

## Diving Into SPLASH Week 1!



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The 2024 Splash season is officially upon Lawrenceville. Each year, Lawrenceville students and teachers register for Splash, the greatly anticipated school-wide game of water tag. On April 18, following School Meeting, the 2024 game of Splash commenced.

Despite a new team of Splash Operators, the fundamentals of Splash and its traditions remain the same as years past. "Players must eliminate their target without getting splashed by the person pursuing them. During the final round of the game, both the winning contestant and the player with the most kills will be awarded with prizes. Throughout the game, there will be different clues and updates on the new website," explained Splash Operator Chris Bai '25.

Nick Voultos '25, who currently holds the first rank, got splashed recently by History Teacher Ms. Jennifer Parnell P'23. When it comes to strategy, Voultos remarked, "the biggest one is just to be aware of what's going on around you and keep your eyes open for your target because there's a good chance they will pass you at least once throughout the day." In terms of the "splashes" happening around campus, Voultos coined his favorite Splash as "seeing Ted Rawson [25] chase Anson Beard [25]." "They jumped over the yellow rope by Tsai, and [Rawson] eventually got [Beard] [after he took a tumble]. This one specifically stood out because a lot of people watched it happen in Tsai Commons, and it

showed how serious this game is," he explained.

Ellie Turchetta '25 attributed her success of surviving and killing multiple targets to pure luck. "It feels weird to me because I didn't really try that hard to get as many kills as I did," she explained. Unlike many others on the leaderboard, Turchetta confessed that she did not "chase after [her] targets," or develop any specific strategies to spot them. "In fact, I only had one kill before [Tuesday, April 23]," she said. Turchetta is, however, actively involved in the Stanley House's alliance, where the girls formed a pact stating that "if [someone] breaks the alliance, they will have to dye their hair green." She admitted that "significant consequences of breaking the alliance incentivize people to help their housemates." For Turchetta, the House system isn't the only community that benefited from Splash. "Even though Splash puts us on edge," she added, "it gives us things to look forward to and helps us meet new people." One of the highlights of the game for Turchetta was when "one of [her] friends got splashed by their housemate in front of their House." However, even though she found "watching students run after each other [to be] really entertaining," Turchetta states that she is "unwilling to take part in the running." "Anyone can be great at Splash," she remarked, "I honestly do not try that hard."

Similar to Turchetta, Sofia Swindell '25 was also "surprised that [she was] ranked so high" on the leaderboard. "I never considered myself a serious Splasher, but I like seeing my name up there" she commented. While Swindell had never waited extensively for her targets before,

she emphasized the importance of "seizing opportunities when they are present." For example, "just [waiting] a few extra minutes for your target to exit their class can get you an easy kill," she elaborated. Unlike Turchetta, however, Swindell does not believe in the alliance system. "I think big alliances never really work out because you'll end up being each other's target," she explained. Presently, Swindell does not see any competition "because [she is] okay with getting out at any moment." "This is the farthest I have ever been," she remarked. Overall, Swindell believes that "Splash is a great way to bring the school together." She shared Turchetta's sentiment, stating that "[she] came across many people that [she] probably never would have met if it was not for Splash."

David Kwafo '25, who has eliminated five targets, has been looking forward to Splash ever since his unfortunate loss last year. "Last year was a great year. I ended with 15 eliminations. Unfortunately, I did lose, so this year, I'm coming back for the crown," Kwafo asserted. When it comes to alliances, Kwafo avoids them, explaining, "word gets around quickly and it's best to not tell people." Unlike Turchetta and Swindell, Kwafo follows a strategic approach by splashing his targets with "no mercy."

With the commencement of Splash comes a campus-wide competitive spirit. While some students are guided by luck and others are determined to claim their throne, Splash brings together the Lawrenceville community and gives the student body something to look forward to each year.

## House Hunger Games

ELLEN JORDAN '26  
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NEWS ASSOCIATES

On April 20, students from various Circle and Crescent Houses gathered to meet in the Kirby Arts Center (KAC) in preparation for the return of the House Hunger Games. Though the KAC is usually the place to announce new school-wide initiatives and athletics updates, audience members were instead issued instructions for the game, modeled after the popular book series written by Suzanne Collins.

Vice President of Social Life Grace Chu '24 opted to mold the House Hunger Games into a modified version of Capture the Flag. House representatives sought to score the highest amount of points by capturing other Houses' glowing beacons. They could also win three points by finding the Golden Easter Egg that was hidden somewhere in the arena, which consisted of the Bowl, the Noyes Quad, and the Circle. In the end, the Woodhull House reigned victorious after successfully capturing four beacons.

Since last fall, hosting the House Hunger Games has been one of Chu's main goals. "When I was running to be VP of Social Life, one of the ideas on my platform was to host a big house points event at the end of the year, like a spring House Olympics," Chu began.

However, upon watching a video of the House Hunger Games that had previously been held at Lawrenceville, Chu became inspired to bring back the Games. Working alongside Director of Student Life Ian August, Chu organized the Games and planned the rules and necessary supplies for the event. Chu additionally reached out to House Presidents and Social Representatives in order to garner student sign-ups.

Reflecting on the event, Chu felt that the Games were a huge success and thoroughly enjoyed watching the events play out. "The Games definitely got a bit chaotic, but even then, it was a good kind of chaos," Chu continued.

However, if Chu had the opportunity to redo the Games, she would have simplified the rules and taken greater measures to ensure that they were enforced during the event, as she observed that "there definitely was some struggle with rule-following...[and] at some point, I think that the rules themselves became lost, which made the Games disorganized," she explained.

In spite of the obstacles that Chu faced in both organizing and executing the Games, she found planning the event to be an extremely rewarding experience.

"I just really enjoyed being able to host an event that [has] never really happened before and getting to see Lawrentians have fun on a Saturday night," Chu concluded.

Many participants, even those who weren't hunters, expressed their satisfaction. "The House Hunger Games was a great Saturday night event and something that's not typically done," explained Wallis Cornell '26, a camerawoman following the hunters who were trying to capture beacons. "It was a great way to incorporate exercise with fun," Cornell continued, as she found herself exhausted by the end of the night from running to record footage. Although she enjoyed the event, she wished that communication was more clear between all of the participants to avoid the chaos of hunters and defenders running around with no rules.

House members who were not involved in hunting, defending, or recording eagerly watched the livestream projected in the KAC that consisted of the footage collected from the cameramen.

Emily Lee '26, a spectator and member of the Kirby House, eagerly watched her house hunters on the big screen. "Although [Kirby] didn't win, it was fun watching and supporting them," she said. Lee, among others, watched the events unfold from 11 different viewpoints, each cameraman following a separate House. "It was cool to see all the different perspectives, and I hope that new VP of Social Life Tenji Sithole '25 will bring the event back next year," she concluded.

### Opinion: Earth Day Special

Tiffany Sun '26 and Matthew Fu '27 observe Earth Day through analyzing respectively the Marine Cloud Brightening and ethics of meat consumption.



### Bridging Education and Farming

Isabelle Lee '27 describes the Big Red Farm's utilization of experiential learning and the farm's plans for the future.



### Listen to "Thanalysis"

Christopher Yen '24 writes a convincing piece on why you should give the *Thanalysis* podcast a listen.





# THE LAWRENCE

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## CORRECTIONS

Readers who notice errors should contact [igaskin25@lawrenceville.org](mailto:igaskin25@lawrenceville.org).

### Dog of the Week Jenny Zhao '25



On its website and Discovery Day pamphlets, Lawrenceville proudly displays its guiding mantra: "House, Harkness, Heart." For the most part, we put this motto into practice during Saturday night feeds and spirited discussions across the Harkness table. Yes, Lawrenceville builds a distinctive community and cultivates intellectual engagement, but what role does "Heart"—or, according to the School, "developing a welcoming and inclusive community through cultural competency"—play in our lifestyles? Cultural competency, as defined by the American Association for Health Education, is the ability to "understand and respect values, beliefs, and morals that differ across cultures." The School provides us many opportunities to exercise this skill: with its mosaic of students and faculty from around the globe, the campus is naturally a melting pot of cultures. Despite the rich diversity in heritage and thought that surrounds us, a gap emerges in our Lawrenceville experience: our curriculum's relative negligence of building "cultural competency." This disregard would be less of an issue if the School was simply unequipped to prioritize fostering complete moral educations, but Lawrenceville not the case.

The School boasts an incredible Religion and Philosophy (R&P) Department, with more than half a dozen associated faculty. The course catalog offers deep dives into the nuances of different cultures, belief systems, and philosophical traditions that few other high schools have the resources to provide: classes like Studies In Christian Origins, Social Ethics and Genocide, and Philosophy all demand that students reflect on long-term effects of great societal ideas, explaining the intricacies of today's cultures as products of past attitudes. Both deep knowledge of global histories—from religious myths to interstate warfare—and the

## Editorial Education With Heart

ability to analyze that expertise in the context of each other are indispensable tools to build the "cultural competency" that Lawrenceville preaches. Without knowing a given group's fundamental beliefs, whether religious or secular, we cannot begin to understand their values or morals, never mind their politics, economics, social relationships, or art. Therefore, we need to promote opportunities to take R&P classes—giving students reasons to take risks and pursue 400- and 500-level study.

The two terms of R&P credit that Lawrenceville mandates for II and new III Formers seems impressively high compared to schools with a smaller amount of resources, but suggests—when placed side-by-side with Lawrenceville's nine-term science and history requirements—that learning about chemical reactions and the Revolutionary War outweighs understanding the moral ethics of being a kind, productive member of society. Although technical, career-focused preparation for college and beyond is indeed important, so is the capacity to tolerate and respect differing beliefs both within oneself and between others. For instance, aspiring executives navigating the corporate work space must foster dialogue among a diverse set of colleagues in order to earn the mutual respect needed for a coveted C-suite position. Even in a chemistry lab, scientists must rely upon their ability to communicate effectively in order to collaborate on research projects while maintaining a positive team dynamic. Cultural acuity among any team's members not only enhances its productivity but also creates a work environment where everyone feels valued.

In my Introduction to Religious Studies class alone, I learned the basic tenets of Buddhism, Hinduism, Islam, Christianity, and Judaism, gaining a comprehensive understanding of their beliefs and historical significance. These

explorations not only expanded my intellectual horizons—I would never have gained such broad exposure without taking this required class—but also challenged me to question my assumptions. When I read Jan Nattier's comprehensive definition of religion, I questioned whether my pre-existing definitions of "religion" adequately capture the diversity of religious experience. The knowledge I gained through these R&P classes extends far beyond two terms of discussions and assessments. To truly embody the spirit of "House, Harkness, Heart," I will take this cultural competency beyond Lawrenceville's gates.

As a preparatory school, the topics we learn about should prepare us for the real world. The School provides ample opportunity for us to take on rigorous, fast-paced course loads, so being technically ready for post-Lawrenceville options is not a pressing problem. Does Lawrenceville do its part in preparing strong- and open-minded individuals who can foster "cultural competency" in any setting? To put action on the vague terms of "encouraging" and "promoting" R&P classes, Lawrenceville should lower the graduation requirements for other academic departments to make room in students' schedules. The question of being prepared as a scholar for post-Lawrenceville paths immediately comes to mind. However, any students who genuinely find non-required subjects appealing will still take the classes. A small step is still a step in the right direction—cutting down on graduation requirements will lower the barrier of entry for students who have even a slight interest in taking R&P classes, and their only roadblock is making room in their schedule packed with classes that appeal to them only because they fill in their missing graduation requirements.

JZ

# The Unseen Scars of our Future Addressing Generational Trauma in Young Minds

**MARIAM DZIDZIKASHVILI '25**  
COPY EDITOR,  
144TH BOARD

In 2008, amidst the deafening clangor of tanks and sporadic cries of civilians, my family and I were tasked with fleeing our home less than 35 miles away from active Russian troops—a relatable experience for the Georgians of my generation. Last year, I also got the chance to meet children living in Tserovani, a village of refugees from the occupied region of South Ossetia. These children have only heard of distant stories of their parents' hometowns and relatives, pensively wondering if they could ever reunite with them. For instance, Mariam Balkhamishvili's family always recounts one story: "My aunt was 13 years old when the war began. Before leaving, she and her peers were hanging up the Georgian flag in front of their school when suddenly, a sniper shot her. They couldn't save her."

Mariam's family reflects the reality of thousands of other

refugees around the world.

Generational trauma poses a serious setback for the children of refugees, imperiling the way they perceive their role in society.

*PTSD is not just a quantifiable number; it's a chronic wound, a sense of brokenness, and the feelings of being worn out like a "tattered cloth," as described by Palestinian refugees.*

Nonetheless, after helping immigrants escape the physical remnants of a warzone, people still overlook aiding refugees to overcome emotional impairment. As countless conflicts fester in our modern world, understanding the effects of trauma on the individuals who uphold the responsibility of shaping our future world

serves as not only a psychological responsibility but a moral one.

Mental health analyses are the first step to understanding and comparing the large-scale destructive effects of a war on a generation of individuals. Still, surveys and evaluations merely dilute the tender and intricate experience of war survivors, with most tests being developed and catered to a Western audience. PTSD is not just a quantifiable number; it's a chronic wound, a sense of brokenness, and the feelings of being worn out like a "tattered cloth," as described by Palestinian refugees. Hence, closely examining how their children experience the external world and constantly crave a sense of belonging can act as a gateway for understanding the consequential impacts of global conflict on a larger scale.

In fact, although refugees arrive with few resources, they contribute immensely to the American economy: After analyzing 1.1 million refugees

who arrived in America from 1987 to 2016, the Center for Migration Studies of New York revealed the immigrant employment rates have surpassed those of the total U.S. population, and these immigrants also had median personal incomes comparable to non-refugees. These individuals shape our economy and exert great effort to integrate into a culture vastly different from their own despite their jarring trauma—when it comes to tackling emotional distress and mitigating feelings of alienation, who is going to act as a paradigm for their children shaping our forthcoming world?

Moreover, the transmission of generational trauma is not just a social or behavioral phenomenon—scientists can observe it under the microscope. Epigenetic modifications—the change in genetic activity without changing the DNA sequence—can be maintained in cells as they divide and are passed down through generations. Countless studies have revealed that the

children of Holocaust survivors had modifications in a gene responsible for regulating cortisol, the primary stress hormone; the same effects can be found in the children of mothers who were first-hand witnesses of 9/11.

So, what can we do? Our collective pursuit of a promising future, we must advocate for more comprehensive mental health initiatives, appropriate support systems, and dedicated research for new immigrants to alleviate the destructive impacts of war. It is time to shift our focus in aiding immigrants from mere physical resettlement to fostering emotional and psychological healing. By doing so, we not only aid in mending the wounds of the past but also empower a generation that, despite staggering adversity, holds the key to shaping a more compassionate and understanding world.

# Falling from Cloud Nine A Faulty Solution for Climate Change

TIFFANY SUN '26  
OPINIONS ASSOCIATE

In 1990, physicist John Latham hiked the undulating hills of Wales with his young son. Gazing at the clouds, Latham's son asked why the clouds were bright. Latham explained how clouds reflected the sun's rays. This interaction planted the concept of "Marine Cloud brightening" (MCB)—a technique that sprays microscopic salt particles into sea clouds, making them brighter and more reflective—in the physicist's mind. This technology enables clouds to reflect more of the sun's rays, hence cooling the planet down and alleviating climate change. Three decades later, scientists in California performed the first outdoor test of MCB, representing a significant step forward in environmental science technology. However, the development of this practice brings polarizing ethical debates.

Firstly, changing the composition of clouds could affect their patterns, resulting in abnormal ocean circulation patterns and distribution of precipitation among other potential consequences. These repercussions would not affect every region equally. For example, many undeveloped and developing countries, oftentimes situated on low-lying plains or flat islands, bear the brunt of changing precipitation patterns yet leave the smallest environmental footprints. Simultaneously, these countries lack a "say" in the implementation of

MCB, since their chances for development and funding are limited to private individuals and companies in wealthier, more technologically developed countries. Any solution

*Considering Marine Cloud Brightening a "solution" is dangerous, and a turn to the latest geoengineering technology only offers a temporary refuge from the change we must inevitably face.*

that lets wealthier countries reap the benefits of counteracting climate change while causing other countries to suffer leads to unacceptable consequences.

People's common perception of MCB as a "solution"—a dangerous mentality to have—further illustrates the ethical problems MCB poses. The invention of innovative and brilliant geoengineering techniques like MCB provides remarkable hope amidst the urgency of our climate crisis, but it misguides many into underestimating the urgency of the climate crisis, placing all expectation of a "magic fix" onto scientists. However, MCB—at best—can only slow down the warming of our atmosphere. It cannot completely solve climate change, nor does it address other crucial environmental issues, like ocean acidification or in-

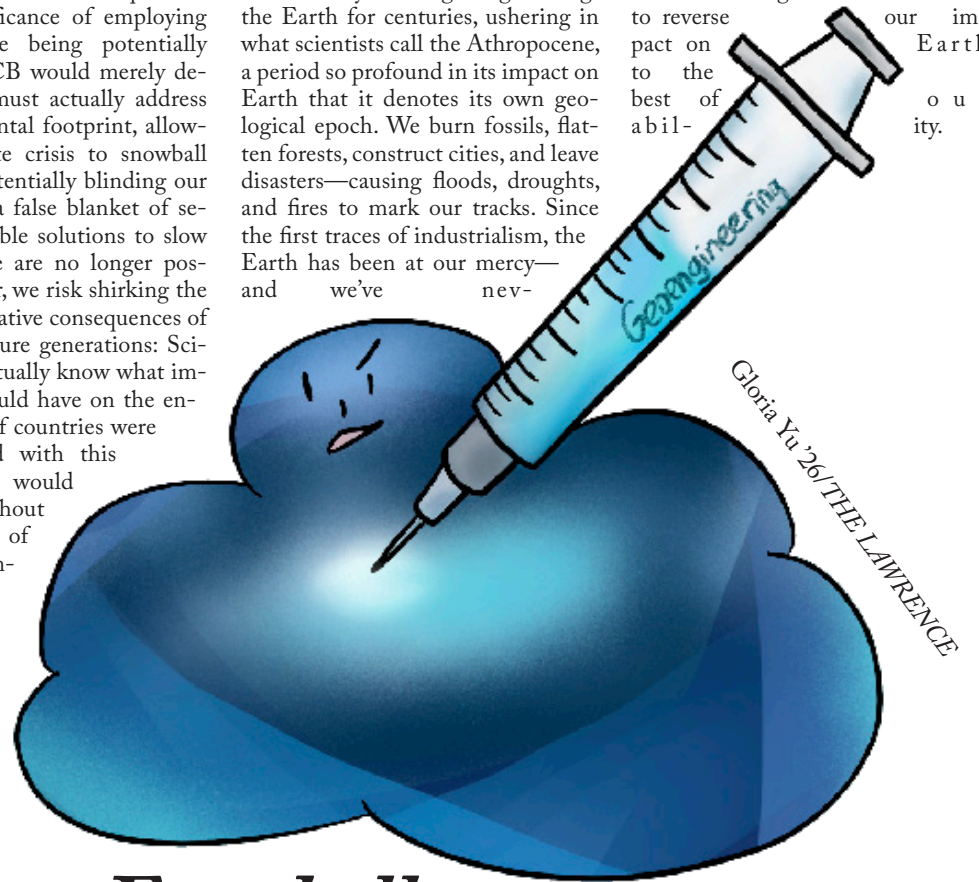
creased natural disasters. Addressing the root of the climate crisis requires altering our lifestyles and consumption habits. Considering MCB as a "solution" is dangerous, and a turn to the latest geoengineering technology only offers a temporary refuge from the change we must inevitably face.

Establishing that geoengineering cannot be our solution to climate change also calls into question the true significance of employing MCB. Despite being potentially promising, MCB would merely delay when we must actually address our environmental footprint, allowing the climate crisis to snowball further and potentially blinding our generation in a false blanket of security until viable solutions to slow climate change are no longer possible. Moreover, we risk shirking the potentially negative consequences of MCB onto future generations: Scientists don't actually know what impacts MCB could have on the environment, so if countries were to go forward with this technique, we would be doing without the knowledge of what that impact means. We would be gambling on the effectiveness of a brand new technique, placing the potential consequences of

MCB squarely on the shoulders of future generations. Our reality demands greater, longer-lasting action than implementing MCB.

Not all ethical concerns about MCB are valid. Another common concern is that geoengineering practices like MCB would subject Earth to man's control—and thus manipulation. While MCB would doubtlessly change our planet, humans have already been "geoengineering" the Earth for centuries, ushering in what scientists call the Anthropocene, a period so profound in its impact on Earth that it denotes its own geological epoch. We burn fossils, flatten forests, construct cities, and leave disasters—causing floods, droughts, and fires to mark our tracks. Since the first traces of industrialism, the Earth has been at our mercy—and we've nev-

er been very merciful. In the past, this impact has always been negative, such as sky-high emissions and the destruction of entire ecosystems. Now, we shouldn't shy away from our unquestionable impact on and responsibility for the planet. While the unbalanced ramifications deem it morally questionable to employ, MCB represents a step towards a future where we take advantage of our technological advancement to reverse our impact on Earth to the best of our ability.



Gloria Yu '26/THE LAWRENCE

# Walking on Eggshells Flimsy Defenses for Meat Eating

MATTHEW FU '27

The human race raises 27 billion chickens, 1.5 billion cows, 1.2 billion sheep, and 784 million pigs as livestock. 72,650 billion gallons of water are used to grow livestock feed. It takes 1,800 gallons of water to produce just one pound of beef.

In the United States, 99 percent of meat, dairy, and egg products come from factory farms. Few seriously question the morality of industrial agriculture, and fewer will change their ways because of ethical arguments. Vegan activists are often seen as fanatics pushing a radical agenda, as meat-eating is deeply ingrained in cultures around the world. This indignant reaction is absurd—all defenses of industrial agriculture, when rationally examined, amount to no defense at all.

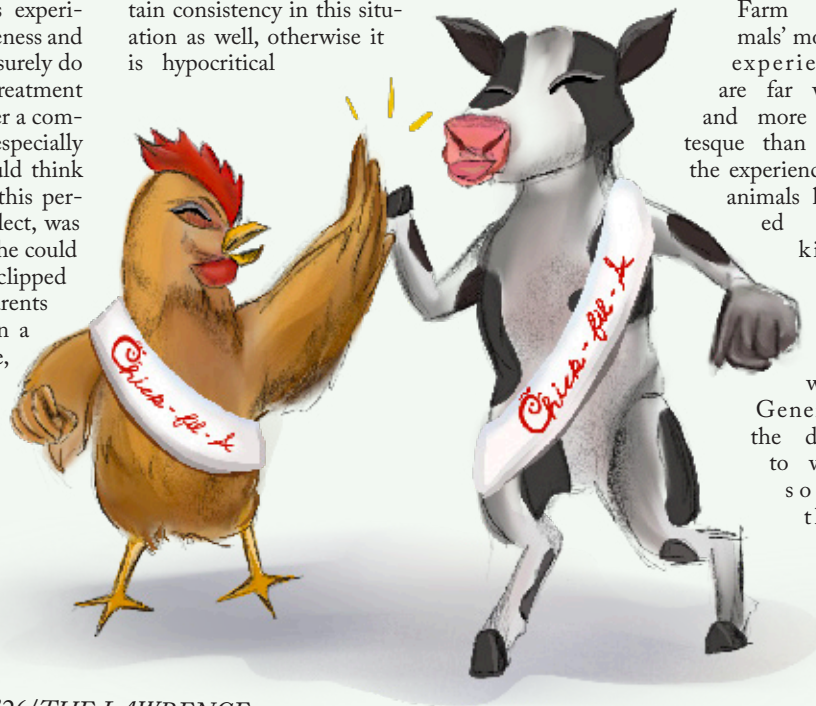
In factory farms, pigs and chickens often have their tails, teeth, or beaks clipped off to prevent crazed cannibalism and are confined in tiny cages. To kill an animal, farmers usually slit its throat and throw its still-dying body into a boiling vat. Male chickens, useless to the egg industry, are thrown into a grinder to save money. These animals are stripped of essential psychological experiences—calves are separated from their mothers at birth, farm animals live short, solitary lives, and the terrifying drive to the slaughterhouse is often their first outdoor exposure. All anesthetics are skipped to cut costs. Upon hearing about these realities, many may feel short-lived empathy but almost immediately return to blissful ignorance, consuming factory-farmed meat with no regard to the ethical implications.

Some will claim that certain traits set humans apart from other species:

our intelligence, our ability to communicate, and our higher receptivity to pain justify exploiting "lower" animals. However, no scientific evidence suggests humans experience less pain than other animals: in fact, the National Research Council concluded that all vertebrates experience meaningful pain. Muteness and lower levels of intelligence surely do not permit our abhorrent treatment of livestock either—consider a completely mute human of especially low intelligence. Most would think it a moral abomination if this person, albeit of inferior intellect, was confined to a cell in which he could not turn, with his teeth clipped off, torn away from his parents at birth, gassed to death in a chamber of carbon dioxide, for his meat to form the patty of a juicy burger. If you argue that the lower intelligence of our farmed animals justifies their torture and slaughter, surely, for consistency, you would also have to comfortably condemn such a human being to the same conditions. If so, I would be incredibly scared of you, and if not, this argument is clearly flawed.

Here's another inconsistency: the average person, seeing a dog being abused by its owner, rightfully reacts with outrage. Animal rights activists around the world fight against bullfighting and fund stray dog rescues. However, even such activists fuel the meat industry by consuming meat. The only relevant distinction between dogs and pigs is aesthetic and social acceptability; we keep dogs as pets and pigs as livestock. The

Animal Cognition Journal suggests pigs may even be smarter than dogs. Therefore, our outrage over hurt dogs paired with our relish of steak and bacon epitomizes cognitive dissonance. Any genuine moral defense of factory farming must maintain consistency in this situation as well, otherwise it is hypocritical



Gloria Yu '26/THE LAWRENCE

and meaningless.

Another popular defense asserts that meat consumption is part of the natural order—wild animals continually kill each other for food, and humans have hunted for sustenance for millennia. However, appealing to the "natural order" implies all actions taken in the natural world are moral, defending many instincts our society considers wrong. Notably, actions resembling rape can be observed in populations of dolphins and chimpanzees; praying mantises and black widow spiders famously

devour their mates. Conversely, conditions in factory farms are far from natural. Nowhere in the natural world are species of animals bred to have populations nearing 30 billion just to sustain a single species' selfish desire for the taste of meat.

Farm animals' modern experiences are far worse and more grotesque than even the experiences of animals hunted and killed in the wild. Generally, the degree to which something is

natural states nothing about its morality. There are practical defenses: perhaps meat provides us with nutrients absent in ethically farmed foods. However, nutritionists repeatedly proved that healthy and cost-effective lifestyles are perfectly achievable with only plant-based products. Nuts, beans, seeds, and tofu are packed with protein. Although certain nutrients, such as vitamin B12, are mostly unique to animal products, soy milk and various cheaper supplements can easily fill

this deficit. Nutritional arguments hardly outweigh the immense suffering factory-farmed animals endure, especially when it is so easy to find alternatives for every possible "animal-exclusive" nutrient.

Finally, the single most efficient way for someone to fight against climate change is not to buy solar panels, shorten their showers, or reuse metal straws, but to eliminate factory-farmed meat from their diet. Raising livestock depletes crops at a rapid rate and leads to the release of an absurd amount of carbon dioxide. According to the Breakthrough Institute, animal farming accounts for 11 to 17 percent of yearly greenhouse gas emissions. The livestock feed America alone grows can feed 800 million people. Dismantling factory farming would positively impact the entire planet, feeding billions more people.

The only remaining defense argues that humans are unwilling to give up factory farming simply because this process produces meat that tastes good. This hardly stands; the amount of suffering that factory farming causes by treating animals as if they were unfeeling objects is being weighed against the pleasurable sensation of taste. In light of these arguments, having such a diet is completely unethical and indefensible, yet I am almost certain that this article will fail to change anyone's lifestyle, simply because it is "too much of a sacrifice." As Peter Singer, the author of the famous book *Animal Liberation* asks, "When history looks back, do you want to be counted among the oppressors? Or among the liberators?" You can make that choice with the lifestyle you live.

# Outside the Bubble

## Far from Silent: Trump's "Hush-Money" Trial



Chloe Needham-Potts '25//THE LAWRENCE

ELLEN JORDAN '26  
NEWS ASSOCIATE

Courtroom 1530 of the New York City Supreme Court has remained a media circus for the past two weeks; reporters and photographers alike continue to swarm the courtroom's entrance in search of its lone defendant: former United States President and current Republican Presidential nominee Donald Trump. April 15 marked the beginning of Trump's "hush-money" trial, following his incitement by a Manhattan grand jury back in March 2023. The jury charged Trump with 34 felony counts,

believing that he falsified business records and corrupted the 2016 Presidential Election by covering up hush-money payments made to adult movie star Stormy Daniels during his 2016 Presidential Campaign. Trump's payments toward Daniels stem from an alleged sexual encounter between the pair back in 2006, which Trump continues to deny. Trump's trial marks the first time that a former U.S. President has faced criminal charges and has the responsibility to determine the true scope of presidential power.

## NJ Bridge Inspections After Earthquake



DOROTHY LEE '26  
NEWS ASSOCIATE

On April 5 at 10:30 AM, an earthquake of a magnitude 4.8 struck the east coast and was followed by a series of aftershocks throughout the rest of the day. With its epicenter in Lebanon, New Jersey, the earthquake was the strongest to occur in the state in 250 years. In the aftermath of the earthquake, the New Jersey Department of Transportation

Pheobe Rayners '27//THE LAWRENCE (NJDOT) dispatched inspection teams to examine all NJDOT bridges along interstate and state highways, focusing on bridge elements more vulnerable to ground movement, such as columns, rocker bearings, and anchor bolts. The NJDOT also contacted other transportation agencies and private bridge owners, all of whom reported no observable damage to infrastructure.

## 911 Outages Across Nation

BUNNY HENAULT-BASSETT '26  
FEATURES ASSOCIATE

On Wednesday, April 17, four states reported major outages for the 911 emergency phone number. For more than two hours during the evening, millions of residents in Nebraska, Nevada, North Dakota, and Texas had little to no access to emergency services by phone. It was soon found that a third-party installation of a light pole in Missouri had ac-

identally cut into a fiber line owned by Lumen Technologies, a telecommunications company that provides 911 phone service. The outages that were reported in Del Rio, Texas were unrelated to this issue and were instead caused by a problem with a cellular carrier. Fortunately, local non-emergency phone numbers remained functional during these outages, an alternative for emergency assistance.

# IV Form Explores College Fairs

ANGEL XIN '26  
NEWS ASSOCIATE

On the evenings of April 16 and 17, the Office of College Counseling held its annual college fair, hosting representatives from 150 colleges in the Loucks Field House. IV Formers were invited to learn more extensively about and identify the institutions where they hope to spend their future years by interacting with regional admissions representatives.

Xavier Penn '25 described the fair as both a "hectic and informative" opportunity to meet the people who may be reading his applications next year. Before the event,

his college counselor had suggested a list of colleges aligning with his career interests. While the fair confirmed his interests in certain schools, "the number of students rushing to complete their college list made it chaotic." For example, he was unable to speak to representatives at a few popular schools due to their long lines. For Penn, meeting the admissions officers broke down the wall between students and the college application process. "I now see them as people rather than faceless individuals determining my fate," he elaborated. Reflecting on the event, Penn remarked, "If I were to do this again, I would have done deeper research." "You don't want to waste your own time or their time," he commented.

Sharing Penn's sentiment, Kosiso Okonkwo '25 agreed that "the lines

at the college fair were long and the space [was] full of heat," making it difficult for her to visit all of her desired institutions. However, her questions, focused specifically on study-abroad programs and her intended major, gave her more insight

Prior to the college fair, Lena Haeefele '25 did not know what to expect. "Nobody really told me what the event was going to be like," she explained. Haeefele focused on asking questions about her intended major and topics that she would not have uncovered on schools' official websites. Unlike most IV Formers, however, Haeefele chose not to wait in line. "I didn't have priorities as to which colleges I wanted to visit first," she explained, "so when I saw an open spot at any school I [was] interested in, I went immediately." As a result,

Haeefele engaged in conversations with more schools than she had expected. Additionally, she noted how the event allowed her to view colleges "through a less intimidating lens." More specifically, Haeefele articulated that she enjoyed hearing about campus life and student culture at colleges. Ultimately, Haeefele remarked that "the event gave [her] more options [of colleges] to look at, but it didn't subtract any schools from [her] list." She further urges underclassmen to remember to "engage actively with [their] college counselors before the college fair." While the college fair could be overwhelming and hectic, it served as an important step in the college research process for IV Formers, providing them with the chance to further understand which schools would be the best fit for them.



Aileen Ryu '25//THE LAWRENCE

# Scheduling Ahead: Student and Faculty Voices on Next Year

ARYANA IYER '27

With the Spring Term underway, many questions and concerns arise for what next year holds, especially in

relation to daily campus life as the implementation of the new academic schedule looms ahead. According to spokesperson Dean of Academics Bernadette Teeley, the School seeks to provide the Lawrenceville community with the best educational experience possible using the new schedule. *L10 News* premiered a segment on April 12

focusing on the administration's efforts, explaining in detail what is to be expected for the upcoming academic school year.

Faculty members and students alike have been advocating to change the current schedule to eliminate Saturday classes. According to McClellan Head of House Charise Hall, "the process took about a year, as it had to get approved and completely restructured to fit the curriculum in fewer school days."

Spanish teacher Elizabeth Montes stated, "there is more time for Lawrentians to relax, enjoy the campus, and manage their time efficiently,"

especially since there is Consultation every day and a larger lunch break.

The schedule aims to give Law-

the longer weekends so I can go off-campus with my friends to visit Princeton. I feel as though Saturday classes make me too tired sometimes

to still want to traverse outside of Main Street."

However, students still voice their concerns about longer class periods, as the 80-minute blocks do not work well for students with shorter attention spans. Kosiso Okonkwo '25 explained, "Saturday classes allow for

greater number of shorter classes, which benefits my overall learning. In addition, although I understand that a full weekend of free time is ultimately more relaxing, I will miss the Wednesday half-days."

The new schedule brings many anticipated changes that will support greater freedom and flexibility for students, while simultaneously keeping students actively engaged into the community. While some may be anxious about the many changes occurring next year and affecting daily life, many are looking forward to taking advantage of the year's free time.

<b>BLACK A</b> A 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.	<b>RED A</b> D 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.	<b>BLACK B</b> B 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.	<b>RED B</b> E 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.	<b>BLACK C</b> C 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.	<b>RED C</b> F 8:30-9:50 a.m. Consultation 9:55-10:25 a.m.
<b>B</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings	<b>E</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings	<b>C</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings	<b>F</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings	<b>A</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings	<b>D</b> 10:30-11:50 a.m. Lunch & Community M/W House T/P Music, Clubs Th School Meetings
<b>C</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall	<b>F</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall	<b>A</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall	<b>D</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall	<b>B</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall	<b>E</b> 1:40-3 p.m. Co-Curricular Activities Dinner Study Hall

Audrey Liu '26//THE LAWRENCE

# The Room Where it Happens: *Hamilton's* Timeless Impact

CATARINA CORREA '26  
ARTS ASSOCIATE

As 45 Lawrenceville students filed into the velvet-lined rows of the bustling Richard Rodgers Theater in New York City, the air was electric with anticipation.

"Going into the musical, I didn't really know what to expect," remarked Simona Audzeviciute '26. The group comprised of some musical theater enthusiasts, many of whom are lifelong *Hamilton* fans, and students who simply wanted to discover a new facet of the arts. The students left the theater with an experience to treasure and remember.

Lin-Manuel Miranda's *Hamilton* is a two-act fictionalized biography of founding father Alexander Hamilton's life, detailing Hamilton's journey from a penniless immigrant to George Washington's "Right Hand Man" and the United States' first Secretary of the Treasury in the aftermath of the Revolutionary War. The musical, which has been showered with awards and accolades over the past nine years, is widely regarded as one of the most revolutionary musicals of the 21st century, with *The Guardian* dubbing it "the kind of transformative theatrical

experience that has only happened a few times in the history of American musicals."

I truly understood the reasoning behind this lofty statement after experiencing the musical live.

Opening the show with back-to-back smash-hits like "Alexander Hamilton," "Aaron Burr, Sir," and "My Shot," the crowd was roused, excited, and astonished from the first few minutes, erupting into applause at the conclusion of each song. The show, packed with themes of love, power, liberty, loss, and legacy, tells the classic tale of

the American Revolution: the ambitious goal for an uprising against oppressors, and the common desire for freedom and a seat at the table in the wake of a new nation. Along with these revolutionary topics, the musical adopts similarly revolutionary

theatrical choices. Miranda, by deliberately casting BIPOC actors to play white historical figures, enabled historically underrepresented groups



Students Visiting Broadway

Courtesy of The Lawrenceville School

to gain exposure and recognition, simultaneously allowing the musical to reflect the diverse nature of today's America—a reminder that we still share some of the same overarching principles and desires that the Founding Fathers once

did. In addition, the score itself has been extremely transformative in shaping the modern American musical. Blending genres of hip-hop, jazz, and R&B along with traditional show tunes is a rare phenomenon in the musical theater world. This masterful portrayal of *Hamilton's* largely overlooked tale has left a profound impact on the world of arts and culture through amplifying *Hamilton's* influence on the United States' legal and financial systems.

Looking back on her first impression of the show, Jenny Chen '26 stated, "it was just so shocking for me...that I was actually [at *Hamilton*], having listened to the soundtrack for years." Suzie Nguyen '26 echoed similar sentiments, remarking, "I've never actually seen a musical on Broadway before, and to see one of the most culturally significant ones was an experience I thought I'd never get to have."

Each student walked away from *Hamilton* with unique takeaways and their own appreciation of certain

aspects of the show, whether it be the songs, live orchestra, lighting, acting, or set design. To Chen, a cellist in the Lawrenceville Collegium Orchestra, the musical experience was "completely different from...listening to [the soundtrack] on your laptop," adding that she "could clearly hear the bassline and the booming of the instruments from the speaker."

Reflecting on her favorite moment of the show, Rebecca Streeter '26 commented, "[it was] definitely when Phillip [Schuyler] died. The acting was so well executed, and it was the little details they added with acting that allows you to see all the way from the second row in the back on the balcony—an experience you could never get unless you watched live theater."

Overall, the *Hamilton* trip was a great success, demonstrating the benefit of ROTTA trips to Lawrenceville's student body. The Reach Out to the Arts program is truly an asset to the artistic community on campus, as Lawrenceville is lucky to have cultural epicenters like New York City and Philadelphia only a short drive away. This provides students who are passionate about the arts the privilege of seeing how artists operate in the professional world.

## Choral Concert Reflections

ANGEL XIN '26  
NEWS ASSOCIATE

This past Friday, April 19, the Lawrentians and Lawrenceville Singers worked together to present the Spring Choral Concert, one of two annual choir performances, in the Edith Memorial Chapel. Compared to Lessons and Carols, which focused on bringing the school community together, the most recent event aimed to showcase students' singing capabilities and vocal ranges.

Nicole Halucka '26, a member of the Lawrentians, thoroughly enjoyed her concert. Compared to her experience last year, in which she practiced as a part of the Lawrenceville Singers once weekly, Halucka is grateful for the opportunity to participate in Lawrentians, a Lawrenceville class which meets four times a week. "More frequent practices meant that I got to perform a larger...repertoire," she explained. More specifically, Halucka said the Lawrentians performed "jazzy and Latin songs as well as the more traditional choir songs." "We got to sing 'Carmina Burana,' which is such an iconic song," she noted as the highlight of her night. While Halucka described all the pieces as challenging, she found it particularly difficult to pronounce Latin words in some of the pieces. Despite the obstacles, Halucka felt fortunate to have expanded her social circle and met new performers through the program. "I got to meet a lot of upperformers through this experience," she remarked, "[and] hearing their musical journeys really inspired me." In the future, Halucka hopes to "receive more recognition as a part of the singing community," since the turnout rate for the event was lower than she expected.

Isaac Moon '27 added to Halucka's positive memories from the night. "I loved singing with my friends and enjoying a shared experience in the spotlight after long practices together," he noted. During the performance, Moon loved how he "merged [his] voice with other members into one joint voice" and how this shared voice touched the audience. "I was able to be a part of something greater than myself and witness the joy on other people's faces," he added. Furthermore, Moon enjoyed the Lawrentian's delivery as well as their dedication to



Choral Concert Courtesy of The Lawrenceville School

their crafts. "Ryan Ding's '25 solo piece was really moving," he specified. Ultimately, for Moon, the Choral Concert "reflect[ed] the unity of the community and how students can work together," while the Lawrenceville Singers strengthened his resilience by holding early practices at 8 AM. Looking ahead, Moon hopes that the Spring Choral Concert could be better advertised. Moreover, Moon encourages students to "continue

spreading the word" on the event to increase the turnout rate: "It's truly an amazing opportunity that is open to everyone."

The Spring Choral Concert also marks Daphne Volpp's '24 last choir performance at the School. Since her sophomore year, Volpp has been an active member of the Lawrentians. While she was not involved in the singing community her freshman year due to Covid restrictions, Volpp described her participation in the group as a "special and defining memory of Lawrenceville." Before enrolling at the School, Volpp was already an experienced singer: "I was in a professional choir that traveled to Australia together and sang in front of the Pope," she recalled. Compared to her past experiences, where Volpp "sang at a professional choir with people that [she] knew well and grew up with," the Lawrenceville performing arts community was more "relaxing and stress-free" and allowed her to "meet individuals from different grades." Furthermore, Volpp's position as a V Former in the singing community allowed her to refine and revisit choral pieces that she had been singing for the past few years. "I sang 'Sure on the Shining Night' for the first time during my sophomore year, and it always reminded me of the graduating class," she explained, "and now that I am a part of the graduating class, it feels even more special." Ultimately, Volpp felt that the "trade-off of not having a free during IV Form, when classes are really busy, was worth it."

Overall, the Spring Choral Concert was a highlight of the month that united the student body while showcasing the passion, dedication, and ability of the singing community at Lawrenceville.

## Friday Review: *An Enemy of the People*

ROBERT GIUFFRA '26

This spring, I was lucky enough to see a modern adaptation of the play *An Enemy of the People*. Originally published in 1882 by Norwegian playwright Henrik Ibsen, this play is premiering for a limited time in the Circle in the Square Theatre on Broadway, starring Jeremy Strong. Along with Strong, who received numerous accolades for his acting in the television show *Succession*, the cast also includes Micheal Imperioli, famous for his five-time Emmy-winning performances as Christopher Moltisanti from the *Sopranos*, and Victoria Pedretti, known for her performance as Love Quinn on Netflix's popular drama *YOU*.

This star-studded cast did not disappoint; Strong delivered an incredibly moving performance as Dr. Thomas Stockman, a man who has discovered contamination in a small spa town's bathing facility. Initially, Stockman believes he will be hailed as the town hero for his discovery that he believes will save lives; however, his brother, who is the mayor, chooses to ignore his discovery, explaining that replacing the contaminated pipes will cost the town an extreme amount of money and lead to a financial disaster. Nevertheless, the righteous Stockman still pushes for his report to be heard. After a short intermission, the stage transforms into a bar where guests of age are allowed to head up and buy

drinks. This bar provides the perfect podium for Stockman to deliver a monologue, whereby he pleads with the town to replace the pipes in order to prevent an epidemic. Stockman's speech is the crowning moment of the play—he pours his heart into the role, delivering his speech with zeal. However, Stockman is simultaneously branded "an enemy of the people," as his words greatly frighten the townspeople, who dump ice on his head. The people of the town ridicule him and he loses his job, forcing him to sell his house. The town chooses to ignore his pleas and as the play ends, Stockman chooses to remain in the town, working with impoverished clients and homeschooling his son.

While watching the play, many in the audience were reminded of the public reaction to Covid-19 and society's debate regarding which one is more important: economic safety or public health. Though the audience naturally sympathizes with Strong's character, Imperioli's performance as the reserved, but crafty mayor makes the public's decision to ignore the eccentric and egotistical Stockman feel realistic. The play does not demonize any of its characters, which is a rare occurrence in modern media that tends to create characters without nuance. Watching the play was the experience of a lifetime—the audience even had the opportunity to meet the actors at the stage door, each of whom took the time to talk to the audience members and even signed their playbills!

## Bridging Education and Farming at the Big Red Farm

ISABELLE LEE '27

Picture the juicy tomatoes and crispy lettuce on your paninis and the sweet maple syrup drizzling your french toast at the dining hall—these are only a few examples of the produce that Lawrentians enjoy from the Big Red Farm, a multi-purpose farm supplying food to the School while also serving as a space for students to engage in Experiential Learning. With four acres of tilled land, three greenhouses, 20 acres of pasture, and a demonstration garden overseen by operations managers Ian Macdonald and Benjamin Bois, the Big Red Farm is an essential part of the Lawrenceville community. This is especially true for hands-on learners interested in sustainable food production.

While the space at the Big Red Farm already implements farm-based education, its accessibility is limited by its distance from campus. Currently, Lawrentians need to take at least a 15-minute walk from the academic buildings to reach the farm. In response, several faculty and staff members have collaborated with the design firms Farmer D and Kitchen Table Consultants to propose an expansion of the farm, extending plots along the new ring road.

Bois, Crop and Education Manager of the Big Red Farm, believes this change will “bring the farm closer to the school campus for more possibilities to tie in different academic curriculums.”

Bois’ goal is to find ways to increase student involvement and “draw academics closer” to the farm. As such, part of the expansion involves a potential new building featuring a small library, greenhouse, classroom space, a demonstration kitchen, and food storage. The space around the building would be used for a demonstration garden with new

plots for seed planting. “We can [display] different methods of growing plants while students conduct field experiments on the test plots,” Bois explained. He would also “love for there to be a space for the community to grow crops” and envisions multiple departments offering classes that incorporate visiting the farm. The new schedule being implemented next year has 80-minute class periods that will give enough time for students to explore the fields.

Additionally, the expansion would increase the amount of organic produce supplied to the dining hall. To achieve this goal, the health of the soil in the new ring road area and throughout the current farm areas must be tested. While searching for nutrients and determining pH levels in the soil is relatively easy, assessing substances such as metals or herbicides requires complicated processes. Therefore, the School decided to partner with Princeton Hydro for soil testing and allowed Lawrentians to participate in the process on Tuesday, April 16.

“I enjoyed the event because I learned how to identify various soil samples,” said Gloria Yu '26, a member of the Sustainability Council and participant in the soil testing. Yu is interested in sustainability because “everyone should know how to save energy and be aware of their impact on the environment.” At the soil testing, Yu recalled learning how to “recognize the nutrient content within samples through its color,” a skill useful for identifying the needs of the soil in the new ring road area.

Nick Voultos '25 believed that “the best part of the event was how hands-on it was.” The “step by step” guidance he received from the staff from Princeton Hydro throughout the soil testing was an opportunity “people don’t often get.” As a student in Stephen Laubach H'03 P'23



Stephen Laubach H'03 P'23 / THE LAWRENCE



Students and Faculty at the Big Red Farm

P'27’s Environmental Science course, Voultos believes that the class has “opened [his] eyes to what it means to be sustainable.” After this experience, Voultos is interested in how students can be more involved with the farm through the expansion.

Sustainability and wellness are integral to the school community. The expansion of the Big Red Farm, along with its existing educational and production benefits, will convey a message of hope and positivity for the environment.

“When driving along the ring

road—a new initiative to prevent cars from traversing the core of campus—you are going to see a combination of fields lying above geo-exchange wells for heating the Tsai Commons, the Big Red Park, and an educational farm,” explained Director of Experiential Education John Hughes. Everything raised on campus is one less thing to truck and purchase from a potential industrial farm. “The world needs farmers,” Hughes added, “if we can demonstrate the importance of locally-grown healthy food, we might

be producing potential farmers.”

As Lawrentians engage with the land, they will embrace their roles as ambassadors for environmental conservation and progress. In the fields and plots of the Big Red Farm, they will expand, in Aldo Leopold, Class of 1905’s words, “the boundaries of the community...to include soils, waters, plants, and animals, or collectively, the land.” In doing so, Lawrentians can embody the ethos of the noted Lawrenceville alumnus and environmentalist, Aldo Leopold.

## A Guide to Ace Your AP Exams

ALICE KIM '27

Advanced Placement (AP) exams are college-level standardized exams designed to measure one’s mastery of the content and skills related to the tested subject. Although not officially recognized as an AP school, Lawrenceville offers their students an opportunity to study for these exams within the class curriculum. The class syllabi for numerous courses at Lawrenceville contain many overlapping units with the AP exam content. Furthermore, faculty members are prepared and willing to answer any questions about the exam during consultation.

Jane Atkinson '24 has taken both AP Chemistry and AP Calculus BC, two exams that align with the classes Honors Chemistry and Honors Calculus BC. Like most students, Atkinson did not self-study as much for these AP exams as “they were more lined up with the school curriculum.” Both classes “[led] up to an AP [exam],” and her teachers prepared her sufficiently for them. Atkinson elaborated that a portion of her Chemistry textbook

was “Princeton Review of AP Chemistry,” and her teacher, Mary Calvert P'04 '05 '06, would assign AP problems as nightly assignments.

Emily Piggee '24 shares a different experience with AP exams. Having taken both AP Calculus BC and AP Statistics, Piggee expressed the flaws Lawrenceville’s curriculum has when AP preparation is taken into account. Piggee elaborates that “the courses that [she] has [taken]” at Lawrenceville are “catered not to drill in” but rather to “think beyond the formulas.” Although acknowledging that one of her “greatest takeaways” from Lawrenceville is “learning how to think,” Piggee brings to light that such teaching methods which are common at Lawrenceville are not beneficial “when it comes to AP preparation.” While Piggee agrees that the contents taught during the Spring Term of these 500-level courses are designed to get students ready for AP exams, she had to do “extra” work to feel adequately prepared. In the case of AP Statistics, she practiced her skills through a textbook provided by the school. When Piggee first took an AP exam in her III Form year,

she “did not feel... prepared well enough” for AP Calculus BC while she felt relatively “more prepared” for AP Statistics. Piggee states that YouTube videos helped her greatly when practicing the content covered on the AP exam. Whenever she had questions, she would seek aid from her teachers, making appropriate use of her consultation periods and successfully teaching herself information covered by AP exams, yet omitted by the school’s curriculum. Accounting for AP exams, Piggee claims that the school “missed” some required information while delivering more information than needed in certain aspects. Piggee had to “reorient [herself]” so that she “was not doing more than what [she was] supposed to.”

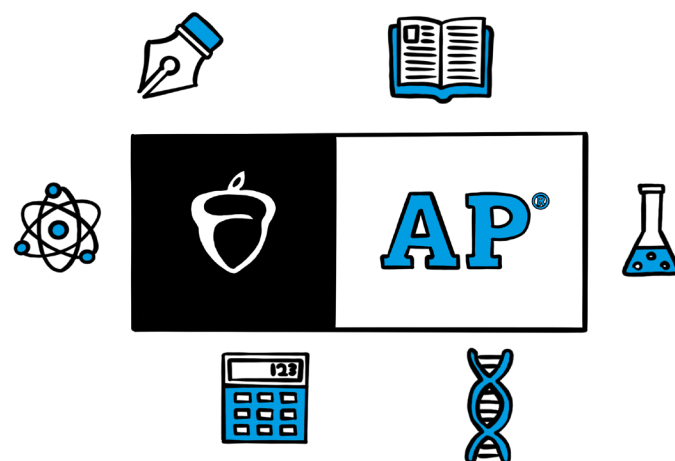
Atkinson recommends taking AP exams because one may “never know what courses [they] will be able to skip in college” thanks to AP credits. For instance, “if [their] college” forces them to take a statistics course, one may skip said course as long as their AP Statistics score meets the standards of the college. Furthermore, Atkinson asserts that AP exams are a “good review” of everything one has “done

in a year.” When preparing for AP exams, Atkinson believes that one should “reach out to [their] teacher” to “get support from them” since “teachers [at Lawrenceville] want to help [students] succeed” and “pursue everything [they] want to pursue.” Piggee advises students to start preparing for AP exams during Winter Term, before the school “tells you to start.” Her reasoning is that Spring Term was not sufficient time when preparing for AP exams for it is too

Aileen Ryu '25 / THE LAWRENCE

“short.” She further acknowledges the significance of “[asking] questions” when needed. She states that online resources like “Crack AP” come in handy when practicing for AP exams.

AP exams may be overwhelming, especially in a prestigious school like Lawrenceville. However, with upperformers passing down their experiences and tips, Underformers can have an easier time synthesizing information from the school’s syllabi to AP exams.



## Senior Profile: Henry Metz '24

HELEN CHANG '26

When the percussion set is on the School Meeting stage, every Lawrentian knows to look forward to Henry Metz '24 playing an electric beat. With many crucial experiences at Lawrenceville, including being a member of the "Covid-19 class," the Dickinson House, and The Disciples, Metz has explored many interests throughout his time at Lawrenceville.

Metz's math courses shaped his experience as a student. Metz recalled that he didn't worry about academics coming into his II Form year until he "got a C on [his] first math test, and [he] panicked and straightened up." Fast forward to his IV Form year, he "worked the hardest [he] had at Lawrenceville," while also discovering his favorite course, Honors Calculus-Based Statistics. While he "had never really thought of math as being practical, [he] enjoyed the class much more than [he] ever thought" he would. Looking ahead, he is excited to pursue more math and statistics in the economics field.

When thinking of his hectic IV Form year, Metz "doesn't regret picking really hard classes," as it made him "a better student." Although he recommends picking challenging

courses, he mentions to "make sure you will look forward to all the classes." He "made sure all [his] classes were interesting and fun the entire year," throughout his high school career and especially V Form. Choosing captivating courses was also "the best advice [he] got [his] III Form year." He recalled that he categorized a "good day" as one in which he could start his homework before dinner, in accordance with his busy schedule.

After sending off the college applications, he thinks that "everyone loosened up." In contrast to his busy IV Form schedule, he made sure his V Form year—especially Spring Term—was filled with light "classes [which he] enjoyed waking up for." Although Upper House does not have a study hall routine, Metz has already built up good study habits from previous years. He tries to "leave as much free time as possible" by getting his work done "before [the] first check in."

The percussionist of the student-lead rock-pop band, The Disciples, Metz describes his percussion hobby as his "most defining feature." The Disciples rehearsals, in conjunction with Jazz Band and Orchestra, is where Metz gets to showcase his talent. During orchestra practices,



Henry Metz '24

Sonia Shum '27/THE LAWRENCE

he can be found mentoring less experienced players on the drums. He looks forward to rehearsals with The Disciples, in which the players determine if "a song is too short, too long, and if a song gets super exciting, how to convert that into instruments." Finding ways to express the music while editing and adjusting their parts on a whim ensures that the band stays together and conveys each player's interpretation of their

instrumentation. "We show up with at least one song in mind, for a performance, and everybody knows their parts already," he noted. Sometimes "rehearsals will just spawn another song that [they] want to play." After learning the piano, he picked up the drums in second grade, inspired by his dad's playing of the instrument. "With a few bandmates," Metz hopes to "continue playing as long as [he] can." As a man of

many instruments, Metz is versed in the piano, saxophone, drums, and is now pursuing the electric bass.

During his time at Lawrenceville, Metz has made a lasting legacy with his talent on drums, which brings excitement to band and orchestra performances. Now with more free time, Metz can be found eating at Abbot, taking the night off, and cramming his homework during his free period.

## Culture Shock: The International Student Experience

CATARINA CORREA '26  
ARTS ASSOCIATE  
SUZIE NGUYEN '26

The boarding school experience for international students at Lawrenceville felt like a dream straight out of an Enid Blyton book. With our friends and family, we fantasized for months, imagining what the experience would actually be like when we got here. However, the realities of Lawrenceville were quickly unveiled upon our arrival to campus, after the immediate encounter with a plethora of house bonding activities, scheduling sessions, and a lengthy checklist of dorm supplies. The whirl of the first few weeks left no time for us to take in the sprawling campus at our fingertips, and it felt like we were hastily dropped off without truly understanding the reality of being alone in a foreign country thousands of miles from home.

However, reflecting on the past nine months at Lawrenceville, we have come to terms with the social and cultural differences in order to make the most of our experiences on campus. Modes of communication drastically diverged from those that we were used to in our home countries.

Reflecting on her arrival at Lawrenceville from Costa Rica last year, Sofi Keith '25 emphasized the important distinction between language barriers and cultural colloquialisms, remarking that "Lawrenceville culture has its own language, meaning that it has its own definition of what is acceptable, what is funny, what is agreeable, and what

is likable—and having to come in not understanding this made it really hard to build connections because you feel like you're not speaking their language." Keith expanded on her personal experience, stating, "I feel like I didn't find my place here until I learned to speak their language and, therefore, had a means of communication to express who I really was."

However, acknowledging the diversity of experiences that each international student has, Keith remarked, "I know a lot of people whose first year was made even harder because their House culture was such a different [experience] for them, and they had to assimilate to that, whereas others found it natural to fit into the preexisting culture of the House, so it really depends on the person."

In addition to overcoming communication boundaries, the adjustment to House culture proves yet another challenging aspect of assimilation for international students.

Nishka Malik '24, recounting her adjustment to the Stanley House in the fall of 2021, emphasized the importance of the House in feeling accepted into the Lawrenceville community. "Coming from Singapore, I was so lucky to have been paired with my big, who was also from Singapore [and] gave me so much advice on navigating the social scene here at Lawrenceville."

Simona Audzeviciute '26 echoed Keith's sentiments regarding the chance nature of House culture concerning the international student experience. Hailing from Lithuania, Audzeviciute

found it very difficult to fully embrace Lawrenceville's social culture during her first few months, stating that "there wasn't much support provided for us, [so] I felt like an outsider to many of the American experiences that connected my fellow Housemates." Audzeviciute expressed her desire for increased support for international students.

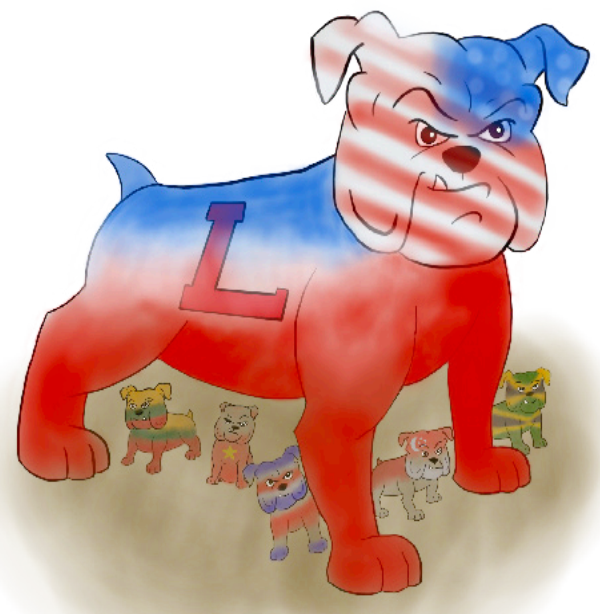
Conforming to social standards is a heavy weight that sits upon most, if not all students, at any institution; for international students, this fear is intensified by the daunting realization that Lawrenceville is completely different from their home country. Stuart Robertson '11, a Lawrenceville alumnus and current faculty member, serves as the School's Artist-In-Residence. During his time as an international student from Jamaica, Robertson initially experienced culture shock and was hesitant to share his Jamaican heritage. While he later got more comfortable expressing his individuality, many other students do not, as they still feel the straining pressure to fit in with their peers. Robertson described the complex duality of fitting within the norm and maintaining the intricate elements of one's cultural identity. "Not everyone is going to understand why you talk a little bit differently, why the things you care about are a little different. If those are important to you, share them with your American friends," Robertson encouraged.

At Lawrenceville, classrooms provide a unique departure from the learning styles that many international

students are used to. Vice President of Academics Sophia Liu '25, who came to Lawrenceville from Hong Kong in her II Form year, stated that "the biggest shock when it comes to academics at Lawrenceville is the Humanities [classes]." Before Lawrenceville, Liu's Humanities courses typically consisted of lectures and standardized tests; on the contrary, Lawrenceville emphasizes the construction of argumentative essays and discussion-based learning. "At Lawrenceville, [I am] less test-driven, and I actually pursue the knowledge just for the sake of learning more," she continued. While the Harkness table might be intimidating, Liu advises students "not [to] be afraid [of]

seek[ing] out help because there are just so many resources available on campus, such as peer tutoring and consultation."

Multifaceted in its joys and challenges, coming to America from abroad exposes students to the wide array of experiences and relationships that Lawrenceville provides. Still, many shared struggles encompass an international student's life at Lawrenceville. Whether it be the narrow halls of the famed Woods Memorial Hall or the hustle and bustle of the Tsai Commons, international students find themselves working to navigate the labyrinth of challenges that are inevitable during their time at Lawrenceville.



Clare Pei '27/THE LAWRENCE

## What We Learned from Game One of Each NBA Playoff Series

STANLEY DUFOUR '25

The National Basketball Association (NBA) Playoffs are finally underway, and the first few games have certainly given us a fair amount of talking points. Let's take a brief dive into each series and how things are looking for every team right now.

### Boston Celtics (1) vs Miami Heat (8)

With Jimmy Butler out for this series with an injury, the Miami Heat just are not good enough to pull off this upset. The Celtics won an impressive 64 games in the regular season and are fully expected to finally win a championship this season. Miami has a talented group who plays with a lot of heart, but they're going to need a lot more than "heart" to wring four losses out of this star-studded Celtics team.

### New York Knicks (2) vs Philadelphia 76ers (7)

The series has been entertaining thus far. The Sixers have proven competitive, and have even outplayed the Knicks for large portions of the

first two games, but a 2-0 deficit is daunting. Tyrese Maxey has elevated his play from the regular season to the playoffs, and his speed and touch around the rim have been incredible to watch. Meanwhile, Joel Embiid has continued to put up big numbers, even while playing through injury. At the end of the day, the Sixers' success depends on surviving the minutes with these two on the floor and continuing to make things as difficult as possible for Knicks' point guard Jalen Brunson

### Milwaukee Bucks (3) vs Indiana Pacers (6)

The Pacers looked poised to pull off a series upset after it was announced Giannis Antetokounmpo would miss time due to a late-season injury, but allowing a 35-point first half from Damian Lillard was not the way to set the tone in Game 1. "Playoff Dame" looks more than ready to carry the Bucks offense in Antetokounmpo's absence. If the Pacers want to win this series, All-Star guard Tyrese Haliburton will need to elevate his play back to what it was pre-injury.

### Cleveland Cavaliers (4) vs

### Orlando Magic (5)

This series is giving us a throwback to the defense-heavy basketball that defined the late 90s, with neither team breaking 100 points two games in. Even being in this year's playoffs is a huge achievement for this young Magic team, but their youth is certainly showing, with their offense being painful to watch at some times. Orlando hasn't been able to score effectively, and while Magic fans definitely shouldn't panic in the long run, it looks as if Cleveland is in control for now.

### Oklahoma City Thunder (1) vs New Orleans Pelicans (8)

It's easy to say that the Thunder struggling to beat an injured eighth-seed in Game 1 is not a good sign, but this was the first-ever playoff game for most of the Thunder roster. Their nerves were on full display down the stretch of Game 1, but Oklahoma City's defense led them to a gritty victory anyway—I expect them only to get better. As for New Orleans, Center Jonas Valanciunas killed the Thunder on the offensive glass. If he keeps up his dominant rebounding

performances and the Pelicans get better shot-making from Brandon Ingram and C.J. McCollum, they can be competitive in this series.

### Denver Nuggets (2) vs Los Angeles Lakers (7)

The Nuggets are the team to beat in the Western Conference, and while you can argue that the Lakers aren't a regular seventh-seed, it doesn't matter, they aren't better than Denver. The Lakers cannot continue to rely on a 39-year-old LeBron James. Anthony Davis needs to step into a role as "the guy", and the Lakers will need more help from their role players. If the Lakers play to their potential, they could make some noise in this series.

### Minnesota Timberwolves (3) vs Phoenix Suns (6)

The Suns are a nightmare matchup for Minnesota, but they didn't show it in their first game. Kevin Durant was the only one to show up for Phoenix, scoring 31 points in Game 1. On the Minnesota side, shooting guard Anthony Edwards is shaping up to be an elite playoff performer, as he dominated with 33 points of his own.

I expect the Suns to make adequate adjustments and take advantage of the Timberwolves' faulty double-big lineup by relying on their three-point and mid-range shooting. If either one of Devin Booker or Bradley Beal has an efficient shooting game, they can easily make this series competitive.

### Los Angeles Clippers (4) vs Dallas Mavericks (5)

A vintage James Harden performance put the Clippers up in a series I expected Dallas to take. Luka Doncic and Kyrie Irving stepped up too late to lead a Dallas comeback, but they did show that they were capable of taking over the game. Despite the score, the Mavericks shouldn't panic yet. Getting off to strong starts in the following games and getting strong performances from key contributors such as Tim Hardaway Jr will allow them to string together wins. The Clippers, on the other hand, will need to stay consistent—something they weren't able to do in the regular season—if they want to win this series.

## The Case for the "Thanalysis" Podcast

CHRISTOPHER YEN '24

Ever since he was drafted with the 51st overall pick in the 2014 draft, Thanasis Antetokounmpo has been a constant presence in the National Basketball Association (NBA). He previously played for the New York Knicks in the 2015-16 season before joining his current team, the Milwaukee Bucks, in 2020. He played a role in Milwaukee's 2021 Championship run, the team's first since 1971. Whilst Thanasis has never been the best player in the league, only averaging 2.4 points per game in his NBA career, he has been described by many in the league as a great locker-room presence and routinely expresses his support for his teammates from the bench. Recently, in an attempt to spread his know-how and opinions on topics beyond the sphere of just basketball, Antetokounmpo started his own podcast called *Thanalysis*. He has had many famed guests on the pod, such as DJ Shawna, Alex



Sonia Singhal '24 / THE LAWRENCE

Antetokounmpo—his youngest brother—and Jake Paul among others, proving that his on-court success translates to anything that he attempts.

Thanasis' second brother, Giannis, also plays in the NBA. The middle Antetokounmpo brother is a future Hall-of-Famer with two Most Valuable Player (MVP) awards, one

Defensive Player of the Year Award, one NBA Finals MVP award, and eight All-Star selections under his belt in his 11 seasons in the league.

In the podcast, Thanasis

Antetokounmpo unboxes a pair of Nike Zoom Freak 5 All-Star Edition, Thanasis repeatedly emphasizes the importance of inspiration. The oldest Antetokounmpo commented on how he hoped that basketball players around the world would be able to use his family's story as motivation in their own journeys, saying that he hopes the shoe "will be seen as a symbol" of all the dedication that the Antetokounmpo family has shown in order to get to this point.

When Thanasis talked about the story behind the shoe; how it represented the way him and Giannis inspired and relied on each other, it was as if he were talking directly to me. Growing up with two other siblings in Taipei, my family and I routinely brought the best out of each other. The effort and determination my parents showed in their day-to-day lives inspired my brother, my sister, and myself to work hard in hopes of someday achieving greatness, just as Thanasis has.

	Nicole Halucka '26 photos editor	Clementine Sutter '25 Features Editor	Sonia Ivancic '25 Arts Editor	Grace Zhang '25 Outreach Editor	Baa Baa Black Sheep '25 Farmland Editor
Favorite The Lawrence editor? (hint: it's me)	Me	Grace is the only correct answer	Mrs. Buckles	Ofc it's Grace Zhang!!	Mmm BaAaAaAa@Q!AWSW
Name for your dog that alliterates with the city you're from	Yolanda	Lulu	Peanut	Harkie	BABBABABBABA
Go-to snack in the office?	That \$23 beef jerky is pretty good	Anything but the beef jerky	Dried mango until it got eaten	Aki li ;)	This reminds me of that time I [redacted] [redacted] on the [redacted]..... baAaAaAAaAa
Wrong answers only: best place to fall asleep?	Mem fire escape	The lawrence couch	Wok line	Taylor Swift concert	Standing up..... bAbAaAaaaAAaA
A pet peeve you have that should be made illegal?	Don't drive with the windows down, the air is annoying	Reading over one's shoulder	Cracking knuckles	When people put themselves as their favorite person on the board	Wolves in sheep's clothing
Fun fact about yourself?	Fun fact: I don't know	I have two birth certificates	I can't crack my knuckles	I'm the best	I love grass BAaaAaaaAaAa