

20 Dragon Tales 23

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Opinion - Pressley Visit Inspires Students

By Caleb Idahor, '25

On April 12th, 2023

Congresswomen Ayanna Pressley visited and shared educational words of wisdom with the students of Boston Latin Academy. Seen as inspirational to women and African Americans in particular, Representative Pressley is known to be a tireless advocate for multiple social justice causes. She challenges the current methods of political and educational reform, claiming them to be both ineffective and inadequate. Representative Pressley's voice is strong and prevailing in reaching the young minds of our students.

The congresswoman's message on April 12th directly resonated with Boston's most sacred and valuable resources: students. Her claims around various inequalities and a lack of diversity are all aspects of



social change that she chooses to embody. Advocating for teenagers to make greater contributions in managing and affecting their lives, her staple points were constructed under the political and personal message she shared to students; a message rooted in the very foundation of American society. A

message stating that an 'inherent birthright' to 'quality health care' and 'education' should be attributed to 'everyone in the country'.

Representative Ayanna Pressley's influence on our students is powerful in her message of inclusion and justice for all. She is

a Black, independent woman in American politics and a strong reminder of the improving society we have and the ever more inclusive society we want. She believes in our students and their ability to disrupt, agitate, and innovate.

Opinion - Mo(u)rning Announcements?

By Madison Anastas, '24 and Georgia Hedderman, '24

As we go through our complicated student lives, remembering things is not always easy. Memories offer us potential solutions to current problems and help guide and direct us when solving them. Personal memories are essential for social interactions, but memories don't have to just stop at that. At Boston Latin Academy, our morning announcements are shaped in a way to remind students about upcoming events. However, there is sometimes a lack of recognition of historical events or personal religious holidays. But who is in charge of that? And the answer is us students. In an interview with Marie Carvalho, the assistant head of school, about the process and goals of morning announcements,

she expressed them simply as, “letting students know about upcoming events, meetings, and to congratulate teams that did well. We start with the pledge of allegiance and we read whatever announcements are sent to me. Whether that's about national honor society meetings or to congratulate sports teams and other individual student recognitions”. While these recognitions are crucial to Boston Latin Academy as a community, our diversity sometimes may nudge for more student-generated announcements that are more personal. When exploring the specific aspects of morning announcements and the specific positive and negative effects it holds on the school community, Tristen Grannum, an 11th-12th grade English teacher, expressed that it's an interesting and important way to break down the barriers. Boston Latin Academy is a school filled with many unique people. Our diversity is something special about our school community, and behind it comes with many different cultures, ideas, beliefs, and goals. In our interview, Grannum expressed, “Honestly if we were pointing out days that matter, especially if you make a

commitment to identify days that matter to the school community and definitely to the different identities in school, it can be a great way for people to break down barriers. We are a diverse school and there's unifying things that matter to us as Americans and Bostonians that we should have awareness of”. When looking at where the finger should point for those responsible for breaking down these barriers, it should be at us, students. It's important to make aware to the students of Latin Academy how easy it is to take part in morning announcements and keep culture alive through the halls of our school. All you have to do is email Ms. Carvalho or write a handwritten announcement, of course being school appropriate, and it'll be shared over the loudspeaker at the start of our school day. Carvalho expressed, “We've had remembrance days in the past but we focus on just reading what's submitted”. It's in our power to keep these important remembrance days alive and recognized as a community, and it's up to the students to keep the culture behind our school alive and unique.

Senior Highlight

The editors have selected some exceptional senior papers in tribute to the class of '23. Explore them at bladragontales.org and the links below.

The Hieroglyphs We Write

By Daniel Reynolds, '23

“**Hieroglyphs** were art as much as they were writing. They reflected the ideas and perceptions of those who wrote and read them, and so interwoven with the literal meaning of the symbols was a broader cultural and **artistic** context that gave life to the symbols written on the page or carved on the wall.”

bladragontales.org/hieroglyphs

Mexico's War Against Itself

By Hannia Velasquez, '23

“Justice is a concept that is often ridiculed in **Mexico** because when one tries to do the right thing they are killed, leading many to accept payments from these organizations to work for their agenda rather than to have integrity. Due to the fear that locals have of defying these cartel organizations, many are often placed in a vulnerable position choosing between being forced to **obey, flee, or die.**”

bladragontales.org/mexicos-war

“I Love True Crime”

By Nemiah Gerald, '23

“We subconsciously put them on a pedestal and **immortalize criminals** as they had hoped for when they committed these acts against these innocent victims. Viewers of true crime are genuinely **desensitized** to acts committed by criminals because it is readily available at their fingertips whenever they feel like it; we are too quickly able to look at these documentaries as something so far removed from our personal lives that we neglect to see how much it affects all parties involved.”

bladragontales.org/true-crime

The Evocation of Female Rage when Defining Femininity

By Evangelina Machado, '23

“To say that young adolescent women should be more focused on becoming married and thinking about children in their early 20s, rather than prioritizing their education and wanting to achieve a high-in-demand job **is against where basic feminism begins**”

bladragontales.org/female-rage-and-femininity

Parasocial “World”

By Huy Nguyen, '23

“There are many forms of media and entertainment on the internet ... which push the agenda of **parasocialism**, willingly or not, making use of these human connections and forming an industry around it. The 2 industries that instantly come to mind are the K-Pop and live streaming online industries, both of which have pushed the barriers for people watching their favorite content creators or idols, **potentially bringing harm to both.**”

bladragontales.org/parasocial-world

News - Freshmen Explore Nation's Capital

Rachel Adetutu, '26

Over April vacation, 27 BLA freshmen had the opportunity to travel to Washington DC and parts of Maryland and Virginia over the course of three days, accompanied by Mr. Maguire, Ms. Lindenberg, and Ms. Greene. On the first day, students had to wake up extremely early to get on an early flight to Baltimore. From there

On Monday, students first visited the White House and took pictures in front of the sight. Students also learned facts about the building

and layout like its many rooms and parts. Students also the importance of the landmark throughout its history.

On Tuesday, students visited the World War II memorial and learned the concept and message behind the memorial and the process it took to create this memorial and others like it. Students also greeted and met with veterans and learned about the plight and stories of different

veterans from World War II and the Vietnam War.

Students learned about the importance and significance of important landmarks and memorials in DC and also explored and familiarized themselves with the DC and Baltimore area. Students learned about historical events in the nation's history by visiting landmarks and meeting people. All in all, it was a great learning experience and fun trip with the freshman class.

Entertainment - Online Fun Stokes Real World Consequences

By Cendy Charles, '23

Memes on social media are a powerful tool to communicate with others. There are different kinds of information that fall under the umbrella of how information, true or false, spreads. Misinformation falls under the dealing with false or misleading information in general, whether or not there was intent to mislead. Under that umbrella of misinformation is disinformation where false information is spread with specific intent to deceive. For facts that are true, malinformation is true and factual information that is intentionally conveyed in order to harm.

Memes come in many different forms, but the usual medium is

through pictures with text, video, or text posts. In the online world, memes are a relatively new form of communicating. But the exponential growth of the Internet has made memes a new concern for spreading misinformation.

What is especially baffling about memes is how hard they are to define. I went and asked people what they thought a meme was and how they defined memes.

Some were very simple. "A meme is ha-ha funny," stated Ryan Tran, a Senior.

Mideksa Gonfa, a Junior, had his own more specific explanation as to what a meme was. "A meme usually is just like sending a

specific kind of image. Something that we can relay to each other, culturally, socially. Something funny."

Michael Ly, a fellow Senior, had a more elaborate answer. "Take something that everyone hops onto you know, it's like W or L, where everyone just starts using it for, like, no other reason other than it's kind of funny and stuff."

The commonalities between the different definitions Dragons gave me are that memes are considered funny, they spread quickly by people sharing them, and are often entangled with cultural trends.

However, Richard Dawkins, the biologist who coined the term

‘meme’, saw memes as bits of knowledge, ideas, or jokes that reflected the culture they came from. Dawkins’ view on how memes spread was much slower, spreading from person to person in a steady evolution rather than the wildfire sensation that we are familiar with today.

Dragon Tales spoke with Mr. Gomes, a member of the BLA Climate and Culture team, about the implications of smartphones and social media in everyday student life.

As a part of the Climate and Culture team, Mr. Gomes has frequent interactions with students. He compares the conditions of friendship and conversation now against when he was growing up. “It used to be where, when you’re at home, you’re at home. You’re away from your friends, and or fellow peers, people that you may have had some conflict with. And that’s no longer the case like with everyone having a cell phone, it’s nonstop, right?”

Where biting words used to be exchanged mostly in person, smartphones have allowed conflict to be carried home with every student in their pockets. It’s not just friendly conversation following students home but also personal squabbles between classmates. These in-person squabbles can escalate when they move to social media.

“Because when it’s on social media, there are so many eyes,” explained Mr. Gomes, “and, you know, people are chiming in.” He commented on how social media conflicts are more subtle and abstract than in-person arguments. “It’s liking a negative comment, it’s reposting with their own negative comment, throwing laughing emojis.”

This subtlety makes misunderstandings common. “You got to be very careful,” advised Mr. Gomes, “because tone can be misconstrued often, words jump off from a screen.”

An infamous example of words jumping into real life for BLA students and staff was the fight at Boston Latin Academy that made the news between four 8th grade girls. On January 23rd of this year, one of the girls was escorted to the hospital after sustaining an injury from a sharp object (scissors). The fight was recorded, posted on Twitter and from there made its way to local news stations.

The fight was a perfect storm of concerns about school safety and violence that had parents urging for metal detectors and police officers to be placed in schools and social media use during school. The resulting media frenzy sent rumors into a tailspin.

As all the girls were Black, racially charged comments came from social media, referring to the girls as apes. There were degrading

comments aimed at exam schools for losing their esteem by allowing violence like this to occur. In Latin Academy’s halls, the hearsay and rumors spread around a topic that couldn’t be silenced.

When Dragons were asked if they had ever read the official news on the fight instead of getting their information from the video recording or their friends, all said no.

But some had doubts. “I don’t imagine it to be as bad as people made it out to be,” commented Mideksa Gonfa.

Memes serve a similar role to hearsay and rumors. Word spreads quickly but sometimes the truth gets lost or muddled in conversation, whether real life or digital. Spreading misinformation, even unintentionally, has become much easier in this day and age.

Social media’s lack of a centralized authority means everyone is their own individual, it gives a platform to people who normally wouldn’t have had access to one. What makes the Internet an interesting phenomenon is also what makes it equally overwhelming. Endless voices interpreting the world in real time while virality spreads opinions to every corner of the Internet. These opinions are shaped by the safety of being a faceless person using the internet gives many the boost they need to give into their nastiest tendencies. The perfect conditions for chaos.

The question is how to regulate smartphones as a distraction and

object for harm while also

allowing students the freedom of choice.

Entertainment - A Snapshot of Boston's Restaurant Scene

Rebecca St. Paul, '24

Are you one of many teens with a hungry stomach after school? With strong cravings you are possibly heading somewhere to eat. In this article, we will take a closer look at some of the top food destinations in Boston that are popular among teens and others looking for a delicious culinary adventure.



First up on our food tour is Phở Pasteur, an Asian cuisine restaurant that can be found in the crowded area of Chinatown. The

menu is made up of a variety of noodle, rice, and other Vietnamese dishes. However, it is a bit pricey with meals ranging from \$10-\$20. If you are looking for a cheaper option, Chipotle is always a common favorite which can be found in almost every corner.

Next, we head to Starbucks, which is known for its wide variety of beverage options, especially its coffee. Many teens love this location because of the cozy and



inviting atmosphere, comfortable seating, background music, and

free Wi-Fi. But based on my experience, Starbucks is usually used as a study location, so if you are looking for a more chill location to hang out with friends I would recommend Coco Leaf (Akoko), Teado, or Sweet Sip (personal favorite).

For those looking for a more sweet taste, I recommend heading to Flour Bakery + Cafe, this bakery is known for its homemade bread, pastries, and sandwiches. Try their sticky buns for just \$5 and you can never go wrong with a chocolate croissant. For ice cream lovers, J.P. Licks is one of my favorite ice cream shops that has a wide variety of flavors and toppings.

Whether you can afford it or not, many great food spots exist in Boston. Many of the places I mentioned are within a teen's budget. If some of these places are new to you, I recommend taking some time to go explore them since I'm sure they will satisfy your taste buds.

News - Effort and Enjoyment in Academics Strongly Linked at BLA

By Biruk Meyer '26

If a course is a student's favorite, will that class also be the one they put the most effort into? This question was asked of 105 BLA students in a survey (6% of the school,) it questioned students on their favorite subjects and what subjects they put the most effort into. What was found was that preference and effort in a classroom setting have a unique

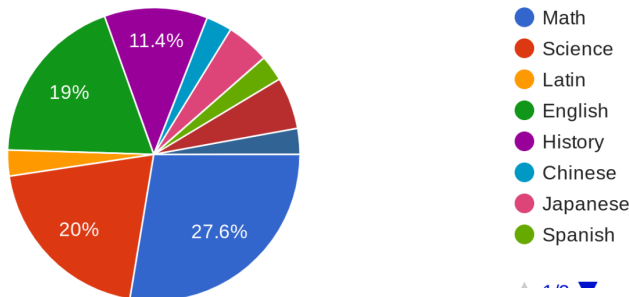
my initial assumption that if a student enjoys a class, then they are much more likely to put a more significant amount of effort into it.

One class received both the most responses for the least favorite class and the most responses for being the class that the minimal amount of effort was put into. This class was Latin. Latin received 26 votes for the least favorite subject, 26%, and 21 votes for the class

view of where students stand with Latin to be revealed. Ms. Greene, who has taught at Latin Academy for three years, was interviewed in this instance. In response to being asked whether students put a significant amount of effort into her class, she said, "I would probably say that, you know I think students put effort into what they think is important right? And what they feel is relevant, and I think everyone's experience with Latin, in particular, is different." When asked if she was surprised that Latin received both the most votes for the least favorite subject and the most votes for the class that students put the least amount of effort into she said; "I'm not surprised that students say that it's their least favorite subject because my students tell me that pretty transparently a lot of students have

What is your favorite subject?

105 responses

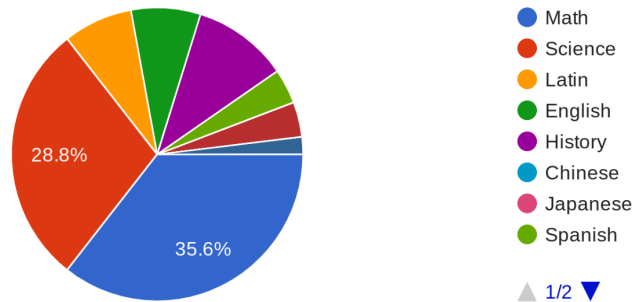


correlation.

When asked what their favorite class was, 29 students, 27% said Math, with the second-highest percentage being Science with 21 students, 20% of survey respondents. Moving to the question that inquired what the class was that they put the most effort into, the two highest responder percentages were, 35%, 37 students, and, 28%, 30 students (these classes were math and science, respectively). This proved

What subject do you put the most effort into?

104 responses



that students put the least amount of effort into, 20%. Interviewing a Latin teacher would allow a unique

said... I don't like Latin... so that part of the survey is not surprising to me." Ms. Greene's response

showed a similar pattern to what the survey had shown being this; students don't find Latin relevant to real life, meaning they put little effort into the class, and therefore struggle with the material.

Contrary to both the survey and Ms. Greene however Enrique Abud Evereteze, a BLA senior, had something different to say than many of his peers about his experiences with Latin. A student who is currently taking Latin 3 Poetry Honors, he said this when asked why he voluntarily took additional years of Latin: "I pursued more years of Latin, because I enjoy the grammar, I enjoy the syntax, and I also enjoy the vast history behind the Latin language. And also Latin has helped me learn other

languages..." When I asked him if he found the class to be a worthwhile endeavor he responded adamantly that it was. In a class of roughly 10 other students, he was questioned on what his classmates thought of Latin. He said this in response: "Well, the consensus I get from this school is that people aren't too fond of Latin." This second interview reinforced the already mounting argument that Latin is a class that many at BLA hold in low regard, however, this also showed that there are students that are willing to work diligently in the class and invest additional time into the language beyond the requirement.

Based on both the results of the survey and the interviews with Ms. Greene and Enrique Abud

Evereteze, I concluded that Latin has a precarious position in the minds of many Boston Latin Academy students. The vast majority of students have less than positive opinions about the class, though as shown there are students, who appreciate the class. Additionally, the minimal effort that many students put into the subject, damages not only their grade but in turn their attitude toward the class. This has no doubt been brought on by the current STEM era that the world is in. It does beg this question however: What does this mean for a school that has Latin and the classics as an integral part of its identity? We'll have to wait and see if this impacts the school in the future.

News - BPS Standardizes High Schools with 7-12 Model

By Rachel Adetutu, '26

In 2015, former Mayor Marty Walsh launched the BuildBPS plan which was a 10 year educational and facilities plan for Boston Public Schools which has two phases, one launched in March of 2017 and the other in October of 2018. The plan in whole is designed to expand access to quality education while reducing student transitions and directing investments to ensure investments are put in the right areas.

The BuildBPS launched in 2015 by Mayor Martin J. Walsh is a ten

year plan sectioned into two phases designed to expand access to quality education while reducing student transitions and directing to ensure investments are put in the right areas.

Plans for reconfigurations of BPS schools have been raised as a result of a belief that students perform better academically when they switch schools only once during their education. Since then, many schools have been reconfigured or are in the process of being reconfigured. This article will talk specifically about 7-12

reconfigurations and if they are good for students.

In 2012, Martin West, a professor of education at the Harvard Graduate School of Education and a faculty research fellow at the National Bureau of Economic Research released a study on the achievement rates of students in Florida Public Schools enrolled in grades three through ten. He found that students that entered middle school in 6th and 7th grade experienced significant drops in achievement in math and reading. According to his study, educational

achievement continued to decline for the following years students spent in middle schools with eighth grade students who entered middle school in both 6th and 7th grade scoring worse than what would have been expected if they attended schools with a larger grade configuration.

The case for 7-12 schools goes beyond academics and includes leadership and after school opportunities. The leadership opportunities include things like mentorship and tutoring and Sephora, a freshman at BLA, told me that one of the pros she sees in the 7-12 school system is people in upper classes helping younger students out with school and even just giving advice. She told me that one time in her study, a senior helped her out with some of her math homework. She says that, "In schools that don't range from 7 to 12, yes you'd be able to get help from others, but I don't think that so many people would be willing to."

Another positive aspect of the 7-12 school system that Sephora pointed out was being able to build longer lasting relationships with people in contrast to regular high schools. But Sephora pointed out students don't often receive lots of

one-on-one attention and the times that are offered don't always fit into people's schedules.

When it came to the positives of the 7-12 school system, Mr. Grannum, an English teacher at BLA, agreed that the structure provides lots of leadership opportunities and said, "A lot of the upper classroom can have opportunities to mentor the younger students." He also pointed out the one less transition that exists in 7-12 schools, "at least you don't have to do another school transition from grade eight to nine."

When I asked Mr. Grannum about the challenges within the 7-12 school structure he had this to say: "Obviously, the younger grades need a different structure. Some people say they need a different structure and support than the higher grades do. And so it can be a challenge for the school community to manage both the needs of the older students and the older ones."

When I interviewed, Ms. Lindenberg, a Latin teacher at BLA, said "I think that it makes the ninth graders a little more mature here, when they're not the youngest ones in the building."

Ms. Lindenberg also mentioned the leadership opportunities the 7-12 structure provides and said, "you have some really great opportunities to give older students mentorship roles and younger students to be mentored and to foster more community. Because age is one of the major things that can make us diverse, and give us different perspectives, which is valuable. You don't always get that in other schools."

But Ms. Lindenberg did recognize the challenges within the 7-12 school structure especially with having different age groups in a school, " But huge differences in like maturity and everything between a 7th grader, to 12th grader, right? So, and that can be frustrating for both ends of that spectrum there. And so you have to be prepared for some of those challenges."

At the end of the day, there will always be challenges and areas to improve on in our schools and no school structure can grant perfect results, but by analyzing the different school structures we can get closer to provide education and learning opportunities that empower and help students succeed.

News - Verdict is in: Mock Trial Team Brings Gavel Down on Opponents

By Cristian Bonilla, '24

There are many great clubs at our school that you might not know about, one of these might be Mock Trial. Mock Trial is a competitive academic team in which students become attorneys/witnesses and present a legal case in a court. The final decisions are made by a single judge, not a jury. Each side gets 3 witnesses. One of the Mock Trial Team Captains, Clare Ablett, explained, "Everyone has an individual role and part that they have to play. This could be in helping to make the visual aid

needed for each trial as well as helping others craft their own arguments and positions."

This season our school's mock trial team got some of the highest scores they ever have. Mock Trial Coach and History Teacher Ms. Brown had lots to say about it. She recounted how they had been put in a very tough bracket in the Massachusetts Bar Association State Tournament. They managed to beat a rival, Newton North, who frequently goes to nationals, by 2 points, and this being very close to a perfect score. They would later

have another match with them in the tiebreaker round, unfortunately losing that match by 3 points, while getting a score of 106, 4 points off a perfect score. Overall, the Mock Trial team had a great season. As expressed by another Mock Trial Team Captain, Beatrice King, "Mock Trial involves lots of intellectual reading, writing, and strategies. It prompts you to think about arguing in a lot of different ways."

Ms. Brown invites anyone potentially interested in Mock Trial to stop by Room 325 to chat.

Opinion - Open Your Eyes

By Michael Villar-Bernabel, '25

I am on my phone 8-10 hours per day, which is half of the time that I sleep. My life is a constant cycle of sleep deprivation and pushing back the time I want to do homework or other planned stuff. Fortunately I'm able to turn in my assignments, but only by the skin of my teeth. Although I have made a big improvement from last year while suffering from the same issue, I really only need two hours at most on my phone.

To put it another way, as helpful as the internet can be, there's a lot of traps set ready to suck away your time. With kids as young as 5 owning a device and the increase

in screen time after the pandemic creating addictions, we should pay attention to what we use or at least be aware of how much time and attention we are giving to these harmful things that could affect our future and the next generation. Everybody has a future, dream, or something they look forward to; we can't achieve them if we have no time to spare. Time on screen could even be taking away possible experiences you could be creating in real life by destroying our mental health. Quitting our social life would be next to impossible but the second best thing we could do would be prioritizing our actual life by taking those purposeless searches on the internet and taking those hours and adding them to our

sleep or homework so we can start enjoying our life. The Internet can be beneficial when used correctly, so do that.

Likewise, lots of unaware people on the internet could benefit by simply cutting down their screen time, being purposeful and they'll feel themselves becoming more stable.

Diana Graber, a *New York Times* writer, mentions a method she does with her students which is to analyze how they spent their time in a single day. Not only were they surprised at the amount of time they spent, they also found it fun to create a bucket list of things to do in 24 hours without their device. Identifying the problem is a huge

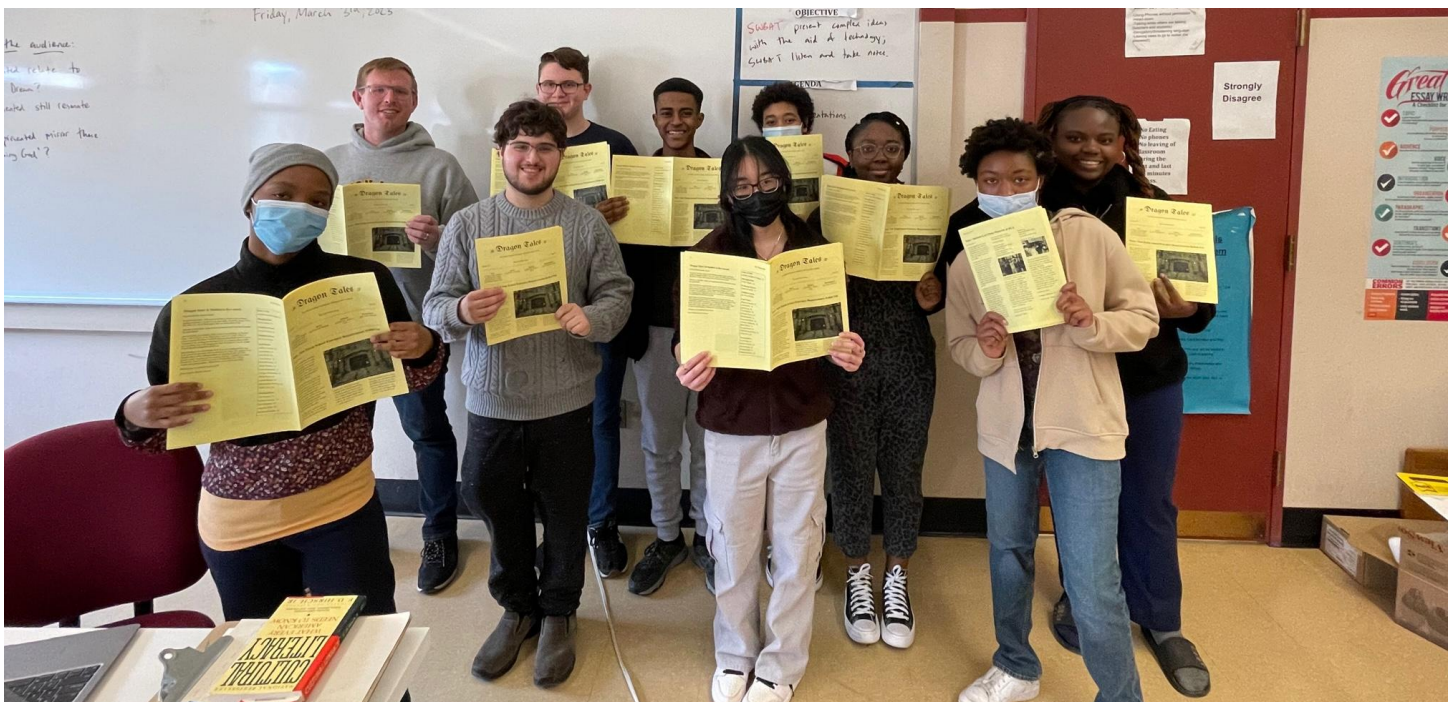
step because most people are unable to recognize that they're on a screen for too long. Whatever you use your device for it's easy to lose track of time and you won't even feel an hour go by making you want to stay on longer. Knowing how easy it is to lose your grip on time, A method I use is to set timers to manage how long I've been using an app for so that if you have something else to do, you won't have to push into other scheduled plans you may have. Now you won't have to worry about not getting enough sleep or having to rush something to make up for that time loss but instead could enjoy having your eyes closed for a few more hours. Not only is your time valuable but so is your state of mind. The Pew research center made a graph showing parents' worries on the

type of stuff you are exposed to on the internet that may affect things like anxiety, depression, or low self-esteem. Despite the fact these parents could have taught their kids how to be on the internet, about 50% care to an extent. With wide and easily accessible content you're exposed to everything, even danger. There are lots of harmful things on the internet that can make you feel bad about yourself, so less time could mean less exposure to those types of things that could change how you think.

Although fixing your screen time can give you opportunities to improve in other aspects of your life, It all depends on how you use it. Effects from interactions on the internet may vary from person to person. Everyone has their own lifestyle and different objectives

which affect how they spend their time. There have been countless times where I went to the internet for advice and it helped. Nevertheless, eliminating all risks of the internet will make you feel better and will find more reliable solutions in life.

When I first got my phone I was ready for all the new things I'd be able to now, but no one ever told me that it would have done more harm than good. Now I'm stuck trying to escape its grip on my life so I don't end up a nobody. Learning and being aware of my responsibilities on the internet will be my strongest weapon to pull me out of that black hole. Now that I'll be better rested and not busy with homework, I have enough time to use my phone and improve my future at the same time.



Job Well Done and Thank You, Seniors!

By Erich Mueller, Faculty Advisor

Let me be blunt: this was the best year I have had being the advisor for Dragon Tales. From the very first moments at the Club and Activity Fair in September to my typing these words right now, the 2022-23 Dragon Tales experience has been a superlative one. Our three issues this year have been so well done and were received with accolades from students, staff and other members of our school community. People were hungry for student voice, and we gave the people what they wanted!

Our newsroom is a buzz of excitement and mind-bogglingly complicated tasks being carried by tremendously talented students. From reporting on news, to debating lay-outs, to agonizing over editorial decisions, our club has striven to bring the best of what we do to all of you. Now, if I'm being honest, these few keystrokes right now might be my biggest contribution of the year. I have been blessed with a crew of superbly dedicated journalists who have made my role more of a 'fly on the wall' than responsible adult. While everyone who has attended a meeting, written a story, or helped with production of our paper deserves kudos for their contributions, we are especially indebted to the spectacular contributions of seniors Cendy Charles, Amishai Goodman-Goldstein, and Daniel Reynolds. I have so much enjoyed and appreciated our 'after-hours' chats about stories, the direction of the paper, and our own lives. Your contributions are immeasurable and I thank you all from the bottom of my heart.

To our readers, supporters, and yes, even detractors (please tell us what we get wrong or don't cover!): stay tuned for next year. We will launch the 2023-24 edition of Dragon Tales at next fall's Club and Activity fair. Thank you all for reading and encouraging us.

Finish the fourth term strong, study hard for your finals, and have a terrific summer!

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