

THE Grauer Gazette

No. 01

SAN DIEGO, THURSDAY, OCTOBER 6TH, 2022

The Grauer School

WE ARE ALL GRAUER

THIRTY-ONE YEARS AGO, THERE SAT AN EMPTY, DUSTY FIELD, FULL OF UNKEMPT SHRUBS AND OVERGROWN WEEDS.

By Gavin M.

The importance of this field had been lost to the past, but an inspiring new future was just beginning to emerge. As metal shovels dug into the ground and a fleet of construction trucks arrived, the land began to transform. For the next thirty years, this once-forgotten ancestral piece of land developed into a haven of education and connection. From seeing this field, an idea bloomed within Dr. Stuart Grauer, from this field, The Grauer School rose.

Over 10,000 years ago, the very field Grauer stands on provided the indigenous Kumeyaay tribe with the nutrients, resources, and shelter needed to thrive as a community. Over these years, generations of Kumeyaay people were able to build upon their tribe's story, as each "class" provided a new culture and belief system that advanced their community, while staying deeply connected to its roots.

Today, it is important to acknowledge that the land, once lived off of by this tribe, is now studied on by a new generation. The significance of the Kumeyaay's contribution to Grauer is that they provided us with evidence of how crucial it is to recognize the achievements of those who paved the paths before us, much like the Kumeyaay respected and evolved from those before them. Similarly, we should recognize the ingenuity and hard work of the prior generations of our Grauer community who contributed to our current and future successes.

The first generation of Grauer resided not on the historic land it does today, but instead in a strip mall located next to the Mexican restaurant, Mexico Viejo. Yet, despite this bare exterior, parents, and teachers, such as Dana Abplanalp-Diggs, were drawn to The Grauer School because of their faith in the school's ability to foster a new type of relationship-based education. As Dana recalls, her interest in Grauer stemmed from thinking, "...how different would school be if you could have conversations with your students and see where they were at?" Each school day, parents would drive into the strip mall off of El Camino Real and drop their kids off at the small "store," where they would forge a more intimate connection with their education. This generation of Grauer's community believed in the unseen possibility of Grauer and built the base values that continue to determine our identity today.

The second generation of Grauer was a period characterized by transition, resilience, and achievement. The students who had attended the strip mall had now graduated and a new group of students drawn to Grauer's philosophy entered. The location of Grauer had moved from a single store room to a large empty clearing, where Clayton Payne, a teacher who remembers that during his first year on this campus, it felt like, "anything was possible." As Clayton remembers, "My first year had this really frontier vibe. We didn't have a lot of the resources we needed," but "it felt like the beginning of something truly, truly special." The new-found freedom of the expansive location Grauer experienced, allowed the community to pursue their vision of what The Grauer School should be and laid the groundwork for what the school is known for today. The new campus, located on that dusty, forgotten field was a blank canvas that allowed students to "represent the ideal American Dream, where we can all be recognized as students and teachers," stated Clayton.

The third and current generation of Grauer is the first class of students who have been able to truly take advantage of the vision provided for The Grauer School all those years ago. Students can now play sports, pursue arts, and explore the wonders of STEM. The hard work and effort provided by the past generations have enabled future generations to thrive as a community. Our past has created a future for students such as Gabriel C. and Kennedy W. who can prosper in a school designed to maximize their abilities as both a student and as a person. Gabriel believes that joining the Grauer community, "changed me as an overall person," and now thinks of his class as his "family." Kennedy described Grauer's community as an "accepting place, where everyone is their own different person." Throughout our many generations, The Grauer School has not been defined by its location or its size, but instead, by its people. Our ambitious community continues to write the chapters of our school's story. No matter where we are or where we've been; we are all connected through our decision to come to this school. On this land. At this time. We are all Grauer, and we are all thankful to share the benefits of the vision of Dr. Stuart Grauer.



An illustration of the Grauer School campus.

WELCOME TO THE FIRST EDITION OF THE GRAUER GAZETTE

The staff of this newspaper are a group of students who willingly accepted my challenge to start a newspaper from the ground up. They have invested themselves in research and development and the final product is now in your hands. I am extraordinarily proud of them! Enjoy The Grauer Gazette! Louise - Faculty Advisor.

Info

To view the Grauer Gazette online edition go to the website GrauerGazette.com.

To view or to write for the Grauer Gazette please email: GrauerGazette@grauerschool.com



Hidden Treasures: Kentucky Expedition

By Cooper B.

On Saturday, September 17th, twenty high school students departed with Paulina D., Nick S., Dominique B. and Dr. Stuart G. to the state of Kentucky. On the trip students enjoyed delicious food from Miguel's Pizzeria, The Hot Cup Cafe, The Brick Ice Cream Shop and the famous Wallace Station, a featured restaurant on the Food Network's Diners, Drive-Ins, and Dives. The group stayed in gorgeous cabins within the Red River Gorge, where they immersed themselves in nature through kayaking, rock climbing, horseback riding, rappelling, hiking and more! In addition, they experienced their own private bluegrass concert, performed by local musicians and Stuart G. Students were able to participate in the concert as well! Wood carving, backyard barbequing, and plenty of card games were also staples of this trip. Students were also provided the opportunity to take part in community service.



Grauer visiting Rogers Elementary School in Kentucky

The group bought a plethora of art supplies to help start an art program at Rogers Elementary School, a local school in the Red River Gorge. Students bonded with children from kindergarten through 6th grade by leading art, music and PE classes, as well as reading to the students. Later in the week, the group toured the University of Kentucky, Keeneland Race Track and Stables, and the Shakers Village of Pleasant Hill. Reminiscing on the trip, students are filled with great memories, lessons and quotes that will last a lifetime, such as "Inside thoughts go outside." A phrase we will all remember in both times of joy and hardship.

New York Expedition

By Livia S. & Gabriel C.

The trip to New York started bright and early when twenty-eight students and three chaperones gathered at the San Diego airport at 5:45 am. The days were packed with activities ranging from city tours to dinner cruises. The group visited three colleges, saw two plays, and went to three art installations. When everyone wasn't together doing these activities, they were in small groups exploring the different areas of the city. Having different experiences throughout the day and sharing them with one another gave everyone the sense that they experienced more in the city that was bursting with opportunity. Although the students dispersed throughout the day, dinner was always eaten together and the sense of community that is always present on Grauer expeditions was not lost. The trust between the teachers and students intensified with the different adventures they shared in the trip. Johnny, one of the trip leaders, found that "the New York City expedition was a blast. I was so excited and happy that we were able to immerse ourselves in the New York City culture by visiting art museums and exhibits, riding the subway all week, seeing Broadway, a Yankees game, colleges, and indulging in classic New York City foods." The variety and freedom of this trip allowed everyone to experience the city in their own way. The trip brought excitement and independence but still managed to stay a collective journey and learning experience for everyone.



11th graders in Central Park



Grauer surf expedition students and teachers

Portraits of California: Soul Surfing

By Sarai S.

On a typical overcast Southern California morning, six high schoolers piled into one of the beloved Grauer School vans, with their two chaperons, Clayton P. and Daniel B., in which they started their five-day road trip up the coast. Titled the, “Portraits of California: Soul Surfing,” expedition for good reason, Clayton and Daniel focused on formulating a new mix of surfing and spirituality for the students. Throughout the trip, the group explored a Zoroastrian Temple, had lunch with Sikhs, and spent a peaceful morning at the Self-Realization Fellowship, Lake Shore Shrine Temple, and much more. On Wednesday, the surfers spent their day with Daniel’s father, Davey M. who is a visual artist and former professional surfer. While the students found interest in his perfected surfing technique, Clayton took notes as Davey shared how he expresses himself through drumming. Thursday evening Clayton wrote, “Enjoying the last official hours of summer at Pismo Beach Pier before the Autumnal Equinox at 6:03pm. Earlier, we surfed a magical session at Jalama; glassy with nobody but us out. We’ll finish out the day with a nice meal and a campfire. These have been inspiring, thrilling days filled with laughter, adventure, and good conversation... the heart of a great expedition.” Although the school year may have recently started, the students are living out their, “Endless Summer,” dreams, in yet another memorable Grauer School expedition.

The Washington D.C Expedition: Out of the Classroom and Into Our Capital

By Gavin M.

Often history is taught through the pages of a textbook, rather than through personal experiences and connections. The stories we learn in school often separate the historic figures’ reputations and achievements from the actual people who lived. At the Grauer School, it is our privilege to take our study of American history out of the classroom and into our capital.



Grauer 8th and 9th graders at the National Mall

This year, Grauer’s 8th and 9th grade students were able to join our school’s tradition of exploring America’s rich history firsthand on an expedition to Washington D.C. On their trip, these Grauer students stayed in the vibrant city of Washington D.C for six days, where they studied and enjoyed historically significant sites and American culture. These activities included visiting Ford’s Theater and Mount Vernon, viewing the award-winning play, Hamilton, and exploring an important aspect of U.S history at the National Museum of African American History and Culture.

Over eleven years, The Washington D.C Trip at the Grauer School has provided countless profound memories for students and teachers alike. For example, Inder C. stated his favorite part of the D.C expedition was “Hamilton or the MLK memorial.” The lead chaperone on this year’s trip, Alicia T., revealed that her favorite moment on this trip was “seeing students bond and take care of one another” and “really connect with American history and culture.” The Grauer School’s visit to our nation’s capital has been a foundational learning experience, where students are able to make the notable figures and events they’ve studied in their classrooms become lifelike. For example, Inder recounted that his greatest learning experience from the Washington D.C Expedition was “seeing how old everything actually was and all the other historical stuff there, specifically visiting Ford’s Theater and the Abraham Lincoln Museum.”

The Washington D.C. expedition is a significant part of each Grauer students’ experiences because it provides,

“an understanding and appreciation of what came before us,” and an admiration for the “sacrifices people have made so that our country can be what it is today.”

The expedition is not only an opportunity to understand and appreciate the American past and present, but a way to connect our history with the future.

Photo Contest | Due Oct. 7th

Expeditions: Landscape, activities, friends and selfies

Prize: Smartphone wide angle lens (\$50 value)



Submit here

Catalina Expedition

By Sarai S.

Following The Grauer School’s tradition, students set out on first of the biannual expeditions for a week of alternative learning experiences and cultural immersion. On September 19th, Fifteen high school students along with three teachers departed from the Grauer campus and traveled up the coast to the San Pedro port. As the sun rose, casting a golden light through the bus windows, students awaited the moment when they would step out onto the ferry that would take them to Catalina Island. After a short line to board the boat and a stop in Catalina’s most famous city, Avalon, the group reached Two Harbors. From there, teachers Peter M., Jessi B.and Isaac L. lead the group up the Trans Catalina Trail ridge. The six and a half mile hike, featuring 1,200 feet of elevation gain and views overlooking the Atlanic’s deep blue water, kept the group hiking until five o’clock. Once exhausted and hungry, the students set up tents in Little Harbor and made dinner before falling asleep to the sound of the ocean waves.

The group spent the rest of their time on Catalina Island, swimming in the crystal clear water and exploring areas around their campsites. At night, students played cards, roasted marshmallows and took a hike to the abandoned yacht club in Two Harbors. Isaac L., Grauer school music teacher and a known water lover, summarized his time in Catalina, “I had an absolute blast on the Catalina expedition. The beautiful weather, stunning scenery, and warm ocean temperature; a fun, eclectic



Grauer students and Isaac L. in Catalina

crew of backpackers, many of whom I got to know so much better this week; a perfect mix of challenging hikes and freedom to explore the island in our down time; great chaperones I rarely travel with... everything combined to make this week feel like a family trip and I left empowered to backpack again as soon as I can. Very proud of watching everyone succeed in challenging situations and doing it all with laughter and camaraderie. Bravo!” As always, the expedition was unique from all the others and will be added to the core memories of the students’ time spent at The Grauer School.

New Teacher: Kara C.

By Sarai S.



Kara C. has had a deep connection with The Grauer School for many years. In 2015 her daughter, Olive, enrolled in the sixth grade at Grauer, and Kara began to see how much of a positive influence the school would have on her life. Specifically, Kara recognized Grauer as being, “A school I admired because of the relationship-based teaching.” Kara was trained as an English as a Second Language (ESL) teacher and then attended San Diego State University (SDSU) where she earned her Bachelor’s Degree. After studying at SDSU, Kara attended Point Loma Nazarene University, where she earned her teaching credentials and finished her schooling.

Kara is someone that loves getting to know each of her students as individuals, and building deeper connections in which she can learn how to best teach her classes. Kara recognizes students’ intrinsic motivation to learn as, “a feeling that is pervasive with the teachers as well.” From being a parent to a teacher at Grauer, Kara can see the similarities between all members of the community, and is continually engaging with her students during class through fun vocabulary games, in depth conversations and poetry.

Girl Rising Club Continues to Make Impact

By Sarai S.



Girl Rising members

During the 2012 school year, Sally Grauer and longtime friend Dianne Nichols founded the Girl Rising Club. Since then, Girl Rising has met on Thursdays at lunch where members discuss women's rights and what they can do to spread awareness about different issues faced daily by women. Additionally, Girl Rising has held fundraisers to raise money for Daraja Academy, an all girls boarding school in Kenya. Daraja uses donations from people around the world to pay for girls in Kenya, who lack the financial resources, to receive a proper education. Club advisors Shelley J. and Alicia T. lead an expedition to the school every few years where Grauer students spend time living with and meeting students of Daraja. This expedition provides Grauer students with the opportunity to build connections with peers living in a different part of the world, as well as sharing stories of life experiences.

In late September, Evalyne N., a seventeen year old student at Daraja spent two days visiting The Grauer School. During her time here, she shadowed juniors Aviya A. and Sarai S., spending time with them in their daily classes. When asked about her time here, Evalyne said that she loved attending History, Physics, and Chemistry classes here in the United States. After her two days spent at Grauer, Evalyne will head North to stay in San Francisco for the rest of her time in the United States. Evalyne shared that she hopes to graduate from Daraja and attend university where she will study to become a chemistry professor.

Among the many goals of the Girl Rising club this year is raising 2,500 dollars, the amount they hope to donate to Daraja which will cover the tuition for one girl to attend the academy for a year. They are striving to get all members involved in the fundraising and learning about Daraja in hopes that an expedition to Kenya will run next year. While making fundraising their focal point this year, members have also been brainstorming ideas for discussion topics, leadership roles and off-campus activities.

Currently, Girl Rising members are working together to organize an event for Day of the Girl, an international holiday designated to celebrate girls around the world. Other possible events Girl Rising is hoping to host include a 5k run fundraiser, bake sales, and a karaoke night.

New Teacher: Ryan S.

By Sarai S.

Ryan S. has been hired to teach the first Engineering and Design course at The Grauer School. Ryan is from Orange County and majored in Mechanical Engineering at the University of California, Santa Barbara (UCSB). During an interview with Ryan, he stated "I was honestly not expecting to be a teacher." Ryan remembers being in high school and having such a strong passion for engineering, but not having a class to pursue his interest. When he fell upon the job opening at Grauer to, "Help build up the engineering program," he immediately thought it would be a good fit. Even prior to high school, Ryan had always been curious about engineering, though at the time he expressed this curiosity through building Legos. For this reason, he hoped taking the position would allow him to give students the opportunity he never had: to explore engineering. Ryan's favorite part of teaching at Grauer has been the small class sizes, where he can offer one-on-one feedback to students. Ryan hopes that working closely with his students will benefit the class in December, when he will lead the team in competitions, competing with the robots they are currently programming. Welcome, Ryan!



Music Just Happens

By Charlotte R.

By the second class of the school year, Advanced Music was already preparing for a lunch concert. “This one was kind of a class experiment to say, “Okay, here’s this big group of people, and I’m gonna give you the challenge of pulling off whatever you can in two weeks,” says Isaac L., Grauer school music teacher. Lunch concerts commonly consist of nine songs, performed in forty-five minutes, with two weeks to prepare, divided among eighteen students. Anyone who has been in the Grauer Music Department knows preparing for these concerts can be a process. Here’s some of what goes on behind the scenes.

Step One: Pick the songs. Normally, this results in chaos, but, as a new class, everyone is more hesitant to give opinions. The upperclassmen take the lead. One thing becomes immediately apparent: if you want something, you need to make it known. It takes a whole class to get the parts settled, but by the end of the class, more students are eager to play multiple songs. In the same interview, Isaac L. comments on his optimism about this year’s group: “The diversity of everybody’s talent is really what is amazing about this class which actually made me excited to have such a large class... the possibilities of what we could pull off are endless with a group this size and this talented.” (sic) Students spend the next two weeks rehearsing, which is exactly what it sounds like. The hardest part is the number of people on different songs. It is nearly impossible for everyone in a band to be available at the same time. Finally, after two weeks and a much-needed setback due to rain, the concert is ready.



Students performing in the first lunch concert of this year

The concert was split into two sections. The performance begins with ‘August’ by Taylor Swift. To quote Isaac L. a final time, “We’ve risen to the challenge of showing a diverse set of songs. You know, we have rock songs and a slow ballad and indie rock and an upbeat ’90s rock and Jimmy Hendrix classic rock, Taylor Swift. The variety of songs is great.” (sic) Once the first four songs are finished, there is the solution to all stage fright: the Water Balloon Bonanza. Nothing is more perfect than a soaked band for the closing song, “Teenage Dirtbag”. Through the highs and the lows, the music program pulls through and puts on successful productions.

Politics Vs. The Environmental Movement

By Lana L.

A leading influence on modern day activism is through politics and elections. Pushing the importance of sustainable policies through the government is an effective way to make a lasting change on the environment. With the US midterm elections coming up in November, there are many ways high schoolers can influence the voting outcome such as protesting and spreading awareness. There is a common misconception that people who are under the voting age can not make any impact in politics. In reality, younger generations, due to their non-partisan status, have the potential to make a different type of change. In recent years the world has seen young leaders such as Greta Thunberg organizing protests and speeches. These, in turn, have caused a worldwide commotion which has influenced multiple environmental based policies. Many organizations and activists’ end goal is to initiate governmental change for their cause. In honor of the upcoming midterms, these are some of the most impactful environmental policies of the past decades.

The Endangered Species Act was originally enacted in 1973 in the United States. It was created to protect the plants and animals at risk for extinction, as well as implementing plans for their recovery. It was the strongest law for protecting biodiversity of its time and the first line of defense against extinction. According to the policy, the US was now authorized “The use of all methods and procedures which are necessary to bring any endangered species or threatened species to the point at which...this Act is no longer necessary.” It then goes on to list the multitude of strategies approved to achieve this goal, such as increased law enforcement, population census, live trapping, and relocation. This is significant because it was the first time that legislators would do everything in their power to protect a singular species.

The Environmental Awareness and Education Act was put in place in the Philippines in 2009. This promotes environmental education in schools throughout the country. According to the official document, “The State shall promote national awareness on the role of natural resources in economic growth and the importance of environmental conservation.” The act is significant because knowledge is the baseline and sets the precedence for creating an influential movement.

A more recent treaty, the Paris Climate Agreement, was enacted in 2016. This treaty brought nations from across the world together to discuss climate change, and was adopted by 196 parties. The document set out a clear path to limit global warming below 1.5°C. The agreement states that, “The aim is to strengthen the global response to the threat of climate change, in the context of sustainable development.” According to the European Commission, The Paris Agreement is the first ever universal, legally binding global climate change agreement.

Young people regardless of voting age have been consistently successful as catalysts for governmental climate action. Pushing for these types of treaties and acts are pivotal for a growing worldwide movement, and the goal of a sustainable future for all.

Discovering how to not be the 'Ugly American' in the land of “C’est La Vie”

By Emerson G.

During Grauer’s recent fall expedition week, I was fortunate enough to go on an independent expedition to St. Tropez, France. While I was there I went with the mission to seek out and report on a stereotype I often hear about in Europe: the “Ugly American” tourist. Everyone knows the “Ugly American” as a tourist who travels and behaves/dresses/talks in boorish, loud, obnoxious, and distasteful ways without regard or respect for local customs and traditions.



Saint Tropez, France | Kai D.

I arrived in the small coastal town of Gigaro in the Côte d’Azur where I would spend the next 9 days and I began my investigative work to see if I could find any fellow tourists who might fit this description. Since it was not peak tourist season, it was hard to find other American tourists so I quickly gave up, but instead focused on enjoying my time there and experiencing the local life and culture as much as I could without becoming the “Ugly American”.

Here are my key takeaways:

When traveling to a foreign place, one should try to learn at least the basics of the local language. It is unfair to expect other people to adapt and strain to understand and speak English. In addition, it comes across as a bit entitled and obnoxious. I found that the locals really appreciated when I would attempt to communicate or even just order food in my novice French and terrible accent. This small gesture shows a respect for their way of life.

Ugliness exists everywhere. People can act rude, obnoxious, offensive, and entitled anywhere they go. Having empathy, humility, and curiosity in whatever situation/place we find ourselves, may be the cure to rid our world of this ugliness.

The world is so vast and if we are fortunate enough, we will visit many different places, meet new people, and experience different cultures. The easy-going “c’est la vie” way of the French is a wonderful way to approach any adventure and cope with difficulties we may face in the future. However, combining that with the resilient and optimistic “Yes, we can” way of the Americans just might be what makes the world a l

The “c’est la vie” concept of the French goes a long way in having a smooth and anxiety-free visit. It is a direct translation of “such is life” which makes it seem the French really accept this phrase as a way of life. For example, it allowed me to be more accepting of things such as slow service in restaurants or store clerks ignoring me and being more patient in stressful and confusing situations.

Perhaps when one is accustomed to being catered to or having things accommodated to their liking, it promotes an entitled behavior which sounds a bit like the stereotypical “Ugly American” - or what some others may call “American exceptionalism”. And incidentally, according to our local French guide/friend, the idea of the “Ugly American” isn’t widely known amongst them. He believes that it’s something that Americans have internalized. Perhaps the same is true for American Exceptionalism, which is a self-congratulatory idea that America is uniquely superior and singularly virtuous.

High School Girls’ Volleyball Team Competes at Del Lago Tournament

By Gabriel C.

The high school girls’ varsity volleyball team won the tournament at Del Lago Academy in Escondido for the 4th straight year. Over the duration of two days, the team played 5 games, during which they remained undefeated. On Friday, they competed against Bayfront Charter School, Preuss School and Saint Joseph Academy, winning each match 2-0. On Saturday, they played against the Monarch School and Del Lago Academy. Similar to the preceding year, Del Lago Academy was their opponent for their final game and Grauer won each of the games with the score of 2 - 0.

At the conclusion of the tournament, the coaches from all of the teams were required to elect a player from each team to be recognized for their exemplary performance in the games. Makela R. and Tessa R. were elected for the All-Tournament Team. Additionally, Makela broke the school record for serving 11 times in a row. Congratulations to the volleyball team for a big win!

Player Quote:

“The Del Lago Tournament is always one of the most memorable parts of the volleyball season, and this one was particularly special because it was my last one and we played with such team spirit and togetherness.” - Makela R. (Co - Team Captain)



Grauer & Horizon Prep girls’ Varsity Volleyball team

Poetry Play

In each issue of our newspaper we will highlight the work of student writers. We welcome works of fiction, non-fiction, poetry, samples and more. Please contact us, through our email: grauergazette@grauerschool.com, if you are interested in your work being featured!

Highway 101, February 2022 (and the many times driving it)

By: Cooper B.

I.
I caught a ride on the sunset, its own reflection
Along the salty waters mirroring my golden cheeks
While I sit on the passenger side
Gazing,
Eyes fluttering up to the rearview mirror
Behind me, my sister’s ebony hair flies
With the wind moving through
Our open windows as she stares deeply into the brown eyes
Next to her, her heart
Beating out of her chest and I
No longer feel the sun’s dying
Warmth on my skin for my ride on this colorful sunset
Has ended, while hers has just begun.

II.
The moon has risen to the peak of the sky—dark
Is all that is touchable
As you reach out with the tips of your fingers
And the twilight’s shivering cold leaves you
Reminiscing
In memory of the rearview mirror,
But a bitterness warms your tongue, bitterness
For your own lack of a beating heart, that is
A beating heart that ever so wishes to beat
Out of your chest—
That, in true
Fairy tale love, catches
A ride on the endless sunset.

The Big Steppers Tour | Kendrick Lamar

By Kai D.

Alongside the release of Kendrick Lamar’s highly anticipated 5th studio album, Mr. Morale & the Big Steppers, Kendrick announced a 74-date series of concerts, The Big Steppers Tour, traveling across the United States, Canada, Europe, and Oceania. September 6th’s show at the San Diego State University Viejas Arena began with a 15-minute performance by Tanna Leone, a member of Kendrick’s record label pgLang. Leone kicked off the show with an upbeat, melodic rap performance that set the mood for the rest of the night. By the end of his set, the arena was nearly full to its 12,000-person capacity. Shortly after, Baby Keem, Kendrick’s cousin and fellow rapper, began his very own 30-minute set, performing all his solo hits to the energetic crowd. Kendrick’s set was signaled once the lights dimmed and an expansive white curtain engulfed the rear of the stage. Men and women adorned in white and black suits marched down the stage in perfect symmetry. On the other side of the stage was a piano with a black-clad man with his back facing the crowd. On top of the piano lay a doll dressed similarly to the piano-playing figure. As the opening song to his album, “United In Grief”, began, it was soon revealed that the black-clad man was Kendrick himself. After playing the piano intro of the song, the upbeat portion started and he marched forward towards the crowd, rapping every word. A modified version of “N95”, the album’s second song began, in a performance com-



plete with fire, fog and spotlights, complementing the upbeat mood of the song. Kendrick quickly veered off the album’s tracklist to play his classic hits like “HUMBLE”, “DNA”, “m.A.A.d city”, “Bi***”, Don’t Kill My Vibe” and “Money Trees,” which were positioned between other songs off his new album. From as early as the opening moments of the show, the performance was constantly morphing. At points, Kendrick would be sitting in the shadows reciting a poem-like song, and minutes later, running along the edge of the stage singing every word to his fans. The stage itself was also ever-changing; enormous white curtains would block off portions, while other times, the stage would be raised up or lowered below. At one moment, Kendrick was escorted by four men in hazmat suits into a large transparent cube. The cube was then raised above the crowd with Kendrick performing inside. Lights also played a major role in the tone of the performance with four large white panels constantly shifting positions. After over an hour of Kendrick performing, the show began to mellow down, but not without one last huge moment. Baby Keem rejoined the stage to perform with Kendrick during their hit, “Family Ties,” to the crowd’s enjoyment. To put an end to the three-hour-long performance, Kendrick made his way back to the piano to perform three final songs; “Crown,” “Mr. Morale,” and “Savior.” All low-tempo, thought-provoking tracks that touch on important topics for Kendrick and encapsulate his personality as an artist. Throughout the show, he scarcely addressed the crowd, almost never showing a hint of personal emotion. But as the final song “Savior” came to an end, he slipped into a grin and waved to the crowd as the stage lowered him into darkness.

Alumni Spotlight: Thalia M.

By Cooper B.
The Grauer School has been a home for generations of students, in which individuals have not only discovered who they are but what success means to them and how to achieve it. This is especially true for Grauer alumni, Thalia M.



Thalia began her Grauer journey in middle school, where she spent time establishing her roots, discovering new passions, such as STEM, taking part in thought-provoking honors projects and more. Slowly she began to transform into the ambitious woman she is today. However, it was not until high school that she was able to thrive. In high school, Thalia joined ASB, led art events, and hosted a team to fundraise for the Leukemia Lymphoma Society. It was in these programs and opportunities of leadership that Thalia created some of her favorite memories. “I would say some of my favorite moments all center around achievements I’m proud of at Grauer...Watching your work from start to finish is so rewarding.”

However, being a high school or even a middle school student comes with many challenges; such as increased workload and higher expectations. “I would boil all of my hardest moments at Grauer down to two categories, balance and relationships...learning how to balance school with ballet, clubs and activities, and personal life while, most importantly, staying happy was something I focused on heavily in my time at Grauer. Everyone is establishing who they want to be and how they want to interact, and in the tight knit space that Grauer creates, emotions can feel huge and friendships and other relationships massively impactful...remembering your qualities, perspective, and value as an individual when creating relationships with others is the most important thing that develops through this part of life.”

Thalia worked through these struggles and eventually reached success. But, what is success? Thalia explains success as, “pushing yourself to produce something you are proud of,” “excelling in education and making the most out of the opportunity your parents provided you,” and most importantly, success means “to lead a life that is happy. Take this time you have here and explore everything; take every class that sounds at all interesting to you, join clubs, start clubs, go to office hours (seriously, go to office hours). This time in your life is for figuring out what you care about and enjoy, so give all your options a go! Be kind to each other and be kind to yourself; I promise nothing is worth doing otherwise. Reach out to who you feel comfortable talking to, they want to help you. Taking care of yourself is success, and creates space for everything else you want to achieve!” Today Thalia is actively working and maintaining each of these principles at UC Davis, as a Biosystems Engineering major. Additionally, she is a member of Davis Ballet Company, Engineers Without Borders, and Society of Women Engineers. Thalia speaks and thinks fondly of her time at The Grauer School and plans to visit soon!

Carrie, Revisited

By Lily T.

As with any horror fan, casual or obsessive, I had a Stephen King phase. I read any book of his I could get my hands on, ranging from *Salem’s Lot* to *It*. As I’ve become exposed to more books in the sci-fi/horror/fantasy genre, I’ve realized that although King isn’t really horror royalty the way some might think, he has written some classics of the genre. *The Shining’s* depiction of a man’s slow descent from loving father to cold-blooded murderer still frightens me. *Misery’s* commentary on fandom culture despite being published ages before that discourse existed is fascinating. *Pet Semetary’s* deeper message on how unchecked grief can be twisted into horror was a precursor to *Hereditary* and *The Babadook*. However, there is one of his novels that I find myself returning to time and time again that never fails to both terrify and inspire me, and that is *Carrie*.

The plot of *Carrie* seems deceptively simple: a girl with hidden telekinesis is bullied by classmates and is mistreated at home by a hyper-religious mother, and gets pushed to the breaking point where she wreaks bloody revenge on all of her peers. It’s been adapted into many films and stage plays, and the image of Carrie standing onstage in her bloody prom dress has been referenced everywhere from *Scream* to *Riverdale*.

I would also go so far as to claim controversially, that *Carrie* is a feminist novel. The novel utilizes body horror in the sense that Carrie’s body is becoming foreign to her; she no longer feels like herself, which creates the anxiety and terror that makes up the atmosphere of the book. Frequent line breaks and disjointed sentences establish Carrie’s increasingly unstable state of mind, allowing readers to witness her breakdown firsthand. Carrie is abused and locked in a closet at home because her mother views her sexuality and coming of age as dirty and blasphemous, reflecting real-world attitudes towards young women today. One sees how the internalized misogyny of the period is the real enemy, with the girls of the novel pitted against each other for male validation, bullying Carrie because she doesn’t ‘fit in’. *Carrie* was also one of the first horror novels where teenage girls were unapologetically vicious: when confronted, they fight back. Instead of passively accepting her abuse until a boy can step in and save her, Carrie snaps and takes her revenge for herself. She is both villain and victim, and we empathize with her against our will.

Although the book was written by a man in 1974, there are still several aspects of it that hold fast under today’s lens. The casual language and short page count make it accessible to any reader, but the horror of the novel stays with you long after you finish turning the pages.

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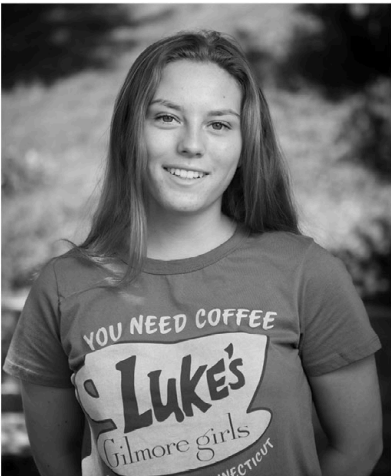


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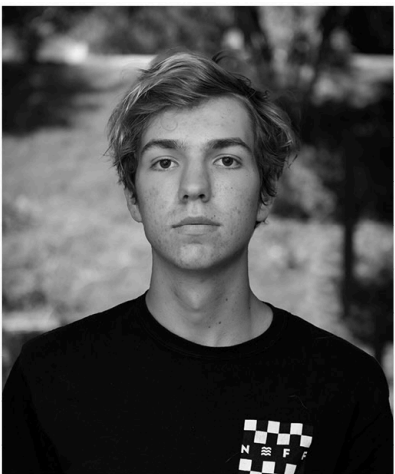
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