



What does Disciplinary Committee Do?

By **QUINN BARTLING**

“It’s not like I find any of it personally offensive,” Ms Gately, Dean of Students, reiterates. We are sitting in her office, the door propped open. It is the last period on a Friday. “When kids do things wrong, it’s not against me. It’s violating what we, as a school, hold as our norms.”

In light of the upcoming school year, I took it upon myself to discuss the shifting role of the Student Disciplinary Committee in facilitating campus control, especially with this year’s increased strictures causing immense stress for returning students. Settling in Ms Gately’s office, I reassure her that this will take no more than 15 minutes — I need not make myself a nuisance. Instead, I begin to record and inquire about her and Mr. Wartman’s plan of attack for increasing the responsibility of the Committee in the upcoming school year.

“The pendulum swings,” she responds. “It goes from ‘Oh, we’re going to use the Committee a lot, and meet every week,’ to ‘We’ll only mobilize for the serious things.’ It changes almost every year.”

I inquire about the state of this year.

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Thayer football players line up to take a hit from Coach Liebsch, CALEB SENDER / THE GENERAL

Game On!

Thayer’s New Multisport Complex Unlocks New Athletic Possibilities

By **KATIE DONAHUE and TATIANA CALVILLO**

Anyone who’s been around campus recently has undoubtedly seen the immense wall of construction that currently surrounds Thayer’s track and football field. But what, exactly, is under construction — what lies beyond that fence of rippling black?

A new football field? Yes. But also no.

Thayer’s latest project is a

multisport facility, comprising the field, track, and surrounding structures, with built-in lighting for Friday Night Lights games. One of the bigger features is, in fact, the lights, which had to be specially designed to project directly down onto the field as to illuminate it without disrupting nearby residents of Braintree, according to Director of Athletics Bobbi Moran. Standing beneath the lights is a new digital scoreboard capable

of broadcasting video and player statistics — and, of course, the game’s scores — during the action. Meanwhile, the track will be black with orange exchange zones (the places in the corners of the track where relay race runners hand off the baton).

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Coffee in the Balkans

Thayer Students Taste Local Culture on Global Learning Trip

By **OLLIE BERDIK**

In June, I was lucky enough to join an eclectic bunch of Thayer students who immersed themselves in the storied history and culture of Croatia, Bosnia, and Montenegro. Chaperoned by Director of Global Engagement Kim Gilmore, Upper School Assistant Dean of Students and Associate Dean of Engagement and Belonging Olivia Pena (OP), and Editorial Director Craig Salters, we visited enchanting Dubrovnik, seaside Kotor, and convalescent Mostar, all the while building rapport within our group and with those whom we encountered.

Since I’ve returned, though, all of my family and friends have asked me, “What was your favorite part of the trip?” And, while I had many outstanding experiences in the Balkans, there was one that stood out. Let me set the scene... On our way to Mostar, near the Blagaj Tekke, my Thayer compatriots and I make ourselves comfortable on carpets and scattered pillows. The thick-walled stone room that we have entered is

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The Power of a Single Vote

A Thayer Senior’s First Experience Voting in Primary Elections

By **DAN KING**

I’m standing in the voting booth, pen in hand, scanning the long list of names on the Massachusetts Primary election ballot. This is my first time voting and like many students across America probably their first time as well. But suddenly, it hits me: I don’t recognize half of these people. I’m not alone: A Reuters/Ipsos poll found that roughly a third of registered voters didn’t know the name of their own party’s congressional candidate in their district when it came time to cast their ballot.

When you pair that with young people being “the future of voting,” it’s no wonder so many young voters feel disconnected from the candidates and issues they’re being asked to vote on.

Recently, I had the chance to talk with Michelle Davidson, Chair of the Hanover Democratic Town Committee, along with Lori Childs, who is running for state representative for Plymouth County. In our conversation we discussed the importance of young people voting in elections.

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The Lindsay Clancy Mistrial

A Deeper Look at Postpartum Mental Health

By **ANA SULLIVAN**

Jury. Acquittal. Remarriage. Timeline. Deliberation.

Those five words represent the most popular Google searches about the Lindsay Clancy case in the past 90 days.

Missing from that list are any mention of mental health, postpartum treatment, or even Clancy herself.

Instead, messages of support for Clancy could be seen in big Sharpie letters decorating the bright pink t-shirts of protesters outside Plymouth Superior Court: “She Needed Help.” “Believe.” “Stand in Peace for Lindsay.”

On Friday, September 4, a judge declared State of Massachusetts v. Lindsay Clancy a mistrial. Clancy had pleaded

not guilty by reason of insanity in the murders of her three children, Cora, 5; Dawson, 3; and Callan, 8 months; in January 2023. The month-long trial quickly became an international sensation, reported on by every major news outlet in the United States as well as the BBC in England and numerous other global publications.

“It was brutal.” Reporter Peter Blandino described the all-consuming task of covering the trial for the Patriot Ledger, a newspaper local to the South Shore. “It was the only story I was covering, and that’s never happened in my reporting before.”

Lindsay Clancy, a former Duxbury resident, went on trial this summer after being ac-

cused of killing her three young children and attempting to take her own life. Clancy was represented by Brockton-based criminal defense attorney Kevin Reddington. At the advice of Reddington and the rest of her team, Clancy pleaded not guilty by reason of insanity — a risky strategy as, according to the legal profession forum Justia, the insanity defense is “successful in only about 30 cases every year.” Clancy’s team argued that her diagnoses of severe Postpartum Depression and Postpartum Psychosis explained her “lack of responsibility” in the incident, as they say she was not mentally stable at the time of the murders.

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A Letter From The Editors

Overworked! underpaid! but we still love it!

By **COMPTON JONES** and **DAN KING**

The General has returned for another year! Alongside the paper itself, the General is expanding into the digital realm, launching a new instagram account (@thayergeneral) and a video broadcast division, known as the General News Network, or GNN.

Over the summer, we worked hard to hone our journalistic skills and to generate new ideas for the year. Namely, we hosted a three-day colloquium in August, learning from working professionals like CBS producer Erin Lyall, who has reported from warzones in Ukraine and Gaza, and ProPublica reporter

Justin Elliott, who just broke the story of Russian oligarch Umar Kremlev, who has close ties to Vladimir Putin, partially paying for Donald Trump Jr's wedding. Elliott's sage advice on conducting an interview: "Play dumb."

Thayer's Archivist Larry Carlson visited us, bringing samples of the Academy's history of student publications from the archives. Staffers examined copies of The Academe (1890s), Black and Orange (est. 1922), Panorama (1950s. Carlson dubbed it Thayer's first "newspaper"), Diatribe (1960s), Tiger's Eye and Prologue (1970s). Each provided ample literary inspiration, as well as windows into Thayer's past.

Media Coordinator Emmett

Knox gave a lesson on broadcast techniques, and our own faculty advisor Brandon Springer refreshed our memories on interview technique and journalistic ethics.

These collaborators spawned many ideas for the year; Lyall's remote segments inspired the style for GNN's broadcast reporting; Carlson's dive into the archives prompted an interest in satire in the opinion section; Elliot provoked a deep dive into Thayer's public tax records.

No event generated more ideas, however, than our press conference with Head of School Chris Fortunato. He spoke of tangible changes for this school year: lanyards, the football field, the re-

moval of the mighty oak outside the library. He also commented on the institutional priorities that motivate these concrete actions: the emphasis on global and experiential education, the growing role of AI in the classroom, the desire for students to feel known and connected.

You will see these ideas explored in this edition and in issues going forward. Although the year has hardly entered full swing, there is still plenty to report on. How is the football program evolving? Why did we read those summer reading books? What's the deal with Lindsay Clancy? What ever happened to the disciplinary committee? Why does everyone love Cedrone?

But in all seriousness, in light of the White House banning major news sources from entering the press conference room, now more than ever is it important for inspiring journalists to keep working.

Thank you, dear reader, for continuing to trust The General as your source of campus news. If you have any questions, qualms, or queries about our reporting, you will doubtless find one of our staffers somewhere around campus, yellow notepad in hand, exploring life at Thayer. They may even find you first. ■

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Though Mr. Springer did need to leave school early on printing night (the day we put the paper together) the General still convened in his warm, sandalwood-scented office, without him knowing.

Top Headlines

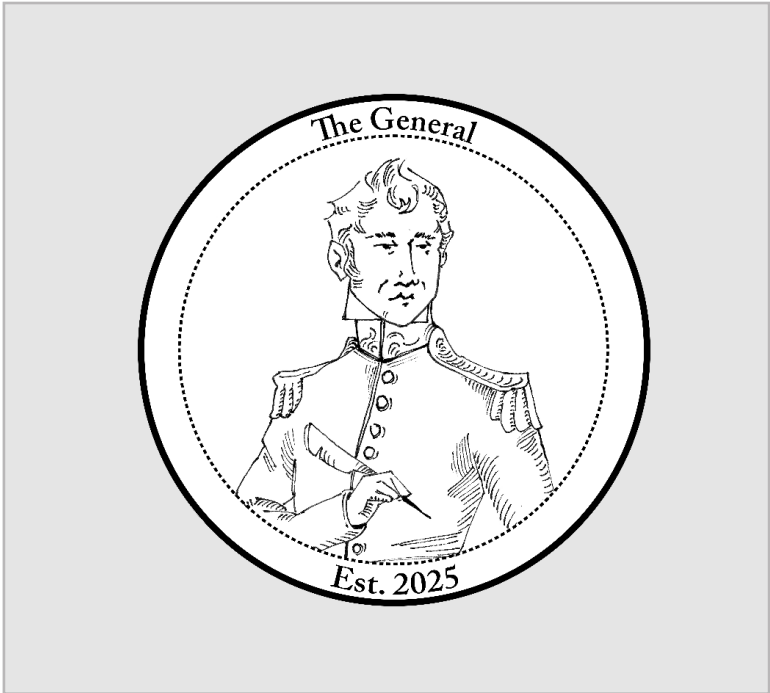
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By DAN KING - Page 1 and 17

Quote of the Month

À quoi ça sert de préparer l'avenir si t'oublies d'vivre?
(What's the point of preparing for the future if you forget to live?)

Aurélien Cotentin (Orelsan), in the song "La Terre est ronde," reflects on how, as we look at our own lives, we must not forget to live in the moment.

“More than a club; an institution”



Cutting for Progress

As Thayer prepares for a new \$20 million academic center, the beloved oak tree outside the library will make way for the school’s latest expansion.

By ISABELLA KAHN

This summer, at the newspaper’s first annual colloquium, the staff of The General participated in a press conference with Head of School Chris Fortunato. During this meeting, Fortunato discussed many plans for the upcoming school year: campus construction, AI at Thayer, new faculty members — and, importantly, the fate of “the tree.”

Since last winter, discussions surrounding the fate of the large oak tree located outside of the library have been circulating throughout campus. Many students and faculty heard vague mentions of a plan to cut the tree down and replace it with a brand new building. Some speculated that the tree might have been dying regardless, and that it would actually be to the tree’s benefit to be cut

down. Others simply proclaimed their frustration and hoped that the rumors weren’t true.

At the press conference, Fortunato gave student reporters some much-needed clarification. “Yes,” he said firmly, “[the tree] will be cut down.” However, the Head of School did not seem entirely happy to share this information. He agreed quite frankly that “it sucks,” and acknowledged that “it’s a beautiful tree and it has history to it.”

Adjacent to the tree is a fountain created in honor of Upper School Visual Arts Faculty Steven Branfman’s son, Jared, who passed away from cancer in 2005. When asked about the fate of this memorial, Fortunato reassured reporters that it “will be relocating to a prominent location on campus.”

So, why is the tree



The Oak tree outside the library will make way for Thayer’s new academic building, a center for the school’s global engagement and business programs, DAN KING / THE GENERAL

coming down? According to Fortunato, it’s to make way for a \$20 million academic space, which Thayer is hoping to open in about 3 years — the school’s first new building on the Upper School campus since the Center for the Arts opened in 2008. “When we looked at the spaces where we could build a building on our campus that’s going to give all of you what we think you all need and deserve,” he told The General, “there’s really no other space to make that work.”

As Fortunato described, this new innovation and collaboration center will subdivide into

three academic centers: the Center for Business Studies, the Center for Teaching and Learning Excellence, and the Center for Global Engagement. Faculty whose positions fall within those areas will have new offices and workspaces in this new building. It is Fortunato’s hope that visiting scholars will also have a place there — “landing pads,” he called them, “so students can actually work with them directly.” Along with offices, plans for this three-story center also include a reconfigurable space much like the Middle School’s forum, six or so conference

rooms, and a rooftop deck for events.

While the building will be interdisciplinary, its tie to Thayer’s new business program seems key in kickstarting the project and attracting donors. “Business,” Fortunato explained, “aligns what we think is best and supportive for you, what you’re interested in, [and] interestingly enough, it’s also one of those places that parents, guardians, and alums see as very exciting.” Proving his point, Thayer has already received a \$1 million donation for the building, a signal for Fortunato that “it’s a very fundable project.”

ect.”

The exact timeline for the project is still unclear; however, Fortunato hopes — although he “can’t swear at this” — that this year’s freshman class “will have an opportunity to experience this building before they graduate.” As for the tree, Fortunato said that the administration “will think about ways that we will integrate the wood from the tree into other components of the building and into the school. And if there were a better way, if there were a way to transplant that tree, we would do it. But,” he concluded, “the tree is coming down.” ■

Lanyards Around Campus

New ID badges and mandatory lanyards bring a new approach to how we connect with each other at Thayer.

By ANNE SUWASTAWAN

When returning for the 2026-2027 school year, students were met with a new policy. Until the end of October, students and faculty alike are required to wear a lanyard around their neck featuring new horizontal ID badges. All the ID badges from last year will no longer work as keycards for a building.

These badges feature the first name of a student in large print on the front. On the back, it features both

their first and last name and a school picture of the student. Additionally, the back features a barcode that the students must scan for first period frees. The ID also contains an ID number that is unique to each student, and dependent on the owner of the ID badge. Underclassmen (freshmen and sophomores) are required to wear orange lanyards, and upperclassmen (juniors and seniors) are required to wear black lanyards.

The Thayer Academy Faculty’s ID Badges are set up a little dif-

ferently, featuring the owner’s first and last name so students know how to properly refer to them. Thayer students are expected to wear the badges from the start of the school day all the way through. Initially, all the ID badges issued featured a student’s full first name, regardless of whether or not they have a preferred name in the database. Then, the ID badges belonging to students who had preferred name registered in the database ceased to work. These badges serve as an entry pass to each building on campus, and, according to Mr Fortunato, will help everyone to learn each other’s names.

When everyone in a community is regularly addressed by their

name, a study done by BYU shows that the community is strengthened and members of the aforementioned community feel more seen and represented. Just the simple act of referring to someone by their name can create an environment of trust and care, and make people feel like they’re good enough to stick in one’s memory.

This is also a unique way of ensuring that students have their ID on them at all times, seeing as during the previous school year, losing ID badges or having them stolen was a common issue. Now, with the lanyards, if you don’t have one on your person during the school day, you will be met with a punishment, not to



Students wait outside the Security Office to receive new lanyards with their correct names or take a photo to officially get one, DAN KING / THE GENERAL

mention not being able to let yourself into any building.

Sometimes you can lose your phone or your keys so often you wish they were glued to your forehead, and the lanyard is a clever solution to that problem. With your invaluable student ID hanging around your neck, it becomes second nature to always

have it around and not have to worry about the location of yet another important object. ■

How Well Do You Know Mr. Cedrone?

Thayer’s Math Department Head Reflects on 35 Years of Challenging and Supporting Students

By **RONAN LYMAN**

Every morning before the bell rings, many students are already in the Glover Lounge. Many are either working with teachers, doing homework, or chatting with others. There are always markers squeaking on the glass board, students walking around, or work laid out on the table. No matter the day, the Glounge is never really empty with at least a few students in the corner or writing programs. At the center of this operation is Kevin Cedrone, the Upper School Mathematics and Computer Science Department Head. With this year being his 35th at Thayer, he has spent many years building a community of support and academic challenge.

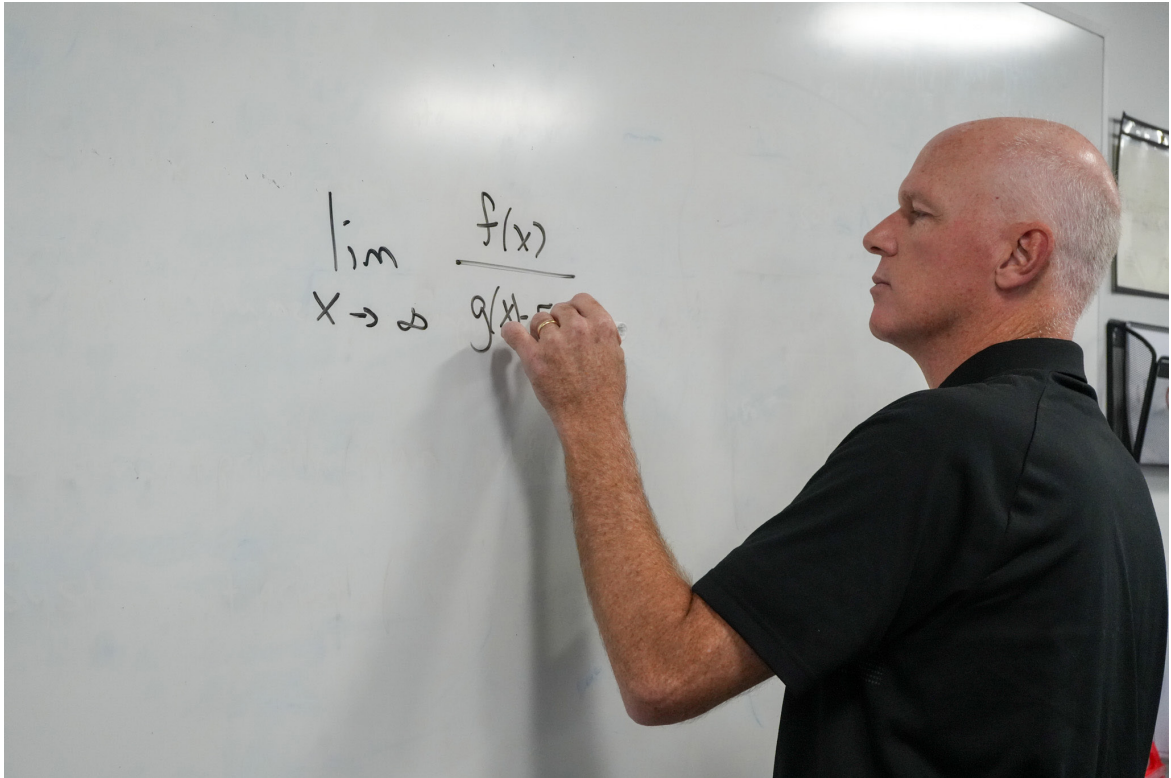
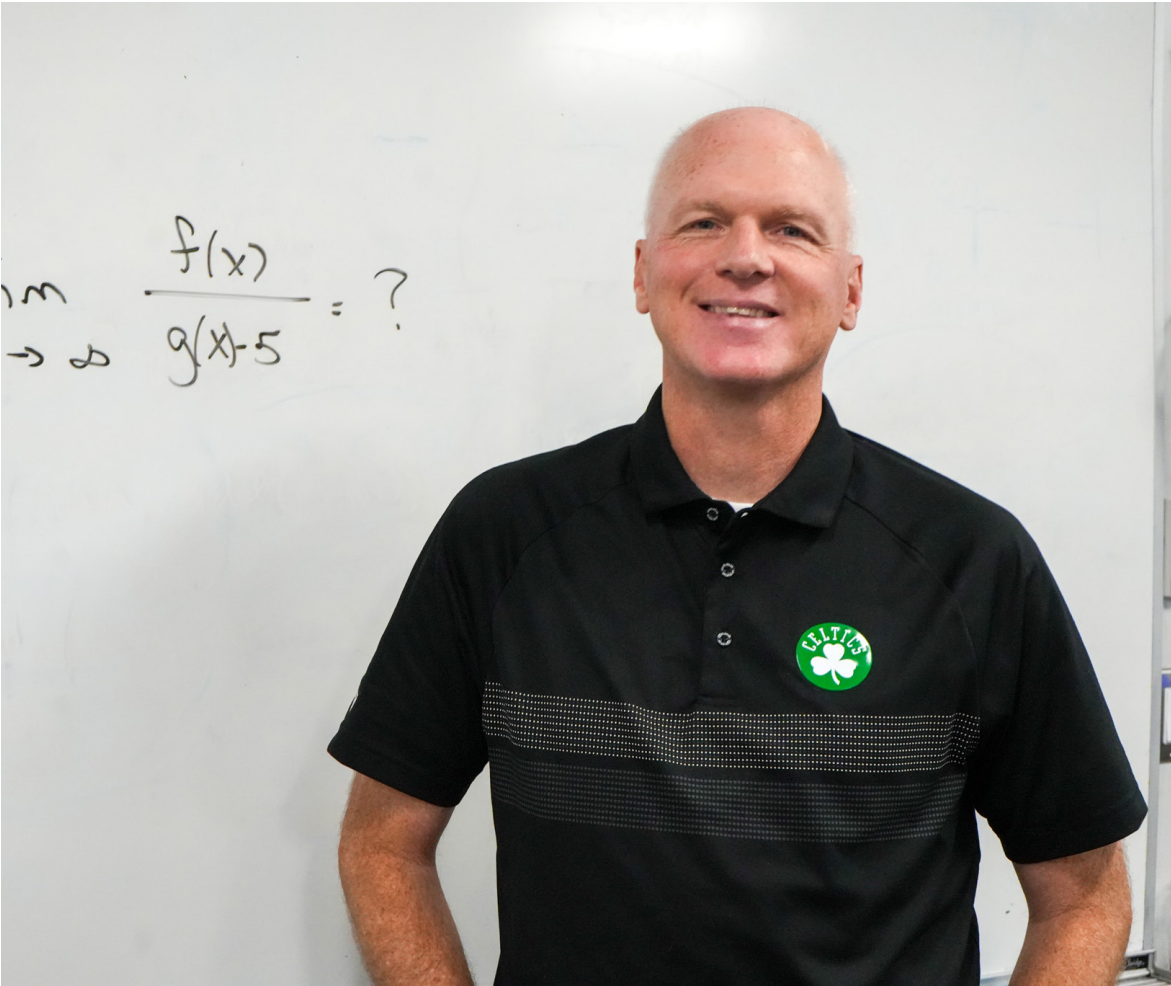
Last year, I experienced this support myself, when the AP Computer Science course assigned a program called Knight’s Tour. At one point when I was wondering why my program was crashing, Mr. Cedrone had me run through my program and explain my thought process. Eventually this helped lead me to what I did wrong.

Last year, midway through the fall, my friend and I saw the spider donut from Dunkin online and we really wanted to try it. It looked so good with the purple frosting and munchkin in the middle decorated to look like a spider. We were talking about it quite a lot with each other and mentioned it casually in passing to Mr. Cedrone. A day or two after, Coding Club had an event where you could

a box we see a bunch of spider donuts. We were really thankful of this act and it does show how Mr. Cedrone truly cares for each student.

Cedrone’s origins in teaching branch back to his father. Mr. Cedrone’s father taught math and computer science at Scituate High for over 30 years. When asked about this, Cedrone states, “I sort of grew up with him being a teacher and sometimes I’d go into school with him and help him set up his classroom.” Although never really thinking about teaching as his future profession he continued to have experiences with education. Though he initially became a graduate student in math, after becoming a teaching assistant he shifted his focus to the teaching side of things. When searching for a job he came across a position that needed a computer programmer, math, and JV Boys Basketball coach. He interviewed and took the job, thinking he would try it out for one or two years; thirty five years later, he is still programming and teaching math.

Now, at Thayer, it is hard to imagine a time when the programming lab is empty, but it’s even harder to imagine a time where there were no designated courses or lab area. However, thirty five years ago, when Mr. Cedrone first joined Thayer, the computer science program didn’t even run, with only one student signing up. There was only one course, Programming One — no AP Computer Science, nor Data Structures. Cedrone did not lose hope. In fact,



CALEB SENDER / THE GENERAL

My hope was to build a culture, to work with and hire really great teachers in computer science that were excited to be in the space with kids.

come in to work on your program and if you need help a senior or something can look over and give you advice whatever program you’re working on. That Thursday morning, we were both in the lab locking in on our work when the food arrived outside. We went out to grab a snack and on the table in

it was gained: “My hope was to build a culture, to work with and hire, like really great teachers in computer science that were excited to be in the space with kids.” Over the next three decades, the program grew a lot, adding new staff and upgrading the program and facilities. In 2019, the newly updated

Computer Science & Robotics Wing of the Glover opened.

At the root of the renovation there was a deliberate philosophy and mindset of both challenging and supporting. Mr. Cedrone’s approach to teaching balances making students go outside their comfort zones while also providing dedicated support and encouragement too. These methods of teaching engage students and allow them to be challenged while enjoying themselves.

Some of my personal experiences with his teaching involve having to memorize and recite every type of primitive variable in front of the class, explaining my bugs and finding what I did wrong, or even getting my program constructively torn apart by the class and Cedrone. Overall, all these experiences made me a better student and although they were a little

scary at times, they truly prepared me for success and on the AP exam and coding in general.

“My goal is that I want every kid at whatever level they’re at to be challenged,” Cedrone states. “That they have to work at it, to find success, so they can continue to kind of grow into what they’re going to be.” By actively cultivating an environment where students can lean on their peers and the faculty, the Glounge has shifted from a lounge area into a definitive intellectual home base.

In 2001, Mr. Cedrone actually hired his own father to join the faculty at Thayer, supervising him for around a decade. When talking about the impact that experience had on him, Cedrone said, “For myself and the younger teachers, to see him after so many years, really bringing that energy every day, his level of preparation is very

high expectations for students. It was great.” This high level energy is also present in Mr. Cedrone’s own classes, too. He carries his father’s same spirit in his own teaching.

Now a pillar of the Thayer faculty and math department, Mr. Cedrone also challenges his students to be good scholars and a good people. He states he wants students to succeed: “to be really successful in college and successful in life. And I’m not talking about money and things like that. I’m talking about successful like being a good person, being an impactful person.” Ultimately, Mr. Cedrone remains dedicated to ensuring every student walks away not just with a stronger mind, but with the building blocks to find real success in the world. ■

The 2026 World Cup

A Retrospective

By MANNY CHIKWENDU

The World Cup is indisputably the biggest sporting event in the world. According to FIFA, the global engagement for the 2026 world cup measured at least 4 billion, roughly half the world’s population. For sheer comparison, roughly 200 million people watch the Super Bowl, and around 34 million for the MLB World Series. In other words, the World Cup is as big as it gets when it comes to sporting events, and us Americans are truly blessed to have had this past World Cup in our home country (along with Mexico and Canada of course).

When I think about the World Cup, several words come to mind: Legends. Passion. Identity. History. Pride. Flair. Records. Et cetera.

As a huge soccer fan, I remember watching several now-legendary World Cup moments while sitting on my couch: Kylian Mbappe’s world cup final goal of 2018, Mbappe’s hat trick in the final of 2022, or Mario Götze scoring the winning goal in the 114th minute of the 2014 final, just to name a few.

But as the summer of 2026 came around, there was no doubt that more legendary moments were about to spawn indefinitely.

Logistically, this World Cup was one of a kind. For the first time in World Cup history, 48 teams made the cut — 16 more than the previous number of 32. Hence, the traditionally 7-game tournament expanded to 8 games as FIFA introduced a new Round of 32 match before advancing to the Round of 16.

The opening match resulted in an emphatic 2-0 win for home side Mexico over an inexperienced South African side with the Mexican attack proving too strong for the South African defense. This match was quite a precursor for the

tournament as it involved amazing fan pride, amazing goals, yet chaotic red cards as South African midfielders Themba Swane and Yaya Sithole, along with Mexican defender César Montes were all shown the exit due to foul play.

From the first match all the way to the final, a major defining factor of this World Cup was national identity.

Senior Brandon Kwok may not have gone to any of the games, but he attended a Boston watch party and said it was “as close to a real game as you can get.” It was Czechia vs Mexico so Kwok said Czech fans were “in the minority.” Despite that, the joy the fans showed was incredible, and the roar of the fans was deafening, Kwok remarked.

After a delayed flight from Dublin to Boston as part of the Balkans trip, senior Keegan Plunkett recalls talking to a couple of Scottish men who were also coming to Boston for the World Cup.

Along with the egregious amount of drinking, and their clear hate for Brits, Keegan noted that the Scotts were “really passionate” about their national team. The Scotts were so passionate that they told Keegan that some men would “take all their boys, and leave for Boston without telling their wives.” Unbelievable.

That Scottish passion was evident in Boston throughout the world cup; one could even say Boston became Glasgow for a month, because boy did the Scotts announce themselves to The Bay State.

I remember entering the south side of Boston during an early-July evening, and being greeted with the sound of a Bagpipe. Low and behold, there the Scotts were, filling every bar I passed by. In fact, several Boston pubs reported selling up to four times their usual amounts for big holidays like the fourth of July.

Senior Jack McDonough re-

flected on this, saying that it was great to see such “merging of cultures.” Jack actually happened to run into some Scots in a 99 restaurant, and actually had conversations with them. Jack remembers talking about the famous Scottish movie “Brave Heart,” but also mentioned that the Scotts were really great, and interesting people.

Sadly, Scotland was eliminated in the group stage, yet out of the group stage emerged amazing storylines, way too many to write about.

One of the most memorable was Cape Verde. Cape Verde was the second smallest nation (in terms of population) at this world cup, yet they caught the attention of the whole world.

In what might be one of the biggest upsets in world cup history, Cape Verde managed to hold current reigning Euro champions and traditional football powerhouse Spain to a draw. A scoreless draw with the man of the match being goalkeeper Vozinha after making 7 saves.

Before the World Cup, Josimar José Évora Dias, more commonly known as Vozinha, was a relatively unknown goalkeeper playing in the second tier of Portuguese football. After the first match alone, he gained nearly 12 million followers on Instagram.

Sophomore and proud Cape Verdean Orlando Soares thought Cape Verde were “going to get crushed” versus Spain. After that match however, Orlando saw “potential”, he saw “hope”, and the joy of a nation buoyed by the support.

While Cape Verde became the smallest nation to ever reach the world cup knockouts, they were up against a tall task against another powerhouse, Argentina. In a match where pundits predicted Argentina would dominate, Cape Verde kept Argentina on their toes, as it was quite a back and forth match. In extra time, Orlando recalls seeing



During a layover in Dublin, Ireland, while returning from the Balkans trip, senior Keegan Plunkett met members of the Tartan Army, Scotland’s national soccer supporters, who were coming to the U.S. for the World Cup. Plunkett joined in on the Scottish spirit, putting on a kilt and showing off his pride. DAN KING / THE GENERAL

that amazing strike from Sidney Lopes Cabral to zmake it 2-2, dubbing it as a “momentous occasion” in Cape Verde history; it was goal that eventually won the goal of the tournament. The game may have ended 3-2 in favor of Argentina, but Cape Verde made the world proud.

Reflecting on what made Cape Verde so successful despite being one of the lowest ranked nations in the world cup, Orlando Soares said it was because of the “unified team spirit”. Orlando mentioned Cape Verde had a “big sendoff party”, and that the massive Cape Verdean community in Boston welcomed them immensely. It was this support, and the momentum of that incredible draw vs Spain, that pushed them through to the knockouts.

Cape Verde also represented a historical moment for Africa, Orlando marveled, as the historical feat that 9 out of 10 African nations qualified to the knockouts brought “great pride” for all of Africa.

Yet in the end, their Cinderella tournament ended in the round of 32 at the hands, or feet I should say, of arguably the biggest world cup storyline yet: Lionel Messi.

At 39, the old man still got it, and became the all time world cup leading scorer in the group stage as he scored 6 goals in 3 group stage matches.

I watched all three group stage matches in absolute shock of the brilliance I was witnessing, knowing that there might not ever be quite a player like him again.

As someone who isn’t too much into soccer, Jack remarks that Messi was “individually great”, but Argentina was “collectively overhyped.” McDonough was particularly perturbed by unfavorable referee decisions in Argentina’s matches.

One of those calls came in the semi-final match against England. In the build up to Argentina’s 92nd minute game winning goal, Jack says the ball might have gone “out of play”, but the Video Assistant Referee should have reviewed the play “more clearly”.

Nonetheless, Argentina were off to the final to face an inform Spain side; A Spain team so strong that since that draw against Cabo Verde, scored 13 goals and conceded merely one.

A final consisting of Spain and Argentina could not have been a more interesting storyline. Lamine Yamal—widely regarded as the next Messi, the crowning jewel of Barcelona, the king of soccer for the next decade—would finally have a chance to play the original master, Messi, perhaps the one who gave him his ability.

For the most part, the final was a snooze fest, (unless you count the pregame and halftime shows of course), and needed a spark to light up the match. Even Argentina could barely grab a hold of the match as Spain’s dominant midfield trio of Rodrigo Hernández Cascante (Rodri), Pedro González López (Pedri), and Daniel Olmo Carvajal (Olmo) ran the show.

Right in the beginning of the second half of extra time, a first time cross from right-back Pedro Porro was expertly redirected by the head of Basque winger Nico Williams. Cometh the hour, cometh the man; Ferran “El Tiburon” Torres latched onto Nico’s header and lashed the ball into the roof of the net with his weaker left foot. Euphoria.



Spain crowned champions of the 2026 World Cup, KAI PFAFFENBACH / REUTERS

Discipline’s Disciples: What does the Disciplinary Committee Do?

As the 2026 School Year Starts, Thayer’s Administration Seeks a Larger Role for the Student Group

Continued from PAGE 1

By QUINN BARTLING

I inquire about the state of this year.

“I think we’re in a transition right now. We’re always trying to find the right spaces where we can hold students accountable while still being empathetic.” She pauses. “Because... well... It’s an experience, you know, to go before a group of students and faculty, and atone for what you did wrong. It’s hard for families. It’s not a joyous time. I feel for that.”

She goes on to explain Thayer’s value of getting students involved in school discipline. Thayer is an intersectional community, and that does not stop at its punishment process. However, Ms Gately avoids that word, “punishment.” She is adamant in letting me know that she is empathetic to the anxiety caused by school discipline. In fact, when I inquire whether members of the Student Disciplinary Committee ever let kids off the hook— in a sort of student comradery— she laughs and says, “It’s funny that you ask. Students actually tend to be less lenient than us. It’s not that they’re unsympathetic, but most of them take their jobs very seriously.” I prodded further. “Most people who run for the Disciplinary Committee know what it means to be part of the community, and know what should happen when community members don’t uphold our values.”

I ask how Committee members are trained.

“We actually gather together early in the year and talk about what the procedures of the committee are, what questions to ask to elicit the information

we’re looking for, and how important confidentiality is in the process.

“Then, we’ll talk about exploring our own biases. If someone comes before the Disciplinary Committee and they play a particular sport— and you think people who play that sport aren’t nice— how do you put that aside?”

As this year has been marked as a “transition year,” new developments are being set in place regarding how the Student Committee will be involved with the discipline process at Thayer. But what developments in particular? “We’re hoping to use [the Committee] for some more of the smaller things. Like, coming in without a Yondr, continually arriving out of dress code, is asked to leave class because of disrespect... We want to use the Committee more in those cases so it is clear to parents that those are just as important.” She emphasises that parents and guardians will become more involved in the discipline process at Thayer, where they will be notified when students are given detention.

I inquire further as to the things they are looking at raising the consequences for. Ms Gately notes that getting caught for plagiarism or AI usage will be marked as a Censure, and parents will subsequently be notified. “We know most of these AI programs aren’t fully trustworthy,” she says. “I suppose the Censure applies to cheating in general. But we usually know when students use AI, because things are wrong.”

How will the Disciplinary Committee be involved with the AI evaluation process?

“If you were to use AI,



In a school meeting on Monday, September 12th, Ms. Gately goes over new school expectations and disciplinary measures for student conduct, CALEB SENDER / THE GENERAL

that would land you in front of the Disciplinary Committee. A lot of the mid-level, second offenses, and then an accumulation of smaller offenses,” she says. “We’ve set up a progressive Disciplinary system that you sort of move through and that we keep careful track of. So we have like, you know, a general warning; an official warning, which will come with a detention; and then we move up to a Censure and a Contract and Probation.” She discusses how Thayer will be moving away from just “having conversations” with students, as she wants to avoid “meeting with the same people a zillion times” by the end of the year. Real consequence is more definitively on the horizon this time around. “Once someone gets to a Censure scenario, we’re going to use the Disciplinary Committee. We’ll continue to use the Committee for ‘big things,’ but we’re hoping to use it for smaller things, too.”

I ask if there was a particular moment last year that inspired the faculty to take more initiative in getting the Com-

mittee involved; swinging the pendulum, per-say. “Over the course of last year, we had a lot of conversations about school culture and what we want it to be. I think a lot of adults in the community want students to be more accountable for big things and small things, right? Sure, walking into school late with a Dunkin’ drink in your hand is small, but it’s also indicative of what we’re prioritizing.”

So increase consequence?

“Well, of course you want a Dunkin’ Donuts when you’re tired in the morning. And if you’re going to class 10 minutes late everyday and not seeing any tangible consequences, it will be hard for students to take pride in their academics.”

I ask why she believes the Disciplinary Committee is such an important part of Thayer’s culture.

“We have it because we want faculty and student input. I think I’m reasonable, but I don’t want to be responsible for making these determinations by myself, really. Having a

Committee is allowing people to actively participate in our values and uphold student norms.”

At our newspaper Press Conference this summer, Mr Fortunato, Head of School, provided further details into the increased responsibility of students on the Disciplinary Committee. “We would like to involve more consistently students,” he said. “I’m not sure we leverage [the Committee] as much as we possibly can... there’s opportunities to ... figure out these things together, [student and faculty].” He clarifies, “Of course, there will be times when it’s not going to be appropriate for students to be involved in disciplinary matters... Sometimes it is sensitive and private, where we’re not going to pull people in. We’re trying to be respectful of the dignity and privacy of everyone involved.” Whether these stricter measures will successfully curb late arrivals and AI shortcuts remains to be seen. Policies at Thayer are always shifting, and this year is no exception.■

A Student’s Reflections on the World Cup

Continued from PAGE 5

That was the goal to seal the world cup for Spain as they won their 2nd world cup, 16 years after their first triumph in 2010.

Spain swept the tournament awards as 19 year old Barcelona defender Pau Cubarsi won the young player award, Basque keeper Unai Simon won the golden glove, and Rodri — the tempo-setting, pass dominating heart of the mediocampo—took home the golden ball.

Shortly after the final, Lionel Messi announced his official retirement from international soccer, leaving behind a legacy that will forever live in Argen-

tine folklore. It may have been a sad way for the magician to take his final bow for la albiceleste, but it takes nothing away from who he is as a player.

Reflecting on Messi as a player, Orlando said Messi is the “best player to play the game”. He’s won a world cup, yet it’s his “IQ and unprecedented knowledge of the game” that makes him so good.

Let’s enjoy the rest of Messi’s illustrious career as he continues to break records at Inter Miami before it’s too late.

As Orlando prepares for this soccer season, he notes that the world cup “got him into the soccer mood”, and that the resilience shown in this world

cup gives him motivation to work harder and try new things because you never know how things can change.

Indeed, that evening in New York may have been the end of a month full of high-quality soccer, including the end of an era for some legends, but this world cup will forever live in our hearts.

Because at the end of the day, it’s not about who wins or loses, no; it’s about how such an amazing event can bring so many different types of people together.

And being able to see, feel, and truly understand the world cup at a more personal level opened my eyes to a new perspective of the World Cup that I never really thought about.

Even the world cup traffic, for instance, was one of a kind. Senior Dillon Driscoll didn’t

follow the world cup, but he was still affected by the World Cup through the traffic. On the road, Dillon recalls, apple maps had to “redirect him away from world-cup traffic.”

The cultural diversity brought about by the world cup was super fascinating too. Being able to walk on the streets and hear accents from countries all over the world, and seeing people repping their home teams so proudly was truly incredible.

It’s little details like these—the ones that television can’t do justice—that really make the World Cup so special.

Kudos to the Croatian fans who, in spite of dwelling in the midst of massive British man-dems, exuded their pride.

Kudos to the Scotts that revitalized Boston pubs, blessed us with beautiful bagpipes,

and abandoned their wives for football.

Kudos to every single fan that showed up, whether by watching, attending, or tailgating; you are the crowning jewels of the world cup. Not FIFA, not the players, not the stadiums.

What strikes me the most is that if I asked these fans whether spending a fortune in the USA to support their country was worth it, they’d probably respond by saying, “When’s the next World Cup?”

Thank you, World Cup of 2026, for such an unforgettable experience.

Who knows, you might catch me in Morocco in 2030.■

CTE: Thayer Athletics Department Tackles Possibility of Latent Brain Injury

By **OLIVER MASSEY AND
GIAVANNA CHRISTIANO**

As fall arrives, so does one of America’s most cherished pastimes: the American football season. Fans eagerly pick their fantasy football drafts, waiting for Monday Night Football matchups and College Gamedays as the leaves turn. Yet, as the 2026 season slowly began to take shape, the New York Times and Boston Globe reported on new research linking NFL players deaths to the sport they devoted their lives to.

According to the New York Times, Chronic Traumatic Encephalopathy (CTE) is a progressive degenerative brain disease caused by repeated blows in injuries to the head. Side effects only occur decades after the head injuries occur, and can range from mood and behavior to cognitive and physical or motor changes. Because these symptoms gradually worsen over time, CTE is often undetectable until it is severe.

Athletic Director Bobbi Moran echoes the gradualness of CTE, “It’s the little hits over time that make concussions.”

A major landmark study was conducted by neuropathologists from Mass General Brigham, Boston University, and UNITE Brain Bank and published in the

British Medical Journal (BMJ). (New York Times). The study revealed that at least 1 in 4 former NFL players (a stark 25 percent) died with cases linked to CTE, a statistic that the players’ union immediately termed “a call to action”. (Boston Globe). Prior to the major research publicized of late, the NFL for years has repeatedly pacified concerns about the safety of their players in connection to CTE. Now, the Thayer athletic department hopes to ensure the safety and longevity of the football program in the wake of the new CTE research.

Thayer Athletic Director Bobbi Moran emphasized that safety must take priority over everything else. “We will always err on the side of safety for our kids, always, always, always.” Moran said. The football helmets get recertified every year in order to ensure that the helmets are up to the safest standards. Moran points out that Thayer exceeds the requirement for checking helmets, “The standard is every two years. We do it every year. It’s that important to us.”

Additionally, G-force max testing on the playing field is conducted by the department. The G-force max testing will determine the shock-absorption capability and hardness of a playing surface. Since almost all

concussions in sports are due to head-to-surface contact, this testing is crucial to player safety.

On the coaching side, Director of Football Casey DeAndrade, is changing the way the players tackle. DeAndrade remembers being taught to use his head to tackle because he was told, “even if you miss, at least your head will be in the way.” To prevent this, DeAndrade instructs his players to have their heads outside of the tackle. He adds, “we can help eliminate [concussion risks] by keeping [the players] head out of the tackle.”

Along with new tackle techniques, safety equipment and testing, Moran adds that to ensure safety, it is also important to build the sternocleidomastoid muscle in a players neck. To allow for the football team to strengthen this muscle, Moran has hired Will Morey, who currently works with the Philadelphia Eagles, to assist Blair Bennett in the strength and conditioning program. Moran adds that similar attention will be given to all varsity teams across all seasons to, “make sure that [all of the Thayer teams] are super safe.”

While the research from the BMJ focuses on football,



Thayer Football practices in preparation for their first game.
CALEB SENDER / THE GENERAL

CTE is linked to any and all impact sports. As student athletes prepare to sport the Thayer logo across grass, courts, and ice the

department will continue to work behind the scenes to make sure that safety comes first. ■

Putting the Phone Away Outside of School

By **EMILY TORMEY**

The first iPhone came out in 2007. Generation Z began in 1997. This means that the majority of Gen Z grew up only knowing smartphones. Millennials got them into their 20s, already having lived a largely technology-free childhood. Millennials grew up with VCRs and even Walkmans, so having a smart phone was much different and didn’t cause the same phone addiction as Gen Z.

Math Faculty, ViVi Peirce, mentions, “I have noticed that young people no longer need to engage with the world. They can hide behind their screens when they’re not at home.”

When Covid-19 hit and everyone was forced to stay at home, the surge of phone usage went up. It felt like the internet had everything that people wanted to watch on play. Cell phones were a way for people to take a break from the real world which, during the global pandemic, was sorely needed.

However, according to the National Library of Medicine, as time went on and cell phones became more and more popular, screen addiction spiked 50% to 70%. Cell phones weren’t just a fun break from life, but instead an addic-

tion affecting people globally. A Thayer Academy sophomore even remarked, “[Phone addiction] got to the point where I didn’t want to, like, get up and shower because I just wanted to keep scrolling.”

When Gen Z started realizing how their mental health was being affected by their phones, due to addiction and attention span loss, a new trend was born: going “offline.”

Is it possible that Gen Z have realized that maybe life before cell phones wasn’t so bad? Have many teenagers and young adults started noticing signs of bad mental health and phone addiction, and eventually decided that they needed a break? Is Gen Z nostalgic for a time when going screen-free wasn’t such an issue?

A specific word started coming up more and more as my reporting progressed: aesthetic. Instead of being on your phone, you could be “reading aesthetically.” An example of this is adding a candle to feel like you are in the classic literature of Little Women, or reading in a cute coffee shop. As much as making reading feel cute and aesthetic may sound stupid, it actually started helping people enjoy life more. As sophomore Anne Suwastawan put it, “it

means making the small things in your life feel special.”

Going screen-free suddenly came with a new vocabulary; more words like “romanticizing” and “sidequests” started popping up everywhere. “Romanticizing”, meaning making something simple feel romantic or exciting, became a way for Gen Z specifically to enjoy going to school again. Dressing in a cute outfit can make school feel more fun, and studying for a test outside under a shady tree feels like you’re in a movie. “Sidequests” for Gen Z could be something as simple as experiencing the joy of going to a bookshop with friends, rather than scrolling on their couches all day. Going on sidequests means experiencing new adventures with friends to find a little bit more happiness in life.

Gen Z’s desire for more analog experiences has also helped the movie theater business and the return of physical media. Paul Dergarabedian, a box office analyst who studies how well movies do based on ticket prices had noted, “We thought they may shun the very analog experiences of watching a movie on the big screen.” However, as The Union Democrat notes, “Gen Z is buying a higher percentage of movie tickets, rising

from 34% overall box office in 2019 to 39% last year.”

To “romanticize” life means collecting vinyls instead of listening to music on Spotify. Physical media, such as vinyls, became a way for Gen Z to relax and destress from consistently being on their phones, as well as explore and find excitement in activities away from their phones. YouTube videos and Instagram reels became inundated with videos of people collecting vinyls. Using vinyls as a way to listen to music became “whimsical” and “cool.”

With all this new media about going offline, it seems to only have a good effect on people. However, posting about going offline or all the fun things you do while offline can sometimes be toxic for the person watching. Sophomore Charlie Bennet remarked, “I’m paying attention to those reels more because I want to live vicariously through those people rather than actually taking the energy to do it myself.” Although sharing experiences on how to be more aesthetic, or what sidequests to go one can be very beneficial for motivation, it can also cause anxiety due to not being able to do those things.

At what point do all these new habits Gen Z has started

stop being trends? Is being offline a trend that will become uncool in a year? Will all the research continually being done on cell phone addiction cause even more people to be offline?

The answer is, since being offline is something that is healthy for humankind’s mental well-being, it would benefit Gen Z to stick with this trend. Rather than simply popularizing a clothing trend or a new video format, being offline is something that is tangibly making people’s lives better. With all the new information and personal experiences, the newer studies on cell phones will definitely cause people to be off their phones more.

For example, Thayer Academy has noticed that cell phones are a distraction and made all students use Yondr pouches a year ago. This is due to the experiences students have been having about being distracted by their phones in a time where they should be learning. Next time you want to pick up your phone and doomscroll, think about how much happier you might be if you went for a walk or listened to some music. Consider romanticizing your life, or even going on a sidequest. ■

“Less Stress, More Success”

An Insider’s Look at the BWC

By **COMPTON JONES**

Less Stress, More Success. That is this year’s motto for the Benelli Writing Center. As the BWC enters the 2026-2027 school year, its Director Karen Jersild and Assistant Director Adam Kuhlmann aim to continue the streak of growth the center has seen in the past few years.

On August 31st and September 1st, new and veteran BWC fellows gathered in Southworth Library for a two-day training. There, they absorbed the center’s values of human connection, and they wrestled with questions about whether AI should play a part in scholarly writing.

The BWC brought in 13 new fellows this year, joining the 7 returning fellows. Each new fellow, according to Jersild, offered great participation and enthusiasm in the training.

On the first day of the training, new fellows reflected on their own writing processes, brainstormed writing strategies, and learned how to channel their knowledge into successful one-on-one tutoring appointments. The most important theme in a BWC appointment, Jersild says, is “the value of the interpersonal experience. I think it’s pretty magical, what happens in those

appointments.”

On the second day, the social aspect of tutoring cropped up even more. Veteran fellows joined the new cohort in a role-play activity. According to Jersild, “that’s where the new fellows are applying what they’ve learned in the training up to that point. They’re seeing it come alive.”

The training concluded with a panel of returning fellows extending reflections on their experience for the newcomers. Kuhlmann appreciated these moments of mentorship, praising the value of “one generation bringing along the next.”

In 2026, the BWC stands in stark contrast to the current culture around academic

riosity and humility, the BWC strives for both qualities.”

Regarding the use of ChatGPT, Gemini, and other large language models, the BWC adheres to the English Department’s guide to academic honesty, known as Shades of Gray. The document bars the lifting of words or imagery from internet sources, including AI-generated material. While teachers may permit AI use in certain circumstances with limitations, the expectation is that AI not replace a student’s own thinking.

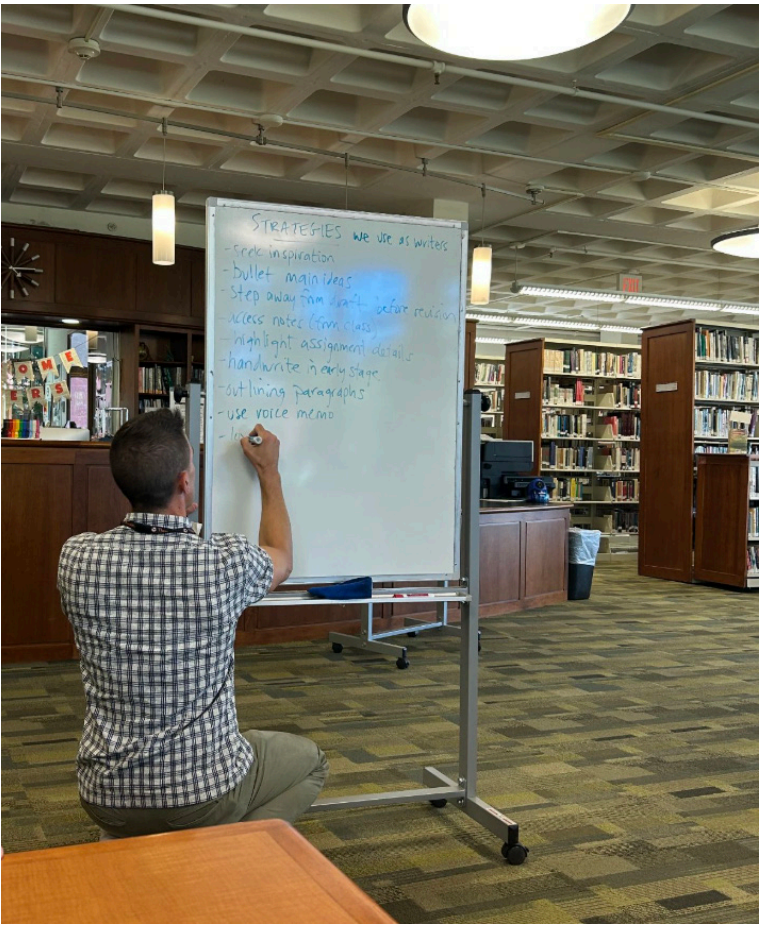
In this context, as Jersild says, the BWC is “a source of support that is not AI.” The job of the writing fellow is to advise, to mentor, and to help students develop skills — not achieve a

“I think human connection, obviously, always has to remain at the center of things.”

writing, rife with conversations about AI use, plagiarism, and integrity. As Jersild wrote in the BWC’s annual year-end report, “In our era of diminishing cu-

product.

The recent growth of the center points to a continuing desire for social learning experiences among Thayer’s student



Mr. Kuhlmann goes over how to be a BWC Fellow during the required training for each fellow, KATIE DONAHUE / THE GENERAL

body. According to the year-end report, 2025-2026 had the highest number of BWC appointments since the 2018–2019 school year.

Outside of the writing center, Jersild has not explored AI use in her classes. Kuhlmann, on the other hand, has experimented with LLMs quite a bit. Using the AI platform Magic School, he trained coaches for

his students to interact with in different stages of their writing process. While he labels himself curious toward AI, Kuhlmann still abides by the central tenet of the BWC. “I think human connection, obviously, always has to remain at the center of things.” ■

Coffee Culture Builds Community During Thayer’s Inaugural Balkan Voyage

By **OLLIE BERDIK**

Continued from PAGE 1

replete with our host’s diligent embroidery.

Soon, the business stills; remainders of morning gossip hang in the air between us. We wait, mostly patiently, for the matriarch, Sabina, to gather enough plates, spoons, and cups for her many guests. Most importantly, though, we wait for coffee.

In Bosnia, to drink coffee alone is sacrilege. A centuries-old tradition, coffee was introduced to the region through trade with the Ottoman empire. Despite cultural shifts and major wars in the region throughout history, this communal gustatory tradition has persisted. In fact, if you visit a Bosnian coffee shop by yourself, somebody will join you shortly, even if they are a total stranger.

One of our local guides, Caroline, explains that, if a Bosnian invited you over for coffee, they would brew three cups. The first, she says, is the best made. It invites you into their home, makes you feel welcome. The second is

less perfect; it is produced on the fly, while chatting. The third cup of Bosnian coffee is bad. It ushers you out, like an Uber driver or a friend’s mom after 9 p.m.

Caroline tells us that the recipe for Bosnian coffee is as follows. Boil water in a džezva (copper pot). Then, add coffee grounds and stir. You’ll notice a coffee foam, or kajmak, forming atop the liquid. Once the grounds have settled at the bottom of the džezva, spoon the kajmak into small cups and pour the coffee over top. As per Bosnian tradition, dip a sugar cube into your cup, bite off a corner, and drink the coffee while chewing the sugar. We do this, awe-struck at the eccentricity of it all, and pair ours with fig cake.

All of a sudden, after a sip or two, whispers rise out of the stillness. Then louder, louder. Students and faculty alike are learning to be at home in a foreign tradition. Perhaps it is the caffeine, perhaps not. But, whatever the case, I love being surrounded by chatter, discussing my favorite Robin Williams movies, who likes the coffee, who

hates it, how sweaty we all are in the summer heat. Laurel Fireman, a junior, who also traveled to the Balkans, echoes my sentiment in an interview: “I learned so much about the culture ... I got to meet so many people from different grades and became friends with people I would never have gotten to know.”

Routinely, I take my coffee with a gallon of milk and a pound of sugar, in my car, alone ... silently. By contrast, Upper School World Languages Faculty Isabel Knudson, Thayer’s reigning coffee connoisseur, produces twice per day an assiduous pourover brew, which she playfully calls “elitist.” In all seriousness, though, Knudson says that making coffee is “a moment where [she] can protect [her] peace ... the only thing [she] can see, smell, and feel in that moment is [her] cup of coffee.” Upon hearing my coffee faux pas, Knudson reacts with unexpected understanding: “coffee is a universal language ... if you can have a moment [in which you all are] enjoying the same thing, I think that you realize you’re not so dif-



Thayer students take a seat on the floor of a traditional Ottoman-style house to try Bosnian coffee, OLLIE BERDIK / THE GENERAL

ferent.”

Coffee can take on several forms. For many of us, coffee is fuel for an intensive school day. For Sabina, Knudson, and other enthusiasts of the craft, it is a process — a ritual — that inspires good conversation. Some

may even remember that coffee was once the opening paragraph of a TA Talk. In the end, however differently we may experience it, coffee is a throughline: one billion people sip bean juice every day ... and that’s pretty remarkable. ■

From Bourndale to TreeTops

By AASHRITA JOGA

As the fall season begins, it marks a time of new beginnings for many people on campus. For a certain class, it marks the beginning of an end.

For the senior class of 2027, the cooler weather brings with it their last year of high school, a time that is immediately kicked off with the first of many senior traditions: the senior experience on Tuesday, September 8th. Opening the day bright and early with the senior sunrise (getting up at too early of an hour to get to campus and watch the dawn of the final year), and following it with the senior orientation event: a class trip to Tree Top Adventures.

There, the area becomes a buzz of activity– seniors ziplining, climbing, tightroping between clusters of tall trees together. It is a time of pure fun and focus, as people try to make it from platform to platform without falling (a short distance because of the cable harness everyone wears, yet scary nonetheless) with others that they’ve spent a large amount of time with, ranging from one to even eight years. Many students agree that it’s a great, simple, and fun way for the entire class to start the year together.

The day, then, quickly passes, and before long, it’s almost time to head back to school. This is when seniors open letters their freshmen selves had written.

Upper School Math Faculty Billy O’Dwyer, long-time dean of the freshmen class, notes how the tradition dates back well before when TreeTop became the senior experience trip, to about thirty years ago, when Thayer first started going to Camp Bourndale for the freshmen orientation. There, one activity freshmen participate in is writing a letter to their future, senior selves, that they open at the end of the se-



Thayer seniors climbing their way into their final year! / THAYER COMMUNICATIONS



Senior Seamus Healy embarking on one of the courses at TreeTops, /THAYER COMMUNICATIONS



Thayer seniors as freshmen, making their way to the start of their Thayer journey. /THAYER COMMUNICATIONS

nior experience, right before the first day of school.

Some students write about who they are at that moment– their likes and dislikes, favorite foods or artists, their goals they hope to accomplish before they read the letter– to cement their freshman self in writing and see over time how they have changed. For many of the current senior class, this included hopes of growing just a few inches taller (and for many, these dreams were sadly unfulfilled). Others ask their future selves ques-

tions, asking about who they are now, and some even leave a few bucks as a delightful surprise to their future selves.

Each freshman places a piece of themselves in their

(very) conscientiously ensures reaches the next class dean to safely be stored for the next three years. When the time comes to open them, as it did for this year’s senior class, people have mixed reactions. For some, letters brought back forgotten memories and goals, from decorating one’s room, becoming proficient in a language, to asking if the Marvel Cinematic Universe was still good.

For others, it was shocking to see that several things about them-

selves– their basic qualities and likes and dislikes– hadn’t changed at all. For some, the sheer experience of reading the letter was memorable. One senior described his own, saying: “After reading the letter, I could think about exactly what I was thinking at that moment... like I could tell why I wrote that. It was interesting to me ‘cause before I had no idea what I would have written. But now, like, as I was reading the letter, everything just made sense to that moment.”

Many senior Peer Advisors had the surreal experience of seeing the same places where they first wrote their letters during their advisees’ Bourndale trip on Thursday, September 3rd. Meanwhile, teachers like O’Dwyer get to watch students grow from their Bourndale, letter-writing selves, to the seniors who open them after a day of climbing trees. In an interview, Mr. O’Dwyer shared his experience with students and their senior letters, talking about how in the past, reactions ranged from cringing at once popular trends, to wiser disbelief at the things they were once stressed about.

But at the end of the day, the letters are a means of reflection– looking back on who you once were, your goals, your values, the friendships and activities you cherished, and seeing how you’ve grown and changed since. For seniors, they provide the space to think about the journey in between, the journey of how they got from start to finish. And there’s a level of comfort in seeing that growth — in seeing the things they know now that their freshmen selves would never have guessed; in seeing the people, the teachers, the relationships that they’ve made; and in seeing the many ways they’ve grown to become ready for their final year ahead. ■

“Watching students grow from their Bourndale selves, to seniors climbing trees”



MR. BRANDON SPRINGER / THE GENERAL



MR. BRANDON SPRINGER / THE GENERAL

Diagonal Crossword

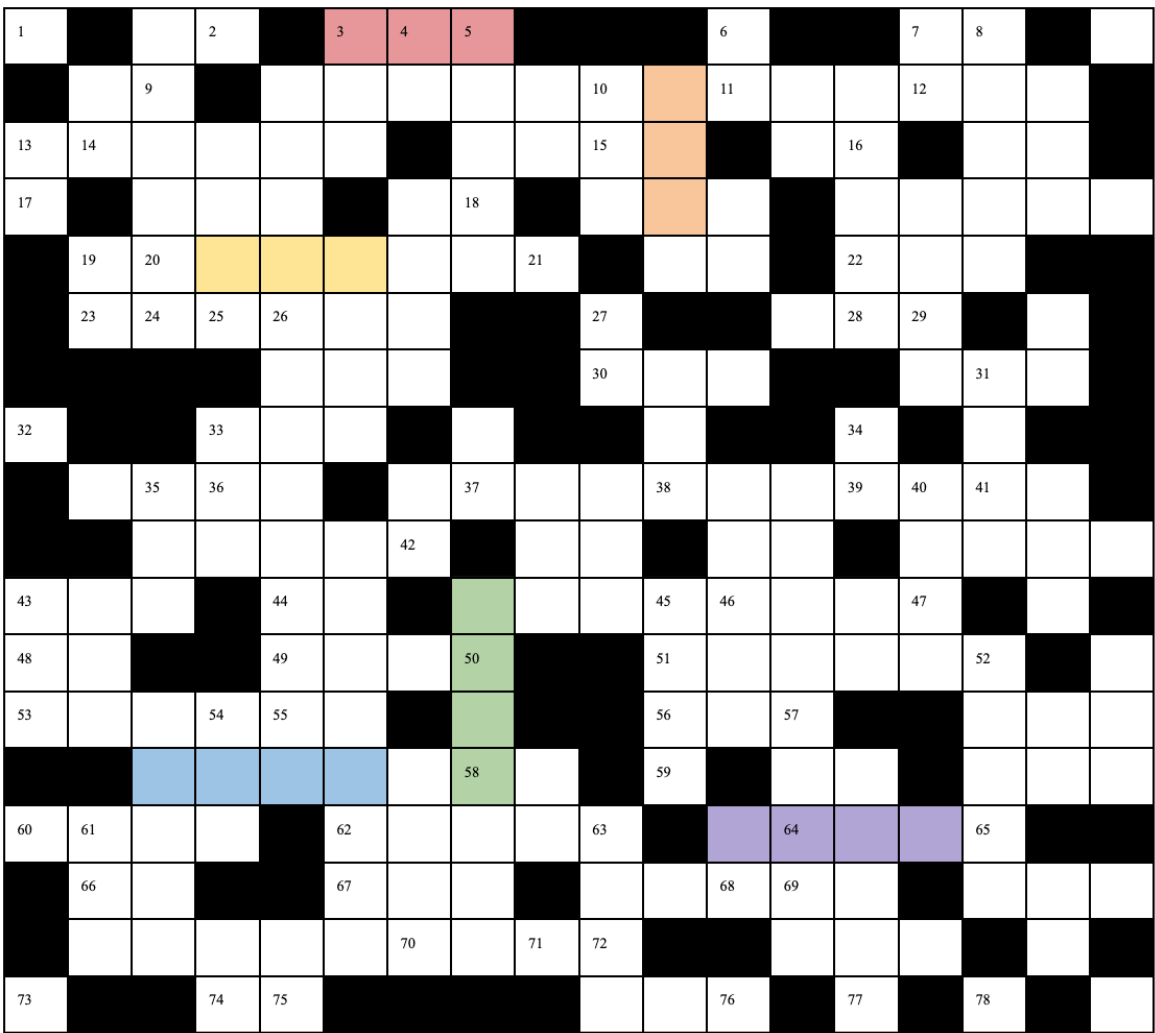
By OLLIE BERDIK

Warning: this puzzle is not for the faint of heart! Your mission, if you choose to accept it, is to abandon your crossword puzzle preconceptions, for this puzzle operates solely on the diagonals! Specifically, the answers to the clues under the heading “Down/Right” should be written in this direction: . Meanwhile, those under the heading “Up/Right” should be written in this direction: . The rows and columns do not matter at all! Good luck!!

DOWN/RIGHT

- 1 Professionals obsessed with capturing galaxies
- 2 Not mine
- 3 Dynamite alternative
- 4 Things that may clasp each other
- 5 It makes highway tolls “easier”
- 6 On the bus, they go ‘round and ‘round
- 7 Goulash, e.g.
- 8 Large text thread (abbr.)
- 9 Change slightly
- 10 One of the three states of matter
- 11 Uncommon citrus
- 12 Wildebeest
- 14 ____ limb (... she who’s winsome, she wins him)
- 17 ____ day (what I need!)
- 18 Long-legged bird from Egyptian mythology
- 20 Come together, as visions
- 22 Building that will house Les Mis this fall
- 28 Harding of professional figure skating
- 30 How one might show deference to a monarch
- 32 The cleanest animal in Muslim tradition

- 33 Color
- 34 Company that might dole out sponsorships
- 35 How one might feel the day after a workout
- 36 Come together, as ideas
- 37 Motivation for a project
- 38 Verb meaning “dull”
- 39 “__ means __!”
- 41 “Stop” antonym
- 42 12th letter of the Greek alphabet
- 43 What one might do to a fly
- 46 U.S. government org. for veterans
- 47 Traditional Hawaiian feast
- 48 Hamilton antagonist
- 49 Overly brutal, as a movie
- 54 Let Me Tell You What ____ (2021 Joan Didion book)
- 55 “Dragon” endemic to Indonesia
- 58 __ Paulo, Brazil
- 59 Slightly open, as a door
- 60 “Fantastic!”
- 61 Clue 16, in French
- 64 Shrek’s species
- 65 __ stubborn __ a mule
- 67 Chemical symbol for silver
- 68 What drivers used before GPS
- 72 German affirmative



UP/RIGHT

- 13 Common name for a venomous snake
- 15 What one might draw to represent their furry friend
- 16 Clue 60, in English
- 17 ____ the day
- 19 The first episode of a series
- 21 A once-a-year celebration, just for you! (abbr.)
- 23 Gaudy
- 24 Bring into harmony
- 25 __ and behold
- 26 Yellow rental car company
- 27 Julia Michaels song
- 28 Nickname for the London Underground, with “the”
- 29 Winter affliction
- 31 “Easy __ pie!”
- 35 One must often pay to get this for “free”
- 40 Nucleic acid with a ribose sugar
- 44 Nevada city
- 45 Late Hollywood icon Greta
- 48 Royally messes up
- 50 What people do online with

- increasing frequency
- 51 On the same level
- 52 Feminine article in Spanish
- 53 ____ line
- 56 Web address (abbr.)
- 57 Soothe, as fears
- 61 Japanese paper folding
- 62 Archaic word meaning “before”
- 63 Put into the system, as a library book
- 65 A long, long time ____ ...
- 66 Call up, as a feeling
- 68 Tool for cleaning floors
- 69 __ soft __ silk
- 70 Small state in Western India
- 71 Hairstyle, informally
- 72 Where the fireflies live in Maybe Happy Ending
- 73 The release of light when heat is applied
- 74 There were 48 in the World Cup this year
- 75 What old fabric does
- 76 Iraqi capital city
- 77 What ____ cedes “cedes” to mean “__ dates”

- 78 Rowing machine (abbr.)

Hints
Red The T in LOTR
Orange They’ll fix your car
Yellow Little piggy that went to market, perhaps
Green Does something with
Blue Tony, formerly of the Cowboys
Purple He hits Oprah with his car

Answers on **PAGE 20**

Geography Quiz

Welcome to the first Geography Quiz of the year! Before you are 5 geography questions related to events that happened this past summer. These questions are ranging in difficulty, but for each question, the most important information (or you can think of it as a clue) is bolded.

Good luck, have fun, and keep geographizing!

By MANNY CHIKWENDU

1. Starting in Spain, Slovenian biker Tadej Pogacar won his legendary 5th Tour de France this past summer. Through what **mountain range** must bikers cross when transitioning **from Spain to France**?
- A. The Pyrenees
- B. The Alps
- C. The Carpathian Mountains
- D. The caucasus mountains

2. 8 of the 26 members of this past world cup-winning Spanish squad play for Barcelona, a major club and biggest city in what controversial **autonomous community of Spain**?
- A.Galicia
- B. Valencia
- C. Catalonia
- D. El Pais Vasco

- This past July, Jannik Sinner and Linda Noskova took home the gold singles medals for Wimbledon, a famous tennis competition held in **what capital city of the UK**?
- A. Manchester
- B. London
- C. Glasgow
- D. Dublin

- This August, a certain **South American desert** known as one of the driest places on earth received some snow, an extremely rare phenomenon. Which desert was it?
- A. Kalahari Desert
- B. The Patagonian Desert
- C. Sahara
- D. The Atacama Desert

- Over the past month, catastrophic flooding likely due to a glacier collapse has ravaged communities in Nepal. The flooding is also impacting **what plateau** that spans through parts of China, India, Bhutan, and Pakistan that **contains an autonomous region in Southwestern China with the same name**?
- A. Mongolian Plateau
- B. Tibetan Plateau
- C. Siberian Plateau
- D. Himalayan Pleateau
- Answers on **PAGE 20**

Ask Sylvanus

Advice Column

Question:

Sylvanus, what are some ways one can balance social life and personal goals?

Sylvanus’s Response:

Welcome back, distinguished Thayer students! I sincerely hope all of your summers were at least acceptable. Now, though, the winds have changed. Though the leaves haven’t quite deserted the trees which they decorated with bright green through the warmer months, it’s undeniable that fall is in the air. The back-to-school season comes with a host of questions such as, “Does my math teacher hate me because I didn’t get composition notebooks instead of spiral bound?” “Should I tell someone that my seat in the CFA is falling off its hinges?” “How did I get up all of those stairs to third floor Main last year?” I can be the first to recognize that balancing these everyday concerns with the ever-growing homework load can be overwhelming. But, dear reader, you pose another issue: how should one keep up with their social life through all of this? Maybe it seems like your entire “friend group” hung out over the summer without you. Then of course,

there’s the issue of where to sit at lunch. Social politics can be the most demanding and complex part of your day as a high school student, though there’s seemingly no reward. You can’t get a 5 on AP Friend-making. So what do you do?

My first and most important piece of advice: there’s nothing wrong with giving yourself some alone time. Maybe you elect to spend your free period in a library study carroll instead of with your friends if you know you have a lot of work. I know that FOMO is the devil on your shoulder in this situation, but I implore you to hear me on this: you should be able to disappear, take time for yourself, get your work done, and still know that you have friends waiting for you on the other side of that. I know that there’s work that goes into building and fostering strong friendships, but real friends will not have to be constantly entertained by you in order for them to remember you exist. If you prioritize self care, you’ll automatically be giving the best version of yourself to whoever you become friends with.

On the other hand, if you’re one of those grizzled, world-weary high school students who have eschewed any semblance

of a work-life balance in determination to ace every class... lighten up! You’re not married to your science homework like a major investor is married to his high-profile stocks (I fear I may not be grasping the finance bro argot). High school is a time for social-emotional development just as much as academic growth. As Wayne Gretzky famously said: you miss 100% of the Spikeball games you don’t join.

My second piece of advice: multitask! By that, I mean talk to the people you sit with in class. It may seem like you have nothing in common, but talking about homework or class is a fail-proof strategy when talking to a classmate. You like your teacher? Great! Don’t like them? Even better. Interestingly enough, bonding over shared dislikes can be even more powerful than bonding over shared interests. And if you befriend somebody who you work well with, you’ll have a built-in study buddy. Two birds, one stone.

My third and final piece of advice sounds trivial but I find it’s often forgotten: it’s going to be okay. If you’re an underclassman, you’ll meet the people you need to meet. If you’re a junior in the academic trenches, your friends

are all going through it too, and they’ll be there to celebrate with you when you make it out. And seniors, while you are in the latter half of your time at Thayer, the school year has just begun. At the risk of sounding too sappy, I do want you to remember that you still have time to make new friends.

Anyway, happy first month back, Tigers! I sincerely hope it’s been a great start to the year. Check back next month for more sage wisdom from yours truly. ■



Art by EMILY TORMEY / THE GENERAL

To submit your own question for Sylvanus’s consideration, please email him at TheGeneral@Thayer.org

Knowing the Staff: Lily Richardson’s 5 Music Picks



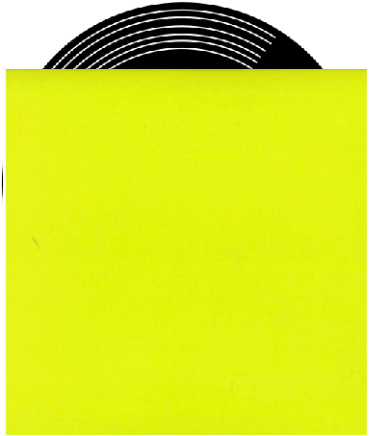
“Everything is Embarrassing” by Sky Ferreira

“Everything is Embarrassing” by Sky Ferreira is the perfect upbeat song to lift any mood. With an electronic beat, dreamy vocals, and overall cool sound, this song immediately catches your attention. The catchy beat is not the only amazing part of this song. The lyrics are also extremely confessional and vulnerable, as the writer tells about a failed relationship. This song was originally a demo by Dev Hynes, also known as Blood Orange. As you listen, you may be able to hear some similarities in style to Blood Orange’s music.



“Lost Weekend” (the album) by Phoebe Bridgers

Phoebe Bridgers’s brand-new album “Lost Weekend” has songs that range from a rainy day to a beautiful fall walk. Lost Weekend is Bridgers’s latest album since Punisher in 2020, and it is completely different from her usual solemn sound. With upbeat songs like “Bobby” and “Haunted” or more mellow songs like “Kill me” and “Governors Waltz”, this album really does have it all. Even though there are very upbeat and joyful songs, they still contain poetic and thoughtful lyrics just like the more mellow ones. This album is perfect for doing lots of homework, or long drives. With the diversity of songs, you can never get bored of this album.



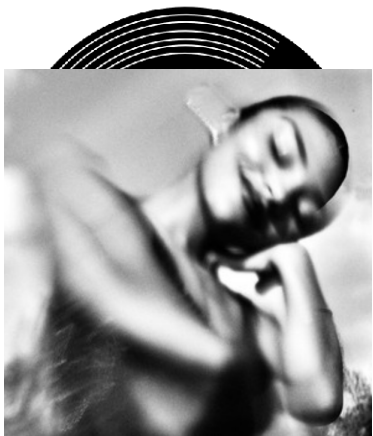
“Losing You” by Solange

If you love upbeat catchy music, you will love “Losing You” by Solange. This song is perfect for a summer beach day, and it makes you feel like you’re in a movie! With a recognizable beat and beautiful vocals, this song gets stuck in your head for days. As the name suggests, this song tells the story of someone wondering if they are losing their partner., showing the insecurity and downfall of their relationship. Even though the lyrics are more mellow and tell a sad story, this song is upbeat and mood-lifting. This song has also been featured in the show “The Summer I Turned Pretty”! Play this song while tanning on the sand or swimming in a pool when summer finally comes back around.



“Sick Love” by the Red Hot Chili Peppers

“Sick Love” by the Red Hot Chili Peppers is a single released in 2016, and is the perfect song for a chill day of drawing or going on a walk. The catchy beat along with amazing vocals from Anthony Kiedis really gives this song a one-of-a-kind sound. However, the band’s drummer, Chad Smith, steals the show completely. The drums truly bring the beat together and give it the nostalgic and cool sound, overall making the song more unique.



“A Couple Minutes” by Olivia Dean

If you love songs with a mellow and jazz-like rhythm, you will love the song “A Couple Minutes” by Olivia Dean. This song on the album “The Art of Loving” is an overall gorgeous song. With a serene intro into Olivia Dean’s calming vocals, this is the perfect soundtrack for doing a relaxing hobby. If you love jazz music you will love this song; with Olivia Dean’s earthy and calming voice, it resembles jazz with modern hints. The lyrics are also just as thoughtful and beautiful as the melody, as the writer tells her emotions about savoring time with people you love while the moment lasts. This song is gorgeous in more ways than one.

The Revolution Comes to Thayer

Students Prepare to Explore Les Misérables and Its Moral Lessons

By **MADDIE MANO**

Les Misérables is arguably one of the most incredible works of theatrical art, and in my opinion, the greatest musical to ever grace a stage. This fall at Thayer we will be bringing this masterpiece to our stage to share a poignant story capable of reaching any audience.

Over the summer, I had the honor of viewing the original Broadway cast perform at Boston Citizens Opera House, and I would say I am not the same person I was prior to the performance. The visceral and gruesome opening notes of the overture alone brought me to tears while I suppressed the urge to chant along with the enslaved Frenchmen. And while this show was set in war-torn France, the undertones and main themes are shockingly relevant in both the halls of Thayer Academy and the United States.

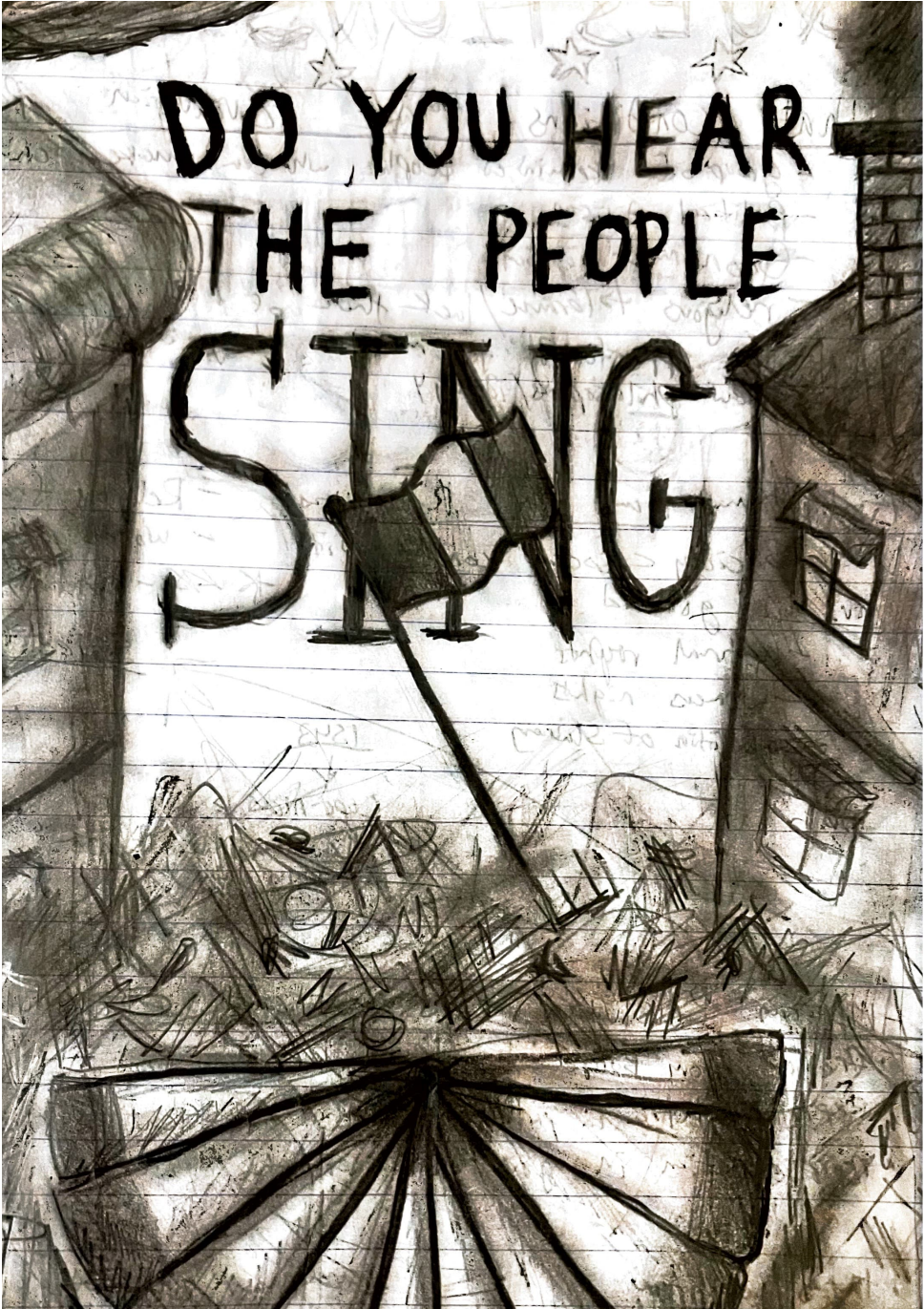
If you are unfamiliar with the plot of Le Mis, it revolves around the escaped convict Jean Valjean, who is relentlessly hunted by Javert, a devout Christian dedicated to the law. Valjean's crime: stealing a loaf of bread. While the feud between these two is both entertaining and thought-provoking, it is an eloquent depiction of how those who bend the law for their survival are

perceived. Now, by any definition, theft, stealing with clear intention, is wrong. Where this differs from standard robbery, however, is that the crime was motivated by survival. Valjean was surviving by any means necessary. His crimes were not fueled by malicious intent, and no one was ever harmed.

One of my personal favorite numbers of the show is Lovely Ladies, a raw and scathing depiction of how women are viewed in society. For Lovely Ladies, this theatrical work of art provides a window into the life of Fantine, a struggling mother desperate to escape poverty, even if that entails succumbing to the horrors of prostitution. In the United States alone, according to the National Sexual Violence Resource Center, one in five women have experienced attempted or completed rape in their lives, and 81% of women have experienced sexual harrasment. This number exposes the reality of how women are viewed as objects of desire, and treated as such when they are forced to give up their futures to live another day. Lovely Ladies echoes the brutal experiences of thousands of women in society today.

A less appreciated aspect of the show that I immediately recognized is the meaning behind including a character like

Gavroche, an eight-year-old revolutionary boy, in the show. Of the horde forcefully guarding the barricade, when the battle initiates, he is the first to die at the hands of the National Guard for their revolution. His character is a visceral reminder of how political conflicts directly impact the children of their nations. Within the walls of Thayer Academy, we are still impacted by the decisions made by the Trump administration. Silence coated the stage in a syrupy standstill as the men of the barricade brace for the attack. But in the show I attended, Gavroche made it back into the barricade, as opposed to staying behind the structure, triumphantly posing atop the structure before he was struck by the first gunshot of the battle. The unobstructed depiction of his death, a sacrifice for his nation motivated by untainted understanding of injustice, further exposes how children are not exempt from political instability and national conflict. However Gavroche, despite being a child, is able to experience that same understanding of inequity and oppression felt by the adults. This sense of injustice is part of what motivates us as students to form organizations such as SASDA, Hoops for Haiti, The General, Plates with Purpose, and other student-run or-



Art by **MADDIE MANO / THE GENERAL**

ganizations. Thayer's fall performance of Les Mis holds a special significance to our school's performance history as well, marking the ten year anniversary of the last performance of this musical. The decision to undertake this show holds the same reasoning as it did in 2016, that the issues we grapple with in society today on and off campus are illustrated throughout the story. ■



Katie Cedrone and Ana Sullivan learn the choreography for the show's opening numbers, OLIVER MASSEY / THE GENERAL



Les Mis Cast Poses with Their Official Script Books Before Preparing to Learn the Opening Song of the Show, OLIVER MASSEY / THE GENERAL

Like Coach, Like Team: Football at Thayer

By OLIVER MASSEY

While the football team started their official preseason on Sept. 2, they’ve been hard at work starting once last school year ended.

“This year we had three practices a week through the entire summer,” said Captain Dante Lamonica ‘27. The senior added that the summer workouts improved team dynamics: “[the training] helped everyone get to know each other and helped us get to grow together as a team before the season even started.”

For new member of the team Jayden Johnson ‘28, the training made him feel included and ready for the rigor of the practices. Johnson explained that, because of the team’s short practice windows, the level of intensity has increased. “We’re only out here for about an hour [and forty minutes] to two hours ... so we always have to be at 110% [for] each play.”

Captain Christian Hirsemann ‘27, who has been on the varsity team since his freshman year, echoed Johnson’s observation that the energy at practice has changed significantly. “Everything has a little more urgency,” said Hirsemann underbated breath in between drills.

Trainer Anne Lally acknowledged the work DeAndrade has put in to prepare for the season: “He spent a lot of



Thayer football’s new coach, Casey DeAndrade, stands beside reporter Oliver Massey, explaining his goals and ambitions for the upcoming season. CALEB SENDER / The General

time with the athletic department and working on getting a nice rhythm and flow and understanding our schedule.” She also mentioned DeAndrade’s efficiency in providing trainers with the players’ IMPACT baselines and physicals: “Believe it or not, they are at 100%!”

Coach Casey DeAndrade is starting his first year as Director of Football and Assistant Athletic Director at Thayer Academy. Having played football throughout his school

years, DeAndrade is excited to become a part of the Thayer family, one which he says has had a tremendous impact on him.

While DeAndrade never actually attended Thayer, his former University of New Hampshire (UNH) teammate Matt Evans (‘08) did. Evans, who was inducted into the Thayer Academy Sports Hall of Fame in 2023, put the Academy on the map for him. DeAndrade described the way Evans, who was

a senior when DeAndrade was a freshman, created a welcoming environment. DeAndrade emphasized, “He treated me like I was one of his best friends and I had only known him for two weeks.” DeAndrade then added that the seniors left a lasting impression on his younger self, saying, “You felt [like] a part of the family”

While the team’s spirit and inclusivity shows on the field, their community service trip to Horizons Camp (held at

Dedham Country Day School), which according to their website serves underprivileged kids in the greater Boston area, proves their bringing that energy into the community as well. DeAndrade explained that the event included dunk tanks, and jumpies and that the kids from Horizons have not forgotten it. “We’re very lucky to be in the situation we are,” Andrade acknowledged. “So, if we can give back and hopefully be positive role models for kids, you know, that’s something we [have] started already and will continue to do.”

Quarterback TJ Zukaksas explained that the event was not only fun but also really helped bond the team together. “It was good to ... bond with [the older players].”

Overall, the team’s goal for this season seems to be to work hard and do the best possible. DeAndrade is using a mantra to guide him: “I know it’s a cliché, but ‘one percent better every day,’ people say.” Looking toward matches down the line, DeAndrade can’t wait for his team’s skills to shine. “I want people to leave the game and say, ‘Wow, those kids played passionate. They played inspired.”

The team’s first official game will be on Sept. 26 at Lawrence Academy. ■

Thayer Tackles Athletic Culture with Positive Coaching Alliance

By COMPTON JONES

Last spring, Mr. Fortunato informed the student body of reported homophobic and misogynistic conduct on the sports field from Thayer student athletes. During a school meeting, he expressed his disappointment regarding these reports being perpetrated by Thayer students and explained his zero-tolerance policy for harmful language. He said, “my expectation is that a student engaging in [harmful language] will be benched immediately.” This summer, at a press conference, Head of School Chris Fortunato clarified that the alleged behavior was specifically, “misogynistic, homophobic language,” along with fundamentally, “people [students] being jerks to one another.”

Since then, the school administration and athletic department have stepped in. Considering these reports, Thayer has partnered with the nonprofit organization Positive Coaching Alliance (PCA), whose mission is, according to their website, “to change the culture of youth sports so that every child, regardless of social

or economic circumstance, has access to a positive youth sports experience.” Varsity coaches and families all attended training sessions with the organization in early September.

Explaining the decision to involve PCA, Director of Athletics Bobbi Moran said, “We’re trying to create a culture where kids feel safe first and foremost.” She stood with Fortunato’s zero-tolerance policy regarding hateful language.

For students, Moran’s approach to athletic disciplinary measures starts with trust. She believes that mistakes are a part of learning, and that understanding the root causes of poor behavior is paramount. Before exacting strict punishment, Moran said, “I want to know what’s going on first.”

These policies run in tandem with the Independent School League (ISL)’s Sportsmanship Creed, which lists as unacceptable behaviors “verbal abuse or intimidation tactics” and “disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners.”

While student athletes are the primary culprits in such scenarios, Fortunato also charged coaches with responsibility for

their players’ discriminatory conduct, both on the field and in practice. “When this kind of language happens, there will be immediate intervention by the coaches. If our coaches don’t do that, they’ll be fired.”

Varsity coaches from all three seasons attended a training session with the PCA on Sept. 8. At the event, a PCA presenter, Tracy Jones, who has prior experience as a student athlete and athletic director, walked through several coaching scenarios, examining how factors as small as body language or word choice can impact the culture of a team.

Upper School Math and Computer Science Faculty Derek Keough ‘12, who coaches the boys varsity cross-country team, appreciated the focus on the psychological, socioemotional elements of high school sports. Before this year, he said, preseason coaching meetings were largely logistical affairs. Conversely, “this was not just the X’s and O’s, the practical things we need to know to coach, but actually how we should be coaching.”

This shift in approach especially supports developing athletic programs at Thayer.

Upper School World Languages Faculty Luke Westman, who is one of the varsity volleyball coaches, said that, “because the program hasn’t had many winning seasons” in the last ten years, he valued the Positive Coaching Alliance’s vision of “process-oriented and relationship-focused coaching.” He said that, this year, volleyball would “focus on mastery of skills and not results.”

Volleyball Captain Naraya DaSilva ‘28 confirmed Westman’s new coaching philosophy. After the team’s game on the 14th, DaSilva spoke to the team’s habits in practice. She pointed out the team’s structure of every player having “accountability partners”. She said, “It really brings together a sense of community.” In the game, DaSilva said the team was focusing on “playing with the basics”, while developing more advanced skills in practice. Evidently, Westman has implemented the PCA’s philosophy of “process-oriented” coaching.

Meanwhile, Robert Peirce ‘28 of the boys cross-country team found little difference in coaching between this year and last, instead positing Keough as a potential model for what

the PCA is striving for: “He’s already doing a lot.” Pierce noted the coach’s involvement in practice, adding “Keough runs with us. He’ll stay back with the people who are just getting into running.” As a result, the team dynamic is collaborative. “There’s never a time where one person is trying to outshine other people.”

Both Westman and Keough found particular resonance in the Positive Coaching Alliance’s holistic coaching technique. Keough reflected, “What’s most important for me as a coach is that students have an opportunity to put school away for a couple hours and just do something for fun.”

Moran, notably this year’s ISL President, believes that Thayer is on the forefront of the conversation on sportsmanship and inclusivity within teams. “I think Thayer is really leading the league on this conversation, because it is at the heart of who Mr. Fortunato and I both are as leaders in our space. We really care about our kids.” ■

Thayer’s New Multisport Complex

Why did Thayer invest in the new turf? What do students think?

Continued from PAGE 1

Overlooking it all, an equally multifunctional press box will soon be constructed. Above that, a ladder will lead up to a filming tower, and the box will be opened on both sides in the spring, allowing teams such as baseball and track to make use of it. And the “Tiger Tunnel,” which is currently still under construction, will allow our football team to enter the field in style.

The new field itself is turf, rather than grass, with alternating segments of light and dark green every 10 yards and neon orange end zones demarcating each side.

But the turf isn’t the only thing that’s striped: per Moran, the new black-and-orange T emblazoned on the field is here to stay.

“When we were TA, [there was also] Tabor Academy, and people [were] getting confused,” Moran explained in an interview regarding the reasoning behind the updated athletics logo. “[With] the paw, we were getting a lot of ‘Is that Princeton?’”

“The T with the tiger stripes really says ‘Thayer,’ in a way,” she concludes. “We don’t have to keep explaining.”

The decision to make the field turf, rather than grass like the old field, was not without controversy, Moran shared in the same interview. “[T]here are many football purists who believe that we should be playing on grass,” she explained. “So, this was a decision ... about how we best take care of our space and allow it to be used by everyone.”

Indeed, unlike the old field, whose unevenness made it an unideal location for other sports, this facility will be able to support multiple athletic teams. In fact, the first Friday Night Lights game of the year, which will take place on the new field, will be played by the boys’ soccer

team on October 9th. Shortly after, on October 9th, the first football Friday Night Lights game will occur. Next year, both the boys’ and girls’ soccer teams will also compete under the new stadium lights, and Moran expressed optimism for future nighttime games for other sports, including lacrosse and track and field.

Regarding concerns for player safety on turf, which can be a concussion risk especially as it ages and loses its spring, Moran reported that the field will be submitted to regular G-force tests. Other turf fields at Thayer are also subject to these tests, which ensure that the force at which objects hit the ground is within safe limits to minimize concussion risk.

Like the turf, permanently lining the field solely for football was also a strategic choice, involving aesthetics but also functionality; a field lined for numerous sports

quickly becomes messy and confusing. Instead, Thayer has opted to implement line-painting robots equipped with fading paint to line the field for non-football games, allowing the school’s many teams to enjoy the space without making it overly chaotic.

The football team, for their part, is enthusiastic about the new facility. “I was really impressed,” varsity football captain, senior Christian Hirse-mann, shared in an interview. “It feels completely different from what we had before, and it makes the whole athletic area feel more exciting and professional.”

“Having a high-quality field gives us a more consistent place to practice and play on,” added fellow captain Dante Lamonica ‘27, “and I think our team will be more hyped to play at home.” Both captains also mentioned that they are looking forward to the

community spirit and excitement the new facility will bring to Thayer, both for football and the other teams that will be using the field.

Captains of other sports also seemed optimistic about the project’s potential. Senior Ella Sheehan (varsity soccer and track and field) noted that the new stands will block the wind, a welcome change as, according to her, “Thayer had one of the windiest tracks in the ISL!” Additionally, she feels the updated facility will bring some deserved attention to track and field, whose girls team has placed #1 in the ISL almost every year for over two decades.

Tess Sullivan ‘27 and Osie Fuqua ‘27, also varsity girls’ soccer captains, expressed similar sentiments about the community and energy the new complex will foster: “My brain immediately went to hosting more Friday Night Lights games and

community events,” Tess shared, “[and] I was super excited to have more school spirit around athletics.”

However, other students were concerned that Thayer’s recent investment in athletics has been inequitable. Indeed, Thayer Academy discontinued its competitive rowing and ski programs last year, citing financial strain among other factors (despite several families’ offers to fundraise or donate). Associate Head of School Jed Wartman called it, “an outcome of budget allocation consistent with long term strategic planning.” Students wonder about the Athletic department’s priorities, considering these cuts alongside the new sports facility, which is a multimillion-dollar project that is still being financed.

On the subject of funds, Moran shared that the facility had its beginnings in a donation from a former track and field

athlete, who wanted to help fund a new track, and the idea grew from there. The project has since received donations from track and field, soccer, field hockey, and football families, Moran stated.

Large financial decisions, particularly at an institution as large and diverse as Thayer, seldom occur without controversy. However, for better or worse, the new complex is here to stay and will doubtless be a significant part of Thayer athletics in the years to come. Ultimately, whether one approves of these developments or not, what they hope to accomplish — creating a space for community, constructive competition, and spirit — is a common goal for all who walk the halls, play on the fields, and run the track at Thayer. ■



Workers construct the custom lights for the new football field in August, ANA SULLIVAN / THE GENERAL



Senior Ella Sheehan holds a piece of Thayer’s old track, a gift from Mr. Browne, Head Coach of Girls’ Track, TATIANA CALVILLO / THE GENERAL



Thayer’s new multisport complex features a brand new turf field, a new track, new stands and press box, and an eventual “Tiger Tunnel”, DAN KING / THE GENERAL

The Case Beyond the Headlines

A Different Look at the Lindsay Clancy Trial

By ANA SULLIVAN

Numerous news outlets including, CNN, PBS, and the New York Times, reported Lindsay Clancy’s struggles with her mental health leading up to the killings of her children. After the birth of her third child, Callan, Clancy began experiencing intrusive and uncomfortable thoughts about harming herself or her children. According to a chart of Clancy’s medications obtained by USA Today, Clancy was prescribed no less than 13 different medications between September 2022 and January 2023 including Sertraline and Lorazepam. When she described alarming side effects, Clancy was told to continue with the medication by her psychiatric nurse practitioner at South Shore Perinatal Behavioral Health Program, Rebecca Jollotta. Jollotta was also never in contact with Clancy’s psychiatrist at the time, Dr. Jennifer Tufts; a discrepancy that was later cited in Clancy’s lawsuit against Jollotta which she filed with her former husband, Patrick.

It’s common for women to experience mood swings and anxiety after giving birth due to intense hormone fluctuations. This period of emotional agitation is typically referred to as the “baby blues.” However, symptoms that persist for an extended period of time or feel severe to the point of interfering with day-to-day activities, could be red flags for Postpartum Depression. Postpartum Depression (PPD) is described by the National Institutes of Health as a “major depressive disorder” that affects some women within the first month after childbirth (though symptoms can begin during pregnancy). Postpartum Psychosis (PPP) is even harder to classify, resulting in a significantly lower rate of diagnosis. According to Postpartum Support International, PPP occurs in one or two out of 1000 births, and it should be considered “a life-threatening medical emergency.” Despite this, Postpartum Psychosis is not listed as a condition in the DSM-5, the handbook used by medical professionals to categorize mental health

and cognitive disorders. “People didn’t really talk about postpartum depression,” Upper School theater director Kelly Hines says, remembering her pregnancy with her first child 26 years ago. “You know, you heard about the ‘baby blues,’” Hines explains, “but severe postpartum depression, which involves being unable to care for yourself as a mother, feeling unable to bond with your child ... those happened to everybody to some extent. And I didn’t know that.” Hines describes feeling immense shame and concern, questions emerging like, “What’s wrong with me?” “What have I done?” “Am I a bad mother?”

Hines is not alone; though Upper School librarian Amy Perry loved being pregnant, she also acknowledged how difficult it was to be a new mom. “I remember feeling a little isolated even though I had the support system because, you know, here I was at home with this baby, and [the baby] can’t tell me what’s wrong,” Perry recalls.

Upper School history teacher Karen Jersild says her life completely changed after having her daughter. “You’re just in an alternate reality,” Jersild explained. “I very much felt that the moment I had a child, I entered life on another plane. I was never gon-

na return to my previous plane of existence.” For many mothers, this moment signifies the shift into parenthood and the welcome responsibility of caring for a child. But for Clancy, who already had two young children at home, the birth of her son presented severe mental health challenges and barriers to treatment that proved disastrous.

Upper School math teacher Vivi Pierce had an emotionally challenging pregnancy and postpartum experience, and she

recalls just how vital her support system was to her mental health. “If I didn’t have my mom helping me after I had my son, I don’t think I would have made it out in one piece.” When she began experiencing anxiety and depression, Pierce brought it up at her six-month postpartum checkup and was connected with a therapist and other resources for support. However, Pierce didn’t hesitate to point out how difficult even reaching out could be. “I feel like there’s such a hur-

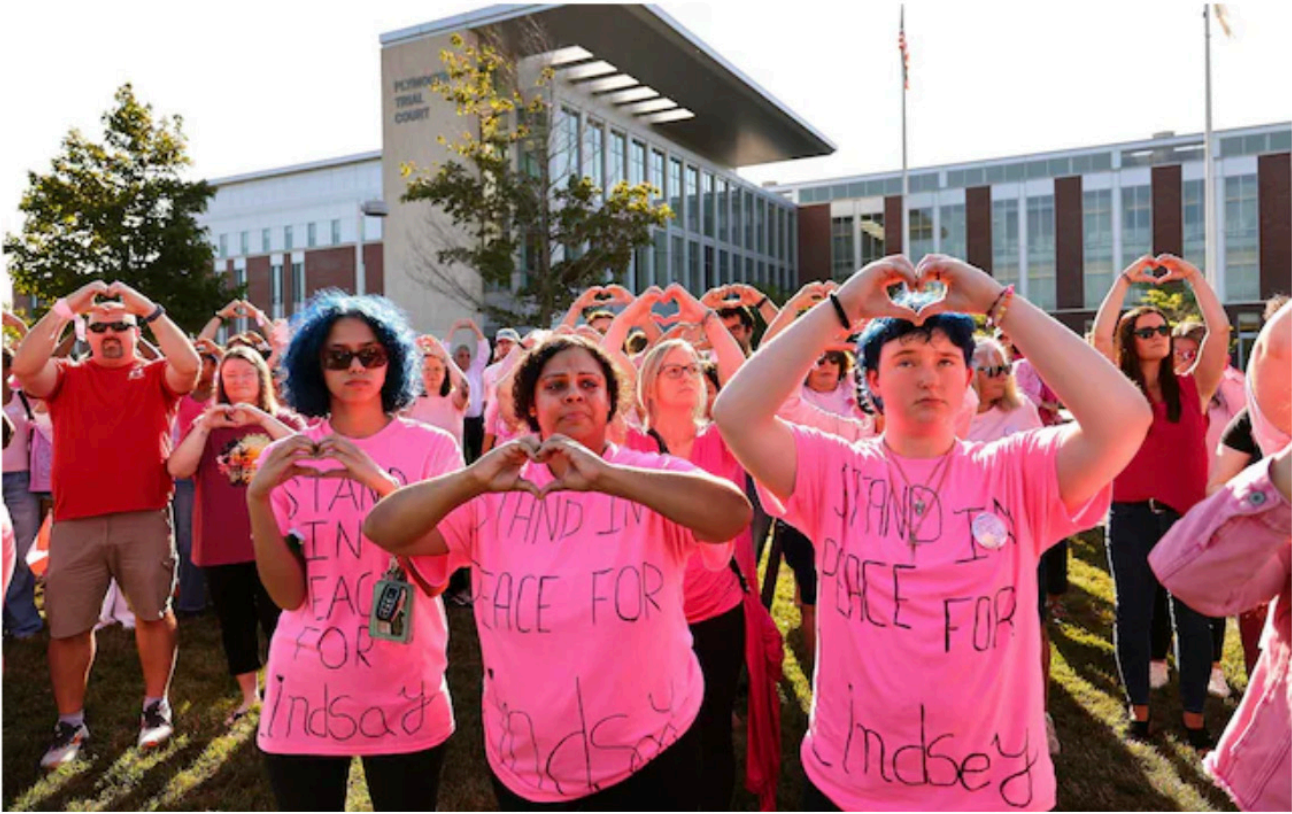
dle to being like, okay, I have to have the executive functioning skills to call people, schedule, make appointments, figure out who can watch the baby while I do this... figuring out if insurance will cover it...” Pierce admits that if she hadn’t been so used to keeping herself organized and on track as a teacher, she likely would not have been able to figure out all of the logistics that would have gotten her the help she needed. When the affordability piece is considered as well, treatment is completely eliminated as an option for some women.

The social media coverage of this trial was extensive and emotional. “I did not follow it this summer because it was just too heartbreaking to contemplate,” Jersild remarked. Despite not deliberately seeking information out, Jersild found she was constantly being offered articles about the case. “What struck me most were the pictures of her in court, expressionless,” Jersild recalls. It felt to her as though the news outlets were posing the question to readers of “what’s going to happen to her?”

Upper School History Department Head Krista Ferraro commented on the type of content that was being pushed to her online: “It’s a very female point of view,” she remarked. “[I saw] a lot

of stuff that’s very sympathetic to [Lindsay’s] plight... about mental health for moms, mental health for women, and failures in the medical system.” Ferraro noted that individual perspectives of the trial could look completely different, even within the same household. “I think my husband and a lot of other men in that age group get the exact opposite [content],” she mused. “The things that seem to be pushed toward him about the trial were like, ‘if this was a man, they could never be a sympathetic figure and kill their children. [The response] would be outrage or the death penalty.’”

This disconnect could explain why internet discourse over Clancy’s trial is so polarizing: issues of gender, mental health, and postpartum care suddenly shared a place in the spotlight in the summer’s most gripping court case. ■



Supporters of Lindsay Clancy gather outside of the court house, JOHN TLIMAKI / BOSTON GLOBE



Lindsay Clancy Appears in court, GREG DERR / AP PHOTO

Dolly Parton, 80: A Legacy of Giving

By TÉA WALTON

I sadly did not know much about Dolly Parton before her passing on August 25th of this year. It wasn't until her death that I began to read news stories and learn about the inspiring life Parton lived. This baffled me, because how could I and other people around the world not know about all the good she has done? She has donated large sums of money and established charity foundations, but for the most part, it was never picked up by the media enough for everyone to hear. She gave and gave, not expecting anything in return, and after writing this article I realized that's exactly the person Dolly was.

Starting out as one of 12 kids in a small bedroom home in Locust Ridge, Tennessee, Dolly was constantly surrounded by music. At the age of six, she began to sing and write music. Later in her childhood she learned how to play the guitar and even was invited as a guest performer to the Grand Ole Opry. After graduating from high school she moved to Nashville to pursue her music career.

There, she signed with Monument Records. At first, she was only allowed to sing pop music because the executives didn't think her voice "fit" with country music, but after much convincing, the label let her record country music. Her first album released a year later, and it wasn't long before Hello, I'm Dolly reached number 11 on the country charts. During this period, she would meet and marry Carl Thomas Dean, and they would stay together for 60 years until Carl's passing in 2025. But the time in Nashville was only the beginning of her career, around the time of her albums release, she joined the "Porter Wagoner Show" as



Dolly Parton in 1975, JACK MANNING / THE NEW YORK TIMES

a regular star. She joined Wagoner's record label and began performing with him as a music duo; and they were eventually named vocal group of the year in 1968. While they were performing together, Parton was trying to release her own solo music, but it was not until the release of "Jolene" that her solo career began to take off. After deciding to go her separate way from Porter's show, and wanting to give him a final goodbye, she wrote and released the song

"I Will Always Love You". This song went on to top country charts.

From then on, many more of her singles began reaching number one on the charts and she won her first grammy for best female country vocal performance in 1978 for the song "Here You Come Again". Afterwards, she began to focus on film as well as her singing career. She went on to star in the movie "9 to 5" and write the theme song, which earned

her two more Grammy awards and an Academy Award nomination.

During the time her career was taking off, she was also involved in many philanthropic endeavors. In 1988 she founded the Dollywood Foundation to help kids around the area she grew up in. Through the foundation, she established a Buddy Program where kids in 7th and 8th grade were grouped with a friend and upon graduation of high school would receive

\$500. After the program was put in place, the dropout rate decreased from 35% to only 6%.

And later, inspired by her father who had never learnt to read or write, she founded the Imagination Library, which sends books to children every month from when they were born to age 5.

The foundation also established the My People Fund, which gave out money to families who had lost their homes in wild fires in Tennessee. In addition to the foundation's own college scholarships, any employees of the Dollywood park could and still can go to college for free.

The Dollywood foundation also helped in medical advances and has contributed funds to the American Red Cross and organizations that help people diagnosed with HIV/AIDS, in addition to donating to many hospitals in Tennessee.

In the end, it's hard to sum up the life of Dolly Parton in one article, but I think we can all take away the importance of giving to others, and I thought some numbers would help.

In her 80 years, she won 11 Grammys, 2 Academy Award nominations, and one honorary win. She released over 957 songs and had 49 albums reach the top ten on the country charts. She has given away over 600 million dollars through her foundations. Through the Imagination Library, 330 million books have been mailed around the country and in the U.S. approximately one in seven kids under 5 years old receive a monthly book.

Dolly Parton said, "If you can't change the whole wide world, change your own little world. And maybe that'll kinda reach out and do some good. That's kinda how I do it. One day at a time, one thought at a time, one dream at a time." ■

Newbies Test Their Thayer Knowledge

As part of the inaugural event welcoming new teachers, Katherine Smallcomb, Student Government President, and Maddie Call, Student Government Vice President, emceed a Thayer-themed trivia challenge. The new teachers were divided into two teams and tasked with racing to see who could answer the questions first.



Ms. Kristin Cotter grabs the mic to answer a question, CALEB SENDER / THE GENERAL



Mr. Michael Brosseau raises his voice to shout out his answer, CALEB SENDER / THE GENERAL

Voting for Tomorrow

By DAN KING

Continued from PAGE 1

What surprised me most was how quickly our conversation moved away from national politics toward something much closer to home: local elections.

Davidson described the primaries as the time “where you get to do your crazy vote.” She explained that come November, your party’s candidate will already have been chosen, and you’ll no longer have as much say. So voting early on is the way to really nudge a party in the direction you seem fit.

Davidson stressed that local elections matter more than the “theater that happens in Washington.” As she put it, “Local is where the rubber hits road.”

One of her friends Denise Schell backed up this point with a personal story, saying, “entire elections are sometimes based on one vote.

“Years ago, in the old [Hanover] high school, we were trying to get a new school forever. We were voting for the high school, then all of a sudden, the doors closed and locked, nobody could come in, nobody could leave until they recounted the vote.” This was because the votes were so close they needed to hold everyone for a recount. But in the end the town got the new school, Schell said, by “one freaking vote”.

For Lori Childs, who is running to represent Plymouth County, that same emphasis on local elections and public opinion shapes the issues she is focused on: affordability, housing and the day-to-day cost of living.

Rather than focusing on sweeping changes at the national level, Childs said she is focused on finding practical solutions to issues closer to home. “It is not always the biggest thing,” she said. “We don’t have to have Medicare for all right now. We need to focus on

the things within our community and make things better for the people who live here.”

Davidson and the committee agree that staying informed in such a fast-moving news cycle is hard, which is part of why they lean on organized events to get people engaged. “On Sunday night, we had a virtual get-out-to-vote rally, and pretty much every candidate running for office in Plymouth County was there,” Davidson said. It’s one of several ways the committee tries to put candidates face-to-face with voters before they ever reach the ballot box.

The rally was a smashing success: attendees included member of congress Bill Keating, Craig Swallow, Seth Moulton, and Representative Ed Markey, as well as candidates for state representative. “[The rally] was not limited to people in Hanover or even Plymouth county,” Davidson explained. “It is open to all!”

Knowing local elections matter, however, doesn’t automatically make them easier to follow. Long ballots, unfamiliar



Lori Childs stands alongside Mechelle Davidson, head of the Hanover Democratic Committee, Denese Schelle, and a local supporter. DAN KING / THE GENERAL

Lynch defeated Patrick Roath, but Roath received 44.3% of the vote. That was a larger share than Lynch’s challenger, Robbie Goldstein, in 2020, when Goldstein received 33.3%. The results show that even when in-

tice, becoming more aware of the fact that young people are, quite literally, the future of their political careers. During her 2016 campaign, Hillary Clinton famously said, “I don’t know who created Pokémon Go, but I’m trying to figure out how we get them to have Pokémon Go to the polls.” The line became an internet meme almost instantly. But awkward as Clinton’s reference was, the instinct behind it wasn’t wrong: campaigns had to learn that reaching young people means meeting them where they are.

Davidson and others in similar positions are trying to do just that by hosting events, setting up political chapters in schools, and rallying people to go and vote.

Compared to Clinton’s advice, Davidson’s was more direct: “You’re young. You’ve got a point of view. Don’t be afraid to use it.” Her committee’s message was the same — if you have a position on something they work on, show up and say so.

For any candidate, getting people to turn out and vote will always be a challenge. David-

son and her team are trying to make that process a little easier by helping young people become informed, get involved, and understand that their voices matter, because it does.

But the primaries are only one part of the election process. On November 3, Massachusetts voters will return to the polls for the general election, with races for U.S. Senate, U.S. House, governor, and other statewide and local offices on the ballot. Voters will also face nine statewide ballot questions covering issues including public records, primary elections, and Election Day registration. State revenue, housing, marijuana, and firearm regulations. For young voters, the next step is not just showing up again but taking the time to learn who and what is on the ballot—and understanding how those votes will affect your community. ■

Local is where the rubber hits road.

names, and a constant stream of political news make it hard to know where to start.

This year’s primaries also showed how much activity can happen within familiar races. In the Democratic Senate race, Ed Markey defeated Seth Moulton with about 65% of the vote. Five Democratic U.S. House incumbents also faced primary challengers, and all five incumbents won. In the 8th congressional District, which included parts of the South Shore, Steven

cumbents win, a primary race can bring new candidates, issues, and ideas into a race.

This disconnect shows up in the numbers. According to Tufts University’s Center for Information and Research on Civic Learning and Engagement (CIRCLE), voter turnout among 18- to 29-year olds in the 2024 presidential election was about 47% — meaning more than half of young eligible voters still sat it out.

Campaigns have taken no-

The General’s First Annual Colloquium



Students hold a press conference with Head of School Mr. Fortunato, asking questions to strengthen their interviewing skills and prepare for upcoming stories. CALEB SENDER / THE GENERAL



Students sift through old school newspapers dating back to the 1890s as Mr. Carlson shares historic issues from the school’s archives. CALEB SENDER / THE GENERAL

The Ultimate Guide for New Tigers

By CAROLINE WOLFORD

Awkward small talk, trying to remember that one classmate’s name (without staring at their nametag), and figuring out where your math class is are all hallmarks of being a new student at Thayer. The first few weeks can be overwhelming, but there are so many people and resources that can help make your transition to Thayer easier. Also, remember that every student was new at some point. When it feels like you’re the only person having trouble, remember you are not alone. Everyone’s experiences are different, so don’t worry if it feels like everyone else has it figured out (I promise they don’t!). Personally, I transferred in as a new sophomore last year, and it took me until the spring to feel comfortable at Thayer. However, there are some things I wish I had known at the start of the school year, and hopefully these tips will help you adjust to life at Thayer.

It may sound cliché, but get involved. Go to club meetings, attend school events, and try new extracurricular activities. It truly makes such a difference to seek out groups of like-minded people. I talked to one student who said, “Get involved in anything; it doesn’t matter what it is, just do something.”

Also, if you feel like you don’t know about any of the clubs or activities that are happening, there are resources you can seek out. First off, the Weekly Notice. Murph doesn’t send that out for fun, and while it may seem like another email in your cluttered inbox, there is so much helpful information about what’s happening on campus that week. The projector during all-school meetings displays similar information, so look out for that too.



Students gathering in the HLC. / THAYER COMMUNICATIONS

If you’re a freshman, your peer advisor can help. Senior peer advisor Emily Salisbury says she chose to be a peer advisor because [she] “wanted to be a person that younger students could talk to about their adjustment to high school, and I especially wanted to help new students feel welcome at Thayer.” You can talk to your peer advisor about anything, whether it is that difficult class or tough social dynamic. Peers advisors are “meant to be a way for students to engage with older students and learn about their perspective, said Salisbury. If you’re a new sophomore or junior, your faculty advisor is also a good option. Reach out to them if you’re struggling to find ways to get involved in the community, and they can connect you to the right people.

Shifting gears to the academic world, the adjustment to new classes can be difficult, and

you may struggle with balancing your coursework. Look no further than the Hale Learning Center. As the HLC enters its 20th year, Director Ms. Dunne explained that it started out as a place “very specifically for kids with language-based learning differences.” While providing direct instruction to students with learning differences, the HLC has also developed strategies that work for all kinds of learners, and Ms. Dunne noted how “over the past 20 years the learning center has really grown.”

In addition, the HLC is unique because its use does not incur an additional cost to families of students. To be more equitable, the HLC does not require a student to have a learning evaluation or diagnosis, and they can help refer students to outside resources if needed. For the general student population, the HLC can provide resources

like the Thayer-specific planner.

An important thing to remember is that you should go to the HLC with a specific issue. As Ms. Dunne put it: “We want kids to come with a problem they can’t solve on their own.” Some examples might be if you can never seem to finish your math tests on time, are struggling to comprehend your English book, or are having a hard time understanding an assignment. Students can also go to the HLC if they need help creating a study plan preparing for a test. Appointments to the HLC are available by email, and the HLC faculty will also be coming into freshman World History classes to teach study skills.

If you’re looking for writing-specific help, Thayer has a unique resource available that most independent schools in the area don’t: the Benelli Writing Center. Located in the Southworth Library, the BWC

is a great way to get feedback on your writing in a low-stakes environment, and can also be a place to get inspired while brainstorming. Director of the BWC Karen Jersild emphasized how the BWC is “available for all levels of writing.” In addition, students can come at any stage of the writing process, from brainstorming to editing, or with specific items or topics, like drafting a thesis. Writing fellows are seniors and juniors who were selected because they are capable writers and want to help improve other students’ writing skills. Writing fellows go through a two-day intensive training, so they are prepared to help “student’s do their own best work,” as Ms. Jersild put it. I am a new fellow myself, and I can say I’m excited for my first appointment and for the opportunity to help other students. The BWC is open every day of the week most periods, during Tuesday flex block in the morning, and after school. To sign up for an appointment, go to the Resources tab on the LMS, click Benelli Writing Center, pick a time slot, and fill out the appointment form. If you have any trouble or questions, email Ms. Jersild or stop by the BWC in-person.

Thayer is an amazing school with a great community, so if you don’t feel that tiger spirit yet, that’s totally normal. It’s only the first month of school, and there are still so many opportunities to find your people and get involved in activities you enjoy. Thayer can also be challenging academically; however, your teachers want you to succeed, so communicate with them and get extra help if you need it. Most importantly, remember that change is hard no matter what, but it gets easier over time. ■

Summer Construction

From new rooms in the Commons to the constant upkeep of the school, here is a glimpse into the work that goes into keeping our school looking amazing.



One of the many painters, Juan David, putting the finishing touches on the Commons’ new meeting room, DAN KING / THE GENERAL



Another worker repairing and finishing sections of the ceiling in the former DEIB Lounge, AASHRITA JOGA, / THE GENERAL

A Reading of Summer Reading

How does the English departmant decide what we read?

By ISABELLA KAHN

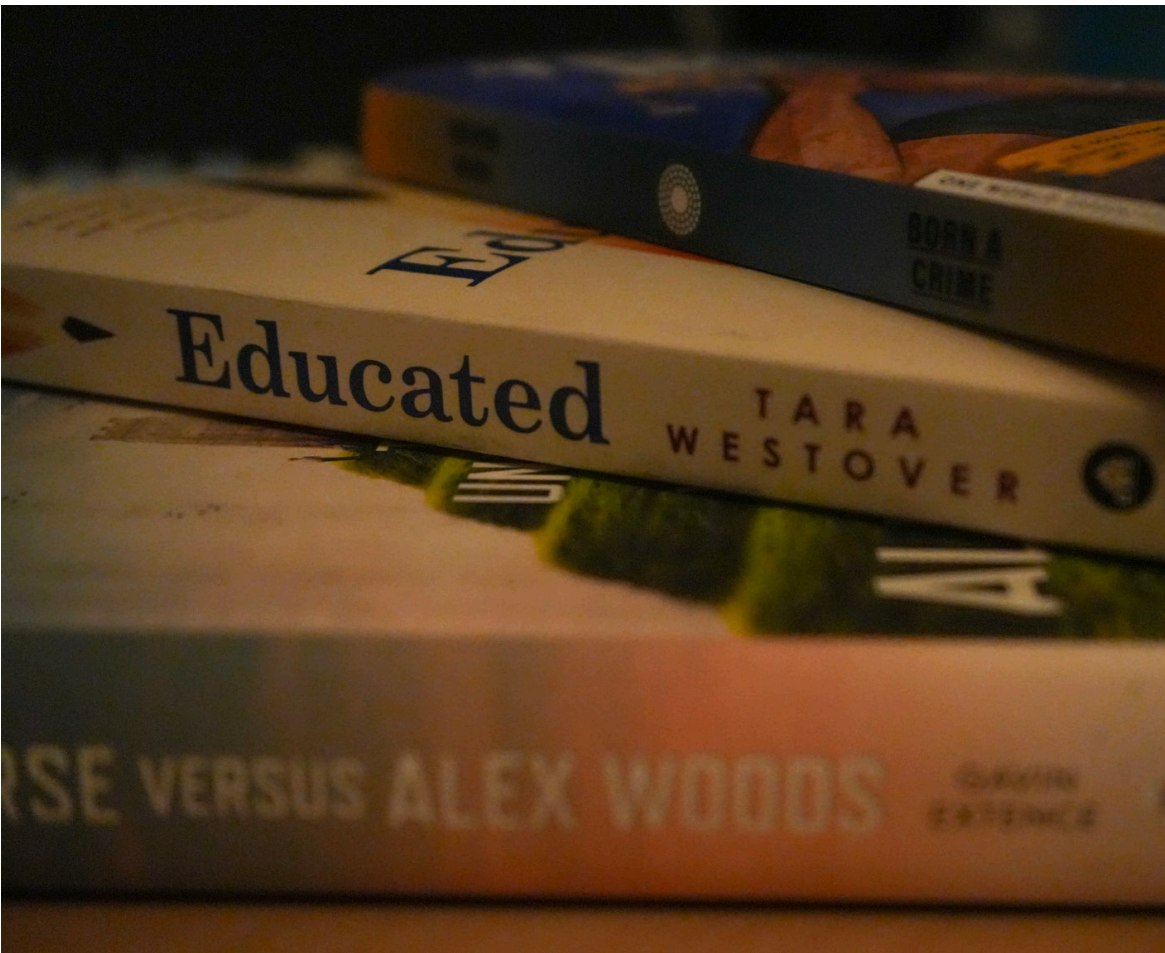
Whether you’re a fifth grader just entering the Thayer Middle School, or a senior, a mere year away from graduating, you were likely assigned at least three books to read over the summer. While the books students read range from Wonder to Frankenstein, summer reading is one of Thayer’s few truly school-wide experiences. For many students, it acts as their first point of introduction to the school’s curriculum, as they (hopefully) are finishing their books before the school year begins. But has anyone ever questioned why we read the books we do? Who decides what we’re reading in the first place? What does that process look like? English faculty answered these questions—and more.

The actual process of selecting summer reading books is quite simple: “It’s essentially by grade level,” Thad Robey, Upper School English Department Head, explained. Each year, during department-wide meetings, the faculty split into their grade-level groups and

These questions help teachers narrow down whether a book will be a good fit or not.

For the last two to three years, however, the list has remained fairly constant. “We usually don’t do major overhauls. If [the books] are working and we develop lesson plans around them, you don’t want to keep changing it every year,” Robey explained. Upper School English faculty Kate Hayman agreed, pointing out the “stalwarts,” such as *Educated* by Tara Westover — books that have been on the list for a very long time. Hayman also mentioned that the discussion of summer reading is not limited to once or twice a year; teachers often discuss the topic more informally.

But what is it that makes a book a good choice for summer reading? For Upper School English faculty Adam Kuhlmann, “having some sort of thematic connection to the arc of the year” is most important. “Each English class has a yearly theme. For instance, English 1, freshman English, has the literature of growing up,” Kuhlmann said. He used his honors class as an



The summer reading books of Thayer Academy: Juniors read *Educated* and *Born a Crime*, and Sophomores read *The Universe Versus Alex Woods*, *CALEB SENDER* / *THE GENERAL*

all the themes, but you should be able to feel like, oh, I can turn the pages here and not feel totally lost.” More challenging texts like *Macbeth* and *Frankenstein* may fall into the category of books better suited for the school year, as, according to Robey, those books don’t pay as many dividends when students lack the classroom support to fully understand them.

This emphasis on student comprehension is also why Thayer doesn’t have one all-school read. “Way back when, there was one called *Whirlygig*,” Hayman recalled. However, she pointed out, “what’s going to invest an eighth grader versus a twelfth grader is often very different.” Ultimately, engagement was key, and that practice was discontinued.

male or female oriented writers, so that everyone can kind of feel like there’s something that may speak to them a little bit more.” When discussing the shift towards representing a more varied group of perspectives, Hayman seemed proud: “If you were to count up female authors, male authors, straight, gay, bi, different cultural and ethnic backgrounds,” she said, “I think we’re pretty diversified now.”

Beyond the variety of authors, all three English teachers also shared their thoughts on the importance of literature and reading as a whole. “To get lost in a book is such a spiritual pleasure, and, I think, a cognitive necessity,” Kuhlmann said. He then added, “I worry about whether students are choosing to use some of their time reading these days. The data out there is pretty clear that books sometimes have a hard time competing with, say, short-form videos.” Hayman also brought up these concerns: “Attention has scattered,” she

remarked. “People are reading even less or reading at a lower level or reading at a slower pace with like eight distractions in the background.” Her focus is figuring out a way to prioritize “space for quiet, acceptable engagement with art and ideas,” while also “[challenging] students and [letting] them wrestle with real issues.”

Robey discussed the “responsibility to try and keep reading culture alive” that he feels in today’s increasingly technology-oriented world. “I feel like summer reading is part of a bigger project,” he said. “And maybe it doesn’t reach every student, maybe not everyone does it or does it very thoroughly,” he acknowledged. “But I think for some students, it’s a pleasurable thing that keeps them active and engaged and gets them excited about coming back to talk about what they just read... which is why we’re going to hold on to it as long as we possibly can.” ■

“To get lost in a book is such a spiritual pleasure, and, I think, a cognitive necessity.”

meet. Within those groups, teachers can discuss the previous year’s books, introduce new books they’ve found, and ultimately come to a conclusion on what they’d like their grade to read that year.

English faculty Abigail Offei-Addo shared her experience in those smaller meetings. After a teacher brings up a new book, she explained, “other teachers will say, ‘Oh, interesting. Can you tell me more about that?’ We’ll have a discussion. And then depending on the time of year, ‘Is it feasible for us to make that switch? Does this fully align with what we’re trying to start the year with?’”

example, describing how the two books they read — *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz and *The Catcher in the Rye* by J.D. Salinger — act as “a springboard to some of the essential questions for the year around what it means to grow up and what kind of relationships are necessary to support adolescents growing up.”

Another important aspect of a summer reading book is accessibility. “We always want books that we feel like students can kind of grapple with and understand on their own,” Robey explained. “Maybe you won’t totally analyze it and understand

Above all, however, the English faculty are looking for books that will engage and appeal to the largest number of students possible. This is the main reason for including a choice section within the summer reading assignments, where students can pick between a few listed options instead of all being required to read a specific one. “We want students to feel like they have a little more agency,” Robey said. “Sometimes they might just look at the page length, right? What’s the easiest one to read? But [choice books] will often try to hit either different genres, or different time periods, or



The summer reading books of Thayer Academy: freshmen read *The Catcher in the Rye*, seniors read *Never Let Me Go*, juniors read *Let The Great World Spin*, and sophomores read *Slaughterhouse Five*, ISABELLA KAHN / THE GENERAL

Pumpkin Cream Cheese Muffins

The muffins are a delicious fall treat that combine the warm flavors of pumpkin with a creamy, sweet center. These muffins are are soft, moist, and perfect for a breakfast or a snack! The cream cheese filling adds a rich contrast to the spiced pumpkin batter. Baking them at home is easy and fills your kitchen with a wonderful aroma!

By **MADDIE KING**

Pumpkin muffins:

1. ½ cup light brown sugar
2. 1 cup granulated sugar
3. ½ vegetable oil
4. 2 whole eggs
5. 7 ½ oz pumpkin puree
6. 2 cups all purpose flour
7. ¾ teaspoon baking powder
8. ¾ teaspoon baking soda
9. ¾ teaspoon kosher salt
10. 1 ½ tablespoon pumpkin spice mix

Cream cheese filling:

1. 3 oz philadelphia cream cheese
2. ¾ tablespoon granulated sugar
3. ¼ teaspoon vanilla extract

Steps

1. Preheat the oven to 350 degrees fahrenheit, line 12 muffins tins with liners
2. In a medium bowl combine cream cheese and sugar until smooth, then mix in vanilla
3. Whisk flour, baking powder, baking soda, salt, and pumpkin spice mix together in a medium bowl, set aside
4. Mix light brown sugar, sugar, eggs, and oil in a bowl, then combine the pumpkin puree
5. Fold in dry ingredients until smooth
6. Scoop the batter into the prepared liners, add cream cheese mixture into the center of each muffin, push it down slightly
7. Bake in oven for approximately 20 minutes



MADDIE KING / THE GENERAL

Game Answers

Diagonal Crossword Puzzle

By **OLLIE BERDIK**

¹ A		P	² Y		³ T	⁴ H	⁵ E			⁶ W			⁷ S	⁸ G		E		
	S	⁹ A		O	S	N	A	Z	¹⁰ G	A	¹¹ Y	H	E	¹² G	T	C		
¹³ A	¹⁴ L	T	L	I	U		T	N	¹⁵ P	A		U	¹⁶ E		N	E		
¹⁷ S		I	R	T		R	¹⁸ I		D	A	S		Z	E	B	U	W	
	¹⁹ P	²⁰ A	T	O	E	P	S	²¹ B		S	S		²² C	U	L			
	²³ G	²⁴ A	²⁵ L	²⁶ H	P	R			²⁷ I			S	²⁸ T	²⁹ F		S		
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³² C			³³ H	H	G		O			N			³⁴ B		N			
	A	³⁵ S	³⁶ C	U		N	³⁷ I	T	I	³⁸ P	E	R	³⁹ N	⁴⁰ R	⁴¹ G	Y		
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⁴³ S	U	R			⁴⁴ R	A		U	H	P	⁴⁵ G	⁴⁶ V	L	L	⁴⁷ L		N	
⁴⁸ B	H				⁴⁹ G	E	L	⁵⁰ S			⁵¹ E	R	A	L	I	⁵² U		D
⁵³ T	U	O	⁵⁴ I	⁵⁵ K	O		E				⁵⁶ U	T	⁵⁷ A			N	A	O
		R	O	M	O	R	⁵⁸ S	S		⁵⁹ A		U	P			D	G	U
⁶⁰ N	⁶¹ O	V	R			⁶² E	M	Y	A	⁶³ C		J	⁶⁴ O	S	H	⁶⁵ A		
		⁶⁶ E	E			⁶⁷ A	A	O		O	E	⁶⁸ M	⁶⁹ A	G		E	S	G
		H	A	U	E	R	⁷⁰ G	N	⁷¹ D	⁷² J			A	R	R		R	
⁷³ T				⁷⁴ T	⁷⁵ F					O	A	⁷⁶ B		⁷⁷ P		⁷⁸ E		S

Geography Quiz

By **MANNY CHIKWENDU**

- 1.A) The Pyrenees
2. C)Catalonia
3. B) London
4. D) The Atacama
5. B) Tibetan Peninsula