellowships in Peace and Nonviolence were founded by Sidney Topol '41, who passed away three years ago. Topol, known for his foundation and key innovations in the cable television industry, created the program mostly for college stu-

dents, hoping to inspire the next generation of peacemakers.

In a special gesture to his alma mater, however, Topol created a fellowship specifically for BLS students, ensuring that students who roamed the same halls he did would have opportunities to learn about conflict resolution, international diplomacy and ethical leadership.

BLS teacher Ms. Paula Bowles, who teaches Facing History and Ourselves, an elective that gives an in-depth analysis of international injustice and violence in the 20th century, oversees the fellowship. The course is a prerequisite to the fellowship. As a new requirement this year, applicants also submitted proposals for potential projects, six of which would be chosen to be executed during their fellowship.

Ms. Bowles shares, "We can all find ways, great and small, to make life better for people who we see everyday and for people halfway across the world."

Neighborhood News Spotlights

By **Ross Wilson (II)**

Head News Editor

Downtown:

The first annual Duck Boat Pull was held on Sunday, April 12 in Boston Common to benefit youth sports. The event consisted of teams of ten people attempting to pull duck boats around a course. All the funds raised went to youth sports run by the Department of Parks and Recreation (*The Boston Sun*).

Dorchester:

Governor Maura Healey nominated Dana Rutherford to serve as the clerk magistrate on the Dorchester Division of the Boston Municipal Court. In this role, he plans to review dockets, prepare for hearings and in some cases, oversee small claims trials. He will next face the Governor's Council for approval (*Dorchester Reporter*).

East Boston:

The Orient Heights Neighborhood Council announced their opposition to a project on 869 Saratoga Street that would build a new four-story building. Its opposition was based on new zoning regulations that would prohibit the development, even though the project is based on the old regulations (*East Boston Times-Free Press*).

Jamaica Plain:

The Boston Planning and Development Agency approved a project that would provide updates to Allandale Farm. Some of the updates will be to retail buildings and making parking more efficient. These updates will allow for the farm to remain open year-round (*Jamaica Plain Gazette*).

EDITORS' NOTE



Dear reader,

Time flies when you’re having fun... or when you’re overloaded with *Argo* Production Week and Term 3 finals. But, it’s official: Mannah has reached the finale of this journey. But before we bid our farewells, we wanted to express our immense gratitude for our senior editors. Each and every one of them supported this paper in priceless ways.

Ailin, if this ship ever needed an anchor, we knew we could count on you. The *Argo* can be chaotic and overwhelming, but your reliability, skill and professionalism got us through even the roughest of waters. Also, we can’t forget to mention your *Vogue*-worthy fits on the daily. You are undoubtedly as calm, cool and collected as we all strive to be.

Mark, you possess a unique ability to inspire those around you. You encourage others to be the best version of themselves at all times. You’ve taught people to not only be stronger writers, but to be empathetic people. Most importantly, you push the *Argo* to truly be a paper for the people. For that, we are eternally grateful.

Roan, your ability to command a room is like no other. We admire you just as much as your writers do. You speak with so much conviction that somehow, your confidence is contagious. Thank you for your honesty, intuition and criminally underrated sense of humor.

Ariel, after long days burdened by incurable cases of senioritis, your kindness comforts us more than you know. You came to every meeting with unbeatable passion and optimism. Your wit and quick thinking kept us afloat during the most stressful moments — you are able to see the light at the end of every tunnel.

Lena, we would like to say we’re articulate with our words, considering we run a school newspaper, but we can’t seem to properly verbalize our appreciation or the joy you bring to O16 every Production Week. You’ve made the *Argo* more than an extracurricular activity, you’ve helped create a community — one that can both have fun and navigate through hardships together. To quote Andrew Garfield, your laugh is “like a shot of espresso.”

Liam, Sully, though most of us Argonauts aren’t athletes, you’ve made the Sports section one that anyone and everyone can enjoy. We are most grateful for your unconditional commitment to the paper. Thank you for being someone we know we can always depend on. Forever the *Argo*’s MVP. (P.S. Thanks for introducing us to Oasis and Otis Redding.)

Andrew, as previous Copy associates ourselves, we applaud the Copy section for its oftentimes underappreciated work. You truly have an eye for detail. Thank you for your productivity and diligence. We wouldn’t have survived PDF edits without you.

Ben, when people say “a picture is worth a thousand words,” we think of your photography skills. But more than an incredibly talented photographer, we appreciate you for always being able to look at the bigger picture (no pun intended) — for striving to push the boundaries of student journalism through different mediums. Also, thank you for being a great conversationalist and an even better listener.

To you, our readers, thank you for flipping through these pages every issue — we wouldn’t be the *Argo* without your support. Though it is time for Mannah’s chapter to close, this isn’t a goodbye. The legacy of the *Argo*, student advocacy and the Class of 2025 continues to live on. Suddenly hit with the reality of how quickly time passes, we leave you with these parting words: be present, take risks and live every moment to the fullest.

Signing off,
Mannah <3

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Ad Veritatem Petendam

The *Argo* strives, in accordance with the highest standards of journalism, to inform and inspire its readers, to provide a forum for constructive debate and to foster understanding among all members of the Boston Latin School community.



THE BOSTON LATIN SCHOOL ASSOCIATION
has proudly supported and funded Boston Latin School’s sports, extracurriculars, music, academics and publications — including the Argo — for over 160 years.

Boston Teachers Union Bargains Contract

By **Weian Xue (III)**
& **Risa Goldfeld (III)**

Staff Writer and Contributing Writer

After over a year of negotiations, the Boston Teachers Union (BTU) and Boston Public Schools (BPS) have tentatively agreed on a new contract for BPS employees.

This new contract is effective from September of 2025 to August of 2027. It contains changes to support school staff to facilitate a better environment for both teachers and students, particularly focusing on inclusion programs and teachers' wages.

All teachers' wages will increase by 9 to 11 percent over the course of three years. The contract especially affects paraprofessionals, who are among the BPS employees with the lowest salaries. Their new salary will be the highest wage increase for paraprofessionals in BTU history, from 23 to 31 percent. Other positions, such as substitute teachers, applied behavior analysis specialists and family liaisons will also receive wage increases.

The contract will emphasize support for students with special needs, setting aside ten million dollars for increased inclusion services in classrooms. These services include hiring specially licensed teachers, as many teachers are required to obtain a special education license in addition to their general certifications. BPS is the only public school system in the state with this requirement.

BTU representative and Boston Latin School Classics teacher Mr. John Kerpan explains, "It's one teacher doing two jobs, and so, starting two contracts ago, we were trying to get [BPS] to stop that,

and this time, it was one of the last sticking points." An additional four million dollars will also be set aside for English learners, who make up about a third of all BPS students.

The new contract includes other agreements as well, such as the new policy that all school-based BPS employees will receive their schedule and salary details at the beginning of the school year. The BTU also fought for substitute teachers and paraprofessionals to receive additional personal days and increased rights. Existing terms such as "guidance counselor" and "basic paraprofessional" will be replaced with language such as "school counselor" and "classroom paraprofessional."

BPS employees have been fighting for a new contract with increased rights for teachers for over a year. New contracts are usually proposed about a year before the current contract expires, and the process heavily involves teachers' voices. Each time a new contract is discussed, a committee is created to oversee contract negotiations between the BTU and BPS. During the negotiation process, teachers voice their opinions through school representatives, who relay teachers' ideas to the BTU.

The negotiation process for the 2025 to 2027 contract was especially long because of the BTU's commitment to gaining better accommodations for special education students and higher wages for paraprofessionals. A limited BPS budget was a significant obstacle in this process and contributed to the length of the negotiation of the contract. Despite this, the BTU remained steadfast in their goals. BTU representative and BLS history teacher Mr. Patrick Boor com-



Mr. Tran shows his solidarity with the BTU by wearing his union shirt.

ments, "We've been negotiating up until all the way [...] before the school year and throughout this year, trying to get a deal that is ultimately what's best for students and the dedicated teachers here."

During the year, teachers rallied and picketed all around Boston in their efforts to reach an agreement with BPS regarding their contract. They, however, notably did not go on strike while negotiating their contract, unlike many other teachers' unions such as the Newton Teachers Association, which went on strike for 11 days during the negotiation process.

BTU members were planning a demonstration during Mayor Michelle Wu's State of the City address, but they canceled it after BPS agreed to their con-

tract shortly beforehand. The abrupt agreement comes after a year of negotiations, as BTU President Erik Berg suggests that BTU and BPS reach a tentative agreement to get ahead of President Donald J. Trump's plan to dissolve the Department of Education and defund certain schools. The president has previously criticized Mayor Wu, suggesting that Boston could be a particular target of these plans.

BTU representative and BLS physics teacher Mr. Aaron Osowiecki concludes, "[The contract] just gives us closure. I think it's really important that the paraprofessionals get a more livable wage, and so that's sort of life-changing for them; for the bulk of the teachers, it's not going to be life-changing, but for [paraprofessionals], it can really make a difference."

A Day with Ms. Pierce



Ms. Pierce phones in her beloved 4:00 P.M. announcement.

By **Amy Dai (V)**

Contributing Writer

"Good afternoon students, it is now 4:00 P.M..." Does that sound familiar?

For many of the Boston Latin School students who stay after school, this announcement over the intercom not only signifies the closing of the building, but also marks the end of a long day. As consistent as this statement is, however, many do not realize that the voice comes from none other

than Special Assistant to the Head of the School Ms. Martha Pierce.

Before her work here at BLS, Ms. Pierce worked for 32 years as the Education Advisor under former Mayor Thomas Menino. Prior to that, she taught in a parochial school in East London, England with three degrees in education. Through her former position as an education advisor, Ms. Pierce gained the experience and knowledge needed for working with schools, which she now uses to operate the BLS office.

When asked about why she decided to transfer, Ms. Pierce revealed that even though she did not personally receive schooling at BLS, her father and four daughters did. She explains, "One [reason] is that I got a sense of what the school was like through my daughters' eyes, and also through my father's eyes, [...] and I love the energy and the vibe here."

Her work at BLS has impacted her on a personal level. Through her work with young and older people alike, Ms. Pierce has developed a deep-

er level of understanding for her family. With her eldest grandchild turning thirteen this year, she reveals, "I think I have a deeper appreciation of what she and her parents are going through, and I think I can hopefully relate a little bit better."

So what does her day-to-day life in the office look like?

Ms. Pierce starts her day around 7:00 A.M. by greeting the students that file into the School. Throughout the day, she dedicates her time to helping out the staff and keeps the School running smoothly from her office. Many of these tasks include answering phone calls, running tours for prospective families and students, coordinating events, managing difficult logistics and gathering information for handbooks and newsletters.

Every day, Ms. Pierce collaborates with students in the office to choose the following day's "National Day." She, alongside the help of others, finds a fun national day or witty line for students to read in the morning. "April break is canceled" was the line created for April Fool's Day.

Clara Ryan (II), who contributes much of her time to helping around the main office, shares, "Ms. Pierce is truly the warmest, most empathetic person I've ever met. She cares so much for every student and will do anything to help them out. [...] BLS wouldn't be the same without her."

Although she often comments that her work mostly involves "opening doors," Ms. Pierce's nearly decade-long commitment to BLS has reached far more than just the students she has met; it has impacted everyone.

National Honor Society Hosts Bingo Fundraiser



Students receive baked goods after getting a bingo!

**By Xintong Guo (II)
& Trinity Ngo (II)**
Staff Writers

On April 3, the Boston Latin School chapter of the National Honor Society (NHS) hosted a Baked Goods Bingo event for its members to provide a community service opportunity for it’s members and a sweet game for the School.

In the dining hall, NHS officers set

up the game area with a display of the dessert prizes, along with individual bingo cards. As the officers called out winning numbers, students who reached five in a row were able to pick a number from a lottery bag that corresponded to a home-made treat.

The event was open to any student who wanted to participate. Jialiang Zhu (II), one of the winners, comments, “It’s a really nice way to connect with the community and just bring kids together and

have some fun after school.”

To increase engagement, officers decided to get rid of the original two-dollar participation fee and make the game free of charge. Baked Goods Bingo was initially a fundraiser for future activities, including the De-Stress Fest, one of NHS’s more famous and costly events.

NHS Community Service Coordinator Charlotte Wall (I) first came up with the idea when remembering her time at a summer sailing camp in Maine, recalling, “They would host ice cream socials and Baked Goods Bingo, which was one of my favorites because my grandma and I would bake something together.”

Baked Goods Bingo is part of a larger effort to ensure that NHS members fulfill their community service requirements of three service events per year. NHS recognizes students who embody the core values of integrity, involvement and achievement. Students who are active members in their community and have demonstrated high academic performance are eligible to apply. The applications are evaluated by a committee led by NHS faculty advisor and BLS Classics teacher Mr. Patrick Finnigan.

Once sworn in at the induction ceremony, members are expected to uphold these values by participating in service activities. NHS Treasurer Abri Dumel (I) shares, “This year, we’re trying to get a lot

more engagement from the BLS community and the outside community to get all our members to fill their services.”

NHS recently hosted other events, including a Halloween fundraiser selling trick-or-treat goodie bags, a Loco for the Cocoa fundraiser selling hot chocolate kits, Kindle Kindness passing out candles and treats for service workers and an origami crane-making event with BLS Origami Club and The Wishing Cranes Project for the Boston Children’s Hospital.

Behind each of these events is strenuous preparation and logistical coordination. NHS officers have routine meetings with Mr. Finnigan to plan service opportunities for its members in addition to putting in their own time to ensure that everything will run smoothly.

Compared to past years, there was a higher number of accepted students in the Class of 2025. As a result of the increased demand, more events have been held this year. The elected officers have furthermore developed close-knit relationships throughout the year, encouraging them to acknowledge students’ needs.

While calling out the winning numbers of the Baked Goods Bingo, Wall concludes, “We still got plenty of participation from our members, and that makes me very proud of them. I’m glad we were still able to bring people together.”

Mass Debate Tourn-Up!

By Constance Fang (IV)
Contributing Writer

On March 29, the Boston Latin School Speech and Debate Team hosted the Massachusetts Speech and Debate League (MSDL) State Debate Championship Tournament. The team hosted over 500 competitors and 200 judges, requiring contributions from coaches, captains, parents and staff alike.

The first rounds of the tournament were hosted virtually on Friday afternoon, allowing teams to get accustomed to the other teams and their respective topics. The MSDL was able to take care of many administrative tasks for the events while the captains planned the logistics for the concession stand, parking, room usage and Wi-Fi.

Numerous volunteers helped out throughout the day, ensuring that the day went well in terms of the concession stand and directions for rooms. Public Forum captain Caroline Song (I) remarks, “It’s also quite amusing bartering with some of the competitors and debating with them over concession prices.”

Organizing such a large event in-

volves months of preparation. Co-captains William Liyuan (I) and Roan Wilcox (I) played some of the larger parts in planning throughout coaching transitions. They encountered various challenges by the end of the day, specifically when making estimates on when volunteers could start returning rooms to their original state without having to stay late.

Despite these challenges, the tournament was a success. Lincoln Douglas captain and competitor Mila Matteson (II) mentions, “Rounds were running on time, and we had high volunteer turnout, which was incredibly helpful.”

The team hopes to have more competitors qualify for prestigious tournaments, including the Tournament of Champions and the National Speech and Debate Association’s National Tournament. They prepare for their next steps as a whole, expanding with new members each year.

During the season, the team consistently attends local tournaments to gain more experience in their respective events. The countless hours of preparation before each weekend may be tedious, but this ensures the team is well-equipped for competition.



Volunteers and competitors smile at the State Debate Tournament.

The coaching transition has proven to be a challenge this year, but the team is excited to have Mr. Kaushal Balagurusamy, a renowned debater, as their head coach, to ensure that the club continues to thrive.

A large event such as this would not have been possible without the con-

tinued support of the team, volunteers and the general community. Faculty advisor and BLS English teacher Mr. Yilmaz Yoruk reflects, “I’m always so impressed by the commitment and dedication of the parents who show up time and again as judges and chaperones to various events.”

Experiment Zone: MA State Science Fair

**By Stacy Jiang (V)
& Adnan Sayeed (VI)**
Contributing Writers

On April 4, Boston Latin School students showed off their projects at the annual Massachusetts Science and Engineering Fair (MSEF) at Gillette Stadium in Foxborough.

Students from Class VI to I presented their independent research projects to judges, parents and peers. Throughout the day, keynote speakers presented their experiences to students, and previous International Science and Engineering Fair candidates hosted a Q&A session. Many students also won awards for their accomplish-

ments.

After choosing a topic, researching it, creating a draft and polishing their project, participants competed for top places in the regional fair. All students who placed at the regional fair were invited to attend the MSEF. Additionally, the Middle School State Science Fair will be held on May 10 at Clark University in Worcester.

According to BLS science teacher Ms. Raquel Jacobson-Peregrino, the purpose of the science fair is to “encourage and reward students who are passionate about science in Boston Public Schools.” She explains that students can find their passions in science, experiment with their interests and learn more about their cu-

riosities: “Kids get to pursue an experiment that they want to do and learn how science happens.”

This year marked the 76th anniversary of the MSEF, which was founded in 1949 by the American Academy of Arts & Sciences and a group of educators. The fair is separated into junior and senior categories. Middle school students are eligible for the junior category, while students from ninth grade and above compete in the senior category.

Evan Ding (II) was a participant in the senior portion of the science fair, with his project focused on developing a safe gene therapy for treating the genetic disease Rett syndrome.

Some challenges Ding faced

while completing this project were learning to manage equipment and time-consuming steps. He shares, “I learned how to be patient with myself and to expect failures that could set you back days of hard work.”

The Boston Latin School Association provided funding for many students’ research, and the Friends of Mathematics and Science provided virtual mentoring through volunteer mentors. Several science teachers, including Ms. Jacobson-Peregrino, also helped mentor students’ projects.

Ada Zhao (III) comments, “The science fair is a big commitment, but if you find something you like and are passionate about, you feel satisfied with what you did.”

MBTA Launches New Commuter Rail

By Ryan Liu (V)
& Eric Zhang (V)
Contributing Writers

For the first time in 65 years, residents in southeastern Massachusetts have a Commuter Rail service connecting them to Boston via the South Coast Rail line.

The MBTA announced on March 25 that a new Commuter Rail line was in service. The project joins South Station in Boston to New Bedford, Fall River and numerous other towns and cities by extending the former Middleborough/Lakeville Line. The South Coast Rail has six new stations along the line.

The Commuter Rail has always been a fast and easy method of transportation, albeit sometimes unreliable. Aditya Tangella (IV) states, “I use it occasionally, [...] [but] still takes a while to walk to and from the stations. [It] sometimes gets delayed, which can be frustrating, especially for those who rely on it to get to and from work.”

First envisioned in 1991, the South Coast Rail project faced issues securing sufficient funding to build the line, with six state administrations trying and failing to implement the project.

Concerns also arose when the original project, which was supposed to run through Stoughton, passed through the Hockomock Swamp, an en-

vironmentally sensitive area. Environmental complaints about running diesel locomotives through the swamp delayed the project.

Later in 2010, the Army Corp of Engineers stated that electric trains, a more environmentally friendly option compared to diesel trains, could run through the swamp. This, however, would cost the state three billion dollars and would take seven years to complete construction.

In 2017, Former Governor Charlie Baker and his administration decided to divide the South Coast Rail project into two phases: Phase 1 and the “Full Build.” The now complete Phase 1 of the project costs 1.1 billion dollars.

When asked about how he thought the new rail would benefit people, David Nguyen (I) says, “More parts of the subway system [are] always good, in and out of the city.”

The second phase, known as the “Full Build,” connects the South Coast to Stoughton through the use of electric trains. The “Full Build” would also add multiple new platforms and a second stop in Fall River.

The “Full Build” was originally planned to open in 2030, but plans for the project have been taken down from the MBTA website and remain in flux.

On weekdays, trains will run every 70 minutes, with 32 direct trips to or from South Station. On weekends, how-



All aboard the New Bedford express!

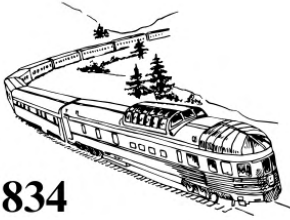
ever, trains will run every two hours with 26 trips. While some will run between South Station and Fall River, others will run between South Station and New Bedford.

All of the new stations have been placed in Zone 8 of the Commuter Rail fare zones. Fares were free from March 24 to 31 and are free every weekend until the end of April.

When asked about his thoughts on the free fares, Henry Tran (V) says, “I like it. [...] It is very beneficial be-


cause lots of people [can] have access to the MBTA, especially the low-income people, [...] [but] it would also be a bad thing because trains [...] would be more crowded.”

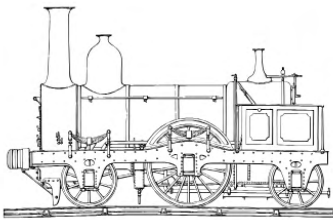
The MBTA has several projects planned for the near future and others that are currently under construction, including the Better Bus Project and the Commuter Rail Safety and Resiliency Program, which will benefit in providing Massachusetts with reliable and accessible transportation.



1834
The first public commuter rail line opens.

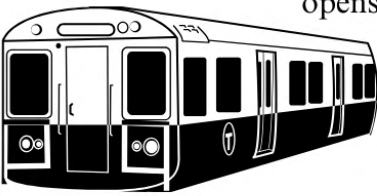
1889
Boston’s first electric streetcar operates, connecting the Allston Railroad Depot to Park Square, the precursor of the Green Line C Branch.







1897
Tremont Street subway opens as America’s first subway tunnel.

1901
The Main Line Elevated, the precursor to the Orange Line, opens.




1957
Transit along Newton Highlands Branch of Boston and Allston Railroad expands and now serves as the Green Line D Branch.






1965
Federal Transit Administration provides the first funds for modernization projects along several Orange and Green Line stations.



2017
Governor Charlie Baker divides the South Coast Rail project into two phases: Phase 1 and the “Full Build.”

2025
New MBTA commuter rail connects southeast Massachusetts with Boston for the first time in 65 years.



Ask the Students: MBTA Experiences

“Their payment system [...] is clearly very disorganized. [...] It needs a lot of work but it’s good to see that the city is taking some action to make sure that the safety is starting to get up to standards.”



Daryl Cashman (II)

“Every day I take the T to school, either via bus or train. I use it to get to extracurricular activities and to hangout with friends.”



Alex DeMaio (II)

“When it comes to trains, it is relaxing, and with the bus, it is comfortable, but the people on them can be quite loud.”



Miriam Epshtein (III)



Serena Mekary (V)

“I think it is really cool, [and] it helps a lot of people. A lot of people use it for their day-to-day lives.”



Thomas Cui (VI)

“I used it in the beginning of school when we still were figuring out our schedules. [...] I thought the people were good enough; I lost my OneCard once and they let me ride for free.”



Anthony Nguyen (VI)

“I think it’s good. I use it to get home sometimes. At the beginning, I was getting kind of lost. [...] The T plays a really minimal role in my life.”

De Pluviae Natura: About the Nature of Rain



BLS student shows appreciation for the rain, skipping on the way to Ruggles!

By David Wang (IV)
Contributing Writer

What are rainy days, really? Homer’s *The Odyssey* uses the word ‘doldrum’ to describe a place of dead wind and inactivity. For many, rainy days are doldrums. The dull gray skies make it easy to crawl under a blanket, fall asleep and ignore the world outside. But, take a second to consider the benefits offered by rain.

Have you ever listened to lo-fi music? The genre, known for its relaxed tempo and ambient sound, often uses the sounds of rain layered into the background of tracks. ‘Lo-fi Rain’ playlists are everywhere on music platforms like *YouTube* and *Spotify*, and for good reason too. A study from *The Journal of Consumer Research* found

in 2012 that low ambient noise like rain results in better performance in creative tasks. A more recent study from 2023 found that nature sounds cause people to feel more “comfortable, relaxed and natural.”

This is not a new finding. The Roman poet Lucretius described the pleasure of listening to waves and rain from the safety of shelter around 2000 years ago in Book II of his *De Rerum Natura* (About the Nature of Things). It, however, is a feeling that still resonates today. Sheldon Bol (IV) shares that when it is raining, “looking out the window every once [in] a while helps me really concentrate on the task [at] hand.”

Just like lo-fi, rain can serve as the background in the song of life. In today’s fast-paced, industrialized society, many

have the constant urge to produce, to achieve, to keep moving — rarely stopping to breathe. Rain slows us down. It creates a rhythm that lets us take a pause in a world that is constantly pushing forward. Rainy days force us to stay inside, leading us to reflect over what truly matters and where we would rather be.

The benefits are not just emotional. Beyond the immediate effect of giving water to plants and animals, rain provides nutrients. As it falls, it brings minerals from one place to another, creating a rich environment that promotes plant growth. Plants grow taller, stronger and faster, supporting a balanced ecosystem.

Rain, however is not just good for the earth; it is also good for the air. Boston Latin School AP Biology teacher Mr. Law-

rence Spezzano explains, “The polarity of water and clouds are attractive to pollutant particulates and help remediate their presence in the air.” When pollen levels are high, one small downpour can rinse the air clean, and suddenly people can breathe through both nostrils again. Magic.

Rain also clears the air metaphorically by bringing people together. It could be by building a cozy *Minecraft* dirt hut at 1:00 A.M. while rain taps on the window or watching *Singin’ in the Rain* under a blanket with your best friend. Rainy days often create shared memories that stay. Simon Chen (II) recalls getting caught in a thunderstorm with friends: “We [...] had to sprint for almost a mile. [...] Exhausting and excessive? Yes, but totally worth it for the memory.” The change of plans that accompany a sudden downpour can lead to meaningful bonding. The tiniest moments — walking home under an umbrella with a friend or them laughing at your wet socks — can strengthen relationships in ways that sunny days cannot.

Of course, not everyone enjoys the rain. Bol and Chen both admit that it can make them feel “gloomier than usual” and “drained and dreary,” respectively. Those feelings are valid. Our reaction to weather is deeply personal, affected by mood, mental health and happenstance.

There is, however, value in trying to see rain differently. Opportunities for change and growth can only offer something truly meaningful when we are willing to embrace them, to listen and be changed.

The next time the skies darken and rain begins to fall, try to not see it as doldrums. Do not hide from it.

Let it slow you down. Let it clear your mind. Let it nourish the earth beneath you and wash the air around you. Let it remind you of who you are and what you want to be.

Let it rain.
The sun will come.

Let’s Get Ready for Bed!

By Jamie Ramirez (III)
Contributing Writer

Now that the frigid winter has passed, April is here and so is the start of warm weather. This calls for new beginnings and letting go of bad habits. Let’s not waste this exciting era on procrastination and stress. It is instead the time to set mental and physical health as the number one priority. Thus, nailing the afterschool and nighttime routine, in which we wind down after a long day and prepare to rest, is key.

2:15 P.M. to 4:00 P.M. — The bell has rung, marking the transition from school life to a life outside of school. Go connect with friends after a long day of work. Engage in afterschool activities. Take a sip of water to hydrate. Make sure to make time for food. Students’ bodies are running for eight hours straight, actively working the brain. This means they need to treat their bodies to high nutrition foods that will satisfy them. What people eat affects their overall brain health, and because our brain is always running, what we eat could disrupt sleep.

4:00 P.M. to 7:00 P.M. — Complete all your homework. This time will determine whether or not someone will be able to wind down early enough to get adequate sleep. Many students have clubs and sports after school, so doing homework at a certain time everyday is not guaranteed. Use up all the free time you have in school to try and get as much work done as possible — your future self will thank you. While many students will procrastinate

and put off their homework, wanting to simply “chillax” in their bedrooms, this is counterintuitive, preventing them from resting effectively later in the evening. Boston Latin School social worker Ms. Ginnelle Vasquez suggests that students try “doing homework away from [their] room.” Select an environment in which you can easily focus, such as the kitchen counter, to really get into the working mood.

7:30 P.M. — This is the starting mark to the relaxing hour. Start by taking a shower. Night showers are far more practical than daytime showers because it erases all the dirtiness collected throughout the day. There are other ways to practice self-care as well, such as doing skincare, putting on a face mask or journaling. Students, overall, should use this time to check in on themselves. Shukri Mohamed (V) comments, “I practice self-care by distancing myself from negative people and triggers.”

8:30 P.M. — Prepare for tomorrow. Students should have their clothes and backpack ready for the next day in order to avoid the early-morning stress of rushing to leave the house, possibly starting the day off on a bad note. You will also be less likely to forget something; this time is perfect for thinking coherently, as it is not too late.

9:00 P.M. — Hop in bed and get comfortable. Play that unfinished movie because realistically, few students will have a fully screen-free nighttime routine. To get the best sleep, however, students should not use any screens 30 minutes before bed. By having no screens immediately before sleep, the brain is stimulated to perform on its own, and students will fall asleep faster.



Student catches up on sleep during the day.

fore bed. By having no screens immediately before sleep, the brain is stimulated to perform on its own, and students will fall asleep faster.

10:00 P.M. — Go to sleep! There is no need to be sleeping at 12:00 A.M. or later every night. Students are known for saving homework and projects last minute due to heavy procrastination, but sleep is an essential element of maintaining your body’s health. By sleeping late, you are risking your mental and physical condition for a homework grade that will not benefit you in the long run. Aliah Rosa (III) remarks, “100 percent I want to improve my sleeping habits. When I sleep, I

am functioning! My cognitive skills are working!”

Be smart with your sleeping schedule. Sleeping late seems harmless because society has normalized it. In reality, however, you are playing with your health and limiting your performance at school and other activities. Being energized during the school day automatically gives you a better experience at school, where students feel constant stress. It takes 21 times to build a habit, so incorporate some of these new and improved habits into your nighttime routine for 21 days, and let’s make these last three months of the school year the best we’ve ever had!

Universities, Be Politically Neutral!

By **Angelina Wei (II)**
& **Benjamin Nguyen (III)**
Staff Writer and Contributing Writer

With the continuous rise in controversial political issues—the Ukrainian War, the Gaza-Israel conflict, Immigrations and Customs Enforcement (ICE) deportations, implementation of tariffs and changes within the healthcare system—being brought up more frequently in conversations on university campuses, institutions must choose whether they should take a stance or not. For intellectual freedom to thrive and to encourage students to challenge social norms without the fear of censorship, educational institutions should remain neutral on political issues. When the safety of students is threatened, however, neutrality is no longer an option.

Traditional neutrality is often perceived as remaining impartial—withholding judgment or support—for any side in a political or social conflict. In the context of universities, neutrality should be viewed as refraining from endorsing any political viewpoints while also supporting the diversity of opinions and beliefs for the sake of academic freedom. Political conflicts encompass national political issues that the public is deeply divided on, resulting in debates, votes and advocacy.

In order for universities to claim that they are neutral, they should avoid a public political stance. In the privacy of their campus, however, they should not stifle students who do choose to take a stance, because silencing voices indicates the position of the university: against whatever the students are protesting. In this vein, they ought to support discussion spaces that empower students to engage more with controversial and political issues, and provide affinity groups, guest speakers and courses on specific political issues. Whether institutions are secretly donating to a certain party, “bowing down” to political demands—such as Columbia University agreeing to terms set by the Trump administration in exchange for funding—or even remaining silent on issues that are endangering students, these actions shift their claim of neutrality into bias.

In educational institutions, neutrality prioritizes creating a diverse community where discourse is welcomed, not suppressed. Martin Wong (III) comments, “[When universities take] a stance on political issues, [it can] alienate certain students, which may make [students] uncomfortable in their learning environment.” Neutrality would provide an inclusive environment where these thoughts are not forced into dormant shadows but instead can emerge into the validating sunlight, fully blooming into constructive discussions, without being manipulated or stifled to align with the institution’s views.

A neutral stance also ensures critical thinking and political participation among students. Maintaining neutrality would allow universities to provide spaces for students to form their own political views independently through research and personal experience, without becoming a closed bubble where only one viewpoint is upheld. If Harvard University fired directors of the Center for Middle Eastern Studies due to political pressure from the Trump administration regarding the events in Gaza, who is to say that other universities will not become echo chambers when they face similar issues? Maxwell Howard (I), a student preparing for college, adds, “It is essential for diverse perspectives to be able to come together in a constructive way. [...] If certain conversations aren’t had, if people don’t play devil’s [advocate] and if they remain ignorant, then we will remain divided as a people.” Universities must offer a chance for students to critically engage with differing viewpoints, creating a united community through neutrality.

When universities take stances on political matters, moreover, donors, alumni and even the public might lose trust, resulting in a loss in funding or reputation. Universities depend on support from these people through donations or community endorsement. Taking a stance could potentially harm the funds they receive or the reputation that took decades to build. After Columbia University’s alleged collaboration with federal authorities to deport graduate student and prominent pro-Pal-



Due to opposing views, Columbia University is laced with controversy.

estinian campus activist Mahmoud Khalil, breaking neutrality, alumni have begun renouncing their degrees, high school seniors have rejected acceptances and the institution has lost all honor that once defined its high ranking for universities.

While universities should remain neutral on political issues, it can often change depending on the situation. If students are harmed or endangered by the policies that may be encroaching on students’ rights, institutions must take a stance to protect them even if it means abandoning neutrality. Tufts University demanded the release of doctoral student Rumeysa Ozturk when she was arrested by ICE. Yale University refused ICE’s entry by restricting buildings to only ID holders once rumors spread about their arrival. Brown University released an executive order and personally reached out to international students with materials and resources on safety, creating new student groups and providing guidance on rights in the event that ICE arrives. These are just a few universities that have currently demonstrated their commitment to protecting students’ rights, becoming the standard for prioritizing their safety over neutrality when necessary.

Universities must also take a stance

if they are legally obligated to enforce laws with serious effects. Boston Latin School history teacher Ms. Clara Webb notes, “It depends on the circumstances of detention. Sometimes students are violating laws and if that’s the case, as long as there’s due process, [which is] fundamental in the American justice system, [...] there’s not much that the university can do.” A university must comply legally, especially if a student’s actions have legal consequences while ensuring fair legal proceedings and protected rights.

At a time when the federal government tries to influence how universities treat political activism more than in past student movements, it will take extra courage for universities to remain places of intellectual freedom and true political neutrality. Universities will not just be teaching students, but future leaders, thinkers and changemakers. If we want to continue to cultivate campuses of diversity, intellectual freedom and critical thinkers, maintaining real neutrality—not following the current administration’s demands—is fundamental. Institutions must recognize their position in their student’s lives and whether they want to remain true to their mission by choosing neutrality.

Bike for a Better You



Bike parking is always free for students and staff!

By **Harry Dinh (IV)**
& **Bella Zhao (V)**
Staff Writer and Contributing Writer

As the weather warms and the days lengthen, now is the time to start biking. Many have thought of biking around in a park, taking in the scenery and sunlight. Fewer students, howev-

er, have committed to biking to school. It is both thrilling and healthy, so more people should take advantage of the warm spring weather and try it out.

Most students at Boston Latin School spend the day seated, whether on their commute or in classrooms. Biking challenges people to integrate exercise into their busy weekdays. Alex Jaffe (II) notes, “I think [biking is]

a great way to get both [exercise and sunlight].”

Improved mental health is another benefit of biking because it catalyzes the release of “feel good” hormone—endorphins, which relax the mind. This supports better concentration in school and slows down the hustle and bustle of modern society.

Biking to school also helps in the fight against climate change, as every person on a bike means another person out of a car. BLS YouthCAN President Gretchen Curran (I) echoes this message: “Promoting the idea of biking and [the usage of] bike stands outside the school could incentivize students [to reduce emissions].”

Biking, aside from benefiting the environment, assists students in becoming independent and improves road awareness. Rayne Valentine (V) explains, “Easing into traffic laws with a bike or less risky vehicle would definitely benefit students in the long run before getting their own car.” Biking teaches students to be aware of their surroundings and how to travel around the city by themselves. It provides an introduction to the rules of the road, strengthening students’ ability to travel if they decide to get a car later in life.

People may be concerned about the feasibility and safety of biking to school in this car-heavy society, but there are ways to help. People can get BlueBike subscriptions for 133.50 dollars annually if they do not have their own bikes. Many public modes of transportation like MBTA buses also allow bikes on them in some form, reducing the risk for potential accidents. BLS science teacher Mr. Aaron Osowiecki remarks that students can “take a BlueBike, then leave and park it and get another BlueBike.”

Boston also has safety regulations for biking, such as requiring lights in the front and rear of a bike. This improves visibility at night, mitigating the probability of being hit by a car. Boston has additionally added bike lanes throughout the city, dedicating five feet of the road to bikers. Entirely separate bike lanes have been added, with buffers between the bike lane and car lanes. Boston has established many ways to make the roads safer for bikers, so why not start appreciating the city’s hard work by biking to school?

BLS, get a bike and start cycling your way down to 78 Avenue Louis Pasteur! You will certainly be satisfied with the results of this switch.

Should We Limit Club Leadership Positions?

Yes, We Should Limit Club Leadership Positions

No, We Should NOT Limit Club Leadership Positions

By Hamdi Mohamed (III)

Contributing Writer

An appropriate leader is someone who displays communication, critical thinking and, most importantly, has a well-balanced schedule. Even qualified people's contributions can fall short if they have little time to complete their responsibilities. For this reason, the number of leadership positions that students can have in school clubs should be limited. If someone is juggling officer positions in too many clubs, in no world are they able to give each its deserved attention.

High school students, especially at Boston Latin School, are expected to accomplish so much in such little time. From assignments and daily assessments to extracurriculars and college preparation, students are swamped with tasks wherever they turn. When students manage a club, they have to recruit members, appoint other officers, plan events, publicize and perform other duties to ensure the club's success. This constant torrent of work is unmanageable every single day after school, so if students are running multiple clubs at the same time, the quality of these clubs' activities inevitably decreases.

When the quality goes down, so does the value in attending the clubs. High school clubs are meant to be fun and develop innovation and creativity, but these skills cannot be cultivated when clubs are run by people who have far too much to do. Those participating in an excessive number of clubs often are no longer concerned with the core values or learning experiences of their activities; they are simply looking for another activity to add to their resume.

This monopoly on leadership positions, moreover, will only end up pushing students away from clubs in general, which decreases turnout and support. Who would want to join a club where they feel left out?

This is a reality at BLS. Many clubs are becoming cliquey, discouraging new and younger members to join or advance in a club. Felianny Martinez (V) remarks, "If I joined a club and it was completely run by a group of friends, I would feel a bit scared of being left out." She adds that if she wanted to apply to be an officer in that club, she would "definitely [feel] discouraged, especially if most of the leaders are alike [...] and [she] doesn't meet the 'criteria.'"

This fear limits club diversity, which is crucial because it allows for many different ideas and personalities to come together. When it comes to applying for club positions, Falena Harilall (III) comments, "People shouldn't feel [afraid] because I personally think that diversity is positive for clubs." Diversity can foster an inclusive environment and exposes students and officers to new perspectives and ideas.

Though many argue that access to unlimited leadership positions fosters multitasking skills, in reality, it's rare for someone to simultaneously lead so many groups successfully. Forcing oneself to overwork and strain their leadership across numerous organizations is an unhealthy standard. Able Ebbe (III) adds, "While some people may be capable of managing multiple leadership roles, I truly believe it's best to focus on one club that makes you feel the most passionate. [...] When you take on too much, it can start to feel like a job rather than something that brings you joy, fulfillment and a sense of purpose."

A limit on club leadership positions should be instituted in order to increase diversity across officer boards, regulate workload and ensure that obtaining leadership opportunities is a fair process for all.



By Brandon Flores (II)

Staff Writer

It is now the time to apply for club officer positions, and you have the chance to apply for a leadership role for your favorite club. Although you have a busy schedule, you know that you can help your fellow members by becoming an officer. Restrictions on the number of leadership positions in a club would prevent the most talented students from rising to the top, harming both clubs and the Boston Latin School community.

BLS is a place of diverse passions and interests, ranging from powerlifting to pottery. Limits on club leadership would discourage people from pursuing their different interests, especially when there is pressure to participate in academic clubs. High school is a time to

explore new activities, aligning with the BLS value of fostering well-rounded students. Andy Yu (II) notes, "It's gradually becoming more common to see people doing what they like and not worrying about fitting into a certain mold." Having a balance between intense academic and competitive clubs and more relaxed ones is critical to many students' well-being. Limits on club leadership positions add pressure and put this balance in jeopardy as people are forced to prioritize only a very few clubs.

Over-regulation of leadership positions could also hurt club participation as a whole. Many students feel most encouraged to be active members when they have the possibility of becoming a club officer. Special interest clubs in particular might struggle to find the best leaders if the most high-achieving students are fixated on a few competitive clubs. BLS English teacher and co-advisor of *The Register* Mr. Jeffrey Mikalaitis notes, "If you have an interest, [the] chances are [that] there's a club for that here." That would be difficult to maintain with limited club participation.

Finally, heavy intervention and restrictions limit the purpose of student organizations: learning to be independent leaders of organized groups. Setting a broad restriction eliminates this independence and undermines the nature of many clubs. Yu continues, "The needs of every club are different, so you can't expect to implement one policy for all." Clubs, in general, prioritize commitment when selecting officers, an equitable policy that does not need outside interference.

It is additionally not reasonable to apply one rule to a diverse set of students. Mr. Mikalaitis shares, "If you're the type of person that can juggle a lot of responsibilities at once, it works out fine, but if it becomes an issue, [...] then it's a problem." Club leaders and advisors can determine who is able to commit to officer responsibilities without implementing excessively broad regulations.

Although some have raised concerns about club boards becoming too cliquey, more often than not, there is no issue with how officers are selected. Committed members might be friends or become friends simply due to their similar interests and the time they spend together. This leads to better communication and enthusiasm among board members, which is beneficial to clubs. Lilly Manobianco (IV) concludes, "You all get along. You're all close with each other. You have that connection." This is a healthy, normal tendency that promotes dynamic and creative clubs, which should be the objective of extracurriculars at BLS.

Passive Learning Is a Massive Problem

By Ellie Fung (IV)

Staff Writer

It has been hours of studying for your AP World History test. You've watched all of Heimler's History videos on the unit and are now quickly reading over your textbook. On the test, however, none of that work seems to have helped at all. You get a 52 percent. This is because the "studying" you supposedly did was just a form of passive learning. While definitions differ, most agree that passive learning involves only learning through absorbing information without producing any answers. Passive learning takes many forms, and it is ultimately a harmful strategy if used on its own.

Reading textbooks and watching videos always seem like good places to begin studying. They excel at clarifying confusion or providing examples because they often contain thorough information. If used on their own, however, they become a form of passive learning. Just reading a chapter or binging videos might bring more short-term understanding but is un-

likely to help with long-term information retention. It instead leads to mindless content consumption without gaining a deeper understanding of the material. Passive learning is the reason why many students may study for hours upon end but do not see substantive results reflected in their classroom performance or knowledge.

This does not mean that these resources are not useful at all, though; they just need to be paired with an active strategy, such as note-taking, to achieve the highest benefits and efficiency of studying. Boston Latin School history teacher Mr. Brian Smith explains, "I saw another [student] who was actually watching [the video] at a normal speed and taking notes at the same time. [...] So the point is that [the] person actually watched it actively." Reference materials can be wonderful resources when used correctly. Their effectiveness is often reduced, however, when students take them at face value.

This strategy can also be damaging to language learning. Watching movies or TV shows in a student's tar-

get language can help, but it is foolish to imagine that this strategy alone will magically make one fluent. It is still important to use flashcards or online tools like *Linguno* to help learn vocabulary and grammar. It is also vital to practice speaking either with other learners or with native speakers to make sure one has practice interacting with others in their target language and applying the concepts they learn.

It is true that passive learning often carries good intentions, with many students sharing their preference for videos in feedback to teachers. Excessive passive learning in classrooms, however, can cause a dearth of participation and understanding of material. Engagement is important, and it should not have to come at the expense of learning.

BLS McCarthy Center Director Ms. Rose Delorme-Metayer argues that engagement is more affected by content rather than medium, saying, "Young people need to be able to see themselves reflected in those concepts in order for them to be motivated to

learn it. And so, for instance, if I'm learning history, but we never learn about the Haitian Revolution, then as a Haitian descendant, I'm uninterested in the history." As Ms. Delorme-Metayer argues, passivity may be caused by only teaching and learning about common textbook topics that often exclude diverse voices.

It is up to both teachers and students to collaborate for the best results. Students must be willing to do more active forms of learning such as note taking, recognizing that although it requires more brain power, it is worth it for our learning outcomes. Favour Okafor (IV) argues, "First, teachers should teach the topic to the best of their ability, then the students should have some way of active learning for it to stick, [like] stations [a]round the room with different problems or a practice worksheet with answers. A simple practice test before a test is also a way of recalling the information already absorbed." Passive learning may seem like the easier option, but in the end, it won't take you very far.

Gold Cards: Pay More, Stay More

By Meilin Sha (IV)
Contributing Writer

Students are being ripped off the streets. Visas of at least 300 international students have been revoked. The legal status of 530,000 Haitians, Venezuelans, Nicaraguans and Cubans has been removed. This is the state of the current immigration crisis in the United States. But there’s no need to worry! Ever since President Donald J. Trump unveiled his “gold card” visa program on April 3, one can guarantee permanent residency by buying a card for the low price of five million dollars. Gold cards, however, violate the Constitution and are not ethical, especially in a time when unlawful detentions and deportations are frequent.

Gold cards, firstly, are unconstitutional, as Trump hopes to use the gold cards to replace the Employer-Based Fifth Preference (EB-5) Immigrant Investor Program, which currently allows foreign investors to obtain a green card by investing 800,000 to 1,050,000 dollars, meaning gold cards allow permanent residency to be directly “bought.” On the other hand, investors in the EB-5 program are still required to go through an intensive legal process. Although the president does not possess the power to terminate the EB-5 program or establish the gold card visa program without approval from Congress, Commerce Secretary Howard Lutnick claims that 1,000 have already been sold.

This blatant disregard for the Constitution and federal law is a threat to democracy as a whole, since gold cards will significantly monopolize power in the hands of the rich. Boston Latin School AP U.S. History teacher Mr. Dominic Rinaldi expresses his concern: “It is

stripping away protocol, procedure [and] things we’ve operated under historically. [...] This intrinsically narrows it down to the wealthiest people. [...] This is really just about consolidating the controlling mechanisms of our entire society in the hands of a wealthy class.”

Beyond the legal ramifications, gold cards also pose ethical issues. Their arrival comes during an insensitive time, as they allow wealthy foreign investors to bypass the immigration process while many legal residents are being detained without reason. When Trump remarks that immigrants “poison the blood of our country” while promoting the immigration of the rich, it seems as though the administration is punishing poverty, not protecting our borders. BLS Mock Trial member Ryan Murphy (III) says, “[Gold cards] show that Trump cares more about [...] the richest one percent instead of the normal people.”

By offering gold cards for sale, Trump sends out the callous message that the wealthy should automatically be granted permanent citizenship, a privilege that is prized and longed for by millions of other immigrants going through the arduous process. Lucy Zhang (II), a first-generation immigrant, states, “It’s very much a double standard. Yeah, that’s the first word that came to mind. Because on one hand, they’re taking that money from people, but on the other hand, they’re using that money to deport people, [...] so it’s very ironic.” Trump is not only favoring the rich, but also contradicting his own views on immigration.

This double standard limits social mobility, the very essence of the American Dream. As BLS Mock Trial member Leo Margalit (IV) says, “Gold cards [challenge] the idea of America making a land



President Trump unveils his new “gold card” visa program.

of opportunity, as many [immigrants] have bought into that promise — people will be offended that you can just buy it.” Not only does it harm prospective immigrants from other countries but it also negatively affects American citizens themselves. By basing power on wealth and attempting to get the richest people to bypass the immigration procedure, gold cards impair upward mobility as a whole.

Some, on the other hand, may argue that welcoming wealthy foreign investors through gold cards will be a beneficial way to generate more revenue for the U.S.’s infrastructure. Unlike the EB-5 program, however, which requires individuals to create ten jobs for American citizens, there is no such job generation requirement for the gold card plan. These investors will only be making a one-time, shallow investment that will not benefit

American citizens in the long run. Last year, the EB-5 program added three billion dollars to the U.S. economy, which means that replacing the EB-5 program with gold cards is not only unconstitutional, but also detrimental to the economy and social mobility.

If the U.S. is truly a land of opportunity, then opportunity should be readily available to all — not just those who can afford to pay five million dollars for it. As members of the diverse student body of BLS, it is important to unite and advocate for equal opportunities, regardless of our individual backgrounds, especially as gold cards deepen tensions surrounding immigration. This starts with each student — to be able to voice one’s story, educate oneself on pressing issues, build community and offer support to others — so that we can ensure that in this time of crisis we stand together as one.

Should Ethnic Enclaves Stay True to Their Roots?



Expensive, non-Chinese restaurants threaten longstanding, establishments in Chinatown.

By Hiba El Fatihi (III)
Contributing Writer

Chinatown, the North End and the Latin Quarter in Jamaica Plain: these neighborhoods and many others have become integral sections of Boston. They are known as ethnic enclaves, neighborhoods where most of the residents are of a particular ethnic group. Unfortunately, as a large city like Boston continues to grow and evolve every day, its residents are ultimately left wondering about the outcome of these enclaves: should they remain mostly, if not completely, tied to the specific culture, or is there value in opening them up to new influences?

Considering almost 27.6 percent of Boston’s residents are foreign-born, these areas, built by immigrant communi-

ties as a place for connection, are spaces for growth and learning. They are also vital places for celebrating and passing on traditions. Urbanization is an increasing threat to this legacy. It is thus essential that residents do their best to protect these spaces and uphold their legacy.

Ethnic enclaves have been around for centuries, providing a place of sanctuary for new immigrants. People have built homes, businesses and families in these ethnic enclaves, and have curated their entire life there. These days, however, gentrification, which refers to the process in which wealthier people and businesses move into lower-income areas, is a mounting issue. In these cases, the community is often met with expensive rents that displace long-time residents and family-run businesses. Newcomers that do not fit the specific enclave’s traditional identity have increasingly moved in. Eva

Diaz (II) comments, “When I see a restaurant or business that isn’t tied to the neighborhood’s culture open in an ethnic enclave, it raises my eyebrows. It feels like a step backward for a community that has worked so hard to build its identity and support one another.”

In addition to the direct impact on residents, gentrification changes an area’s unique character, with the arrival of many new businesses and shops. Diaz notes, “When culturally-unaware businesses come in, it feels like a slap in the face to everyone who worked so hard to build something of their own, something they call home. It undermines the unique identity of these communities and erases the contributions that have been made over generations.” While these immigrant communities may have built these enclaves for decades, preserving cultural identities and traditions and relying on each other for support, they can still be wiped away in the blink of an eye. If they disappear, so does a major opportunity to learn about other cultures without having to travel abroad.

Some, however, argue that these traditionally ethnic enclaves naturally change and evolve over time. Katie Baide (III) comments, “Because Boston is already diverse [with] in itself, it’s not surprising to me at all that a business that isn’t tied to the neighborhood’s culture is open in an ethnic enclave. I would expect to see something different even if a neighborhood claims to be predominantly one culture.”

Insisting that these ethnic enclaves stay true to only one specific culture can generate controversial opinions and arguments. Saying an ethnic enclave must stay true to its roots can unintentionally reinforce stereotypes and alienate visitors. Cities, after all, are like bodies of water because they are always flowing with new people, languages, cultures, homes and businesses. It is nearly impossible to keep an ethnic enclave secluded to a specific culture. Letting new cultures and businesses to spread into these neighborhoods, like Chinatown and the Latin Quarter, can be a good thing. It is a sign of diversity, inclusivity, growth and connection.

Upholding enclaves in Boston, like Chinatown, the North End and the Latin Quarter in Jamaica Plain allows people to have a shared cultural identity and string of connection between them. Though change is inevitable, an essential part of maintaining a healthy, diverse society is providing a safe space for all, where everyone can learn from each other and appreciate our differences.

Kodo: A Beating Heart of Japanese Culture



Robert Torres

Kodo’s use of Japanese percussion instruments engages audiences.

By Bridget Blair (III)
Staff Writer

On March 8, the Japanese Drumming Ensemble, also known as *Kodo*, performed in the Boston Latin School auditorium. Students enjoyed a lively two-hour performance featuring singers and traditional Japanese instrumentalists, as well as intriguing costumes and choreography. *Kodo* was founded in 1981 with the goal of bringing traditional Japanese art

forms to the broader world in a way that transcends cultural and linguistic barriers. Since its creation, the ensemble has performed in over 50 countries and participated in esteemed events, such as the Nobel Peace Prize Concert and the World Cup. In 1997, the Japanese Drumming Ensemble established the *Kodo* Cultural Foundation, with the goal of creating local development programs. The cultural foundation has often been involved in working with students.

In Japan, they have launched programs regarding social education and workshops to nurture the next generation of *Kodo* performers. Performances specifically targeted at students, such as the one at BLS, also provide a valuable perspective on global music. *Kodo* emphasizes the use of *taiko*, a range of Japanese percussion instruments that make an appearance in the showcases. *Taiko*, however, also refers to the percussion art form itself. The shows demonstrate a childlike aspect to emphasize that the performers are “children of the drums.” “[*Kodo*] can be translated as ‘heart-beat,’ the primal source of all rhythm. The great *taiko* is indeed thought to be reminiscent of a mother’s heartbeat as felt from the womb, and babies are often lulled to sleep by its thunderous vibrations,” explains *Kodo*’s mission statement. *Kodo* previously performed in the 2023 show entitled *Tsuzumi*, selling out Boston’s Symphony Hall. The performance placed an emphasis on the drums, providing it with a grandiose character. In partnership with the Celebrity Series of Boston and the Japanese Society of Boston, *Kodo* returned this year with a new show called *Warabe*. This performance

blended intense physicality with traditional Japanese sounds to create a unique and culturally rich experience that kept audiences on the edge of their seats. “It’s a creative way to show talents and entertain others at the same time, as well as showing culture for different communities,” states Apollo Duck (III), a member of BLS theatre, when discussing the best parts of Boston’s *Kodo* performances. On March 9, the *Warabe* showcase performed at Symphony Hall, reigniting the passion and intensity they brought two years earlier. BLS students had the opportunity to see the show a day earlier in the auditorium. This special *Warabe* showcase that was based on *Kodo*’s classic style paid homage to previous iterations of the ensemble. Students were both able to witness aspects of traditional Japanese culture and indulge in the history of cultural preservation for Japanese-Americans. When asked why these performances matter, BLS Asian Students In Action External Liaison and drummer Aaron Liu (II) explains, “Although we do have our regular music department, it only showcases Western music, so having *Kodo* just here for other BLS students [...] gives a better perspective.”

A Conversation with Maestra Mei-Ann Chen

By Alice Li (III)
Head A&E Editor

Meet Maestra Mei-Ann Chen: a world-class conductor who is breaking boundaries in the conducting industry. Chen was born in Taiwan and moved to Boston to study music at the age of 16. In 2005, she won the First Prize of the prestigious Malko Competition in conducting, the only woman to receive the award since 1965. Chen is also the first female Asian conductor to hold the Chief Conductor position with an Austrian orchestra. Critics from *The Press Democrat* have acclaimed her conducting style as “controlled yet fluid” with “sweeping, circular gestures reminiscent of the great Maestro Seiji Ozawa.” Ozawa’s technique was known to be heavily influenced by the legendary conductor and Boston Latin School alumnus Leonard Bernstein (’35). Recently, Chen received the honorable Marylou Speaker Churchill Award from the New England Conservatory (NEC). The *Argo* sat down with Chen to hear about her grand background and advice to students interested in a career in music. **Q: What was your initial reaction when you were informed about your recent NEC award, and what was it like receiving it?** **Chen:** I cried [...] because Marylou was my American mother. [She was] not only my first violin teacher, but her impact on my life [and] my musical journey

was huge. Even to this day, I’m shamelessly quoting Marylou in a lot of my conducting engagements, because that’s how amazing her impact on me [was]. **Q: How did you get into music and playing the violin?** **Chen:** My parents haven’t had a chance to pursue a musical career, and they [...] projected their dreams [on] their children — my sister and me. I started studying the violin and piano [and] had my first [orchestra] rehearsal at age 10, which was a turning point, since it was the first time I saw a conductor. I ran home and I told my parents that violin and piano were fun, but I wanted to be a conductor and play the biggest instrument in the room — the orchestra. **Q: Growing up in Taiwan, what made you come to Boston and study at NEC?** **Chen:** When I was a teenager, living in Taiwan, [NEC’s] Youth Philharmonic Orchestra came to the country on tour. I wanted to have an opportunity to develop my skills. So, I asked for a chance to play my violin to some of the faculty involved in the tour, and that is when I had the chance to play for Mark Churchill, who later became my American father. I played Wieniawski [Violin] Concerto No. 2, and I received a scholarship to come and study at Walnut Hill High School and study at NEC. **Q: What motivated you to become a conductor?** **Chen:** Even at a young age, I [want-

ed] to be a conductor — since the very first moment I saw what a conductor does. I always wanted to play the ‘big instrument in the room,’ the orchestra. The orchestra has the biggest sound, which enchanted me, and the possibility of shaping the sound without words — I thought at that point conductors didn’t have to speak much! — was very appealing to me. **Q: Many people don’t realize the kind of work conductors do not only for a performance but also behind the stage. I’m curious — what are some of the works you do as a conductor?** **Chen:** Currently, I am the music director of two orchestras: the Chicago Sinfonietta, in the U.S., and the Graz Orchestra, in Austria. My work as a conductor goes far beyond the podium: while I rehearse the orchestra, working as a leader and maintaining the team’s motivation and the high artistic standards, I also curate seasons that are relevant to our times. Chicago Sinfonietta is the most diverse orchestra in the United States, founded by Maestro Paul Freeman: one of the first Black conductors to break the glass ceiling, championing composers from minority groups and often ignored by the biggest organizations. In Graz, I have developed unusual and groundbreaking performances in which we tell stories, dress costumes, and expand the concepts of the concert setting. I also have [...] launched the careers of dozens of conductors, especially from minority groups, helping promote their careers and



Chicago Sinfonietta

give the first step into the big conducting and performance market. Alongside these activities, I am artistic advisor for orchestras, board member for artistic institutions and I guest conduct often around the globe. **Q: Can you tell us any memorable moments in your career?** **Chen:** So many! I was the first woman to win the prestigious Malko Conducting Competition, and to have the result after so many years of hard work was very special. Also, having Chicago Sinfonietta receive the McArthur Award in 2016 for its legacy and work was very special. **Q: What advice do you have to students who aspire to be a conductor, or want to pursue music in general?** **Chen:** Never give up! Pursuing a conducting career can be extremely hard for most people, but try to find your true identity as an artist and keep moving and working towards your dreams.

Restaurants & Cafes Around Boston

By Alexandra Lee (I)
& Lauren Dong (III)
Staff Writer and Contributing Writer

Shopping small is not limited to one day in November! Visit these five food spots to satisfy your stomach and give back to the local community. Every establishment on this list is small-business-owned and operated by your Greater Boston neighbors! **Brookline Lunch** Don’t let the Cambridge address at 9 Brookline St. turn you away. Brookline Lunch, a meager 20 minutes from BLS, has

been owned and operated by a Palestinian family since 1937. You may have heard of their baklava pancakes, but those lacking a sweet tooth can also indulge in the wide variety of their egg-based breakfasts. **Flour Bakery** A personal favorite, Flour Bakery is famous for their sticky buns, which were featured on *Food Network*. Their sandwiches, especially the breakfast egg sandwich, are just as delightful as any of their sweet treats. Owned by Joanne Chang, a Taiwanese-American woman, Flour Bakery has multiple locations; their closest store to Boston Latin School

is just 15 minutes away at 30 Dalton St. **Mike and Patty’s** Put “breakfast sandwiches” and “Boston” in one sentence, and your answer is Mike and Patty’s. Locally sourced and always fresh, this shop’s variety of mouth-watering breakfast sandwiches includes both vegan and sweet options. There are five locations, and the closest is 17 minutes from BLS at 388 Centre St. **Milkweed** Just a short walk from our school on 1508 Tremont St., Milkweed’s delicious menu will satisfy any craving — sweet or sa-

vory. The skillet cookie, a decadent “pizookie” topped with vanilla ice cream and caramel drizzle, is a standout. Opened in 2017, the restaurant and cafe serves tasty sandwiches, soups, drinks and more. The spacious atmosphere is perfect for studying, chatting with a friend or relaxing after a long day. **Solid Ground Cafe** Known for their egg sandwiches, Solid Ground Cafe is only a short walk from BLS at 742 Huntington Ave. Locally owned and independent, this cafe has delicious coffee. Their seasonal menu has creative drinks like their flavored lattes and macchiatos, so come try them before the specials end!

Frank Ocean Makes New Waves with Snippet

By **Kenneth Cacho-Bermudez (II)**
& **Michael Nguyen (III)**
Staff Writer and Contributing Writer

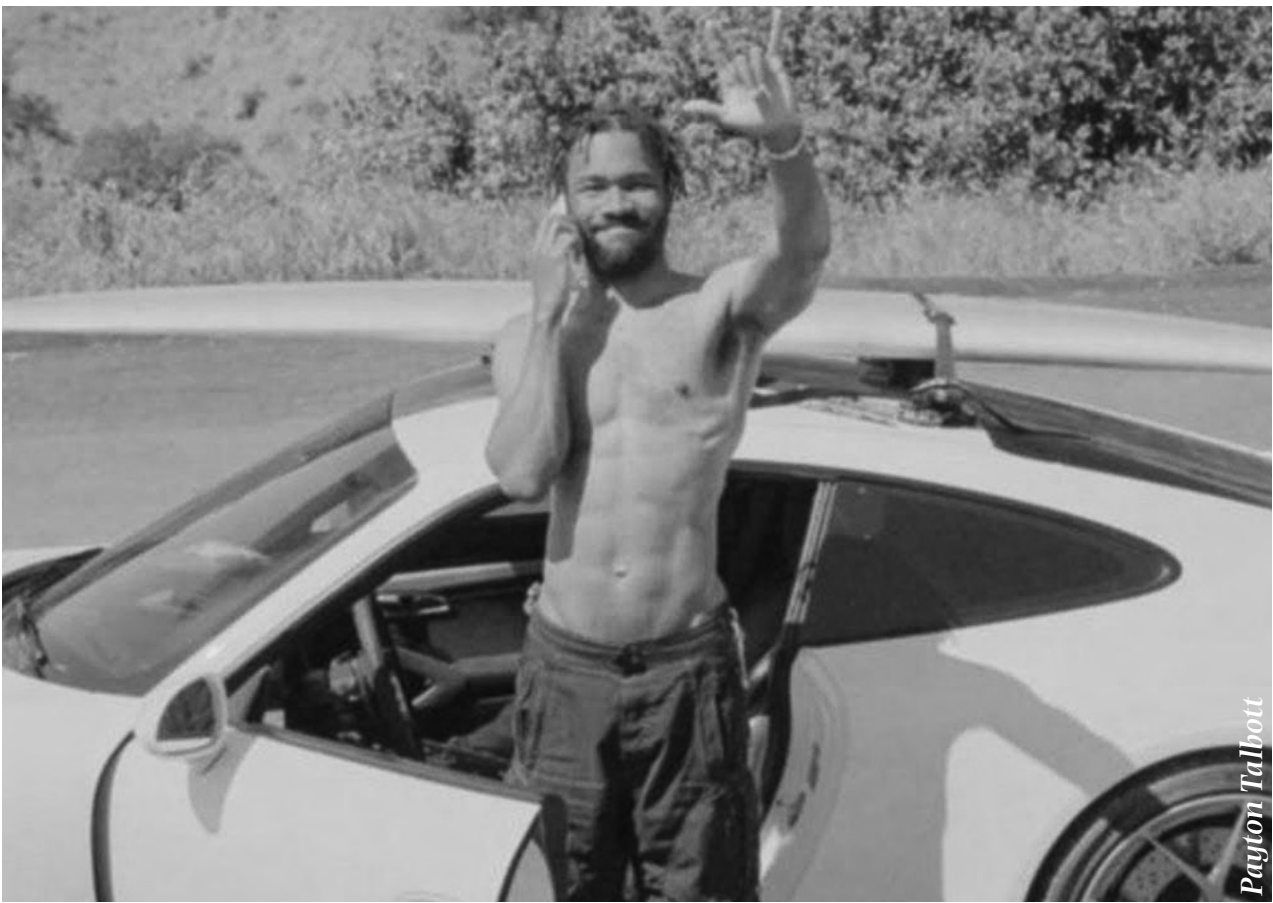
On March 14, an unreleased Frank Ocean song surfaced in the Ultimate Fighting Championship fighter Payton Talbot’s vlog. The 36-second snippet ignited a massive uproar across social media. Ocean’s preview marked a rare moment in time following his last official musical release of “*Cayendo*” and “*Dear April*” in 2020. This begs the question: is Ocean finally making his anticipated comeback to music, and if so, are fans truly respecting his privacy?

Ocean, born Christopher Edwin Breaux, is a 36-year-old singer, songwriter and more recently, founder of the luxury jewelry brand Homer. Ocean is known for being an artistic genius, paving the way for modern day rhythm and blues. He dropped his last studio album on August 20, 2016 before going on a musical hiatus, leaving fans and listeners hopelessly craving new musical releases.

In the track from the video titled “BPPV IX,” Ocean is heard hypnotically whispering, “I read your diary every line / I want to drink your words like wine,” suggesting an obsessive praise towards another — highlighting themes of intense yearning, atop a soulful strumming instrumental. This snippet most similarly resembles his other unreleased song, “*Rushes*,” included in the 2019 film *Waves*. He then goes on to say, “I’ve been stripped of a lot, much as I’ve been gifted / We got history, now all the sudden, I’m a mystery,” illustrating a sharp contrast between “stripped” and “gifted,” along with “history” and “mystery.” This narrative duality highlights themes of unpredictability and the struggles of personal growth, which are sentiments shared in his earlier release “*Siegfried*.”

Amira Ransome (III) shares, “I’m very excited to hear what music he has that he’s waiting to release since the new snippet that came out sounds really good! It’s been a good amount of time since he last released a song, [...] so hearing a new snippet on the internet really is exciting.”

Since the start of 2025, Ocean has been increasingly more active on *Instagram*, with listeners and followers desperately trying to get a sneak peek into his life. Recently, on Valentine’s Day, Ocean and Talbot took to *Instagram* exchanging pictures of each other on their stories, spark-



Frank Ocean features in a snippet posted by his rumored boyfriend Payton Talbott.

ing questions about a potential relationship. Although fans have always been quite interested in Ocean’s career, with the recent social media activity, the lines between admiration and obsession have alarmingly been blurred — reflecting a broader conversation of celebrity and artistic privacy.

Since the passing of his younger brother, Ryan Breaux, in a tragic car accident, Ocean has been especially secluded from the public eye. In his 2023 Coachella performance, Ocean addressed fans about his hiatus, stating, “[In] these last couple [of] years, my life changed so much, [...] and I know [my brother] would have been so excited to be here with all of us.”

Grief has been a major driving point in his hia-

tus from music, along with the invasive nature from the public. From leaks of his music to relentless questioning surrounding his sexuality, his desire for privacy has been consistently disrespected. The genuine appreciation and creations of his artistry, moreover, has been lost. Fans are seemingly more caught up in his relationship status and identity rather than his music and design. Ocean has been quite vocal about this, with songs such as “*Bad Religion*,” “*Chanel*” and “*Self Control*,” reflecting his challenges with intersectionality and art.

Azarah Tillet (II) comments, “In general, artists and their worth [...] shouldn’t be defined by their relationship but based on their craft, their dedication and whether or not you can fully immerse yourself in their music.”

Mr. Beyer’s Creative Writing Class Is in the Limelight!



Students in Mr. Beyer’s creative writing class practice playwriting!

By **Isabella Connelly-Dow (II)**
& **Lily Bradley (VI)**
Contributing Writers

From talking planets to sentient robots to oil rigs, there are no dull topics when it comes to the stories of students of Boston Latin School English teacher Mr. Richard Beyer’s creative writing class. Over the past two months, students have worked to craft original ten-minute plays, which have been submitted for competition in the Massachusetts Young Playwrights Project (MYPP). Out of 22 of Mr. Beyer’s students, two — Ena Nealon (I) and TJ Souab-

ny (II) — have been chosen as winners and will have the opportunity to stage their play with professional actors at the Boston University Playwrights’ Theatre. Helena Tran-Chung (I) was a runner-up. The class also had the privilege of being mentored by Mr. Micheal Towers, a playwright and teacher from the MYPP, who provided lessons, feedback and guidance relating to their plays.

“Every year in [the] creative writing class, we do a drama unit during the third term. So, when [the MYPP] reached out to me, it was really great timing,” Mr. Beyer explains, noting that the idea of a ten-minute play made the competition feasible for students. “It sounded perfect, like something that was doable in three or four weeks, and with-

out the minutiae of having to write multiple acts.” Students also agree that the writing process was manageable. Souabny remarks that he felt like he had total creative freedom, and that brainstorming new ideas was not an issue, explaining, “It really just happens to pop to you.” For many students, storytelling had previously been a pastime, but entering a competition granted them the opportunity to take their hobby to the next level. Finalist Nealon remarks on their motivation to write, saying, “This experience has definitely given me much more confidence in my writing, so I have felt more inspired to keep writing outside of class.”


The competition has even made some students consider writing as a full career. Souabny remarks on the reality of pursuing this dream: “I’ve never seen a writer become great off of extrinsic goals that have been pushed on [them]. It’s always a self-purpose that comes through in great writers.”

Both Mr. Towers and Mr. Beyer agree that there is no shortage of self-motivation or encouragement from BLS. In fact, Mr. Towers says, “The BLS kids were particularly hungry,” even commenting, “I’ve been doing this for 16 years, and I would say this was the most successful class I’ve ever visited.”

This years’ students are also overflowing with creativity. Mr. Beyer remarks on the variety of topics that the class came up with, such as “the sun and the moon having a conversation” and “an AI robot that doesn’t realize it’s AI.” A few of these plays were based on students’ own interpretation of real life struggles. Souabny’s play, for example, is about two oil riggers in Iraq.

After nearly a month of writing, hours of revision and several classes dedicated to peer review, the selected playwrights spent time discussing their ideas with professional actors from the Boston University Playwrights’ Theatre in preparation for their debuts. Upon the day of the staging of their plays, writers had a one-hour “brain dump” session with prominent directors in the community to ensure the plays reflect their artistic vision. Spotlights shined on these young wordsmiths on April 14, during the New Noise Festival at the Playwrights’ Theatre, which the creative writing class attended — a fitting reward for all their labor, love and limitless imagination.

ASK H.I.M.



By Hayden Cooper-Dupont (I),
Islay Shilland (I)
& Milda Miranda (I)
Creative Consultants

Q: I feel like I'm getting more and more distant from one of my closest friends. I love her, but sometimes spending time with her is so exhausting. I feel like she always dominates the conversations and never makes an effort to ask me how I'm doing. We're really close friends, and I honestly can't think of a time when she asked me about myself. I know that she wants to be friends with me because she always talks to me about her life, but it always feels one-sided!! What do I do!!!

M: First, let me just say I completely understand your situation. Things like this can lead you to believing you are not valued in your friendship and can even make you second guess how much of a true friend this person really is. But just as some tough love — lock in and set that boundary. If you never tell her, she'll never know, and that's the absolute worst possible outcome. I'm certain that just a little communication from your end can get you a long way. And if that doesn't work, idk girl, light that friendship on fire and pray.

Q: I feel like I can't talk about personal things with one of my best friends. She's super nice but always says things like "no, so real" in a tone that makes me feel like she doesn't actually care.

M: If a deeper connection is what you're looking for with your friend, call that out!! The right people will understand if you start a conversation with "hey, I could really use a shoulder to lean on or someone to vent to right now" every once in a while.

H: I have to agree with Milda on this one. I feel like healthy communication habits are so easily overlooked. Specifically when wondering about another's feelings, the best thing to do is ask about what you want to know! Unless you're a psychic, there likely won't be another way.

I: There may be some reason your friend feels uncomfortable having vulnerable conversations. Do your part by trying to recognize and respect your friend's boundaries, but also stand your ground in what you want from your friendship. If vulnerability is important to you in friendships (which I think it should be), then I agree with Milda and Hayden that the best way to move forward is by honestly addressing the issue with your friend.

Q: I'm having a hard time picking a college and evaluating my different options. I'm scared to make the wrong choice, and I'm not sure what I should prioritize when picking a school.
- Ms. Indecisive

I: As I'm writing this, I'm on my way home from an admitted students' day. It can definitely feel overwhelming to have the ball be in

your court after months of waiting for results, but you should recognize the privilege and joy of having options to debate! My advice is to visit your options, weigh the facts (academic opportunities, social life, financial burden, etc.) and decide which of the variables matters most to you. Drown out the noise of everyone else's opinions, because it's you and you only that has to (gets to) attend this school for the next three or four years. That being said, if you know you're someone who often makes impulsive decisions, don't disregard your future self. College should be fun, but when making your decision, consider the responsibilities you will have post-graduation. And if you're REALLY stuck, choose the college with the prettiest colors!

Q: People say junior year is the worst year of high school — is that true?

M: It all depends on your classes. I know some of my friends think junior year was the worst possible year of their lives, but junior year was my personal favorite. You start to feel a bit older, you can get your license and, if you have a good mix of stimulating and easy classes (I always recommend taking an art/creative class in junior year), it'll be a breeze. Can't save you on that SAT though — it just all around sucks. But good luck!!

I: Like Milda, junior year was my favorite year of high school. Everyone has a different experience but I found it to be the perfect balance of responsibility compared to the other years of high school. College applications haven't actually started (you won't truly know that pain until the summer and senior year).

Q: Is it smart to go to college in a relationship? How do I know there isn't someone better for me out there?

H: This isn't a question of wise or unwise; it's more about if both you and the other person are ready to move into this new phase of life together. When it comes down to it, if two people want to make something work, they will find a

way for that to happen no matter what the circumstances are. Because at the end of the day, you don't know who is out there, or how much the college environment will affect your desire to be in a relationship, if at all. Judging by questioning "someone better" being out there, though, I can infer that you may already have an answer to your question and just needed a cosign. However, one thing I can steer you clear of is the illusion that you can maintain both a relationship and the search for someone better. Recipe. For. Disaster.

M: P.S., H.I.M. is not liable for any break-ups/heartbreaks!

Q: How do I deal with the truth that all my friends are going their separate ways for college and that things won't be the same again?
- Sad gori

I: I feel your sadness! It's hard to say goodbye to the people we've grown close with. Appreciate that this sadness means you've built bonds worthy of missing. Another thing that helps me cope with the sadness is simply focusing on the pride I feel for my friends' accomplishments and the exciting futures I know they have ahead of them. Besides, the bonds that are worth keeping won't just disappear with distance, even if they require a bit more work to maintain. Don't be afraid of putting in that extra effort.

Q: Biggest takeaway from high school?

H: Align and surround yourself with people who have habits you'd want to have.

I: You never know what someone else is going through — exercise understanding and empathy. Kindness is one of the few things in life that you'll never regret.

M: In reality, high school is like one big *LinkedIn* thread. Always take the time to socialize and make connections with future geniuses!

Crack the Crossword!

By Alex Le (II)
Head Cruciverbalist

Across:

- 1. Hot dog
- 5. Coffee that won't keep you up
- 10. To feel sore
- 11. Tortilla dip
- 15. *modus*, ____, m.
- 16. Sgt., for one
- 17. Stare in disbelief
- 18. Pennsylvania abbr.
- 20. E.T. from Melmac
- 21. Type of poodle
- 22. Dot in the ocean
- 24. AP English ____, and Comp.
- 25. *Et* __.
- 26. Candy whose name is an oxymoronic portmanteau
- 29. __, with, in, on, from, at, than
- 30. __:V Ratio
- 31. Dutch East India Company export
- 32. Steeped beverage
- 33. __, Paul, Minnesota
- 34. Creature that delivers chocolate eggs
- 36. Atomic No. 43
- 37. Tony-winning Manhattan restaurateur
- 38. EPA concern
- 41. *In medias* ____
- 43. Main force
- 45. Short greeting
- 46. Retronym for newspapers
- 50. Savage acts
- 51. Battery size
- 53. Short quality

- 54. __ *amo*
- 55. Ball-and-stick sport with Indigenous origins abbr.
- 57. "The Prophecy of the ____" (Eddic poem)
- 58. "____ *appétit!*"
- 59. "Poker Face" singer ____ Gaga
- 60. May, to Peter Parker

Down:

- 1. Punishment dealing activity
- 2. Pepsi rival
- 3. Chips ____
- 4. Patriots region abbr.
- 6. AP Physics C: _ & _
- 7. Fossil fuel
- 8. E.g. Megan Thee Stallion's "ahhh"
- 9. Percent Score w/ Passive Learning (pg. 8)
- 11. South America abbr.
- 12. Per
- 13. Sax artist Young and pol Pearson
- 14. Photographer's setting
- 17. British for "gawk"
- 19. Shows up
- 23. "Film Capital of the World" abbr.
- 26. Korean dish with a leafy green wrap
- 27. Engineer in training abbr.
- 28. ____-Flush (bathroom cleaner)
- 34. "What's your ____?" (NewJeans song)
- 35. Tavern
- 38. Bickers
- 39. *Deux plus deux*
- 40. "Just ____"

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59										60			

- 42. Media slant
- 43. Ernie's pal
- 44. ____, the Creator
- 45. Rushes (archaic)
- 46. Pound abbr.
- 47. "I call dibs!"

- 48. Summers in French
- 49. ____ track, rap song with insults
- 52. A size smaller than 51 across
- 54. 2,000 pounds
- 56. Disney__
- 58. Terriers college

Snow White: A Modern Reflection

By Julia Morellato (III)
& Griffin Hastings (III)

Staff Writer and Contributing Writer

A reimagined classic Disney film, *Snow White*, was released on March 21, although controversy surrounding it began much earlier. On par with Disney’s recent trend of creating live-action remakes of their beloved stories, *Snow White* stars actors Rachel Zegler as Snow White and Gal Gadot as the Evil Queen. It also features Andrew Burnap, whose role of Jonathan replaces the original character of Prince Charming and plays a more significant and personal role in the new film than the original version.

In the 2025 remake of *Snow White*, Disney used computer-generated imagery (CGI) and prosthetics to create magical scenery and a gateway into Snow White’s world. Notably, the CGI usage to create the seven dwarves seemed extremely realistic. The transformation of the Evil Queen to the Wicked Witch was also seamless, making the story seem magical. Furthermore, audiences reacted well to other aspects of the film. Celine Mei (III) notes, “I genuinely enjoy the soundtracks.”

The adaptation follows Snow White from birth, illustrating how her name’s origin is from the snowfall of the day she was born. It displays her upbringing with her parents in a kingdom full of life, happiness and most importantly, fairness. The adaptation turns away from the previous stress on the physical attributes of Snow White’s character, focusing more on her identity, such as her values of kindness and fairness. The movie then follows Snow White years after she is orphaned and left with the jealous Evil Queen. Each day, the Queen asks her magic mirror the classic question, “Who is the fairest of them all?” The traditional storyline is continued, with the mirror replying that Snow White is the fairest and the Queen’s subsequent jealousy and desire to get rid of Snow White forever.

As Snow White runs from the Queen’s schemes, she finds the house of the seven dwarves, the only animated characters in the film. Deciding to return to the kingdom, Snow White encounters Jonathan, a familiar thief from the castle, who eventually turns into her love interest while he helps her escape the Queen’s huntsmen. Soon, Jonathan is captured by the Queen’s guards and the Queen attempts to kill Snow White



using a poison apple. She dresses as an old beggar and presents the apple to Snow White, who upon eating it, falls into a deep sleep.

Jonathan soon escapes his imprisonment and awakens Snow White with the classic true love’s kiss. The film, however, does not end there, as Snow White still has to rectify affairs in the kingdom. She stands up against the Evil Queen, turning the loyalty of the Queen’s guards to her side. The Queen’s magic turns against her and she vanishes into her magic mirror, leaving Snow White to rule the land with joy and fairness.

Such alterations to the original plot have made audiences not so fond of the film, with ratings as low as 1.5/10 on IMDb. Its criticism dates back to several years ago on social media with the announcement of *Snow White* and its related interviews. Since the casting announcement, Zegler has faced backlash because she has a different skin tone than the classic *Snow White*. American magazine Variety comments that some “disqualified her from playing the princess from Disney’s 1937

musical fantasy, described as having hair as black as ebony and skin as white as snow.” Gal Gadot was considered a controversial pick for playing the Evil Queen because of her “lifeless” acting that bored out the villainous, mysterious character.

The movie was also criticized by fans because of its lack of creativity that Disney movies once encompassed. Boston Latin School Classics teacher Ms. Catherine Foley comments, “Animated art is its own thing, and it should stay that way,” further developing the idea that recent Disney movies have lost their connection with the audience. This is not the first instance of Disney movies facing criticism; remakes of popular films like *Aladdin*, *The Little Mermaid* and *Dumbo* all faced similar critiques.

Overall, Disney’s reconstruction of the original *Snow White* story encapsulates a magical environment with catchy songs and loveable characters, spreading this story to a new generation and bringing a new dimension of entertainment to all.

“Kidfluencer” or Puppet?



The Fall of Ruby Franke reveals the child abuse of the 8 Passengers *YouTube* channel.

By Katie Hurley (II)
Contributing Writer

From Piper Rockelle to 8 Passengers, big name *YouTube* channels with massive followings have been posting content for years, vlogging everything from learning how to ride a bike to bra shopping for the first time. A bright spotlight shone on the stars’ childhoods for the entire Internet to see, creating images of a perfect childhood with expensive clothes and toys. Every light casts a shadow, however, and behind the well-crafted illusion of most family channels lies exploitation and abuse. Many child *YouTube* stars have recently been coming out to tell their stories and creating docu-

mentaries to share their experience.

On February 27, the docuseries *Devil in the Family: The Fall of Ruby Franke* debuted on *Hulu*, with three episodes narrated by former members of the 8 Passengers channel. The mother and manager of the channel, Ruby Franke, along with her colleague Jodi Hildebrant, were charged with two counts of child abuse on February 20, 2024. In Hildebrant’s house, the two youngest Franke children were found malnourished and with injuries around their extremities from harsh restraints.

Many were appalled to hear about the nature of these injuries. Sienna Berg (II) comments, “It was extremely disheartening [to see] the things I read and the images [and] videos I saw of her direct abuse.”

Although there were two parents in the home during the abuse, only Ruby Franke was charged, while her husband Kevin Franke walked free. He now has full custody of the children.

Berg has strong feelings about the father of the 8 Passengers, arguing that “he should be held accountable for the fact that he did nothing to stop her or protect his children.”

Another “kidfluencer,” with a total of 12.1 million subscribers on *YouTube*, is Piper Rockelle, whose mother, Tiffany Smith, has recently been facing mental and physical abuse accusations. A three-part documentary, *Bad Influence: The Dark Side of Kidfluencing*, which came out on April 9, goes into detail about the alleged exploitation

and abuse at the hands of Smith.

Rockelle’s earlier videos consisted of “The Squad,” which, according to *People Magazine*, “was made up of carefully cast kid actors” to further elevate the channel. Some of the children featured on the channel reported that they felt unsafe while filming, as they were faced with mental and occasionally sexual abuse at the hands of Smith. One of the former members of The Squad remarked that Smith would repeat the phrase, “Sex sells. Make it sexy,” while filming, making many of the kids feel uncomfortable. This led to a lawsuit that was closed in October 2024 after a 1.85 million-dollar settlement was made, but with no admission of the abuse.

Following the lawsuit, some viewers have noticed a change in Rockelle’s content. Olivia Houton (II) notes that “her content is very sexualized, which is so weird to see because she is so young.”

The rising concern for the exploitation of children in social media has raised an essential question: how can it be regulated? According to *New York Post*, a new law in California “requires parents to set aside money earned by child social media influencers,” which protects minors from having no profit, as there is typically an “absence of a traditional employer-employee relationship” within a family environment.

Steven Sahatjian (II) disagrees that children should grow up in the spotlight at all, because “everyone that did kind of lost their mind.” Not only can being a child influencer lead to exploitation and abuse, but it can also lead to major self-esteem and mental health issues.

Without a strong way to regulate family channels, the best way to prevent child exploitation from occurring is alienating the concept as a whole, so that people do not have the incentive to make content.

Boston Latin Lifts Above the Competition



The BLS powerlifting team flexes their medals!

**By Christina Luo (III)
& Isabelle O'Donnell (III)**
Contributing Writers

The Boston Latin School powerlifting team achieved great success in the 2025 USA Powerlifting High School Nationals in Appleton, Wisconsin, winning the Girls' National Championship and the Combined (Boys' and Girls') National Championship. These incredible accomplishments, however, could not have been achieved without its amazing coaches BLS history teacher Mr. Eric Cordeiro and mathematics teacher Ms. Rachel Kelly.

The powerlifters train tirelessly at each practice, which occurs three to four days a week for almost two hours at a time. With Head Coach Cordeiro creating cohesive workout plans for the athletes, these lifters push their bodies to their limits and build strength and muscle with each squat, bench and deadlift.

Their hard work has undoubtedly paid off, as the team has drastically improved as a whole and as individual athletes. Coach Cordeiro credits the team's improvement to "hard work, training and belief in the system

and themselves." Coach Cordeiro also notes that this year's nationals was "the most successful competition the team has [had] since the club started in 2015."

This progress did not come easy, though. There were several significant challenges, including covering the costs of this trip to Nationals. In response, the powerlifting team worked together to fundraise. The team began to fundraise as early as late January, making and selling their own Valentine's Day themed cake pops to students and faculty during lunch.

The group effort demonstrated the strong community that backs the powerlifting team. Alexis Dakin (III) elaborates on these connections, stating, "All the time we spent together in the weight room and traveling together helped us get close." This positive environment cultivated the conditions that enabled the BLS powerlifting team to confidently and wholeheartedly show support during this competition. Dakin states that the team "came together to support every single person, no matter their results" and "was always the loudest at every session."

The climate created by this team was extremely uplifting, so much so that they

expanded their outreach, cheering for not only each other, but also other athletes from around the country. Competing with teams from various states gave the BLS powerlifting team a chance to interact with and meet other athletes who are also passionate about the same sport and who have similar experiences and aspirations.

Aina Nguyen (II) describes the dynamic relationship between the teams as "friendly fire," by saying that they "want to beat each other and win, but at the end of the day we know that we are still going to be kind to one another and sometimes even friends." The ability to look past personal ambitions and form connections with competitors is what sets BLS powerlifting apart as a model of exemplary sportsmanship and community.

Despite the overall excitement and support from teammates, these powerlifting competitions can feel overwhelming and stressful. The sport of powerlifting is often a mental game; it can be easy for lifters to get in their heads and become flustered by nerves and stress. With a tightly packed schedule, athletes have to rush through warmups to make it to their designated lifting times, contributing to their already present anxiety.

A huge factor that affects an athlete's ability in powerlifting is confidence. Nguyen says, "I struggled to find confidence lifting. Sometimes it can be really scary lifting a lot of weight and you get into your head." With support from the BLS powerlifting team, however, athletes have been able to find their confidence and reach success.

At this year's United States Powerlifting High School Nationals, the BLS team performed extraordinarily well, with one member, Kate Lincecum (II) even breaking a world record! The team came home with three national champions and four athletes who finished on the podium. Beyond the medals and personal records, the most important thing for Coach Cordeiro is to know that the athletes "have developed a healthy relationship with exercise." He acknowledges that most may never compete again, but hopes that the athletes "take what was taught to them and feel comfortable walking into a weight room and taking care of their health."

Spotlight on... Kate Lincecum (II)



**By Christina Luo (III)
& Isabelle O'Donnell (III)**
Contributing Writers

Kate Lincecum (II), Vice President of BLS Powerlifting Club, placed first in the varsity division for nationals and set a world record for Teen 2 60 kg weight class deadlift. Her passion for the team is evident by her commitment and dedication to this sport. In 2024, she set a world record as well at the Powerlifting Open World Cup and placed second in her division, ranking in the top 40 of the entire competition.

Not only does she work hard as an individual, she also praises and helps to enforce the positive environment and community provided by the powerlifting team. Lincecum states that "there has been no community that is like BLS Powerlifting. Everybody wants every single person to do their very best." She has been with the powerlifting program since her sixth year. Lincecum has certainly claimed her spot as a crucial part of the team since then, and she will undoubtedly continue to impress the entire powerlifting community. During her time powerlifting, she has mastered the mental aspect of the sport, gaining confidence and trust in herself and her abilities, which has led her to achieve her world record and will lead her to many more accomplishments.

Spring into the New Season: Meet the Senior Captains!



Baseball
Charlie Hauck

"We have a very talented team this year, with a good mix of younger guys and guys that have played here for a while. We have been working hard all offseason and have come together as a group. I am excited for this team to show what we can do, winning many games and making a playoff run."



Girls' Lacrosse
Gianna Pergola

"I'm really excited for my final season on the lacrosse team and for the conclusion of my time at Boston Latin School. So far, it's been a great season, and we're committed to staying strong and working hard. We've already seen improvements in both our motivation and skills, and I'm eager to see what the rest of the season holds for us."



Sailing
Mary Lee

"As defending Mass Bay league champions our team is looking forward to a great season. Unfortunately a lot of great sailors graduated last year, but [we] have a promising set of underclassmen. Overall, as a captain I am very proud of my team's hard work and can't wait for it to show on the water over the next few months."



Girls' Crew
Alexa Schmidt

"Spring season is always a wild time for the BLS crew team! [...] Coming off of an indoor winter season, we are thrilled to be back on the Charles River and show off all of our strength we gained this winter. We have some big races coming up at the end of May and hope to bring home some hardware! Go Wolfpack!!!"



Girls' Tennis
Niamh Govender

"We are all extremely excited for this upcoming season! Last year, we made it to state finals and hope to make it farther this year. Our team dynamic and chemistry are extra special this year. All the girls have put in extra work during the offseason and practices, and we are all determined to hopefully make a long run in the state tournament."



Softball
Cortney Lenz

"I think as a team, our major goal is to have fun and enjoy the season. It's weird to think that some of us won't put on those jerseys next year, so we are trying to make the best of every situation we are thrown into."



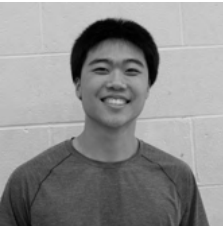
Boys' Lacrosse
Jack Burnstein

"With a roster full of upper-classmen this year, we feel experienced and ready to make a push towards playoffs. We play a gritty and tough game of lacrosse from top to bottom of our roster and are really excited about the potential our team has on both sides of the field this year."



Girls' Track
Benny Pierre Louis

"I'm really excited for the upcoming season because we have a lot of new people, and that's the best thing about track for me; there are many new faces, new bodies, new potential. [...] This season is gonna be a good one because we have a lot of returning people who are able to keep people in line but also make sure everyone is included and having fun."



Boys' Volleyball
Nicolas Tse

"I have high expectations for the season and with people being a year older and more experienced, we're definitely gonna try to make it as far as possible. [...] Being a senior is very bittersweet; [...] seeing these guys every day after school motivates me to come to school. I hope that we try our hardest, that's all we can ask for."

Racing Through Nationals

By **Trevor Gracombe (II)**
& **Ladan Mohamed (IV)**

Staff Writer and Contributing Writer

From March 13 and March 16, some of the country’s greatest athletes flocked to Boston to compete in the New Balance High School Nationals.

This was the third consecutive indoor nationals hosted at the Track, New Balance’s state-of-the-art track-and-field facility in Brighton. This was also the third consecutive year in which the Boston Latin School track team both qualified for and competed in this prestigious tournament.

Captain Brendan Nolan (I), who has been running at BLS since his sixth year, says this achievement was multiple years of dedicated training in the making. Nolan remarks, “[The distance team] train[ed] for [the] event by running six days each week, no matter the weather. [We] create a large base mileage of 40 to 50 miles a week, then, as the season progresses, bring that weekly mileage down as [our] workouts become more and more physically taxing in order to train different systems in the body.” This intensive training continued throughout the winter, and thus, their successes in all events was to be expected.

This year, BLS sent a whopping nine athletes competing across five different events to nationals. Isa Ortega (V) competed in the middle school long jump. Boys’ team captains Bilal Elhaji (I) and

Nolan both competed in the one-mile race as well as the distance medley relay alongside Sam Burnet (I) and Joe Day (II). Elhaji also ran the 5K race, marking a significant achievement to qualify for three events at the national level. The final team to compete was the shuttle hurdle relay, which consisted of Lateef Lawal (I), Brendan Furlonge (II), Reggie Hesselbein (II) and Haochen Zhang (II).

Last year, the BLS track team also performed well at the New Balance Nationals. The track team brought in many new faces to the team, as the only returning competitors were Elhaji and Nolan. The continued excellence of the team makes one wonder what makes them so successful year after year. Is it the hours spent working tirelessly on technique at Clemente Field? The time spent in the weight room after an exhausting practice?

Hesselbein, who ran in the hurdles relay, notes, “We consistently went to the Reggie Lewis Track Center after school every day. We mainly focused on our hurdle form, which was the biggest factor in increasing our speed.” The relentless training and desire to improve every day is what sets the BLS track team apart from the competition.

Hesselbein also touched on the technique required to run, especially in hurdles. That is where the coaches come in, as younger athletes are often unsure of the best drills or methods to improve. Thankfully, the BLS track team’s excellent coaches, Head Coach Chris Blondin and



Bilal Elhaji (I) hits the ground running at New Balance Nationals!

Assistant Coach Sean Nyhan, guided the hurdles team at nationals.

The hurdles team, according to Coach Nyhan, had an especially unique journey. At the beginning of the year they only had three hurdlers. Nyhan recounts how, after a particularly successful meet for the hurdlers: “We realized we had a national caliber team, [and] we thought that we somehow needed to get into nationals.” After thinking it was too late to qualify, the shuttles hurdle relay team managed to qualify in an extra race. Nyhan adds, “I’ve really got to give the team

lots of credit — Lateef, Haochen, Reggie and Brendan, our new hurdler, [and] including Francis, the alternate — We had five great hurdlers by the end of the season.”

Reflecting on the season and his time running at BLS, Nolan says, “It’s been really fun being the captain of the successful team we have. We’ve put in quite a bit of work and are really happy to have had the results we’ve had. Our success can be attributed not only to our training but also to the bonds we’ve formed with one another.”

The Rise of Women in March Madness and Beyond



Juju Watkins (left) and Paige Bueckers (right) compete in the March Madness women’s basketball games.

By **Sameena Ballal (III)**
Staff Writer

Building brackets, yelling from couches and cheering for teams: welcome to March Madness season. Every March, women’s and men’s college basketball teams from across the country come together for a showdown that has the nation on the edge of its seat. From the high flying dunks to the clutch three-pointers, March Madness delivers legendary moments that will go down in history. Both tournaments continue to deliver the excitement of upsets, buzzer-beaters and powerhouse teams.

The women’s tournament is not to be overlooked; women’s sports are beginning to get the coverage and respect that they have always deserved. According to *Entertainment and Sports Programming Network*, the 2024 Women’s March Madness

championship game, which averaged 18.7 million viewers, had more fans watching than the men’s championship game, with 14.8 million viewers. With the newfound recognition and outstanding players, this year’s Women’s March Madness has become one of the most popular and intense tournaments yet.

Jose Antonio (III), a dedicated basketball fan, comments on the growth of women’s sports: “Increased visibility and coverage has given women’s sports the platform to become more popular.”

Not only are women’s sports being recognized now more than ever, but the female athletes themselves are also getting the attention they deserve. The rise of stars like Caitlin Clark and Paige Bueckers have transformed the women’s game into a must-watch spectacle. Clark, known for her incredible three-point shot and leadership,

has captivated audiences across the nation, while Bueckers’s dominant performances have made her a renowned figure. These athletes are not just leading their teams and paving a way for women’s basketball — they are also showing the world the unmatched skill of female athletes and the untold stories of women’s sports.

This surge in popularity is not just a win for the athletes, but for the fans as well. With the rise of sponsorships, women’s sports are being placed front and center in the media and are attracting fans from all over the country. Boston Latin School health teacher and Head Coach of the girls’ basketball team Ms. Leah Lipschitz says, “It seems like more people are talking about women’s sports, [and] there are more opportunities for professional female athletes.”

The demand for women’s basketball

and women’s sports in general is clear, not just in the stands but in the media and fan engagement as well. Women’s sports are no longer just a side attraction, they are the main event. The growth of these platforms for female athletes provide a space to tell their stories and inspire future generations.

Captain of the BLS girls’ basketball team Ellie Ring (I) says, “Younger girls [are] getting to see their role model play [...] at the college and professional level and gain [...] so much recognition, [and this] gives those girls something to strive for.” Seeing their idols succeeding in sports can make players more confident in their own play and inspire many young athletes.

The rise of women’s basketball and the increasing interest in the Women’s March Madness tournament is part of a broader trend: women’s sports are becoming more popular and people are paying attention. As women’s sports continue to gain recognition, it is important to acknowledge the unique qualities and strengths that women bring to sports.

While the physical differences between men’s and women’s sports are often discussed, it is crucial to support women in their own right: not by comparing them to men, but by celebrating their individual talents and accomplishments. Captain of the BLS girls’ crew team Alexa Schmitt (I) says, “I think that something we can do to support female athletes is to enforce that women don’t have to be exactly like men to make them good athletes. They can be in separate categories and be equally deserving of respect and support.”

Women’s sports are setting new standards of excellence and excitement. As fans continue to tune in to support these amazing athletes, female sports will only continue to grow, creating new opportunities for young players and making history in the process. Women’s sports are no longer just an afterthought.

Whether you are filling out your bracket for the men’s tournament or the women’s, one thing is certain: the game has changed, and women are leading the way.

Red Hot Start for the Red Sox



Garrett Whitlock pitches against the Toronto Bluejays at Fenway Park.

By **Simon Hay-Sutton (II)**
& **Joseph Day (II)**
Staff Writer and Contributing Writer

On March 27, the Boston Red Sox began their season on Major League Baseball opening day in Arlington, Texas as they faced off against the Texas Rangers. The Sox defeated the Rangers in the first

game by a margin of 5-2 before proceeding to drop the next three games to the Rangers. They then traveled to Baltimore, Maryland where they took two out of three games from the Baltimore Orioles. All of this, however, felt like a buildup to the much anticipated home opener at Fenway Park. On April 4, the Red Sox welcomed the St. Louis Cardinals to Boston for an-

other three-game series. Opening day at Fenway is always a must-see spectacle, with a palpable buzz surrounding the stadium, an enthusiastic crowd, a military jet flyover and an electric game of baseball. Boston Latin School student-athlete Jadon Berkson (I), who attended the home opener, comments, “It felt like old Fenway; you could feel the spirit of the entire city.” Thriving off of the energy, the Sox got their bats going, beating the Cardinals 13-9 in a high scoring affair. The past few seasons for the Red Sox have been entirely underwhelming, especially considering the championship pedigree that the organization has and the constant success that is expected by sports fans in Boston. Last year, they finished the season with an even 81-81 wins and losses record — good enough for third place in the American League East division, but far from a coveted playoff spot. Regarding last season’s disappointment, sports fan Chris Crawford (II) comments, “They had the tools to go and be a playoff team, but every single time, they weren’t getting it done.” The team has been boring, with a lot of criticism falling on general manager Chaim Bloom for not taking more initiative to turn the ball club around. This past offseason, though, the Red Sox began listening to their critics, as

they had one of the most active free agent windows in the entire league. This year, the Red Sox spent millions to bring big names to the franchise. They signed Gold Glove winner and All-Star third baseman Alex Bregman in free agency, who has been not only an asset due to his remarkable defense, but also has given the team a much needed boost in offense. After their major third baseman signing, they decided to recruit three players for their bullpen, which was one of the worst in the American League last year. They signed multiple-time All-Star Walker Buehler, who fits in nicely to their starting pitching rotation. After that, they signed a new ace from the Chicago White Sox, starting pitcher Garrett Crochet. Finally, the club signed Aroldis Chapman, a closing pitcher renowned across the league for his high velocity and low-earned run average. Boys’ varsity baseball captain Amos Bergen (I) makes the bold prediction that “they can win the division, [...] especially this year; the Yankees are not as good as they were last year and our offense is so good this year because of the additions to the roster.” With this revamped lineup, fans all around Boston are excited to watch the Red Sox back at its best, with hopes that the team has what it takes to make a deep playoff run.

Sports College Commits

By **Elizabeth Noronha (II)**,
Aurora McLaughlin (III)
& **Julianne Jang (IV)**
Contributing Writers

This spring, Boston Latin School boasts 13 student-athletes who have committed to pursuing their sports after their high school career. The skills a student-athlete must possess to balance maintaining a healthy lifestyle while completing a rigorous academic course load are a significant achievement in itself. Collegiate athletes are known to have busy schedules, with practice six days a week. Graduating student-athletes from BLS, however, are prepared to take on this juggling task. Recruitment is a difficult and long process, involving contacting the coaches of prospective colleges. While not always successful with each coach, it is important for the athletes to not give up. Some prospective students are recommended by high school coaches, while others directly reach out to the colleges. Then, the colleges make offers to the athletes. Joining Brown University’s crew team is Ellora Bhatt (I). She loves the BLS crew team, where she gets to “spend time with super cool, intelligent [and] dedicated people.” After receiving the news of her recruitment in early August, she was in shock, wondering if the coach would rescind the offer. Bhatt was grateful to not undergo the pressure of college applications in senior year and is excited to row with her new team. She believes that more people should join the crew team, since the group has produced many collegiate athletes currently rowing for their school teams. Bilal Elhaji (I) will attend Northeastern University for cross country and track and field. He says, “I want to get to the point where I’ll eventually be competitive on the regional and the national level to hopefully try and compete well at the National Collegiate Athletic Association [...] championships.” After



having already competed in national championships for BLS, we have high hopes for Elhaji’s success in the future. Lucy Dorigan (I) will go on to play lacrosse at Drexel University. Northwestern University’s fencing team will be welcoming Bridgette Ouyang (I). Ouyang felt accomplished when she got recruited, realizing that “all the countless losses and practices led to this moment where [her] hard work finally paid off.” Emily Jing (I) will also be competing for fencing on Harvard University’s team. She felt immense relief after spending a lot of time contacting the coach of the Harvard team and is excited to be joining such an amazing group of fencers. Yakub Fiin (I) will be on the Worcester Polytechnic Institute’s basketball team. Tristan Spiess (I) looks forward to attending Virginia Wesleyan University for golf. Lily Murphy (I) has been accepted to St. Lawrence University for soccer. She has been playing the sport since she was only four years old, and is excited to gain confidence on the field. Lily took a relaxed approach to the recruiting process, unsure if she wanted to play in college, but ultimately fell in love

with St. Lawrence University. After getting a few offers from coaches and touring schools, she found the university to be the best fit for her. Violet Collier (I) has committed to University of California, Los Angeles and will be a coxswain on the crew team. Eva Harvey (I) will go to Bentley University for volleyball. She fell in love with the sport’s competitiveness and cherishes the friendships she made through the sport. While the recruitment process was stressful, she is grateful to have found the perfect college. Joining Middlebury College’s swim team is Cal Hale (I). He has been swimming competitively since he was eight, and he loves competing and being in the water. Hale reached out to the coaches of schools he was applying for, hoping to use swimming as a pathway into a competitive school. He says that he “talked to a few schools, but ultimately decided on Middlebury because [he] liked the team and the school.” Alex Matthews (I) will be attending Tufts University for crew. He says that the best thing about being an athlete in D3 is “being able to balance athletics, join clubs and pursue passions outside of the sport.”

The Argo’s March Madness Bracket Results

Men’s Bracket

1. Liam Sullivan (I)
2. Simon Hay-Sutton (II)
3. Savan Boxer (II)

Thanks to everyone who participated!