

Smeeeting...Reimagined



AKI LI '25
NEWS ASSOCIATE

This past school meeting (Smeeeting), School President Andrew Boanoh '23 gave a speech about reimagining Smeeeting. The meeting itself was extremely brief, with only a few announcements before Boanoh's speech, letting students out with over 20 minutes to spare. He declared a complete "reimagining" of Smeeeting in order to better the Lawrenceville community past its current status quo.

"We always talk about community building and being together as a community," Boanoh explained, "and the fact is that school meeting is the only place we can really do that." Rather than use the time to "just relay announcements," Boanoh imagines school meetings as a place with "800 kids together doing something fun." Specifically, he hopes that future Smeeetings will become a "time where [students] can just chill [and] watch something interesting going on, rather than being constantly inundated by the Lawrenceville environment."

On the specific changes being made to Smeeeting, Boanoh plans on "[limiting] [announcements] to two to three minutes max," dedicating the rest of the time to "performances and videos." "We're going to try to make the fun things take up the majority of future Smeeetings," Boanoh explained, calling this past Thursday's Smeeeting "innova-

tive and engaging." While members of Student Council "[take] the lead on showing people what Smeeeting can be," Boanoh hopes that in the future, students will "reach out to [Student Council] to engage and help with the vision going forward".

While Smeeeting's redesigns will make them "more entertaining" in the future, the strict cut-down on the time allotted for announcements could have unforeseen consequences. However, Boanoh has "two options" for how future announcements could work. The first option is to "have announcements relayed during lunches" with people in Tsai and Abbott "giving announcements as [students] [are] eating." Option two involves going through the slide show during advisory meetings on Monday. In either option, students "still get all those announcements," while not "sitting down at Smeeeting to watch them".

On his inspirations for the Smeeeting redesign, Boanoh referred to his II Form "pre-Covid" experience, where he remembered that Smeeetings "had a lot less announcements" and many more performances instead. Boanoh attributed the recent increase in announcements at Smeeetings to attempts to "get people back into engaging on campus and different events," but since Smeeeting

Gloria Yu '26/*THE LAWRENCE* was "not the most effective slot," he and Student Council members decided that Smeeeting would be better redesigned as an opportunity where students can "present their talents and passions" to the community.

Returning to his point about the Lawrenceville community, emphasizing the House system and Harkness, Boanoh described how he hopes Smeeeting could "rekindle the School pride" that was lost in the Covid years. Before the Covid-19 pandemic, there was a "spark to things [at Lawrenceville]" which Boanoh could only characterize as "magical." With this redesigned Smeeeting, Boanoh believes that students can be more involved with the school community, and through this, "rekindle that passion and spark about Lawrenceville."

To end, here are some words from our dear president: "To people reading this article, please feel free to reach out to get engaged at school meeting. There's gonna be a lot of opportunities going forward to get up on stage and show the world who you are. If you're reading this, reach out. Email me. Text me. Email StuCo. Just talk to us on campus, Any way you can."

HSO Hosts Lohri Celebration

SHLOKA CHODHARI '26

Lohri is a festival that marks the harvest season in Punjab. The celebration commemorates the end of the winter and the beginning of the longer days awaiting the upcoming spring. Lohri is celebrated to welcome the sun deity, Surya, into the Northern Hemisphere, and one of the most common traditions includes harvesting rabi crops.

Most commonly, Lohri is celebrated by lighting bonfires, eating food, and spending lots of time singing and dancing. Traditionally, many friends and family come together, exchange sweets, sing, dance, and have fun. The main attraction of the festival is the huge bonfire, where men and women gather together to sing and perform numerous traditional dances, including the famous Bhangra. Lohri also features many different customs and rituals during its celebration. On that auspicious day, men and women congregate around the bonfire and offer sesame seeds to the fire to thank God. They also pray for exemplary health and good karma.

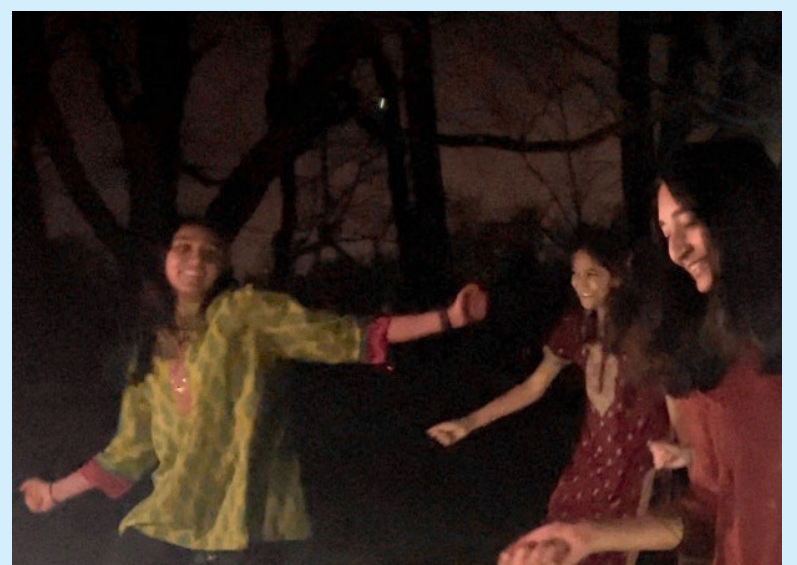
The Hindu Students Organization (HSO) did a tremendous job hosting such events, setting up a bonfire on the Joshua L. Miner Ropes Course this past Monday, January 31. Students had the chance to throw sesame seeds into a bonfire after thinking of something they would want to change in the future, permitting them to wish for good health and prosperity. The event also included a discussion on the importance of Lohri and why it is celebrated, as many people, including Hindu Lawrentians of non-Punjabi origin, needed to be made cognizant of the holiday's rich history. This event was an excellent opportunity for all Lawrenceville students to discover more

about the Hindu faith's traditional holidays.

Celebrating Lohri was a remarkable experience for those who attended. Anushka Chintamaneni '23 and Sahas Chodhari '24, avid members of HSO, spoke on the importance of celebrating Lohri. They said that it was essential for HSO to host this event to shine attention on those holidays that are not given much attention, even within the Hindu community. It was also an excellent opportunity for all students, religious or not, to be able to pray for good health and prosperity and gather as a school, especially amidst the struggles that our community has recently faced. Community is an especially important part of Hindu holidays, and celebrations like Lohri help bring us closer together through singing, dancing, and gathering over food and nourishment.

On the importance of celebrating Lohri at Lawrenceville, Chintamaneni noted how important it was for the HSO to advocate for the Hindu religion on campus. The HSO's events, including Diwali, Lohri, and Holi, bring people of all different ethnicities together, and help share the love and knowledge that so many of Lawrenceville's Hindu students have for their traditional celebrations. Additionally, discussing the history and importance of such festivals helps educate more and more people about the Hindu faith.

All in all, celebrating and learning about a new culture are significant aspects of traditions and holidays. If nothing, festivals like Lohri help show that community is everything, as these Hindu traditions are all about sharing love and affection.



Students celebrating Lohri

Sonia Lackey '25/*THE LAWRENCE*

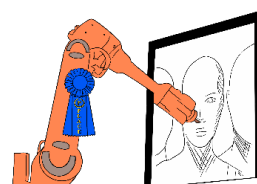
IV Form CCO Kick-off Meeting

Louis Park '26 recaps the IV Form CCO Kickoff Meeting that occurred last month, in which IV Form students were introduced to their college counselors for the first time.



Arts

Celine Fong '25 reflects on the pros and cons of artwork generated with the assistance or use of artificial intelligence.



Girls' JV Hockey Hype!

Ellie Turchetta '25 talks about her experience being part of a sports team, as a member of the Girls' JV Hockey Team at Lawrenceville.



Editorial

A Call To Action

What constitutes “normal” at Lawrenceville?

Abiding by our schedule, we wake up before 9:00 AM, attend classes until 3:00 in the afternoon, participate in co-curricular activities for the next few hours, and eat dinner before getting to work on at least four hours of homework due the following day. Even when we return to our Houses after a typical practice and dinner around 6:00 PM, we rarely finish our homework before 10:00 PM. Considering Underformers’ 8:00 PM check-in and 11:15 PM lights-out, such a schedule allows negligible time for students to pursue their interests or interact with their friends.

Yet this paradigm describes only an ideal, bare minimum schedule—Lawrentians make for an ambitious bunch, and no day proves complete without an assortment of additional responsibilities. From “optional” athletic practices to club board meetings to a never-ending series of major assignments, we Lawrentians carry the burden of our ambitions.

And with such ambition ubiquitous within the student body, Lawrenceville has turned itself into a pressure cooker for talented students; the demand to achieve perfect grades and standardized test scores, lead a collection of popular clubs, and somehow still find the time to pursue personal interests constantly pervades our consciousness. At Lawrenceville, everything becomes intensive: academics devolve into competition, SATs denote one’s intelligence, and athletic prowess acts as a status symbol. Lawrentians exist for one purpose: to succeed, regardless of the cost. As per *The New Yorker’s* Cal Newport, “In classic productivity, there’s no upper limit to the amount of output you seek to produce: more is always better.” Although classic productivity once existed merely in the dreams of factory owners seeking to improve their assembly lines, we Lawrentians—like the rest of modern American society—have internalized this economic dream as a living standard. We milk every second of our 16, 18, 20-hour school days, from early wakeups, late lights, and all-nighters, by throwing ourselves into every academic, athletic, and extracurricular endeavor. For the sake of our ambition, more is always better.

But it is not enough to work relentlessly and mechanically at all times. We must work relentlessly and mechanically not just to strive

toward doing the Best For All, but being The Best At All. It is not good enough to be efficient and effective; it may be good enough if we are undoubtedly exemplary. Every waking second must be put into working toward a personal record on the 100-meter dash, an A+ on the next calculus test, or a new—but potentially prestigious (and thus résumé-worthy)—club.

Meanwhile, we cheer ourselves along as we optimize our human existence just as one would optimize an assembly line. We add jam-packed schedules to our heavy bags, and then, with a pat on the back (which usually arrives in the form of some motivational school meeting speech), the School sends us on our merry way. Somewhere along our paths, the School rewards us with award ceremonies and congratulatory emails if we are, in their eyes, The Best At All.

After all, our value as Lawrentians depends wholly upon our ability to imitate parts of a productive, well-oiled machine. The School’s adherence to this idea, via its rigorous curriculum, proves both a blessing and a curse. On one hand, our routine provides a framework that creates productive and effective students; on the other, it creates an environment where we harbor a near-irrational fear of losing our footing for a mere day or two. One supposed trip or even one misstep (such as a Covid-induced absence or a sub-par quiz grade) forces us to deviate from our jam-packed schedule and pursuit of excellence. We despair as we watch our peers, never to waste that one meticulously planned second, rush past us. And so we perpetuate a student culture so fixated on achievement: those who dare to excuse themselves drown in their insecurity and helplessness; others exhaust themselves in futile attempts to be The Best At All. But no matter what, we all crush ourselves in the Lawrentian rat race for an unattainable title. By the end of every year, the only pieces of us that remain are ones of burnout, helplessness, and disillusion.

One of Lawrenceville’s greatest strengths lies in our community. Yet when we lose ourselves in the unstoppable torrent of school work and our conflation of personal worth with productivity, we rid ourselves of the chance to cultivate the healthy interpersonal relationships that serve as the foundation of the community we need.

Thus two roads diverge in the Lawrenceville wood. Do we opt to struggle for open and honest communication with our friends? Or do we depart from heated, unresolved arguments to finish yet another English paper or scurry to practice at 4:40 PM? Do we nurture our patience for a stressed, irritable roommate? Or do we hate that the rare slivers of time we find for our friends must be spent with monosyllabic replies rather than carefree fun? Do we regularly exchange respect and trust with our teachers? Or do we silently and bitterly bemoan a grade, and the adult who handed us that grade, that will mar the required perfection of our final transcript?

Do we have the space to try, fail, and recover in our relationships? To help one another grow socially and mentally?

Of course, every student will respond differently to this (necessarily lengthy) list of questions; every student will respond differently when asked if they enjoy healthy relationships at Lawrenceville. But the fact that we can assume that the majority of our student body will recognize these specific social scenarios in which one must choose between Lawrenceville-defined success and interpersonal growth does speak volumes.

A “normal” Lawrenceville provides an excellent case study on duck syndrome: a collection of students who, despite floundering under various pressures, project an image of relaxation, a calm duck floating down the Shipetaukin Creek. This mindset, combined with the ever-increasing stakes of every single moment of one’s Lawrenceville education—and the specter of college admissions looming over our time here—means that every moment we spend at a “normal” Lawrenceville is tainted not just by our intense schedules, but by the very drive that brought us to this school in the first place.

So why do we strive to return to normal when a “normal” Lawrenceville so easily crushes us?

On February 6, 2015, *The Lawrence* published an editorial identifying a concerning trend: “Noteworthy incidents and controversial issues on campus generally trigger a predictable pattern of events. First, there is student uproar; next, the administration holds a town hall meeting, in which they dismiss all student claims; lastly, unfortunately, people forget what all the fuss was about and return to their routine

lives.” Both the events of last May and the past two weeks validate the 134th Board’s observation: a tragedy occurs, and student uproar ensues; administrators hold a town hall meeting (such as the V Form listening sessions on January 22 and 23); then, people return to their “normal” lives, just as Lawrenceville returned to its pre-May state come last September—and plans to return to its pre-January-15 state after Winter Gathering.

Only now, we have realized that maintaining our idea of a “normal” Lawrenceville proves unsustainable. The past few years have featured days, weeks, and even months of students shuttering themselves into the endless loop of classes, sports, clubs, and homework—with the 12-hour break every weekend—barely denting the mundanity that consumes our lives as each day slowly blends into a blur.

It’s no wonder that remaining on the slower-paced “phase two” schedule for the rest of the Winter Term feels so appealing. A Lawrentian cannot relax unless forced to; doing so under any circumstances means risking a compromise of one’s ability to keep up with the School’s rigorous standards, whether imposed by the School, one’s family, or even one’s self. Focusing on “individualized attention” while reacting to the most recent tragedy seems good on paper, but it is not just Lawrenceville’s students who are suffering. We must remember that the collective School community—students, faculty members, administrators—is suffering, too.

Therefore, the only way to truly separate anyone from the stress of “normal” Lawrenceville is to remove everyone from it.

But if we follow the current plans for overcoming and exchanging our current grief for this normalcy, we cling tighter to a normalcy that was never normal in the first place—a normalcy that normalized the idolization of unsustainable productivity and unhealthy relationships. We cope emotionally and mentally by returning to the daily lives that have rendered us so emotionally and mentally vulnerable.

Perhaps for the remainder of our time at Lawrenceville, we will believe that we have adapted, coped, and recovered. Perhaps we will not see students struggle to attain the seemingly unattainable deviation from normalcy. Perhaps, in the short term, we will seem fine. But what

will happen to us after we depart campus, equipped with a self-destructive tendency to cope with our emotional pain by burying it with a flurry of work? What will happen to us when we inevitably encounter one of the many adversities of adult life? What will we put ourselves through then?

As stated countless times in *Lawrence* articles, House common rooms, and listening sessions, there are systematic flaws within Lawrenceville’s approach to student mental health. Yes, our counseling system may be struggling to deal with the increasingly severe crises that we Lawrentians—like the rest of American adolescents—suffer. Yes, the stigma around any mental struggle beyond regular stress continues to flourish in a community that expects façades of perfection at any given moment.

But the greatest flaw within our approach to our collective emotional well-being is the School in its normal form. The greatest on-campus threat to ourselves is Lawrenceville itself.

The traditional weekly *Lawrence* editorial concludes with a list of concrete solutions that the community might take to improve itself. In the past, the Board has proposed cooperative conversations to combat student complaint culture, greater financial equity in *Splash*, and integrating civics education into our traditional academic curriculum. In this editorial, however, we must admit that we do not have ready-to-use solutions at our disposal. We do not have concrete answers as to how we will overhaul a campus-wide productivity culture so ingrained in our school’s and American history alike. For we are the exhausted, anxious, and frightened teenage students for whom we have advocated in the past few thousand words.

But we do desperately want to establish a more livable Lawrenceville in which we can properly fail, recover, and grow. We have our hope that the line of Lawrentians soon to follow us will be able to enjoy this rigorous and challenging, but reformed and constantly reforming, school for years to come.

We are asking the adults on campus to listen harder to what we have to say. We need you to keep listening. We need your help.

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THE LAWRENCE

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“There’s Change Coming, Once and For All...”

How To (Finally) Find Happiness at Lawrenceville

BEN CAVANAGH '23
COPY EDITOR OF
THE 141ST BOARD

Our community is at a point of crisis. We have once again turned to discussions of institutional change, and our early steps have rightly included listening sessions and meetings with the administration. Small but visible changes will remain the clearest sign that student and faculty leaders are actively working to improve the student experience. Many of these discussions have focused on the most glaring issues: the lack of sufficient perfect training, for example, or a need for individualized changes to grading. Less discussed, however, are the broader societal factors—those existing beyond the gates of Lawrenceville—that contribute to a trend of worsening mental health among teens. As we begin to start thinking more about long-term change, we must work to keep this greater context in mind. Most important among these outside factors is the short-term, college-focused sense of purpose that brings many to Lawrenceville in the first place.

“Academic rigor doesn’t mean being busy all the time.” These were the words of Hale Brown '23, who spoke during one of the V Form listening sessions hosted by school administration last week. It is a sentiment that has come up often during reflection and discussion these past days: this idea that there is simply too much work at Lawrenceville. It is one that is implied, too, by our need for pace and quality of life (PQL) days, no-homework weekends and, more sporadically, a reduced schedule. The daily academic life of a Lawrenceville student seems somehow unsustainable. Homework

and assignments are things that must be consciously budgeted, dutifully completed, and from which we must properly take time to recover.

Yet the solution cannot simply be a reduced workload. It can (and should) involve broader scheduling flexibility, but my central proposal is the development of what I will call a culture of genuine academic pretension. Oxymoronic as the insincere, elitist connotations of the word “pretension” may make this concept sound, there is a need for us, as students, to take ownership of what we are learning. Leaning into a common sense of pride, I believe, will help make genuine academic enthusiasm a more rewarding experience by encouraging students to take ownership. Only then can the potential of Lawrenceville’s extensive resources and access to a variety of amazing subject-matter experts be fully realized; students will take better advantage of the opportunities here if they feel good about the simple act of engaging with them. I hope for Lawrentians to exhibit a collective nerdiness—the same one that characterizes members of our varsity sports teams, as they hone specific skills when no one is watching, or our most serious club members, who engage in extracurriculars simply because they are interested. Put more succinctly, we should not be as proud about busyness, or even rigor, as much as we should be about passion.

It would be unfair to say such a sense of pride does not exist already. In fact, it was seeing peers’ months-long work on single physics problems or hearing long discussions about extended philosophical readings—and the comfort my classmates took in continuing to explore such paths as a coping mechanism—that inspired me to consider a more conscious cultivation

of such an academic culture. It was Aldo Leopold’s, Class of 1905, obsession with the natural world that made him a leading ecologist and environmental ethicist, as it was for the many other Lawrenceville graduates who undoubtedly have had fulfilling careers because of a true passion they developed here.

Unfortunately, however, such pride is not the norm. It is not the norm, because sometimes it is easier to take the class with the generous grader that will embellish one’s transcript. It is not the norm, because sometimes, collecting leadership positions, being well-rounded in STEM and humanities subjects, or earning a number of other qualifications will look better on a college application. It is not the norm because sometimes it is Saturday night, and you’re stressed and tired, and you don’t have any energy left to think about what you really want to explore.

It is also not the norm because of the School and society around us. The cycle of “exhaust yourself with six days of school, find a 12-hour distraction, and spend Sunday prepping for the next loop” does not exactly lend itself to developing a love of learning or complete and meaningful exploration. Ticking boxes and pushing statistics are wholly at odds with the very philosophy of the Harkness method—where we sit around a table in discussion and come to common understandings because everyone there wants to develop their own position on a given topic. Sometimes we miss things, but it’s okay, because it was always more about the inquiry skills we are training. It’s all right if the F Block class is slightly out of sync with B Block, because students wanted to spend more time talking about one chapter of a book than another, or if one teacher

who specializes in a certain era of history spends more time teaching it than another does. We should be more proud of having honestly shared our thoughts than of having stayed up late to complete essays and study for tests; so it is up to the School and its academic departments to help this shift.

This might look like more rigorous Harkness training beginning during the II Form year, where we take the time to develop personal goals that will foster better understanding and engagement in topics. With such training, students can move away from the repetitive and shallow comments that emerge when we view Harkness as a mandatory participation requirement. Instead, we can better focus on making more thoughtful and well-timed contributions, even if they are sometimes half-formed, because Harkness is really more about the listening than the speaking. This could look like fewer graduation requirements or dialing back of introductory science and history courses so that those who really know what they want to explore can have the freedom to seek out the teachers that can guide them. The mandatory Introduction to Religious Studies (IRS) course could be less about using the ideas of philosophers—of others—as lenses, and more about directly arguing about and against such works to form unique and individualized perspectives. It could look like a generally more flexible schedule, because Aldo Leopold found his true love of nature not in the classroom, but on long walks by himself in the forests of Princeton. The opportunities for extended research offered by our scholars programs could be shared not just with a select group of students, but with everyone, the implicit message being that one does not have to prove one’s worth

to be given an opportunity to take a deep dive into a subject that captivates them. This could look like more common and more interactive speaker events, possibly even to the level of the Oxford and Cambridge Unions, where students can directly debate with leading thinkers. At the very least, speakers should be more extensively researched, and students should be given their information ahead of time. Most important of all, this shift must include a slow but very purposeful and conscious acknowledgement of the need for such an academic culture, because something as simultaneously intangible and essential as student happiness will be fixed in part only by intangible changes.

Lawrenceville should not be a means to an end, a stepping stone to a prestigious college and successful career. Yet even then, such matriculations—the unspoken goal of many who come here—would not be affected by a class of highly specialized graduates with both clear passions in niche areas and broadly applicable skills of thoughtful contemplation and discussion. Academic pride and academic rigor are not mutually exclusive—in fact, they complement each other. Such a culture may take years to truly cultivate, and it will require students to be truthful with themselves about their own aspirations, but I hope that eventually, every new Lawrentian will learn to celebrate a love of learning from the moment they arrive. It’s the right thing to do not because it is easy—I have certainly found it easier to spend a consultation going to the Bath House or getting ahead on homework—but because being proud of and genuinely interested in the academics taking place here can undoubtedly give students another sense of purpose and lasting source of happiness.

Bringing Andrew Tate Back in the Spotlight

AILEEN RYU '25
SABRINA OTTAWAY '25

On December 29, Romanian police apprehended social media personalities Andrew and Tristan Tate on charges of rape, human trafficking, and organized crime. For many American parents, Andrew Tate’s name has only recently begun to ring bells as a result of his widely-covered arrest in December. However, many of their children have been familiar with him for months; his videos promoting toxic masculinity and misogyny have garnered a wide following on several social media platforms. In one TikTok video, for instance, Tate refuses to hypothetically administer CPR unless the person who needs it is a “hot female,” elaborating, “because I ain’t gay.” Comments such as these, which many viewers find comical, distract from his more extremist and harmful statements: shaming survivors of sexual assault, graphically detailing how he would assault a woman for accusing him of cheating, urging women to be subordinate to men, and humiliating men who disagree with him. However, unlike similar forms of extremist rhetoric, Tate’s videos have escaped from the dark corners of the Internet and seeped into millions of young teens’ TikTok “For You” pages; according to data collected by NBC News, videos tagged #AndrewTate had amassed almost 13 billion views by August of 2022.

Tate has a strong influence over young men. Teachers across the internet recount male students who openly idolize him and parrot his talking points in

class. In many cases, outbursts resulting from these views have mounted to class disruptions, fostering a tense classroom environment. “Because I’m a female, they often don’t respect what I have to say when I ask questions or ask them to be responsible,” one South Carolina teacher told Insider. Tate’s cult following of young men that idolize him has only seemed to grow in recent months, creating the need for a robust solution to counter Tate’s impact. Although we tend to scoff at pundits like

Tate or ignore his rhetoric’s burgeoning popularity in an effort to minimize the issue, a more effective solution would be to tackle his rhetoric head-on. Hateful rhetoric like Tate’s requires more intentional and candid discussions about its evils and harms at home and at school.

It is tempting to laugh at videos of Tate and his egotistical attitude on social media. Ridicule is often an instinctual

response, a side effect of our reluctance to take people like Tate seriously. It’s reassuring to believe that this epidemic is, in fact, manageable, and does not pose a threat to our society. Yet ridiculing Tate’s followers could only exacerbate the feelings of frustration and humiliation that may have driven teenagers to Tate in the

enemy. When we throw harsh criticism at Tate and his followers, we play right into his hands; we are acting out the very scenario that Tate’s supporters imagine. Encouraging this antagonistic mentality only allows Tate’s supporters to remain steadfast in their views, preventing them from considering other perspectives.

and isolating his supporters, we diminish the diversity of viewpoints that they have access to, further radicalizing his followers and leaving them entrenched in his web of hatred. To confused adolescents, Tate becomes a beacon of guidance—he hogs the mic overlooking a very crowded audience.

Ultimately, the most effective way to counteract Tate’s influence is to have constructive conversations about why his rhetoric is harmful. In class, for example, teachers should directly address his videos, facilitating open discussions that carefully consider the harmful impacts of misogynistic ideology.

But are America’s schools equipped to have these conversations? Perhaps not. In 2022, state lawmakers introduced at least 280 school climate and curriculum censorship bills, including those that limit classroom discussion on topics like gender—more than in the previous two years combined. Many of these bills allow parents to sue teachers and school administrators for showcasing anything vaguely categorized as “inappropriate content.” As harsh penalties for those found violating these vague parameters loom over teachers and school administrators, many educators feel pressured to shy away from these topics, chilling free expression and dialogue in the classroom. Perhaps Andrew Tate’s rising popularity among young men is a telling sign of where our education system is heading, as schools are legally barred from discussing important topics—all while misinformation about them spreads freely online.



first place. In response to being banned from multiple social media platforms, for instance, Tate preached about a “running contradiction in today’s society.” According to him, society will encourage men to speak their truths, then turn around and criticize their ideas. Tate’s rhetoric feeds on an us-versus-them mentality—his platform is kept alive by the idea that anybody who doesn’t support him is an

opinion or not, it is undeniable that he confronts topics that are important to teenage boys, like masculinity and relationships. For young boys who are seeking guidance, Tate’s rhetoric fills an important vacuum, providing a neat—but violent and harmful—framework through which they can view themselves, women, and their world. In an effort to let Tate’s popularity die out by ignoring

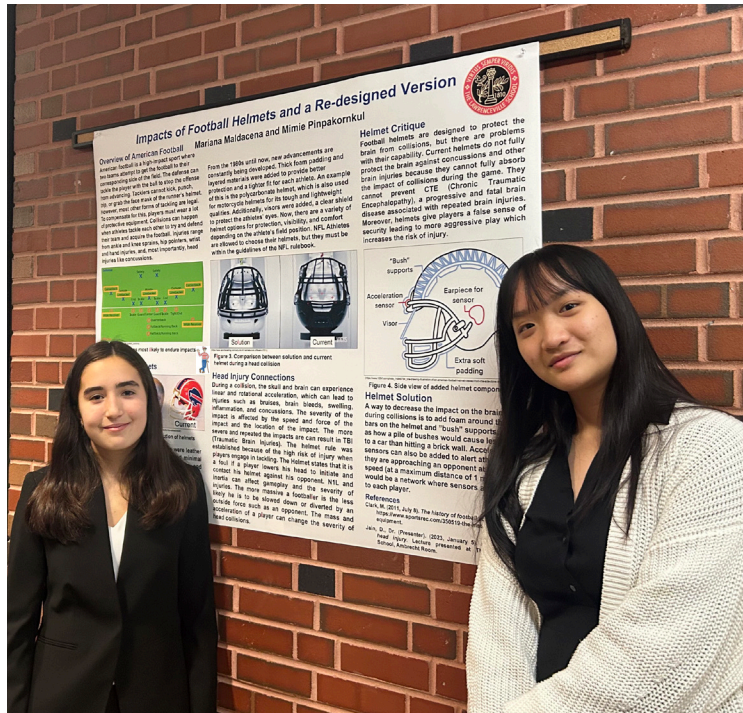
ICAPS Students Present Project-Based Learning Posters on the Impact of Sports-Physics and Traumatic Brain Injury

SYDNEY WANG '25

Lawrenceville's first-ever Inquiries in Chemical and Physical Sciences (ICAPS) poster Night was hosted last Thursday, January 26 in the Kirby Math and Science Center.

Three ICAPS sections acted as a pilot group, following the newly-designed syllabus of a Project-Based Learning (PBL) unit. Students started with smaller activities and labs "to generate connections that they saw in relation to class content...[and acquire] an understanding of [the concepts of] momentum and impulse," according to Science Teaching Fellow Rebekah Crane, one of the designers of the PBL unit. Students were then introduced to the physics of head injuries in sports by a guest speaker before proceeding to conduct their own research on the evolution of equipment in head-injury prevention.

The project was an unprecedented new challenge for the III Formers placed in PBL sections. It was arduous "just



ICAPS students' poster presentations

figuring out how I [wanted] to start out; in the very beginning, I had no idea what to do," according to Na'imah Ford '25. The teachers distributed templates and rubrics after providing a concise outline for the project, but Ford still

Emma Sung '25/THE LAWRENCE

struggled. She had to rid herself of her test-oriented mindset and attempt to interpret the bigger picture for the assignment. As the project progressed, however, Ford started to enjoy the coursework. Now, she said she "100 percent

prefers the PBL curriculum over that of other ICAPS sections. Having so many other classes with tests to prepare for, she felt it was "relieving" to instead be able to research interesting information at her own pace. Instead of having to study for the sake of memorization, Ford was able to decide her learning journey.

Zikang Jiang '25 agreed that he preferred the PBL syllabus to those of the more typical ICAPS sections. Although Jiang said that applying physical concepts to the real world was "mildly challenging," he appreciated obtaining a new perspective on finding connections "through a decent amount of Googling and thinking" instead of merely memorizing formulas and applying them to fundamental word problems, like he often had in pre-PBL ICAPS classes. The poster presentation was also a fitting way to end the unit; Jiang learned a lot more about head injuries while presenting and thought there was a "healthy amount of expectations."

Nonetheless, some students found the oral portion of the poster project stressful. Samantha Costikyan '25 felt quite nervous, even though she and her group mates went through many presentation rehearsals; however, as she began to present to faculty and fellow students, it felt easier. Costikyan's fear of public speaking improved by the end of the night, and she enjoyed teaching herself new information during the poster-making process instead of taking notes and passing quizzes.

"Our hope was that students would start to see stronger connections to physics in their daily lives, whether it be playing baseball at Lawrenceville or watching the NFL or Formula 1 racing on the weekends," Crane concluded. The teachers who led the PBL unit wanted students to utilize fundamental physics concepts creatively while also considering how to protect athletes, especially given that head injuries are so prevalent in sports.

IV Form Attends College Counseling Kickoff

LOUIS PARK '26

On January 11, IV Formers officially kicked off their college application processes with the college counseling kickoff meeting, getting a glimpse of how the overall process works, as well as an overview of the resources available to them through Lawrenceville's college counseling office.

The main purpose of the college counseling kickoff meeting was to give IV Formers the information they needed to begin their college application process. The college counselors gave a presentation regarding how the counseling process works at Lawrenceville, introducing themselves and their past experiences, as well as giving an overall summary of the first few steps in the college search. Director of College Counseling Jeffrey Durso-Finley P'13 '14 '19 '22 "was excited to work with the Class of 2024, without Zoom but in-person," feeling good about putting the Covid-19 pandemic in the rear-view mirror. Durso-Finley could feel the "positivity and optimistic energy" from the IV Formers, and, like always, felt "renewed to begin with a new class of Lawrentians, help get them centered and launched, knowing that in approximately 20 months, they will be in college."

Claire Jiang '24 was "nervous and excited" about be-

ginning college counseling at Lawrenceville, but thought that the first meeting was a "great way to understand how the process works, [as it] [unveiled] the shroud of mystery that clouds this process, and [gave] a sense of reassurance." Most of all, Jiang felt encouraged to know that the process was not "solely an individual effort, and that not only the college counselor, but the rest of the department, is there for support." Although Jiang thought that "the idea of filling out dozens of forms and writing essays is a little daunting," she was indeed excited "to learn more about colleges and the opportunities that can be pursued beyond Lawrenceville," keeping the mindset that "this process isn't the end all be all."

Associate Director of College Counseling Tim Cross explained that the larger purpose of college admissions counseling is to "help ripen students into the best versions of themselves." Because cognitive intelligence is just one part of an individual's journey to self-actualization, the application process is an opportunity for counselors to "help students facilitate their social-emotional growth." In addition to partnering with the students on college research and applications, Cross and the rest of the college counseling department believe that the college admissions process is

a tool for self-development, helping students learn the skills and dispositions that will help them find success in college and beyond. At the same time, Durso-Finley emphasized that honest reflection and introspection, good question-asking, proactive engagement in the stages of the college search, and realizing there's no single perfect college were all important ideas to have in mind—don't be obsessed with your first college choice, as many more doors will open in the future. Durso-Finley mentioned three final tips for the college application process: be engaged, proactive, and open. Cross mentioned two tips as well: try to actively integrate the complex college process into your already busy life, and work on the social-emotional skills and dispositions that you develop throughout the process.

Briefly drawing an outline of the college application process introduced by Durso-Finley, the rest of the academic year for IV Formers centers on research, learning about what makes colleges and universities tick, and building a thoughtful, detailed, and targeted college list based on a myriad of factors. Then, in the summer and fall, students begin writing college essays, constructing final college lists, and submitting applications. Cross highlighted the partnership between coun-

Rehanna Yakubu '25/THE LAWRENCE



selees and counselors, which aims to determine the counselee's interests and goals, find universities, colleges, and programs that align with that vision, and craft ways to convey one's interest and aptitude for that vision to college admissions professionals. Cross remarked that his main role is to "help counselees navigate through self-discovery and self-awareness to become informed decision-makers and effective communicators."

Regarding the journey that the IV Form Lawrentians will now face, Durso-Finley and Cross sent a brief message to the Juniors.

Durso-Finley: "You got

this! You have the skills already inside you to navigate the process successfully, plus you have the experience and support of the College Counseling Office and Lawrenceville writ large to find an awesome college option for you."

Cross: "Although the college process may seem daunting, it is very manageable, especially if you partner with your college counselor. We are here to help students learn about themselves, understand who they want to become, and demystify what they don't understand. Embrace the process and join us for the journey."

Different Ways that Art = Healing

SOFIA CARLISI '24
ARTS ASSOCIATE

I once read that “sometimes, healing is harder than being hurt.” I immediately wrote this down on the Notes app on my phone, and since then, I have been thinking about just how difficult patching up the wounds of our past can be. How do we heal? This question is far too big for me to answer. Honestly, the process is different for everyone, but I often find myself looking to art as a way to start moving past the things that have hurt me.

Art takes focus. To make art, people must put all of their attention into what they’re doing. If I am drawing, writing, or even just making a friendship bracelet, I only have space in my head to think about that specific project. When my mind feels crowded, I use art as a way to destress and let my thoughts rest.

Using art as a way to express your feelings is another form of healing. I have always loved the idea of turning pain into beauty: we can take all that makes us sad and turn it into art. For me, this type of meditation on life allows me to think about and express what hurts me while I also turn my emotions into something beautiful.

For my English class, I had to write a poem for homework, so I found myself thinking about what I experienced

that would make for a good poem. I was reminiscing about what had hurt me in the past by writing down all my sentiments, and I really liked the poem I had come up with. Afterward, I actually felt lighter.

Sometimes, though, this mindset can lead us to romanticize our sadness. Thinking that all the best poets were sad can be easy, or that great art can only be made from hurt. However, art comes from feelings, and just like how sadness can generate art, so many great songs, poems, and paintings depict happiness and joy.

Beyond making art ourselves, appreciating art can also be a healing experience. Oftentimes, our pain feels like an individual form of suffering, and it causes us to separate from those around us. Sometimes, we feel as if we are the only people in the world who understand how we feel. Through art, though, I am so often reminded that other people have felt just like I do, and that they have persevered. I am not the only girl in the universe, but instead someone who can heal, just like as those around me are healing. This sentiment does not mean that my feelings are small and somehow invalid, but somehow my burden is relieved when I see that I am not alone.

Whether I am listening to music, curled up in my bed reading a book, or walking around an art museum, a

part of me exists in so much of the art I consume. Although I may have never met the artist who made the piece, I see the feelings I know deeply reflected in the work.

In honor of “Waiting Room” by

“know it’s for the better,” reveals that Bridgers is trying to convince herself that whatever happens happens, and that is okay. Bridgers’s song, although about romantic love, is really about so much more, like the feeling of



Emily Pan '24/THE LAWRENCE



Using art as a form of healing

Courtesy of Carilion Clinic Living

Phoebe Bridgers being taken off Spotify, I think only it is appropriate to discuss this song as one that makes so many of us feel seen. Teenage emotions are too often pushed aside and invalidated. “Waiting Room” was written when Bridgers was still a teenager herself, obsessing over a love she thought was unrequited. Even the repetition of the final line,

not being enough and the feeling of wanting something so bad but know that it will never come to pass.

Art is universal. It connects us all with a string of understanding. It focuses us on something relaxing and allows us to express our thoughts. Art makes us feel seen, and for me, it lifts my burdens just enough to make hurt feel just a little bit lighter.

The Nuances of AI Art Validity

CELINE FONG '25

During last year’s Colorado State Fair, video game designer Jason Allen had his art piece place first in the digital arts competition. However, it was soon discovered that his work was generated using the text-to-image service Midjourney. This incident caused many to question: “Did this artwork deserve to win?”

AI art, artwork generated with the assistance or use of artificial intelligence, has been around for several years. As AI programs like ChatGPT or DALL·E, become more and more readily accessible to the public, they have also rapidly become a hot topic. Their usage is relatively simple: one enters text describing the image they want, and the AI generator produces an image that fits said aesthetic. AI art has tremendously impacted the art world in a positive way: creating intricate works at the touch of a button, providing people unfamiliar with technology easy access to artwork, or cutting down the time it takes to create a piece. However, many characterize AI art as the “death of artistry” and “man’s creation

and eventual downfall,” prompting controversy surrounding the credibility and ethics of AI art. Through this ongoing conversation, a significant question has emerged: can AI art truly be considered art?

The answer is both yes and no. AI art gives those without art degrees or artistic skills the opportunity to express their feelings through an

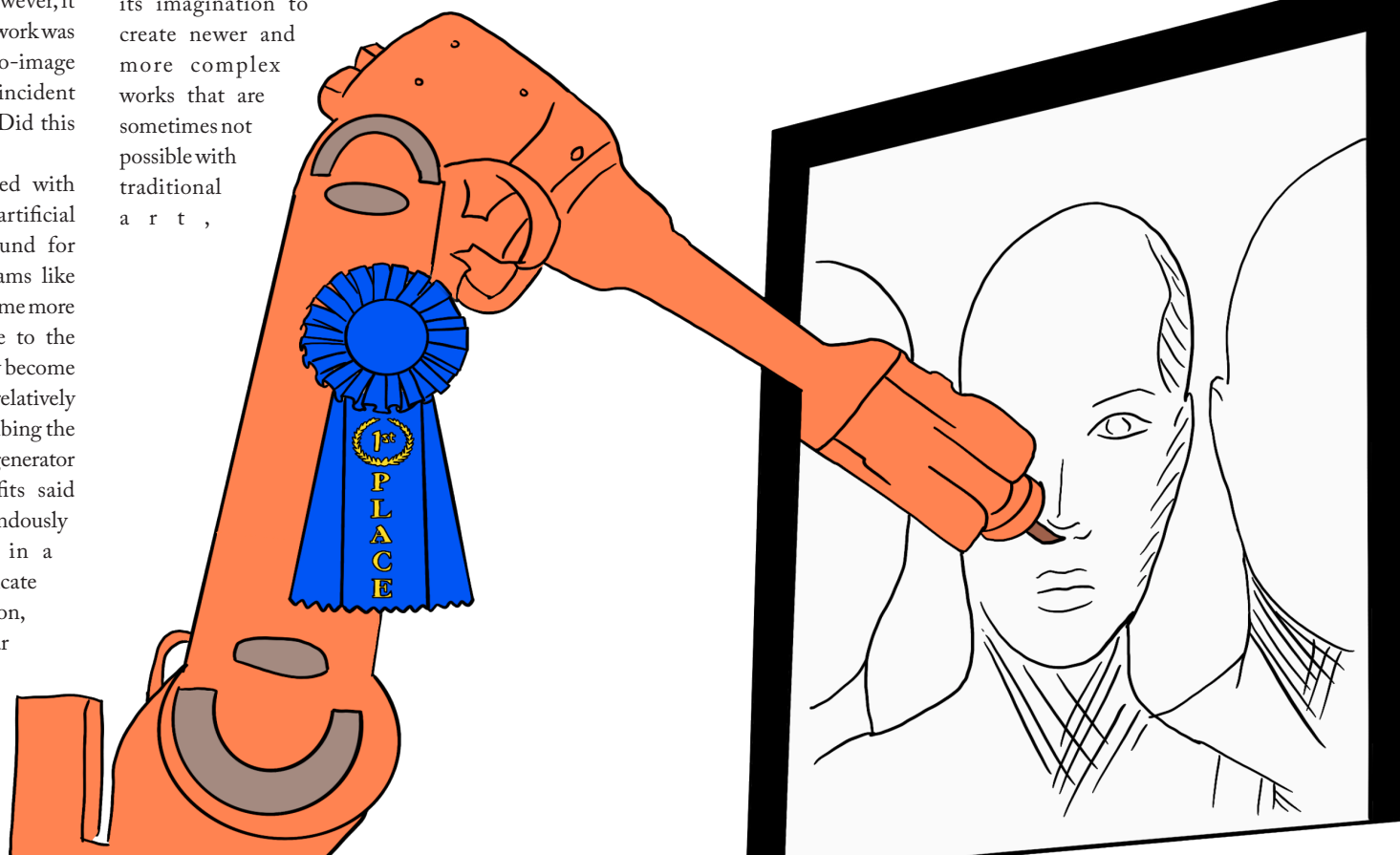
artistic medium with an enjoyable process. Those who use AI art can shock us with absolutely surreal images, and they only have to do so by inputting text. Moreover, the generator uses its imagination to create newer and more complex works that are sometimes not possible with traditional art,

requests, and, in a way, it is a high-tech form of plagiarism. As many of the drawings on AI generators are spin-offs of pre-existing works by artists, humans using these technologies are

has been compromised by questions of plagiarism and originality. In the case of Allen and his award-winning piece, people were angered by ethical

authorship.

The idea that some AI-generated pieces may lose the personal touch and “human connection” that is prevalent in traditional art is another concern for many. However, this process is extremely similar to how a music production program works: a computer absorbs the structures and rules of the musician, and it produces a song. Nonetheless, those very songs are not original pieces created by the producer but scraps from previous songs pieced together to make a “new” one. Hence, AI art should remain a supplement in the pursuit of



Aileen Ryu '25/THE LAWRENCE

fostering inspiration and emerging as an evolutionary stage of art. Undeniably that AI art helps expand creativity and experimentation, with the average person benefitting the most.

On the other hand, despite its visual grandness and mesmerizing results, AI art is merely an “extension” of the human intellect in its responses to our

not entirely doing the actual creation. AI generators cannot conjure art out of thin air, which is why they use previous artwork and art styles to make art, often without garnering consent from the original artists; eventually, however, the person implementing the text command might call the finished product their own. Consequently, AI art’s validity

concerns surrounding Allen’s piece was aided by the blood, sweat, and tears of uncredited artists who uploaded their art online, not knowing that those very pieces would later be infused into AI art. As a result, AI art is a step forward toward uniting art and technology, but at the same time, it is further pushing forth the question of artistic credibility and

art instead of claiming this device as their own, and everyone should continue to use this advanced technology as a tool to enhance visuals and inspire creativity. Continuing to produce true and original human-made work, alongside being transparent about the use of AI in the creation of art, is the best way to move forward.

A Census on Lawrenceville's (in)Famous Schedule

ELLIE TURCHETTA '25
SPORTS ASSOCIATE

Saturday classes, Democracy Day, and Head of School Days are all special events that are unique to Lawrenceville. Many students have strong opinions about these widely debated events. In this article, we're going to uncover the true consensus on these topics, and maybe—if we're lucky—settle the debate once and for all.

Saturday classes may be one of the most contentious topics at Lawrenceville. Among the student population, a fairly even divide exists on whether people like Saturday classes or not. Elijah Miller '25, who opposes them, said, "I think Saturday classes are bad because I lose my sense of time. Saturday is Friday, and Sundays are the weekend, but squished." With the Lawrenceville weekend crushed into one day, Saturday classes also give students less time to sleep and relax. Amelia Weldon '25 observed that "there's a big 'work hard, play hard' environment, but there's not much of an opportunity to 'play hard' because we have classes on the days [during which] we would have relaxed."

In response to these complaints, Sarah Rodrigues '25 brought up a good point: "How can other schools make it work, [while] we don't?" Both Weldon and Cle-

mentine Sutter '25 proposed having no homework on Friday nights to create an opportunity to relax. Meanwhile, this Spring Term, will feature

a new schedule with no Saturday classes as a potential pilot program.

This past Fall Term, Lawrenceville hosted its inaugural Democracy Day in honor of election day. With election day being an important event in the U.S., it is important to learn about democracy and the voting process. While

democratic education is an important part of our lives, how can Democracy Day be integrated into our schedule in a way which benefits our learning? Miller, part

of the committee responsible for setting up the event, described working on it as "an enriching experience." Agreeing with Mil-

lennium Sutter '25, Miller said, "It was beneficial to learn about it and implement it in school." On the other hand, however, Sutter remarked, "I did not enjoy my workshop, but I

appreciated how you got the option to find what you were interested in." Even though some students seemed to take advantage of the opportunity to further their learning in different areas, Weldon brought up the concern of "viewing Democracy Day as 'we don't have classes or homework.'"

While some might view Democracy Day differently than intended, the schedule change to accommodate

this day allows the opportunity to experience and learn about democracy in a more meaningful way. There's no better feeling than

seeing after study hall that there's been a Head of School Day. While students may love their newfound time off, having an impromptu day off can mess up teachers' lesson plans, as well as disrupt students' education. Would it be better if teachers knew about Head of School Days ahead of time? Sutter doesn't think so. "I think part of the fun is the surprise of it," she said. "There was this one time I had an essay due the next day, and I hadn't started it, but then I found out it was a Head of School day, and I had the whole day to finish it. It was great." The surprise is greatly appreciated by the students, but, as Hammond remarked, "If the teachers don't know, and they don't put it in their syllabus, then it makes it so much harder for them." Hammond recommends having special schedules after Head of School Days to ensure that class time is made up for while keeping lesson plans intact. Until a solution is found, however, Head of School Days will still remain a welcomed (or annoying) surprise for the community.

Obviously, no one schedule will please everyone, and likely never will, but in the end, testing out new plans and listening to student and teacher feedback is the best way to see what works, for better or for worse.



Anika Ponnambalam '25/THE LAWRENCE

Thrifting: A Viable Alternative to Fast Fashion

SOPHIE BILANIN '26
FEATURES ASSOCIATE

What is "thrifting," and how has it become an obsession for both Lawrentians and teenagers across the country alike? This popular sensation can be defined as visiting thrift stores, second-hand shops, and/or vintage clothing stores with the goal of finding cheap and uncommon clothes.

To many II Formers, such as Gabriella Chacko and Nico Garza, thrifting has become one of their favorite hobbies. Chacko and Garza are avid thrifters, hailing from Tribeca, New York and Baltimore, Maryland, respectively. Garza described thrifting as a "very rewarding search, like a treasure hunt," but expressed remorse at how rarely she gets to participate. "I don't thrift often because none of my friends enjoy it as much as I do, and there aren't many thrift shops near where I live in Baltimore." When she does manage to catch a ride, her favorite thrift shop is a chain called Savers, which can be found in any major city. It was there that she bought a vintage navy-blue coat for only eight dollars a few years ago; said coat has now become her most prized purchase.

Chacko, on the other hand, has access to many thrift shops in Tribeca, explaining that "using Google Maps, it's really easy to find thrift shops near me, but I have to take the subway to get to my favorites."

These favorites include Salvation Army, L-Train Vintage, Urban Jungle, and Savers, which seems to be a popular location in both Maryland and New York. Over holiday breaks, Chacko thrifts whenever she can, meaning every day "except for Sundays because Salvation Army is closed." Because of her frequent thrifting, about a quarter of her clothes are secondhand, with her favorite being a blue Carhartt jacket. She shared, "I got my beloved jacket at L-Train Vintage for \$40 when it would have been over \$100 on eBay." Chacko offered her own take on thrifting, saying, "It's so cool how thrifted clothes were owned by someone else before being passed down to you. It's like each piece has its own story."

When viewed as nothing more than shopping, thrifting seems fun and useful, but it is so much more than just a pastime. Thrifting began in the late 1900s as a result

of American companies' mass-producing clothing to keep up with the growing population. Pawn and thrift shops became places to purchase used and discarded clothes at low prices. Although it only became popular in the early 2000s, as consumers strived to combat the wastefulness of the fashion climate, thrifting eventually became its own booming industry.

But as social media models and clothing trends grow in popularity, so does the demand for items delivered quickly and conveniently right to consumers' doorsteps. These pieces, likely to be worn only a few times before being discarded in favor of the newest trending item, are the result of the "fast fashion" phenomenon. This term refers to the rapid production

of cheap and trendy clothing that matches celebrity styles and are made for fast shipping and even faster disposal. Thrifting-wise, this phenomenon can have very negative impacts, because when cheap and trendy clothing is thrown out, sometimes that material ends up in thrift shops. These clothes are not very durable and make it more difficult for people who depend on thrifting to get good-quality clothing.

Fast fashion also has

disastrous impacts on a global scale. Not only does it often lead to sweatshop calamities, as these factories are where most of such clothing is produced, but it also has disastrous environmental effects. Fast fashion and the clothing industry as a whole are responsible for 10 percent of annual global carbon emissions and 20 percent of worldwide water waste. 100 million tons of clothing end up in landfills every year as a result of this manufacturing, along with 500,000 tons of plastic microfibers in the ocean, which cannot be extracted from the water and eventually spread through the food chain.

What can consumers do to help? Thrift! Thrifting is a direct solution to wasteful fast fashion and acts not only as a fun and cheap activity to do with friends, but as a way to keep clothes out of landfills, incinerators, and oceans. Along with thrifting, there are many other easy and environmentally friendly alternatives to fast fashion. Try to buy only what you need or what you plan on wearing more than a few times, and when you want to get rid of clothes, donate or recycle them instead of throwing them out. Focus on durability and quality rather than how trendy an item is; remember, fashion trends are cyclical and will ebb and flow. Everyone makes a difference in the battle against fast fashion—make your clothes count!



Emily Pan '24/THE LAWRENCE

Team Spotlight: Girls' JV Puck, the Most Iconic Team on Campus

ELLIE TURCHETTA '25

To the outside world, Lawrenceville's Girls' Junior Varsity Ice Hockey team might seem like your average beginner hockey team: falling every three seconds, countless goals being scored on the goalie, and generally boring to watch. But Girls' J.V. Puck is anything but. While we might fall, don't worry—we're drawing penalties. And we're scoring those goals too, since goalkeeper Abby Morsman '25 is no less than unstoppable. And if you think Girls' J.V. Puck is boring, you should check out our stands and see how many people come to watch us. Whether you're on the team or not, Girls' J.V. Puck is the place to be. Here's an inside look as to why from some of our players.

The first noticeable similarity about our players is our love, and, dare I say, obsession with our sport. Our passion makes our team culture one of the best on campus. Winger Hayley Williard '25, an avid puck player, agrees. "Puck season would have to be my absolute favorite time ever, all year round, definitely because I love the family," she said. "These are my people, and I just love



Goalie Abby Morsman '25 after a 59-save game.

waking up every day and being with this amazing group of girls we have on the ice." You can see this enthusiasm especially when we score goals. KB Barrett '26 still recounts how she felt after her first-ever goal on the team. "I remember one game, my first game, where I scored, and I fell during my celebration. Everyone was so happy for me, and then my teammate came over, hugged me, and then I fell again."

Celebrations like Barrett's happen pretty often, considering the number of goals we score. Having only played three games, we have already scored a total of 13 goals. This is a clear reflection of

our determination and grit to win. "We love winning, we win a lot as a team, we just don't lose, and I feel like we win for [Coach] Julie [David] and [Coach Nicki] Selan. [They are] our overall inspiration," says Williard. Coaches David and Selan definitely have a strong influence on our team. Whether it's bringing us on Purple Cow runs or participating in our Soccer-Hockey games, they work to bring the team closer than ever. The memories we have created together from these events as a team are unique, creating an even better team atmosphere. Willard commented on her favorite memory. "My most memorable moment would have to be when KB [Barrett] absolutely bodied our goalie, Abby

Morsman," she says, laughing. "It just really brought everyone together because we all bonded over this hilarious moment."

Despite the team's consensus that Girls' J.V. Puck is the best team on campus, what do other people think? Lyla Petito '25 gave us an answer. After being at one of the games against Westfield High School (where Lawrenceville won 8-1), Petito remembers seeing "lots and lots of falling," although she does appreciate the team and our overall positivity. "I think it's really fun when someone scores as they slowly approach the goal, everyone jumps and hugs each other anyway," she remarked. "It's very sweet and very wholesome." While we might not be the best team on campus, we definitely

know how to boost each other up and make the sport fun for everyone, including our loyal spectators who watch us from the stands.

Overall, Girls' J.V. Puck is arguably one of the most iconic sports teams on campus. Whether it's our constantly entertaining Instagram page or our exciting and funny matches, we are a team whose stands have been filled time and time again. As Williard put it, "I mean we did have an SNLville skit, multiple hype videos (thanks to Grayson Salatto '25), and now an article in The Lawrence, so if you're not following J.V. Puck, what are you doing?!"

Go follow our Instagram @willegjvpuck and come to our next game on February 9 at 5:00 PM!



The team in a spirited pre-game huddle.



Hayley Williard '25 races after the puck.

Courtesy of The Lawrenceville School

New Year, New Look for Formula 1 Racing

KEVIN CHUNG '25

Formula 1 (F1), a sport which receives millions of dollars to produce the fastest racing cars and the most competent drivers, is now entering into its 74th World Championships.

In F1, 10 teams and 20 drivers race to win the World Driver's Championship. With each F1 car costing well over \$1 million and driver salaries now exceeding well over \$20 million per year, it is not a surprise that F1 rests on the theme of "be fast or be gone." Unfortunately, this year, we are saying goodbye to four iconic F1 drivers. Daniel Ricciardo, who started his career off in Red Bull Racing, transferred to the Alpine F1 Team, and then to McLaren (during which his career started to go downhill), was released from his contract. Sebastian Vettel, after turning 35 years old, hung up his helmet as well. Nicholas Latifi and Mick Schumacher are also both leaving the grid—the group of drivers who participate in each season—as they were not able to perform well in recent races. It would be a lie to say that these changes were unexpected, as the

grid was fairly competitive this year, especially in the middle and lower sections. Haas F1 Team, for instance, has performed poorly since its debut in 2016, but was able to achieve a podium position after qualifying with Kevin Magnussen's impeccable qualifying lap last November.

Even though the evident winner of both the Driver's Championship and the Constructor's Championship (team championship) was Red Bull Racing, with Max Verstappen leading the helm, the overall field was very energetic and interesting. With teams in the middle and lower sectors trying to compete using Formula 2 (F2) drivers, a level lower than F1 drivers, it has also been clear that teams would now like to build a driver's career from its very beginning.

Most of these drivers are rookies, but one of them stands out: Nico Hülkenberg. Hülkenberg is a previous driver who made his debut in 2010 for Williams F1, and after a three-year sabbatical, he is back. In spite of his nine-year career producing no Championship wins, no race wins, and no podiums, Haas decided to

draft him for their team.

Do I think this was a good idea? No. A driver without experience with such a track record is understandable, as their true potential has yet to be witnessed; however, drafting a driver who is both in his mid-thirties and has consistently produced negative



results is not a smart choice, in my opinion. Nico Hülkenberg has clearly passed his prime time and now is heading towards retirement, which means that his future looks rather unpromising. Haas has been struggling to find its place in F1's middle sector, and this choice may have flunked their chances even more.

However, I feel as though all

the other driver changes were understandable and well-chosen. It is not rare for a poorly-performing team to take a chance on newly-recruited drivers. Many of the great F1 drivers, such as Michael Schumacher, Max Verstappen, and Lewis Hamilton all started as rookies, then

eventually made their way to the top.

Team Principal Changes

Coupled with the driver changes, many F1 team principals have also changed this year. For Ferrari, after a three-year career, Mattia Binotto is now retiring and being replaced by Frédéric Vasseur from Alfa Romeo. Andreas Seidl of McLaren is leaving

the team; another McLaren engineer, Andrea Stella, will be his replacement. Meanwhile, Andreas Seidl is leaving McLaren to join Alfa Romeo as Vasseur's replacement. Finally, in Williams F1, Jost Capito has left, and Mercedes's previous team strategist, James Vowles, has now become Williams's team principal. Changes in F1 management are significant, as team principal changes will influence how a F1 team is structured and performs. The boss is as important as the driver, and if one of those two combinations fall, the entire team may easily fall apart as well.

Such a large number of changes in the 10 F1 teams will probably never occur again within the next couple of seasons. These new developments are exciting, and give fans hopes for a competitive 2023 season. With the next F1 season starting in early March, fans are excited more than ever to see the rookies perform for their first time on the F1 grid, as well as see some returning drivers' action. Will the champion be Max Verstappen once again? Or will a new champion rise amongst the other 19 drivers?

Courtesy of The New York Times

Catastrophe in the Ozone Layer: The Environmental Impact of Qatar's World Cup

BRIAN YUN '25

The 2022 Qatar World Cup drew a major global audience together as the most prestigious quadrennial competition for international soccer. The final match of Argentina versus France brought in 242.8 million views, with an estimated total of 5.4 billion viewers throughout the entire tournament. With high expectations, the Qatari government officially announced a goal for “creative accounting,” heralding a complete carbon-neutral operation when the nation's official bid to host the cup was made back in 2009. Although Qatar is one of the richest nations in the world—thanks to its petroleum reserves—many wondered about the practicality of such an undertaking.

We now have to slow down to rationally evaluate FIFA's sustainability claim over the operation. The stakes are higher as time progresses; the boundless carbon expenditure of the past World Cups has intensified the yearnings for a carbon reduction plan. Though criticism against the World Cup has amplified, FIFA's project this year posed a possibility of creating an alternative perspective. Yet such

high hopes crumbled as the Qatar World Cup continued the pattern of creating a catastrophic strike on the ozone layer, risking the longevity of the most prominent international event in the world. Emphasizing the target headline of a “carbon-neutral world cup” was simply a form of greenwashing, a premature attempt that was fanciful at best.

Prior to the tournament, the construction of stadiums alone produced immense carbon loads, and additional greenhouse gasses were accumulated while maintaining the pitches. The Qatar World Cup construction project overview introduced 136 practice fields, numerous accommodations facilities, and seven new stadium pitches of the eight total stadiums the games will be played on. Of the seven new stadiums, Stadium-974 was famously named after its incorporation of 974 recycled shipping containers, the transportation of which created its own enormous carbon load. Carbon Market Watchers, in fact, posed its doubts to Qatari authorities, questioning the practicality of sustainable construction when the process itself highlighted the use of cargo ships with diesel combustion

engines.

Beyond the construction itself, the stadium pitches and the practice fields required a daily dose of 10,000 liters of desalinated water during the tournament, as well as 50,000 liters per day over the summer. While the use of water produces 1.52kg/m³ of carbon emission per liter, the process of desalination aggravates the greenhouse gas emission to a further extent. Producing an approximate amount of 6.7 tons of carbon dioxide per 1,000 liters, desalination more than quadruples the amounts of carbon emissions.

FIFA's greenwashing extends to its sponsorships as well. After Qatenergy, the largest provider of liquified natural gas in the world, signed as an official sponsor of the Qatar World Cup this year, the Natural Resources Defense Council report demanded the use of new renewable energy resources and prohibited the implementation of liquified gas. Yet FIFA completely neglected this responsibility, instead stating that Qatenergy had the liability to develop cleaner resources in the agreement. FIFA thus still utilized the liquified energy to power its stadiums while emphasizing the title of “renewable energy,”

being one of the most evident instances of greenwashing during the tournament.

Yet the biggest fraudulence originates from FIFA's dependency on offset schemes. Due to Qatar's exponential economic advancements from liquified gas production, Qatari organizations have amassed an astronomical amount of assets to purchase carbon credits, a form of “neutralizing carbon emissions,” in exchange for investing in natural resources. However, with Qatar being the biggest producer of liquified gas, such investments ended up just going back into more gas production. In other words, the Qatari authorities purchased the carbon market watcher's negligence while FIFA claimed they were being sustainable.

Although the tournament did not directly claim to be carbon neutral, the carbon load produced during it went far beyond that bar. In the first week of the group stage, over 7,000 flights were recorded, an increase of 56 percent in booking for flights compared to the prior week. Not only that, each stadium was air-conditioned to compensate for Qatar's scorching temperature, producing more than 3.6 metric tons of carbon dioxide. Another source of greenwashing

was to start the tournament in a “considerable time/temperature,” even as Qatar's November weather is still typically above 80 degrees. The irony of this problem was that when a dome structure for stadiums was suggested for cost and carbon efficiency, the Qatari authorities rejected the proposal. The underlying issue posed by the Qatar World Cup was that the carbon leakage persisted even when the majority of such incidents was easily preventable. The bidding system for World Cup locations, especially, was the greatest mistake. Placing the World Cup in Qatar—a location where there is minimal relevance to sports, only one pre-constructed stadium, and a poor climate for the players—worsened the carbon dioxide catastrophe. If the construction process, clean renewable energy resources, and location demanded fewer carbon emissions, the World Cup would have been a far greater enjoyable festival for everyone around the world.

A negligent chase for capitalism withdrew years of the time the true host ‘earth’ may survive to relish the beautiful culture of international soccer. The change must occur to advance for better terms with the world.

Messi v. Ronaldo: The End of an Era?

LOUIS PARK '26

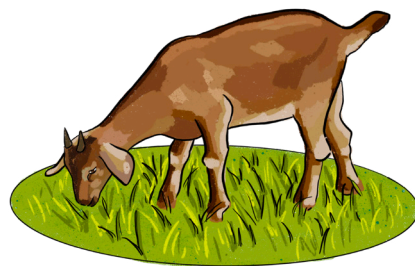
The subjects of the most-heated GOAT (Greatest of All Time) debate to ever divide the soccer world, Lionel Messi and Cristiano Ronaldo, recently faced off against one another on the pitch. On January 20, Paris Saint-Germain (PSG), the defending champion of the French Ligue 1, and the Saudi Pro League All-Stars met at the King Fahd International Stadium in Saudi Arabia. The match drew keen attention from the fact that PSG, one of the world's strongest teams, faced Saudi Arabian players; the spotlight, however, was once again between PSG player Messi, who helped win the 2022 World Cup, and Ronaldo, who recently joined Saudi team Al Nassr, earning an astronomical salary of \$215 million per year in the process. These two players are considered some of the best in history. It is no exaggeration to say that they have rewritten the history of 21st-century soccer, as their skills and achievements are unparalleled.

Alongside the most recent 2022 World Cup, Messi has won the 2021 Copa América, three Champions League tournaments,

10 Spanish Championships, and seven Balons D'Or—the award for the best individual player—and reaching a record of scoring 91 goals and 22 assists in 2012, proving his incredible level of talent. Yet Ronaldo's career is equally magnificent. He has won the 2016 UEFA Euro Championship, three English League Championships, two Italian Championships, two Spanish Championships, five Champions League Championships, five Ballons D'Or, and much more, demonstrating why he may be the only current soccer player who can rival Messi.

The entire world pays attention when these two godly players clash against each other on the field. Not only could people watch big-name players like Neymar Jr, Kylian Mbappé, and Sergio Ramos be led by Messi and Ronaldo, but also, this game may be the last time the two legends are seen on the same screen—fueling even more explosive interest for this game.

PSG started its best players, with Neymar, Mbappé, and Messi up front, and Ramos, Marquinhos, and Achraf Hakimi on the defense line; meanwhile Riyadh all-stars



Stephanie Xu '23 / THE LAWRENCE

GOAT

[gōt]

noun:

greatest of all time; a person, especially a sports player, who is excellent or the best in their field

helped set up Ronaldo's Saudi debut. In the third minute, Messi again proved his skill after he received a lob pass from Neymar and scored the game's opener. Soon after, in the sixth minute, Ronaldo took his first shot as an Al Nassr player, but PSG keeper Keylor Navas kept it clear of the goal with little difficulty. However, during Riyadh's freekick, Navas accidentally punched Ronaldo's face as Ronaldo tried to head the ball, giving away the penalty that allowed Ronaldo to mark his first goal in southwest Asia. Surprisingly, PSG faced a problem when defender Juan Bernat intentionally bodied skilled Saudi player Salem Al-Dawsari, receiving a red card in the process. Down to only 10 players, PSG seemed to struggle, but Marquinhos's tap-in at the 42nd minute gave them an advantage. Then, during the added time of the first half, Neymar earned a penalty himself and tried to widen the goal difference; the keeper however, was able to make an easy save. Soon after, Ronaldo scored his second goal as he pushed the ball into the net after one of his headers hit the post.

Starting the second half,

Ramos—a rare scorer at PSG—found his breakthrough after Mbappé made a solo dribble into the penalty box. However, entertainingly enough, South Korean defender Jang scored a header for Riyadh just two minutes later. In the 58th minute, the referee awarded a penalty, as a Saudi defender's hand blocked Messi's shot, which Mbappé easily scored. Then, during the 60th minute, Ronaldo stepped off the turf, soon followed by Messi, Neymar and Mbappé, finalizing what could have been their last head-to-head match. This intense game finished with one more goal from each side, ending with a 5-4 PSG win.

This was an enjoyable rollercoaster of a match with lots of twists and turns, but it was more than just a game: it represents the sad reality that we might not be able to witness the two greatest players of all time on the same screen anymore. I want to give a warm round of applause to all the players for playing their best throughout the match, and, as a soccer fan, I would like to thank the two GOATs for taking care of this era.