

## Creativity in conversation across disciplines

SK Saggu '26  
Managing Editor

Expressing creativity is not just limited to art students and professors; it appears throughout disciplines in ways that may not be noticeable at first. Dr. Colleen Megarity Ballance, professor of theater, organized and hosted a panel with a select few professors from a variety of departments on Sept. 19.

The members of the panel included Dr. Patrick Whitfill, associate professor of English, and Dr. Micheal Webster, associate professor of studio art. Ballance also invited Dr. Mark Ferguson, chair of the department of theater and Dr. Stacey Hettes, professor of biology.

Ballance took her sabbatical in the fall of 2024 and took that time to attend meditation retreats. She came back from her sabbatical inspired to do the panel and started planning for it in the spring with her colleague, Ferguson.

"I always thought creativity is for everyone and it's, you know, like my favorite thing. So I thought, well, we'll do (the creativity panel)," Ballance said.

Ballance expresses that the panel's key takeaway was for the audience to enjoy themselves and be inspired to explore their creativity. The panelists were also encouraged to share their own stories and keep it personal with the crowd.

"I wanted the audience to have fun and enjoy it and then to go away with something that helped them realize



photo by Mark Olencki

Aneka Brannon '26 and Evie Walker '27 discuss the importance of art and creativity. The panel allowed students and faculty alike to discuss important topics within the arts.

creativity in their own life is nothing but good," Ballance said. "So they should go ahead, do it, exercise it, and be aware that you have [creativity]."

The panel lasted for an hour and included four questions relating to what creativity meant to the various professors and how it resonated with their work.

When questioned about their interpretation of creativity, the professors noted that it is a constant presence in

their work.

"The creativity I have, I always imagine it as like, it is the energy that allows me to make something from the nothing that was there," Whitfill said.

"I think of creativity as a muscle that I train and keep developing," Webster said.

After broadly sharing the role creativity plays in their lives, the panel moved on to a more personal exploration of creativity. When asked

what creativity meant individually, the panelists were able to highlight the different ways it manifested in their fields.

Science is often associated with experiments and studying human life but within those subjects, creativity serves as a practical tool to conduct those experiments and visually understand human biology.

Hettes illustrates how creativity extends beyond technical ability.

"Skills are going to be essential

to creativity for me in the types of things I want to be creative about, but I cannot always be focused on the skills, I have to focus beyond that," Hettes said.

In contrast, English demands creativity to interpret and engage with what the author seeks to communicate with its reader. Whitfill expresses that poetry is his way of expressing thoughts and serves as a form of creativity.

"I have a tendency to be curious about things and I dive very deeply into that. The joy of curiosity is so loud for me," Whitfill said.

From labs to poems to studio art, this panel demonstrated that creativity shapes how we approach problems, express ideas, and engage with the world.

As a liberal arts campus, Wofford facilitates students to pursue various majors and concentrations. This collaboration allows for students to follow their interests and cultivate creativity, allowing for an interdisciplinary education.

Allowing oneself to be creative is a form of self preservation.

Ballance advises students to allow their creativity to be a part of their routine no matter what that looks like.

"If you have something you want to do, you just commit to it and make yourself do it, and then all of a sudden it's a part of your day," Ballance said. "Now's the time."

## Has the freshmen delegate election shown "Adolescence" to have a point?

Lillian Galloway '29  
Staff Writer

As of Sept. 17, the class of 2029 elected six members of its class to represent them in the Campus Union. In their online Instagram announcement, Paxton Mergo, Shawn Michael Matthews, Will Hathcock, Wendy Stanton, Matius Williams and Grant Deutch were named the "newest delegates joining the Union!"

The delegate candidates in the running for the Union shared their values and goals online through social media marketing. Many posts featured the candidates speaking about

giving a voice to their Wofford community.

Each candidate was well-qualified for the position: Paxton Mergo, a Boys State alumni; Will Hathcock, a FBLA chapter President; and Wendy Stanton, who seeks to start a non-profit to help children.

It would have been hard to come by a candidate who was not qualified; most of the class of 2029 had a long list of accomplishments from their time before Wofford. However, I think the political climate of our nation has hit too close to home, and the freshmen voter pool should have done better.

By no means am I criticizing the

delegates elected to represent the freshmen class. I agree that giving others a voice is important and an essential part of a democratic process. Yet the results of the election leaves something to be desired.

Netflix released a limited series called "Adolescence" this past winter. Critics concluded that it was a show on the commentary of male youth in Gen Z and Gen Alpha. The show depicted how social media and society's influence altered males of the newer generations' views of the world.

Online there are higher and higher trends of normalized misogyny, and politically, the voters of America

have been young men encouraged by influencers.

Connecting the delegate union election results to "Adolescence" is a huge stretch, especially considering the violent themes of the show.

However, what we are beginning to see is a pattern. I have great expectations for the newly elected delegate members, and I fully believe each one will serve Wofford in beneficial ways.

Yet, I question our freshmen class for not being more open and receptive to representatives who are different. Five out of the six delegate freshmen union members being men is not an issue, but I do think it

reflects a political climate growing at Wofford, just as "Adolescence" noted a political climate growing in young men.

The freshmen union election was only one out of many elections to observe, but from now on, I urge voters to question why they elect candidates. I would have expected from this election to have seen a more vast distribution of votes, rather than a focus on options that voters were influenced to vote for.

The outcome of this election does not change the world, but it is a reflection of how students view leadership and who we view to be change-makers.



## Wofford hosts local elementary schoolers for a speaker event and campus tour

*Nola Webb '26*  
Staff Writer

On Sept. 8, Wofford welcomed a group of local elementary school students for a visit to the campus. These 110 students are fifth graders from the nearby elementary schools, Mary H. Wright and Cleveland Academy of Leadership.

These schools are longtime partners of Associate Professor of Anthropology and Community Sustainability Specialist, Dr. Alysa Handelsman's year-long Community Sustainability seminar. Through this initiative, Wofford students work closely with a number of community-based programs in Spartanburg.

One of these are the Kings and Queens Clubs, which works with elementary students on a number of character-driven skills like confidence and voice.

This year, the curriculum of these clubs is centered around a series of books on the power of voice by Dr. Katrina Hutchins. Hutchins led a workshop for these elementary schoolers at Wofford which was preceded by a campus tour.

"I think it's always great to bring students to Wofford," Handelsman

said. "For some students it's their first time being on a college campus. We bring groups of students here several times a year, but this was the first time we had this big event attached to it as well."

Jack Wisham, the visit and application specialist in Wofford's Admissions department, shared that Handelsman's initiative is not the first time that elementary schoolers have formally visited Wofford. In fact, Dr. David Pittman of the psychology department has organized visits for local students of a similar age group who are a part of their school's gifted and talented programs.

So how is a college tour truly impactful for such young students? Well, according to both Handelsman and Wisham, there are several unexpected benefits for the students on these visits.

"(These tours) promote knowledge," Wisham said. "You have younger students who are seeing this as the place they could potentially be and it's giving them a very tangible and realistic goal for them to achieve."

Wisham expressed that these tours geared towards younger demographics tend to differ from the typical admissions visit. For example,

elementary students do not visit any dorms and tour guides are instructed to focus on more concrete concepts like the layout of campus.

For the Kings and Queens Clubs, these visits do more than promote the college lifestyle, they work in tandem with the clubs' goals of personal growth and building mentorship connections.

"We are doing a career readiness program also with fifth graders at Mary H. Wright and in all the meetings I'm in, there is just so much emphasis on the importance of connection and connecting to post-secondary education pathways down the line," Handelsman said.

By hosting these tours and collaborating with the Community Sustainability seminar, Wofford is playing a significant role in shaping young students' goals and concepts of post-secondary education.

While the goal of these visits is not to suggest that college is the only path, it does offer an introduction to what college could look like in a way that younger students can understand.

Early college visits also go hand-in-hand with the concept of career-readiness that the Kings and Queens Clubs are trying to foster.



**photo by Caroline Parker '26**  
Admission Bellringers lead information sessions to train new ambassadors, who will lead tours to all of the groups that visit campus. The Admission office is actively preparing for the admission of the Class of 2030.

Handelsman mentioned how during recent discussions in her field, the impact of early exposure to career options and what they require is of-

ten emphasized. Early college visits can help to facilitate these conversations with young students.

## Neurodiversity in philosophy: Teaching while writing a dissertation

*Caroline Kennemur '26*  
Staff Writer

Writing a dissertation can be difficult, but writing one while being an adjunct professor can bring even more challenges to the plate. Professor Bailey Szustak is doing just that while teaching various philosophy courses, some that bring a new light to the department.

Szustak is here as a Keller Teaching Fellow, a position that the philosophy department offers to recently graduated or almost graduated philosophy students. This allows students like Szustak to teach a diverse set of classes that they otherwise might not have gotten the opportunity to experience.

Philosophy was not love at first sight for Szustak, in fact, she started out as an art major at Converse University. She needed to take a philosophy of art course to continue in the art major and her life changed. She took her first philosophy course as a freshman, and after that, proceeded to take as many as she could.

"I realized I was much more passionate about writing essays than making my art at that point," Szustak said.

Szustak had one professor who helped her to realize this dream. She continued to take courses with Kevin Delap, a professor of philosophy at Converse, who she is still in touch with. She continued to take his courses because she appreciated him so much.

One course that Szustak teaches is Philosophy of Neurodiversity. She is a neurodiverse individual and believes that neurodiversity is a topic

that should be taught so society can better understand ourselves and others. Szustak was interested in teaching the course to better understand her own way of thinking.

"I have learned to understand the way my brain is wired; the patterns of my thinking and the things that

philosophy is expected to do a certain kind of research or writing that does not always fit with neurodivergent thinking, and Szustak is interested in looking at it through a different perspective. She believes that neurodivergent thinking needs more of a place in the study of philosophy.

ficial intelligence and teaching philosophy and how one should respond to it. Szustak is interested in asking the question of whether or not students should be allowed to utilize AI or should professors teach students how to use it. Another question she is asking is how to engage students

would have stuck with the art major or something with linguistics. As someone who is neurodivergent, she has a lot of different interests in a variety of different fields.

"I am interested in a lot of different things, and it depends on the day if you ask me, but I have a background in general women's studies and disability studies, and other things, like a jack of all trades," Szustak said.

Szustak knows that she could potentially find something interesting in any subject or field that she could study. Now she knows that she has a brain for philosophy.

Working at Wofford has been a great experience so far for Szustak. While reflecting on her first year at Wofford, she mentioned she has learned a lot.

"My students are having moments where things are clicking, that they're having these moments or insight or connection or a sort of realization (that's the best)," Szustak said.

Szustak's preferred method of teaching is not to give her students something she wants them to do, but rather give them the tools that they can practice with and see what they can do with it. Philosophy is all about different interpretations and nobody's mind works the same way.

"Getting to see what students have done, there's been some really amazing stuff and really amazing connections, so it's sort of an affirmation of the way that I approach teaching and philosophy," Szustak said.

With this, Szustak knows that she is on the right path and is having a positive impact on her students.

"That's really all I could ask for," Szustak said.



**photo by Ellie Warren '26**

This photo highlights Dr. Szustak and her office. Looking around you can see Philosophical art work and books. Szustak continues to inspire students through her philosophy classes here at Wofford.

get me interested connect with the things that I'm interested in exploring philosophically," Szustak said.

She thoroughly enjoys finding connections between different areas of philosophy and learning about the minor differences behind them. Traditionally, someone studying phi-

"I'm really interested in exploring ... philosophy starting from a neurodivergent perspective and exploring the philosophical implications, while also teaching pedagogical practical implications," Szustak said.

The subject of her dissertation is the connection between generative arti-

in creative thinking along with critical thinking.

"My answer is no. I think we should avoid AI use for lots of reasons, but for philosophy in particular," Szustak said.

If she hadn't discovered her love for philosophy, Szustak thinks she



# INSTITUTIONS

## Life after Limestone: Legacies of learning, loss and love

Madison Tolomea '26  
Editor in Chief

Limestone University was a prominent institution in the upstate for nearly two centuries, but now it stands vacant with “no trespassing” signs hanging from all the doors. The biggest question remains: how does everyone move on?

For students that were enrolled when the college shut down, it was tricky. Seniors were in the clear and would be the final class to walk at graduation. But, juniors, sophomores and freshmen needed to find an exit strategy -- and fast.

Transferring wasn't just an option; it was a necessity.

While students' well-being was the priority in this unfortunate circumstance, everyone who was employed by Limestone University would be facing the loss of their jobs following graduation and needed to figure something out.

Emily Tuttle, now a visiting assistant professor of art history at Wofford, was one of these faculty members who had devoted 10 years of her life to Limestone and helping students flourish, and one Wednesday in April 2025 changed all of that.

“It was my first big tenure track job ... It was shocking. We had known of financial instability for a long time and in the past two years we'd taken a big hit in budget and program cuts. We knew we were being cautious with funds. The individuals responsible for this mismanagement of funds were the former president and CFO who had left the school,” Tuttle said.

The news first came through friends

who had heard rumors through the grapevine. But once the rumors sparked, the wildfire erupted and emails started to fly in. Mandatory meetings and conferences culminated in the school of only 900 sitting in a gymnasium hearing the news that their college would be closing.

Students took to social media to voice their concerns. There was talk of keeping the school open if they could raise a certain amount of money and students began to beg influencers for donations, but in the end Limestone closed its doors following its last graduation on Saturday, May 3.

“There was so much disappointment. We were a small school, like 900 students ... We were very tight. So there was anger but mostly sadness. We were getting ripped apart and it still very much feels that way. We all try to keep in touch, but it's hard,” Tuttle said.

With underclassmen forced to figure out their next steps, most started touring other schools in the upstate. Tuttle tried to assist in any way she could by advocating for her students. Some toured Wofford, but her students all ultimately ended up spread out across the upstate.

“Most of them ended up at USC Upstate and Winthrop and I know I have one at Gardner-Webb -- a few at Lander and Newberry. A lot of the nursing students ended up at Newberry,” Tuttle said. “The professors needed to clear out too. Some had 25 years worth of equipment and memories in their office.”

Dylan Guion only had one more credit left in his degree from Limestone when the shutdown was an-

nounced. He made the transition to Newberry and now commutes for one class a week to finish his studies. The closure was as big of a shock and disappointment to students as it was to everyone else.

“It feels weird when I'm on campus coming from knowing everyone to knowing no one. Having to try and meet people hasn't been easy. Newberry helped out so much and made the transition easy ... (they) gave me a Limestone Legacy scholarship,” Guion said.

Tuttle thinks the biggest hit from Limestone's closure won't be from the students who had to change their entire academic career or people like her who have to find new jobs, but the town of Gaffney itself.

Limestone was established in 1845 and the town of Gaffney grew around it. Because of that, many folks who lived in Gaffney grew up intending to go to Limestone. Tuttle mentioned there were a lot of local students who stayed in Gaffney because they loved the culture. There are many museums in the area and events that would take place on Limestone's campus.

But without the cultural hub of Limestone University, those events that keep the town alive will disappear. There are no more plays, art receptions, or athletic events to drive the economy, nothing to be the glue.

“I have a lot of fun memories there ... But it's a really bad time to not have a job in academia. I will be at Wofford for a really good year and that's all I can say for now,” Tuttle said.

While Tuttle is only contracted to work at Wofford for the 2025-

26 school year as a visiting assistant professor, she's excited to see what this year brings and to keep fostering connections with students she's

already built. Limestone will always be apart of her story and she is grateful for the time she spent there.



photo by Lena Strauss '26

Emily Tuttle, visiting assistant professor of art history, shows Madison Tolomea '26 around the Richardson Family Art Museum. Tuttle continues to teach at Wofford after the abrupt closure of Limestone University.

## Dr. Racine wins the Governor's Award in the Humanities

Catherine Lesesne '26  
Staff Writer

Professor of History Emeritus, Dr. Philip Racine of the humanities department, has been nominated to receive a Governor's Award in the Humanities as part of the 2025 South Carolina Awards.

This award program was established in 1991, celebrating the Palmetto State's humanities academics and advocates.

He will be recognized and awarded on Oct. 16 in the 34th annual ceremony for his academic and cultural achievements.

According to Tiye A. Barnes, the communications director for South Carolina Humanities, the award recognizes exceptional achievement in the field.

“The Governor's Awards recognize outstanding achievement in humanities research, teaching, and scholarship; institutional and individual participation in helping communities in South Carolina better understand our cultural heritage or ideas and issues related to the humanities; excellence in defining South Carolina's cultural life to the nation or world; and exemplary support for public humanities programs,”

Barnes said in her press release.

Now a retired professor, Racine fondly remembers his time teaching college students.

“One of my former students nominated me for this, and low and behold, I never expected this to happen but I was chosen as one of the four selected,” Racine said.

Not only is Racine a former professor, but an author of multiple books as well, including “Spartanburg County: a Pictorial History,” “Living a Big War in a Small Place: Spartanburg, South Carolina” and “During the Confederacy.”

He has also written introductions and edited other similar publications.

Racine is particularly interested in Spartanburg's pre-Civil War and Civil War eras, thus they are the subjects of most of his works.

His fascination with these complex periods in history inspired him to write about them.

“I found great stuff that not only pertained to Spartanburg, but to the South as a whole, and even to the nation as a whole. So I edited a lot of those documents and published them as well as publishing some aspects of local history illustrating how Spartanburg fit into and led the



photo via Wofford website

Dr. Racine speaks about his success towards winning the Governor's award. Racine will be accepting this award Oct. 16.

state,” Racine said.

Learning about human experiences connects the past to the present, offering different perspectives to every reader.

“The humanities are not only good for a person's growth and career, but especially good to grant people knowledge about what their leisure life may be like, for example, to broaden their perspectives about art and other forms of culture,” Racine said.

Racine's favorite publication is “Piedmont Farmer: The Journals of David Golightly Harris,” which covers his own experiences, living through the confederacy and the ways the journal became his friend.

Racine remains a beloved Wofford

legacy, cherished for his academic and intellectual achievements, as well as his eye for keeping stories alive.

Racine emphasizes the importance of treasuring and protecting lived experiences so that they are never erased.

It is the teaching of history and the humanities that encourages students to look at the past and consider how different the modern day is. T

hese books serve to educate students as well as honor those whose stories are being highlighted.

The luncheon and ceremony at which Racine will receive the award will be held at the Pastides Alumni Center in Columbia, SC on Thursday, Oct. 16 at 11:30 a.m.

Table sponsorships are available now and individual tickets will go on sale after Sept. 1. To learn more about this event, call 803-771-2477.



# FROM THE PUB ROOM

## Classes have officially started -- in Spain!

Abby Taylor '27  
Staff Writer

Hey hey!  
I'm back again for my second article bringing y'all along to my semester abroad in Spain, and boy is this one a doozy.  
I officially had my first crash out of the semester, and classes had not even started yet.  
No amount of warnings can prepare you, in my opinion, to study abroad in a different country and adapt to the culture and language; this can sometimes get overwhelming.  
I am proud of myself for how I handled being overwhelmed and think that this is a good sign for the rest of

my semester.  
I let myself feel overwhelmed, let myself cry and talked to my parents about why I was experiencing these emotions (my mom is a therapist), and went on a run to help clear my head.  
Other than crashing out, the weekend before my classes started was a relaxing one where I was able to get to know some of the people in my program better.  
My classes started on Sept. 15, and so far, it looks like I'm set to enjoy all of them.  
All of my classes use Spanish as their language of instruction which is something I've never had before and was nervous about, but all of the

professors are amazing and make sure to speak slowly and clearly so we can understand them.  
I'm taking five classes this semester through IES Granada: Spanish, a healthcare class, a government class focused on democracy, a religion class on the history of Sephardic Jews in Spain and a Flamenco dance class.  
All of these classes are interesting and I would've never otherwise taken them if it wasn't for the fact that I was in Spain, because where else would I be learning how to dance Flamenco as someone with two left feet?  
In addition to classes starting, IES took everyone in the program on a

day trip to Ronda, a quaint city with a rich history of the Moorish influence on Spain and gorgeous views.  
We did a two and a half hour walking tour of the city, and while it was informative and enjoyable, once 3:00 rolled around, everyone in our group was ready for lunch.  
That's one thing I have yet to adjust to in Spain: the meal times and the differences in food culture in general from the United States.  
I've found that the day trips that we've gone on as a program, between Ronda and Cabo de Gata, have been amazing times to talk to the other people in the program that I might not have had the opportunity to speak otherwise due to overlapping

classes or limited encounters around the IES center.  
I even got to go to tapas that night with the connections I made on these day trips! I'm beginning to get the feeling that I've found some of my people in this program.  
I'm going to Madrid this weekend and have started to plan some other trips during my time here in Granada.  
Between looking forward to those trips and the beginning of having a routine with my classes, this semester is looking up for me.  
I'll keep y'all updated, and hasta luego!

## "The Life of a Showgirl": The epitome of glitter gel pen music

Madison Tolomea '26  
Editor in Chief

I have been a lifelong Swiftie and I can prove this with my ticket stub from the Speak Now tour in 2011. Because of this, I feel qualified to analyze and critique Taylor's 12th studio album, "The Life of a Showgirl."  
In my expert opinion, this album is so fun when there's not someone in your ear saying how annoying Taylor Swift is. It's full of songs written with a glitter gel pen; you can listen to these without having to truly care about what she's saying. They sound good, she isn't trying to be deep, and that's not for everyone.  
While I agree with the main critique that this album is lyrically simple and doesn't require any brain cells to understand, I counter with her last four non-rerecorded albums. If you want to sit and decipher the meaning, that is what "folklore", "evermore", "Midnights" and "The Tortured Poets Department" are for. Let the girl have some simple fun!  
The opener, "The Fate of Ophelia," gives you an idea what the vibe of the album is. In my opinion, this is a mix of "1989" and "reputation" with "Lover" level lyricism. It feels very Taylor Swift, but a grown up version.

The producers for this album also worked on "1989" which gave us some of her most iconic songs ever, and it also gives us something different than Aaron Dessner and Jack Antonoff who have worked with her on the last 4 albums. While I love what Dessner and Antonoff have done with her work, I enjoy the switch.  
"Elizabeth Taylor", "CANCELLED!" and "Father Figure" sound like they could be "reputation" vault tracks which speaks to the question: will we ever get those? Regardless, I'm obsessed with these tracks and the zero effs she seems to give. Are they the most lyrically brilliant? No. But they're fun!  
The last track of the album, the titular "The Life of a Showgirl," is more of what I was expecting going into this record based on the visuals we were given. It speaks more to a musical theater, showgirl crowd with Sabrina Carpenter featuring on the song. The song paints the picture of what life for showgirls looks like while the rest of the songs on this album feel more aimed towards whatever Taylor wanted to write.  
Towards the middle of the titular track, I started to be reminded of "The Other Side" from "The Great-

est Showman". The back and forth nature reminded me of this musical and I was finally getting those showgirl vibes. I was disappointed that it took until the last two minutes of the final track.  
Like many others, I assumed that an album about showgirls would be jazzy or have that musical theater element to it, especially because of the visuals we were given. But I think the way Taylor took it was genius. SHE is the showgirl and this is her life, she can literally write about anything.  
"The Life of a Showgirl" is truly not what I was expecting, but coming off of the 31 track depression album that was TTPD, I think she needed some fun, carefree glitter gel pen songs and that's what she did. Will I say it's my favorite album? No, I need more time with it. But it's groovy and quintessentially Taylor Swift.  
I think if anyone else had put out this album, the ratings would be through the roof, but because it's Taylor Swift, the misogyny is already running rampant. Everyone loves to hate on her because she's a successful woman. People expect so much from this person that they have a parasocial relationship with but it's important to remember that you don't personally know her and she doesn't

owe you anything.  
Personally, while this isn't the vibe that I envisioned, I think Taylor continues to put out incredible albums one after the other and I'm grateful she's still making music after 20+ years. My top five tracks after one day of listening: 1. "CANCELLED!", 2. "Elizabeth Taylor", 3. "The Fate of Ophelia", 4. "Opalite" and 5. "Father Figure". These are subject to change.  
While these songs are lyrically simple, that doesn't mean there isn't meaning behind them. "Father Figure" to me reads as a dig at Scooter Braun and Scott Borchetta. Taylor repeats the line "I'll protect the family" six times in the song which aligns with the six albums she had sold out from under her. She now owns these which could be shown in the line "You pulled the wrong trigger, this empire belongs to me". She mentions making deals with the devil in this song and Scooter and Scott are certainly the devil in Taylor's world.  
"CANCELLED!" could be a nod at her friend Blake Lively who found herself at the center of a scandal during the filming of "It Ends with Us." This song talks about how Taylor herself was cancelled and understands that feeling. It had me levitating with how amazing it was.

"Ruin the Friendship" is a bitter-sweet song with callbacks to "Red" and "Fearless" as Taylor mentions her lifelong friend Abigail and late friend Jeff. On "Red (TV)", Taylor released a vault song titled "Forever Winter," which tells the story of Jeff Lang who passed away in 2010. "Ruin the Friendship" explains that life is too short and to tell those you love that you love them while still having an upbeat vibe.  
"Actually Romantic" seems to be a diss track on Charli XCX whose song "Sympathy is a knife" is rumored to be about Taylor. Charli is now married to George Daniel who is in the band The 1975 with Matty Healy, Taylor's ex boyfriend. The feud between the singers has been public for a while but I was surprised to see Taylor drop something like a diss track saying how all the attention Charli gives her is actually romantic. Loved it!  
All in all, for those who aren't fans of the album and are vocal in their criticism or just don't get the album like real fans do: keep complaining. It keeps my tour ticket prices lower. I'd also like to say, hating on Taylor Swift doesn't make you deep.

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