

Satvik Dasariraju '23 Delivers Valedictorian Address

SATVIK DASARIRAJU '23

It's truly a great joy to be here together one more time. I want to start with gratitude. To teachers and coaches for encouraging us to be better than yesterday. To all those that have given us the meals, care, and safety to learn and live. Of course, to our family and friends for support and love in moments of hardship and joy. And to us: thank you for taking a chance and coming from far and from near to a historic, renowned school that was once new and unknown to us.

It is this chance we took that makes us, well, us and gives us the togetherness that I see today. I am so grateful to have gone to Lawrenceville because of you all.

As a kid, I was as hyper and energetic as it gets. As I say that, I see my mother smiling in the audience—I was so bad that she would usher me outside to throw around a ball and expend my energy so I could return home calmer. I'd invent games for myself, like seeing how high and far I could launch tennis balls with my thin little arms (I guess not much has changed). But before long I'd end up with a whole bunch of balls stuck in the tree outside our house.

I thought I'd grown out of this; coming into Lawrenceville in 9th grade I was just a little bit more mature than when I was 5. But before I entirely found my footing at this school, I found myself right back with the tennis balls. For us, the pandemic turned the world of 2020 upside down, reversing what we took for granted, like the countless and constant happenings that light up campus every day. Stuck around my home, I was outside often, throwing around my tennis balls, and soon I was again facing a central question of my childhood: how do you get balls out of trees? And naturally the answer is to throw more balls at the balls in the tree. You know, you just keep chucking away, hoping one hit will bring all the lost balls to the ground and solve all your problems. As I got more and more stuck in the tree, it evaded me that I was doing the same thing over and over again. Making the same mistake without really learning from it.

I had a hard time with that growing up. In truth, I struggled with self-reflection during my earlier years at Lawrenceville, failing to really learn from my mistakes and aha moments. I remember hating writing about myself. It's easier to analyze the strengths and flaws of a character in a book than to critically examine our own lows and highs, and what they have taught us. It's more convenient to talk about a time we won something than to detail a time we messed up. It's simply hard to submit to judgment and be vulnerable, especially when it's to ourselves.

Lawrenceville has taught me



Photo of Satvik Dasariraju '23

Nichole Halucka '26/THE LAWRENCE

to look inwards critically and embrace cringing at myself. I can vouch that I don't get balls stuck in trees anymore. At least not every day. It's probably been a couple of years. Still, I've made many mistakes at Lawrenceville. I broke a piece of the chandelier in Dickinson because I was too clumsy in the way I swung my backpack onto my shoulders. This January, I suffered an uncountable number of falls as I tried ice skating. But more seriously, I've written the wrong words, said things I've regretted, and failed to be the best version of myself many times. Yet, I'm grateful for having friends and advisors around me to help me learn from both the good and the bad.

As we've begun our goodbyes this week, I keep feeling awe at the fact that we've really learned a lot. Here, people have become able to write entire plays, improvise on the Chapel organ, conduct experiments in physics, and piece together poignant poetry. We started by barely trudging through Harkness discussions, and since then we've listened and used our voices to advocate for the vital social change we need to see. We've well and truly run the whole gamut, and that is why we're getting those pieces of paper. The diplomas.

But my belief is that we've learned more about ourselves and perhaps about life outside the classroom. It's a funny word, resilience, but there's a reason it keeps being used to describe us. Through our experiences these past 4 years, we've learned from the times we've been apart, the times we won, the times we lost, and above all the times we found the strength in ourselves to get back up. These moments will take the most to look back on. It will

be easy to sit comfortably with our diplomas, but it will be difficult and thus so important to reflect and find meaning in the journey that got us here.

My wish for us all is that we continue to learn from our time here as we take our steps beyond 2500 Main Street. For us, looking back at Lawrenceville isn't reminiscing about one place. Scattered away from the place we wanted to be by the pandemic, we all tried our best to do Lawrenceville from the vantage point of different locations and time zones. Despite the swirl of uncertainty and loneliness at those times, the heart of this school still beat on. Even more, Lawrenceville for us means something entirely different from a single, linear story. In some ways, our time here has been fragmented. There are moments that cut up our time here into before and afters. Even though I'm meant to look forward, I want to acknowledge and honor this unprecedented, complex, and undoubtedly formative period in our lives.

As we walk out into a new world, I hope our experiences here grant us strength and wisdom to guide our perspectives. Graduation, to me, is less of an end, and more of a beginning, the commencement of a continuing effort to keep growing and learning from our time here.

Looking back at what this place has taught me, I think of how I've changed. Coming into Lawrenceville, I just wanted to be known. Both here and beyond here, our lives may be framed around what we achieve and the resulting titles and awards, those limited laurels of public attention. We want to make a difference, to leave a mark, and most of all to be remembered. For a long time,

I pinned myself to this pursuit.

But when I remember my best moments at this school, they've been something different altogether. I think about St. Baldricks in early May of last year; I was just one of many that had a turn at cutting someone's hair, and yet I'll never forget the awe I felt amid the singing, the charitable acts of our community, and simply how the wondrous togetherness inspired the best in me despite the weight of sorrow we felt that week. I think about House Olympics and the Lower Cup on September 3rd this year, when Dickinson and Raymond just let me come along for the ride and watch an unforgettable series of relays and cheers. Even though I was just an observer to something far greater than I was, it is these moments, and the hope and unity I felt in them, that tell me we have it in us to face the challenges on the other side of the gates.

It's so telling that my best moments here have had nothing to do with me, but everything to do with you all. So often we are trying to leave our mark, but what if we just noticed and listened and marveled at our capacity to feel awe in being together? What if instead of trying to obtain something nominal or material out of the groups we are a part of, we simply valued what we can learn by looking beyond ourselves? To me, this is the spirit of humble participation. Things don't change when you have a title; things changed because you got involved and got your hands dirty. Experiences of humble participation at Lawrenceville have encouraged me to look inwards and observe outwards to know myself as a tiny piece of a far greater force. It's this understanding that drove me to think differently about self-reflection and thus grow out of the younger version of myself, the Satvik that would throw another tennis ball at the tree.

Lawrenceville, years from now, I will look back at the chalkboards here, draw from your resilience, and I'll never forget all that I've learned. What makes Lawrenceville this life-changing, magical place is that we create these moments and traditions with one another that become inextricable to who we are. Future graduates, find those moments for you, and hold on to them dearly. For me, it's been jazz improvisation, Friday lunches, going out for long runs, and the color burgundy.

So, Class of 2023, I hope we all fare well. I know we can, and that our time at Lawrenceville will help us do so. Don't forget us, keep looking back, and of course, keep learning. It's truly been an honor, and I wish you safe travels and soft landings. It's only fitting that my final words here will be: thank you.

Excerpt From Baccalaureate Speech

HEAD OF SCHOOL STEPHEN
S. MURRAY H'54 '55 '65 '16
P'16 '21

On Certainty
'Famous Odysseus, great glory of Achaea, draw near, and bring your ship to rest, and listen to our voices. No man rows past this isle in his dark ship without hearing the honeysweet sound from our lips.'

Like a siren song tempting us, absolute certainty can be an alluring, comfortable place to land. But beware the honeysweet attraction of unexamined conviction; ships have been dashed on those rocks. Seek the discomfort of subtlety and complexity – those are not easier waters to navigate, but the perils less hidden and less fraught.

It was December 17, 1983, and I was traveling from Paris, where I was studying at the time, to visit friends living in Great Britain. After a rough, night-time ferry crossing of the English Channel, I boarded a train from Dover to London.

Minutes from Victoria Station, our final destination, my train suddenly stopped dead, and we waited for two hours on the tracks without any official explanation. Eventually I would learn that the Irish Republican Army had set off a car bomb outside of Harrod's Department Store, timed to go off at the height of weekend Christmas shopping. Three police officers and three civilians were killed, and it injured 90 people, including a number of children.

It was unsettling to imagine that had I arrived just an hour earlier and walked in the direction of Hyde Park, I would have walked right past Harrod's. But mostly what I recall reflecting on at the time was what would lead someone to engage in such an act of terrorism. I had been studying Irish literature and history, and was aware of the longstanding grievances of the Irish under British rule. (...)

Later that same weekend, I found myself in pub with a number of students from Cambridge University, and the topic of conversation was of course the bombing. As we were talking, I made the point that, without condoning the actions of the IRA, people will resort to violence when systematically deprived of freedom and hope. One of the Cantabrigians, a certain James from Glasgow, Scotland, who did not lack for confidence, vehemently contradicted me. I'll admit it, I took the bait, and shot back with a lengthy dissertation of Irish grievances, from Cromwell's 17th Century brutal military campaigns to the shooting of 26 unarmed protesters in 1972 on what is known as Bloody Sunday.

With undisguised disdain, he retorted, "You cannot claim to disavow the bombing of civilians, while somehow rationalizing or finding excuse for the violence. Opposition to terrorism is a moral absolute."

As I have thought back on that experience, it is not to relitigate who was right and who was wrong. In all honesty, I will say that I now wonder at my own moral relativism, and I have thought a great deal, not without a touch of admiration, about his moral rectitude, his certainty.

There are of course things worth being certain about, and opposition to terrorism in any form, at any cost, may be one of them. In the end, however, while certainty provides comfort and ease of mind, it more often than not obscures important complexity, competing truths, as it were, as we seek to understand historical situations that rarely lend themselves to simplistic analyses.

So, it is true, on face value, that terrorism is worthy of condemnation, but Nat Turner led an uprising against slaveowners – from their perspective, he was a 'terrorist' – yet if you remove all means of hope of escape from dire, unspeakable suffering, what means are left? Does the moral absolute of my Scottish friend apply in this case?

Editorial

Defining the Lawrenceville Community

When students first enter Lawrenceville's campus, they are greeted by warm, smiling faces, impressive towering buildings specialized for one field of academic study, and the potential for four years of incredible experiences and growth. Students come to Lawrenceville to get a top notch education along with prime opportunities to play on the field and perform on the stage. As the Class of 2023 departs, many graduating seniors are surely reflecting on the amazing moments they've had in the past years. The common consensus among everyone who has passed through this School: It's the people that make the experience worthwhile. As one class leaves and another one takes its place, however, those in the middle are left to consider their new community and their upcoming experiences at Lawrenceville.

The School's mission, "to inspire the best in each to seek the best for all," provokes the question: Who do we define as "all?" Lawrenceville seeks to establish itself not just as a place to

nurture young minds, but also a place where alumni, parents, and teachers connect. Consequently, the meaning of the school is ever-changing for different people. For the alumni, the campus turns into a place to reconnect and create new connections. For teachers, our campus provides a place to educate, raise children, and be involved in a small community; and for students, a place to learn and discover themselves. The School is not only diverse in the backgrounds and experiences of its students, but also in the various cliques scattered around campus. Perhaps, then, we cannot ever truly achieve a cohesive community when our communities are so spread out and disconnected.

One of the biggest challenges to creating the community we'd like to see is admittedly a communication barrier between adults and students. Despite hosting Town Halls and writing update emails, the administration cannot make substantial and overhauling changes in the span of a few years, especially with significant

barriers and constituencies involved in the discussion of change. For example, Lawrenceville, with its 200-year-old history entrenched with racism, instituted a Dean of Diversity and the Hutchins Institute for Social Justice only after @BlackatLawrenceville—a social media account in which numerous anonymous students gave testimony to the microaggressions and overt racism they faced at the School—spurred intense and very public conversation. Lawrenceville's a place which only sought to institute a Dean of Wellness after devastating tragedy, despite knowing of students' struggles with mental health long before. Lawrenceville's a place where at times, change only seems instituted when necessitated.

Ultimately, the nature of academic institutions like Lawrenceville is to preserve its longevity by remaining conservative in its decision-making. This consistency can provide a safe haven to learn and experiment for students. However, infrequent conversations often neutralize strong

thoughts and hopes for change. As a result, many students lead their years at the School with the perception that everything at Lawrenceville exists for a good reason.

Students, administration, faculty, and staff all want to "seek the best for all," yet who has the greatest say in envisioning Lawrenceville remains disputed. While many of us students have critiques and issues we'd like to see the School address, pushing for these resolutions can be incredibly difficult as we juggle sports, academics, extracurriculars, and social life. As a result, bogged down by the incredible pressures and commitments, many students do not want to make the time to advocate or to learn about ways to become more deeply involved with creating change for the School. Most of the student body's goal is to get through the four years, and they are too busy to think about leaving behind the change they would like to see.

In this context, "be the change you want to see in this world," seems like a fitting quote to end on, but this saying

has actually been misinterpreted. Mahatma Gandhi instead said, "We but mirror the world... If we could change ourselves, the tendencies in the world would also change... We need not wait to see what others do." For us students, Lawrenceville reflects the bigger world we'll find ourselves standing in just a few years from now. And for us individuals who spend up to four years on campus, we but mirror the Lawrenceville school, a small but significant bubble during our time on earth. Take this editorial as a call to action or an opportunity to reflect, but why wait for permission to make the change we would like to see? Dear Lawrenceville—students, alumni, faculty, staff, administration, parents, and everyone who is part of "all"—do not be afraid to push and tug and pull until the fibers of who we are finally break, and we can truly examine what Lawrenceville currently is and what we'd like it to be.

This editorial represents the majority view of The Lawrence, Vol. CXLIII

Go Big Green?

A Case for Carbon Neutrality at Lawrenceville

ALEX NOVIELLO '23

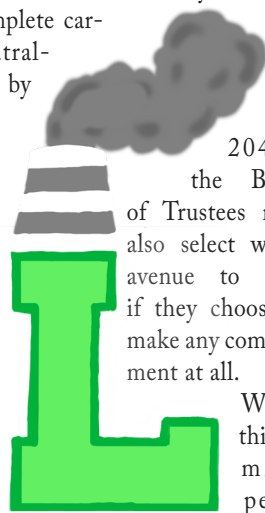
Each year, Lawrenceville emits a total of 7,600 metric tons of CO₂, uses 11,882 MWh (Megawatt hours) of electricity, and demands 70,000 MMBtu (million British thermal units) of natural gas. The School's emissions alone are equivalent to the emissions of over 1000 gas-powered cars driven for a year, 20 million miles driven by an average gas-powered car, nearly 1000 homes for a year, or the consumption of nearly 20,000 barrels of oil. To sequester our total campus emissions, we would have to build 2.1 million wind turbines or restore around 9000 acres of U.S. forests.

Think about those staggering totals. Now multiply them by the over 33,000 private schools in the U.S., each emitting varying levels of CO₂. Quite quickly, the massive environmental strain to which Lawrenceville and other educational institutions contribute becomes clear. Nonetheless, Lawrenceville stands in a unique position to help curb this impact—our reputation and unparalleled financial resources make it imperative that our School take

leadership responsibility in mitigating the climate crisis, amongst similar institutions. While ongoing sustainability efforts by students and faculty on campus are already doing important work with regards to student engagement, the most effective and ambitious sustainability effort—committing to pursuing carbon neutrality—represents the best and only path forward to fully realizing the potential of our community to inspire lasting environmental change.

Lawrenceville is currently working with the environmental engineering firm Introba to guide our potential future commitment to pursuing carbon neutrality. Students are engaged with Introba's work on campus, helping to survey and collect necessary data on buildings for the company's models to provide a more accurate assessment of what a full pivot toward carbon neutrality might look like. Once Introba's work is finished, likely during the next school year, the task will fall to the Lawrenceville Board of Trustees to make the final commitment to pursuing a

carbon neutral campus, allocating financial and other resources necessary to make the switch. Introba's work specifically details action steps to achieve 50 percent carbon emissions reduction by 2035 or complete carbon neutrality by



2045—the Board of Trustees must also select which avenue to take, if they choose to make any commitment at all.

With this in mind, pending

Michelle Zhang '25 /THE LAWRENCE

ing the completion of Introba's work on plotting a path toward a carbon neutral future, our School will find itself at an important crossroads for sustainability. Although commitments to carbon neutrality grow more common at

the collegiate level, efforts at reaching carbon neutrality at secondary schools are almost unheard of. Unfortunately, if Lawrenceville cannot make such a commitment toward pursuing carbon neutrality, even with its unique array of resources, then it is highly unlikely that any other schools will set a similar goal. If no leader exists in advancing the cause of climate sustainability in its most ambitious form (i.e. carbon neutrality) at the secondary school level, then we can not expect any change. Lawrenceville's decision therefore represents a profound opportunity for us to on the most pressing issues of our time. Leadership in this capacity powerfully demonstrates Lawrenceville's commitment to advancing and facilitating the futures of its students in the years and decades to come.

A commitment to carbon neutrality also represents a further important opportunity to continue to enrich the value of a Lawrenceville education. All future leaders in every industry will need to know about and grapple with the impacts of climate change on their

industries, as well as how to best guide organizations and companies in meeting these challenges. If we students are involved and educated properly about the process by which Lawrenceville transitions to carbon neutrality, we will be better prepared to handle these same challenges in the real world. Lawrenceville can leverage such a commitment to carbon neutrality into profound environmental change and leadership, as well as educational value in directly contributing to its primary mission.

Therefore, the School must consider the pursuit of carbon neutrality a worthy endeavor for the School and community, both to further enhance the value of a Lawrenceville education and to assume a necessary leadership role in protecting our earth. All members of our community, from students to faculty and staff, can play a role in encouraging this change—a greener, even more beautiful campus and an even more valuable Lawrenceville experience.



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The Case For American Communism

TAKSH GUPTA '25

It's fair to say that communism is not popular in the United States. The official United States Communist Party has just 5000 members—a minuscule figure compared to the 80 million members between the Republican and Democratic Parties. In fact, the United States Government has gone to great lengths to stop the spread of communism, vilifying communist ideology, supporting anti-communist dictatorships, devising military coups to topple communist regimes, and assassinating prominent communist and socialist candidates running for office in foreign countries.

Throughout its history, America has failed to recognize the flaws in its capitalist society—particularly the starkly unequal distribution of privilege and opportunity. For this reason, I have decided to make the case for implementing communism in the United States. I want to note that I do not consider myself a communist, or even a socialist for that matter, but I do believe that there exists value in examining beliefs different from my own. As someone largely educated in the American public school system, I also want to examine communist theory to combat my own biases and those I may have been taught. With all that said, I present the case for communism:

A capitalist nation does not work for the vast majority of its people. Industrial capitalism tends to create vast inequalities in wealth and access to resources between citizens. The disparity in wealth distribution in the United States is especially staggering. According to the Federal Reserve Bank of St. Louis, the top ten percent of households own 76 percent of all wealth in the U.S., while the bottom 50 percent of households own just one percent. This disparity will only continue to grow over time, with an oxfam.org report showing that the richest one percent of the world gained nearly twice as much money as the bottom 99 percent of the world combined since 2020. The top percentile of Americans has increased their share of America's overall wealth from 24 percent in 1989 to 32 percent in 2021. Despite this massive increase in wealth for the rich, we still live in a nation where one in ten people live in poverty (a statistic that has stayed largely the same for the last 50 years), and half of Americans continue to live paycheck to paycheck. We have a few people living in extreme excess while a significant percent of the population struggles to obtain the fundamental necessities for survival—with a slowly shrinking group in between. Business owners make billions off of pharmaceutical patents while it is estimated that nearly half of Americans do not have enough in savings to afford a medical emergency, the average cost of which is between \$1000-2000. We have people buying megamansions while others sleep outside because they cannot afford basic shelter. We have widespread obesity and food waste at the same time that 34 million Americans suffer from food insecurity. These are not issues of resources, as they may have been in the past, but rather of distribution. America has chosen an economic system that funnels billions of dollars into the pockets of the uber wealthy, and by doing so, fails those disadvantaged by this system as well as the nation as a whole.

Capitalists often profess that their system affords everyone an opportunity to gain wealth as people are eventually

rewarded for their hard work. But how could this claim possibly be true when, in America, the far best predictor of one's success is the wealth of one's parents? (I use wealth and success interchangeably here because wealth is often the marker used to measure success in a capitalist society). The rich are not simply "working harder" than everyone else in America, instead they receive the compounding advantage of their wealth that leads to more wealth and opportunities. Having wealth gives people the ability to obtain loans and make investments necessary to produce more wealth while lacking wealth prevents people from obtaining the capital necessary to compound their wealth. Thus, it is extremely rare that people themselves are successful, but rather they are placed in an environment that produces successful people. As a result, to remedy this inequality, a nation must act on an societal scale rather than the individual. Attempting to reform on an individual level—such as through a progressive tax system—may move an economy closer to equality in the short-term, but will do little to address long-term disparities, as the compounding advantage wealth provides will inevitably increase inequality in the future. Instead, to create broad societal change, a nation must fight inequalities at their source. Luckily, there are economic systems that do just that.

Marxist Communism functions by giving the citizens who work control of the means of production and the profits of that production. Citizens can then distribute this wealth amongst themselves equally. This system does not necessarily entail everyone being paid the same wage, as payment may depend on a citizen's needs and abilities. Placing control of industry within the hands of the people removes the vast economic and class barriers that exist in a capitalist society. Under the ideology, wealth is deliberately distributed to provide each citizen with basic necessities such as food, water, shelter, and healthcare, resolving the inequality of capitalist distribution. Although communism advocates for the abolition of private property, the definition of private property in a communist state is different than in a capitalist one. The abolition of private property under communism does not mean that citizens in the state cannot purchase and own products; rather, it means that anything used to make money will become the property of the society rather than an individual. In a truly communist society, no private businesses exist, so the success of any one business directly benefits everyone in the society.

This economic structure has a multitude of benefits. In addition to the fulfilling of basic needs mentioned earlier, communism provides truly equal opportunities for everyone, rewarding those who are truly talented and hard working rather than those born into wealthy families. And while Americans have the perception that communism, when implemented in a nation, creates a dysfunctional society, historically communist and socialist states have been more organized and more equitable than their capitalist counterparts.

Under communism, more people are provided a complete education. For example, Cuba, a socialist state, has a literacy rate well over 99 percent according to the World Population Review while the United States has a 79 percent literacy rate according to macro trends.net. Greatly increasing accessibility to edu-



Sonia Singhal '24 / THE LAWRENCE

cation allows a nation to maximize the potential value and skill sets of its citizens. One issue in America today that has received a lot of press is the funding deficit for public schools in low income neighborhoods compared to those in wealthier ones. Under communism, this gap would be erased, allowing for equal opportunity for all students. The centralized economic planning under communist and socialist governments allows for the efficient allocation of resources to schools and other institutions, with distribution exclusively focused on the well-being of the citizens rather than maximizing profits.

This last point represents a key difference between a capitalist and communist framework. Under capitalism, the key incentive of businesses and individuals is to maximize monetary gain. Although a system focussed on individual monetary gain may provide for the wants of the people, there is no guarantee that the system and will of the people will align exactly. However, once you give control of resources to the people themselves, every decision will undoubtedly be in the citizens' best interests, as there is no reason that people would make decisions harming themselves. Take the issue with artificial intelligence (AI) for instance. Under a capitalist society, the profits of a business go directly to the owner of the business. As a result, with the integration of AI in the workplace, business owners would lay off employees as soon as robots can do their jobs for them in order to lower production costs. However, a communist society would move in the opposite direction. Since all workers will be receiving an equal share of the increased revenue generated by the more productive AI, workers would likely be able to work fewer hours while increasing wages for themselves. In a capitalist society, businesses exist as an entity to grow and earn money. Under communism, a business exists to efficiently provide for its employees and the society as a whole.

There is also the question of innovation, or rather if it is possible to have an innovative communist society. However, much of the innovation that takes place in our current capitalist nation is already state-funded. Take the example of medical research. All 210 new drugs approved by the FDA from 2010-16 received some level of public funding from the National Institute of Health during their development. Vaccines for diseases such as the Flu, Hepatitis B, HPV, and Covid-19 would not be possible without

taxpayer dollars. The importance of public sector funding stretches far outside the medical field as well. Everything from microchips and touchscreens to GPS and the fabric of the internet was made possible through extensive government funding. Such innovations would not have been possible in a completely free capitalist market, as they require great risks and may not be immediately profitable. However, they were able to come to fruition through government spending. A communist state would encourage much more of this innovation to take place, with great opportunity for the most ambitious and innovative projects the citizens of the nation want to pursue.

Yet, despite these benefits, communist societies haven't seemed to work out in the "real world". Many argue that although the idea of economic equality under communism looks good on paper, it is not practical to implement on a national scale. Furthermore, history has repeatedly shown prominent communist countries devolve into totalitarian regimes, which contradicts many core principles of the ideology.

However, the reason communism has been unsustainable in the past century is the constant resistance of capitalist nations fearing communism's expansion. Capitalist nations' repeated invasions and harassment never allowed Communist nations the time or security to develop peacefully. The United States has repeatedly rigged foreign elections and backed anti-communist, dictatorial candidates if a nation such as Italy in 1948 seemed likely to democratically elect a left-wing leader. The United States has gone as far as sending troops to intervene in the Russian Civil War against Russia's Bolshevik government and infamously attempting to overthrow Fidel Castro's government in Cuba through operations such as the Bay of Pigs.

In the face of capitalist opposition, infant communist nations often had to create totalitarian regimes as in the Leninism and Stalinism of the USSR. However, there is nothing intrinsic in communist philosophy that leads to a dictatorial consolidation of power or limitations of political freedom. On the contrary, communism represents the dispersion of power to the highest possible degree, but the circumstances in which historic communist nations—Cuba, the USSR, the CCP—have formed have led to this unfortunate stereotype.

Communist governments have often formed in the face of decades of economic stagnation and oppression—such as Russia under the last Tsars and China in the early 20th century—so the economic advances they do make are often overshadowed by the lack of wealth in the region. The world has never seen a properly implemented democratic communist state free from the attack of capitalist states, but it is likely that such a state would be much more successful and prosperous than any other. The United States also has another unique advantage over all of these nations: its immense wealth. Although the median US income is just under \$70 thousand, the average income is close to \$100 thousand once again showing how much the

greater population could benefit from redistribution of wealth. Imagine a Communist America, with every worker making roughly \$100 thousand per year. Added with subsidized housing, food, education, and healthcare for all citizens, the standard of living for Americans would be very high even if wealth was completely equally distributed.

The failures of capitalism require us to consider alternative economic systems. Under capitalism, widespread inequality is inevitable, and disparities in wealth grow larger year after year. Capitalism, by definition, encourages the exploitation of workers as companies will never pay wages equal to the output the worker produces for the company. It creates a society of excess and poverty, a society that can provide for all of its citizens but chooses not to, an unnecessary zero-sum game that most of us will become the victims of. Communism gives power and wealth back to the people working in the nation. The ideology allows the working class, as well as the nation as a whole, to choose to invest in institutions that may not be monetarily profitable but are pursuits (healthcare, shelter, food, medicine, scientific research, etc) that increase the well-being of the society as a whole. In such a case, a profitable business model will no longer be a necessity for innovations, greatly expanding technological development. Communism eliminates competition, allowing for collaboration and the sharing of secrets or proprietary information between firms to provide the best possible product for consumers. The communism system encourages innovation that benefits the citizens of a nation in exchange for the innovation that exists solely to turn a profit.

History has been a fight for the dispersion of power to the people, for the increasing of fairness and equality, from monarchies to capitalist governments and business owners. However, saying that capitalism is the best we can do is what happens when we give up on fairness as a core principle of our society. The next step is the completion of this process: implementing the fairest and most equal society possible. The spread of communism is much like the original spread of enlightenment democratic ideals in Europe in the 17th century. Old monarchies feared the spread, and declared war on nations transitioning to democratically held governments. The same process has taken place across the world for the past seventy years. Countries have repeatedly tried to transition to communism, but capitalist nations fearing the expansion of the philosophy have attacked and meddled in these nations. This transition is so difficult because it is capitalists in power that have everything to lose, and therefore have no incentive to create a just society. This generational hierarchy is why the idea of communism has been smeared to a nearly unsalvageable level in this country. It is why I felt the need to explicitly say I was not a communist at the start of this article, in fear of the immediate judgment and backlash I would face when taking such a stance. We Americans live in a culture where rather than thoughtfully discussing ideologies that are not beneficial to those in power, we have been taught to ridicule and attack them. We use buzzwords and half baked ideas to dismiss anything that contradicts what we have decided to be our world view. We must take a step back and carefully consider whether America is currently the type of country we want to live in, or if there is a better way that allows us to provide the best for all.

Class of 2023 Cum Laude Society Members

Please join *The Lawrence* in congratulating the Lawrenceville Class of 2023's Cum Laude Society members:

- Agarwala, Viraj
- Basu, Autri
- Bocian, Mia
- Chakraborty, Praachi
- Chang, Yewon
- Chiang, Julia
- Chiang, Sara
- Dasariraju, Satvik
- Garcia, Matthew
- Hahami, Ely
- Hir, Stanley
- Ju, Mingde
- Lam, Alistair
- Laws, Madeleine
- Lazar, Noah
- Lee, Lindsay
- Lee, Su-Yeon
- Lu, Kelly
- McCain, George
- McCain, John
- McDonald, Roan
- Morsman, Joseph
- Murphy, Rory
- Mykhantso, Oleksandr
- Northup, George
- Noviello, Alexander
- Noviello, Andrew
- Park, Amanda
- Park, Andrew
- Park, Kyle Kyungwon
- Patel, Jack
- Patel, Ria
- Rossmann, Charles
- Savela, Julina
- Shueh, Grant
- Sutter, Catherine
- Wan, Tristan
- Wang, Ashley
- Williams, John
- Wu, Iris
- Xu, Stephanie

Celebrating AAPI Month at Lawrenceville

ETHAN ZHU '26
& SATHVIK SAMANT '26

May marks the beginning of Asian American Pacific Islander (AAPI) Heritage Month, which commemorates the history and achievements of Asian Americans, Native Hawaiians, and Pacific Islanders. This month was chosen to honor the first wave of Japanese immigration to the United States on May 7, 1843 and the completion of the transcontinental railroad on May 10, 1869, whose workers primarily consisted of Chinese immigrants. In celebration of AAPI month, Lawrenceville's Pan-Asian Alliance (PAA) has organized various speaker events and cultural celebrations.

"AAPI month is a great way to recognize and reflect" on Asian American, Pacific Islander, and Hawaiian culture and history, PAA Board Secretary Chelsea Lim '24 said. While she feels that this culture "often gets overlooked on campus," she is grateful for this opportunity to help more members of the Lawrenceville community learn about different aspects of the AAPI experience. Lim encourages the community to spend "more time learning...through speakers, art showcases, performances, events, [and] festivals," just as she will.

Kelly Lu '23, another member of the PAA Board, expressed a similar sentiment, encouraging students to "participate in culturally significant activities that spread joy" and "engage in conversations about AAPI identity and problems like the model minority myth." She cherishes May as a "time and metaphorical space for Asian and Pacific Islander voices," as it gives members of the AAPI



Emily Pan '24/*The Lawrence*

community the opportunity to speak on their experiences and connect with those from the same culture. "AAPI Heritage Month might only last 31 days, but it demonstrates that AAPI voices are not silent and that the model minority theory is only a myth," Lu says. As a part of May's AAPI programming, Lu attended Korean American author Cathy Park Hong's speaker event. "Going to Cathy Park Hong's speaker event as well as the lunch with

her provided me a once-in-a-lifetime peek into the life of an Asian American writer. I think getting to talk more casually about what it means to be Asian was so inspiring and insightful," she reflected.

With AAPI month coming to a close, Lim, Lu, and the PAA hope that Lawrenceville students and faculty have taken advantage of the opportunities to explore and learn more about the AAPI experience and culture.

Outside News: Florida Bill 1069

CIRA SAR '25

Dubbed the "Don't Say Period Bill," Florida House Bill 1069 prohibits education on sexuality, sexually transmitted diseases, and other related topics in Florida public schools before the sixth grade. The law, an addition to the existing bill dubbed the "Don't Say Gay or Trans Bill" and sponsored by Florida House Republican Representative Stan McClain, restricts schools from teaching students about romantic relationships, sexuality, puberty, the use of pronouns, and similar topics. The details of Florida Bill 1069 explicitly prohibit public school students from using "a pronoun that does not correspond to the person's sex" and teachers from using their own preferred pronouns in an academic setting.



Scan this code to access Lawrenceville's Flickr galleries, curated by School Photographer Paloma Torres. The galleries feature the latest photos from athletic competitions, campus events, and more. Download high resolution images of yourself and your friends!

CONGRATULATIONS TO THE CLASS OF 2023, WHO WILL ATTEND THE FOLLOWING INSTITUTIONS:

- Amherst College
- Arizona State University (Main Campus)
- Arizona State University (Polytechnic)
- Babson College
- Barnard College
- Binghamton University
- Boston College
- Boston University
- Bowdoin College
- Brown University
- Carnegie Mellon University
- Case Western Reserve University
- Clemson University
- College of Charleston
- College of the Holy Cross
- Colorado College
- Columbia University
- Cornell University
- Dartmouth College
- Davidson College

Class of 2023 Matriculation

- Denison University
- Dickinson College
- Duke University
- Emory University
- Fairfield University
- Florida State University
- Franklin & Marshall College
- Georgetown University
- Georgia Institute of Technology
- Hamilton College
- Hampton University
- Harvard University
- John Carroll University
- Johns Hopkins University
- Lafayette College
- Lehigh University
- Loyola Marymount University
- Macalester College
- Massachusetts Institute of Technology
- McGill University
- Middlebury College
- New York University
- Northeastern University
- Northwestern University
- Oxford College of Emory University
- Princeton University

- Purdue University (Main Campus)
- Reed College
- Rice University
- Rutgers University (New Brunswick)
- San Diego State University
- Santa Clara University
- Southern Methodist University
- St. Lawrence University
- Stanford University
- Syracuse University
- The Ohio State University
- The University of Tennessee (Knoxville)
- The University of Texas at Austin
- Tufts University
- Tulane University of Louisiana
- Union College
- United States Military Academy at West Point
- United States Naval Academy
- University College Dublin
- University of Alaska Fairbanks
- University of California (Berkeley)
- University of California (Los Angeles)
- University of California (San Diego)
- University of Chicago
- University of Colorado Boulder

- University of Connecticut
- University of Denver
- University of Miami
- University of Michigan
- University of New Hampshire
- University of North Carolina at Chapel Hill
- University of Oxford
- University of Pennsylvania
- University of Pittsburgh (Pittsburgh)
- University of Richmond
- University of Rochester
- University of South Carolina
- University of Southern California
- University of St Andrews
- University of Virginia (Main Campus)
- University of Wisconsin (Madison)
- Vanderbilt University
- Villanova University
- Virginia Polytechnic Institute and State University
- Wake Forest University
- Washington University in St. Louis
- Wesleyan University
- Williams College
- Yale University

Senior Smeeting

SYDNEY WANG '25
NEWS ASSOCIATE

May marks the Class of 2023's final month at Lawrenceville before parting ways and moving onto the next stage of their lives. During this time, the graduating class celebrates their time at Lawrenceville through a series of traditions, including a V Form Casino Night, Beach Day, and Senior School Meeting (Smeeting). This year's Senior School Meeting, hosted on Friday, May 26, featured various performances and activities from the V Form class to give the class a proper send off through looking back on some of their most memorable experiences at Lawrenceville.

According to some V Formers, the hardest part of organizing Senior Smeeting was recruiting participants. V Formers Chase Deaktor, Eric Frankel, Emily Hammond, and Brody Herrick are responsible for organizing the event, which began with a student monologue followed by skits, videos, and performances. After the first hour, open to all students, underformers were asked to leave, and the Smeeting became V Former-only. Herrick noted that this year's Senior School Meeting was "a lot more structured and senior-focused" compared to last year's "fiasco." By putting "extra work" into scripting most of the event, he hopes the event will be "funnier in general."

Deaktor, another student closely involved with the planning process presented the student monologue. Reflecting on his years at Lawrenceville, Deaktor had many "memorable experiences" at the School. "I

remember there was a group of us sitting in the Griswold common room and waiting to watch the video L10 release. When we saw that Andrew Boanoh [23] ran for Student Council President and won, we ran up and screamed at him, and he was just sitting in his room by himself," Deaktor said, reflecting on a fond memory from his time in his House; "It was a really memorable moment where we were all just in support of one another and the House felt together."

Naa Kwama Ankrah '23 and Anoushka Sharma '23 sang "Always Remember Us This Way" by Lady Gaga. While the V Form will be graduating and "moving on from the place where [they] were always in each others' company," Ankrah hoped this song reminded students that the relationships they have formed with each other and their memories together will stay "frozen in time." Leaving Lawrenceville is "a bitter-sweet moment" for Ankrah. Though there have been moments when she had been stressed and overwhelmed, the School allowed her to form "relationships with people that [she] now has the best possible feelings towards." To her, Senior School Meeting was a time for the V Formers to "enjoy each other's company" and reflect on their time together at the School before they experienced the "happy yet devastated" feeling that comes with graduation. Ankrah's advice for underformers is to "start taking risks and make the most out of their time" before the end of their V Form year comes around.

A Look Into Wellness At Lawrenceville

SOPHIE CHENG '25 &
MIA KINCADE '25
NEWS ASSOCIATES

In preparation for the upcoming 2023-24 school year, Lawrenceville has taken various initiatives to improve wellness on campus, such as implementing a new Dean of Campus Wellbeing and creating a Wellness Representative position on the Student Council.

Head of School Steve Murray H'54 '55 '65 '16 P'16 '21 explained that the new Dean of Wellness represents a "significant investment in improving campus culture," and is a demonstration of the School's efforts to ensure the health and safety of its students. The Dean of Campus Wellbeing will possess a "creative, entrepreneurial mindset and a deep understanding of how to promote healthy communities, especially in terms of adolescent mental health." Murray added that the new Dean "will take a proactive, school-wide approach to reinforce a culture of kindness, empathy, and support."

Murray aims to initiate a conversation with student leaders on campus, including the Student Council and the Wellness Council, about the "negative impact of social media, including the kinds of things that are done and said to each other online." He believes it is "critically important" to foster a better environment at Lawrenceville that is helpful rather than harmful for students' mental health. "Everyone is capable of exercising the same respect and civility that we show each other around a Harkness table as online," Murray said, voicing his belief on the importance of students at the School supporting each other.

Whilst choosing the right person for the job, Murray and Director of Counseling Tonita Balcolm's criteria included someone with an extensive background in

managing community health, experience and a deep passion for working with students and adolescents, and a track record in creating and implementing wellness programs.

Explaining the Counseling Department's planned initiatives for next year, one of Balcolm's main goals is to "build closer relationships with individual Houses so both students and House teams have a better understanding of who we are and how we can support them."

Balcolm also added that

houses, wellness tips and resources, and other offerings that align with the needs of students."

The feedback from this year's Wellness Day was "very thoughtful" for Balcolm, and she is hoping to "incorporate the community's suggestions into future student-centered events." Using student feedback and responses, the administration plans to establish new measures that aim to improve various factors relating to well-being at Lawrenceville.



Photo of Dr. Balcolm

Emily Pan '24 / THE LAWRENCE

"the counseling team looks forward to welcoming the School's new Dean of Campus Wellbeing, along with a new Medical Director and, since [School Psychologist Dee Apple] is retiring at the end of June, a new clinician to fill his place." She expects "this infusion of additional energy and ideation to produce important outcomes in support of the School's focus on overall well-being" for the upcoming year.

In terms of new initiatives and improvements to current programs, Balcolm revealed that the department plans to implement "counseling open

Through new initiatives and responding to feedback, the administration and the Counseling Department are implementing new changes in wellness at Lawrenceville that they are hoping will improve mental health and overall wellbeing within the Lawrenceville community. The introduction of the Dean of Campus Wellbeing and the Wellness Representative on the Student Council are the first steps in bringing a structural approach to re-prioritizing physical and mental wellbeing at Lawrenceville.



Photo from a Senior Smeeting Video

Courtesy of The Lawrenceville School

Announcing Our New Wellness Representative

AMELIA WELDON '25

This past week, Assistant Dean of Students Douglas Davis announced an upcoming addition to the Student Council (StuCo) for the 2023-24 school year: the Wellness Representative position. The primary purpose of this role is to serve as a direct intermediary between the student body and the newly appointed Dean of Campus Wellbeing. The role of Wellness Representative is to serve as an approachable individual who focuses on wellness-related issues on campus, facilitating open communication and encouraging students to express their concerns. The introduction of this position to StuCo has raised some questions among students regarding the specific responsibilities the School can expect from the Wellness Representative.

In a recent interview, Cassie Dillard '24, the upcoming Wellness Representative, emphasized the importance of clarifying that the Wellness Representative's responsibilities do not involve providing counseling or support for students facing mental health challenges. Rather, the main objective is to collaborate with the administration in devising effective strategies to enhance student well-being. This newly established role addresses the potential apprehension and intimidation that students may feel when sharing concerns about mental health with faculty members. The introduction of the role of Wellness Representative should begin to alleviate the burden of such conversations and enable students to feel more at ease when discussing their thoughts and ideas with this new council member.



Photo of Wellness Representative Cassie Dillard '24

Cassie Dillard '24 / THE LAWRENCE

Dillard spoke on her platform and the immediate issues she intends to address. Dillard's presidential campaign heavily emphasized wellness, allowing for a smooth transition of her efforts into her new role as the Wellness Representative. When asked about her approach to fostering open communication with students, Dillard emphasized the importance of "being present and involved." Despite her status as a day student, Dillard dedicates the majority of her time on campus and hopes to position herself as an approachable figure at all-School events and during meal times in the Tsai Commons. Dil-

lard believes that her active presence contributes to her approachability, asserting that "being around and being a familiar face makes you more approachable." It is essential for Dillard to convey to new students that she is readily available to engage in conversations or answer any inquiries they may have. Moreover, her active involvement in various aspects of student life, including the arts and sports, enables her to build relationships with a diverse range of individuals, thereby fostering an environment conducive to discussing mental health on campus.

In line with her goal of amplifying student voices, Dillard plans to host

numerous listening sessions throughout the year. Recognizing the significance of student input in her new role, she said, "I need student voices." This commitment to inclusivity and her understanding that student perspectives evolve over time demonstrates Dillard's dedication to aligning StuCo's initiatives with the desires of the student body. Furthermore, Dillard aims to communicate with the Dean of Wellness on her takeaways from these listening sessions, contributing to the development of comprehensive plans to address prevailing issues concerning mental health on campus.

Dillard acknowledged the inherent challenges in having conversations with the Dean of Campus Wellbeing on discussing the complexities of mental health and wellbeing at Lawrenceville. Drawing upon her extensive experience collaborating with faculty members such as Dean of Students Blake Eldridge and Carter Head of House Bernadette Teeley, she underscored her ability to "effectively and respectfully communicate students' general sentiments and collaboratively devise impactful solutions."

She also recognizes that II Formers may be hesitant to approach her to discuss these sensitive matters. As a proactive measure, she intends to build strong relationships with House prefects to have more productive conversations on mental health within the Houses. To foster trust and ensure more transparent communication, Dillard believes that "conducting a survey or presenting an overview of the objectives and plans for the upcoming academic year would be beneficial." By doing so, she aims to establish a strong foundation of trust between herself and the student body, facilitating more effective dialogue on mental health and wellness. Overall, as Wellness Representative, Dillard is committed to listening to student voices, relaying student concerns and ideas to school administration, and establishing more open communication with the student body.

Through greater collaboration and transparency with both students and the administration, the addition of a Wellness Representative to StuCo has the potential to usher in an era of significant change.

Year in Review

A Lawrenceville Progress Report

IMANI GASKIN '25

As the school year comes to a close, we students tend to reflect on the experiences we've had both as individuals and as a community over the past nine months. How we've grown, how we've failed, and how we've excelled. The 2022-23 academic year saw many events and changes for Lawrenceville as an institution. The administration was largely incentivized by the tragic loss that our community experienced last spring and illuminated the gaps in Lawrenceville's attentiveness to mental health. Upon realizing the areas in which they were lacking, the administration quickly evaluated the manner in which Lawrenceville is run. This self reflection by the administration led to the implementation of improvements over the past year largely centered around bettering the mental wellbeing of Lawrentians, resulting in significant positive changes at Lawrenceville.

This Spring Term saw one of the more memorable modifications: the schedule alterations. With only three Saturday classes spread across the term, students were left with a notable increase in free time. Lawrentians primarily reacted positively to this relaxed schedule. The joy of two-day weekends permeated the campus as students all relished the abil-

ity to spend Saturday mornings in bed rather than in classrooms. Lawrenceville's pace of life has been significantly slower this term as we students enjoy our five day workweeks. In conjunction with the missed classes due to Wellness and Community days, long weekends and the much anticipated Head of School Day, Spring Term has had a remarkably relaxed feel in comparison to previous terms. Students enjoyed this change, many noting the positive outcomes the schedule change provided for their social lives, well-being and general dispositions as they were able to spend more time with friends, family, as well as venturing off-campus.

This change in tempo was part of the strategic wellness plans that have been implemented this year. These plans were put into action when the School announced the position of Dean of Wellness to work in conjunction with a new Student Council position in the Wellness Representative. The creation of these positions was in response to the School's astute understanding that in order to aptly address mental health, a clear communication between students and administration must ex-

ist. These new jobs provide designated people who are responsible for facilitating and maintaining this communication. Furthermore, by appointing a dean whose sole focus is wellness, the administration has demonstrated its true commitment to re-evaluating and correcting the culture and infrastructure regarding mental health on campus.

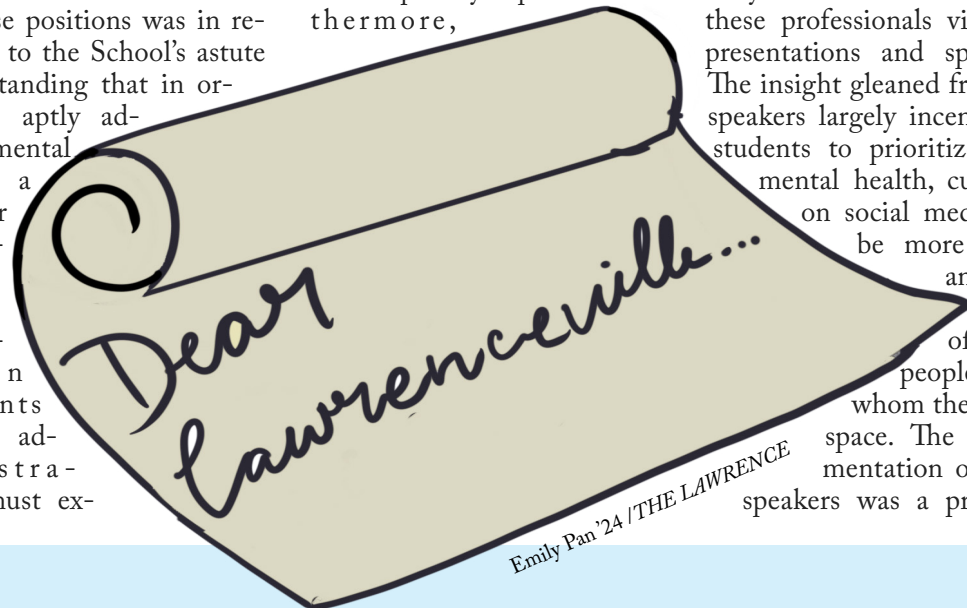
In a supplementary effort to improve the wellbeing of students, the School's disciplinary practices have also evolved. The implementation of minors in the discipline system allows students to have some assurance that not every disciplinary infraction will be in violation of a principal expectation, and thus will not be permanently on record. This adjustment is not a catalyst for students to become lax in their behavior, but provides students with reassurance that upon the case-by-case exploration of extenuating circumstances, there is possibility for lesser, more appropriate disciplinary responses. Furthermore,

the fear of inappropriate punishments was further lessened by the reevaluation of Sanctuary policies, a system in which Lawrenceville students can report their own or others' potential substance abuse or other violations of school rules. This year, Sanctuary was fully severed from disciplinary responses. By doing so, the School allowed students to seek the necessary aid for themselves and their peers without the fear of punitive responses being administered despite delicate and vulnerable circumstances.

Additionally, this year saw the reimagination of all school meetings (Smeetings). Smeetings transitioned from a forum for announcements to ones meant to encourage learning, engagement and entertainment. Speakers at Smeeting have become a more regular occurrence, with the guests hailing from backgrounds both related and unrelated to the School, allowing Lawrentians to hear from experts in various fields. They were able to learn from these professionals via their presentations and speeches. The insight gleaned from the speakers largely incentivized students to prioritize their mental health, cut back on social media and be more aware and sensitive of the people with whom they share space. The implementation of these speakers was a proactive

way to address specific areas of need amongst the student body. Despite a wide range of student feedback to speaker events, the general idea was appreciated by the majority of students. The newly imagined Smeeting also encouraged the display of student talent. Smeeting this year saw performances by student groups, such as the Disciples, which has allowed Smeeting to be an opportunity for entertainment as well as education.

The series of changes enacted by Lawrenceville this year all serve to improve student experiences, wellness, and mental health on campus. The School has made significant strides towards transparency and the targeting of student issues. Although not every initiative is always initially received with universal positivity, students largely appreciate Lawrenceville's dedication to implementing tangible change. Moreover, by encouraging communication between the students and its leaders, the School encourages feedback and student opinions. This active communication allows students to know their voices are being heard and gives them the space to advocate for the continued improvement of campus practices, policies, and culture. Though not everything has been entirely effective, the 2022-23 school year has seen changes to fundamental aspects of our school that indicate the dawn of a progressive, open-minded, and improved era of Lawrenceville.



Senior Reflection

ASHLEY WANG '23

When it comes to Lawrenceville, I've always been a cynic. For years, I've run from the Hype Squad and joked about this school's various pitfalls; the term "hellville" is ingrained in my vocabulary. So I never thought I'd be the type to succumb to last-minute sentimentality. But as the white tent rises in the Bowl and M. Stitt brings flowers for my Radical Love class, I've realized that there's more to these last goodbyes than superficial tradition and charcuterie boards: I truly am indebted to this place. To Smitty's idiosyncratic (but formative) essay demands; to the cornfield hill I've run too many times; to InDesign nights. More than anything, it's the little (and temporarily painful) things that have shaped me. It's the monotony that will be difficult to part with.

Last fall, I co-wrote an article satirizing "last firsts." Back then, I truly did find it stupid to assign significance to every event. But what better way to end the year than writing from the opposite side of the emotional-literary spectrum. Here's a pantoum on the same subject:

3 a.m. & I fold against the room's corners
as another last lands across my screen like a leaf;
another May swell tiding me toward a finish
line etched in sundresses & small losses.

another last litters across my screen like leaving
& I blank my way into all the squared
rows carved in white gowns & little losses.
16 days, dear God: the light sighs

as I blank my way into a squared
jaw, swapping goodbyes for
16 days, dear God, the light sighing
over papered skeletons of ex-teams

& exes' jaws. every hour, I spill a new goodbye for
cross-legged picnics. I wring poem-captions
over the papered skeletons of past
milestones & O god, it's all too fast—

cross-legged picnics strung across cornfields,
braiding stalks through prom-dress-
rhinestones & O god, it's all too fast.
God—to know that we will leave these gates,

braiding rose petals along white skirts,
as this place & its brimstone bones treadmill on.
God, it pierces—to know that we'll leave,
teetering into the gaping mouth of summer,

as this place's brimstone bones mutter
the same sepia verses over and over again.

So yes, it hurts to leave. And to underclassmen: memorialize your time here. Attend dumb school events. Write poems. Don't layer your love in ten layers of irony. Be cheesy. There won't be another time or place to hold each other this closely.

On WiFi and StuCo

Letters to the Editor

SABRINA OTTAWAY '25
143 COPY EDITOR

On May 5th, *The Lawrence* published an editorial about students at Lawrenceville spending too much time on their homework. The same week *The Lawrence* published this editorial, students considered their picks for the 2023-24 Vice Presidents of Academics, Honor, and Social Life. Two of the three finalists for Vice Presidents of Academics signaled support for extending WiFi privileges through the night in their campaign platforms. Other opponents of the current WiFi policy argue that it disadvantages students from lower-income families who cannot afford additional data plans or WiFi hotspots. In light of this editorial, I believe the WiFi discourse only distracts from

some much-needed changes to how Lawrenceville students approach their homework.

We are debating if students should be allowed to stay up through the night, but shouldn't we be asking why we would ever want to in the first place? Students stay up for many reasons: a student may have a crippling procrastination habit, or might struggle with an assignment that is more time consuming than a teacher anticipated, etc. Nonetheless, as suggested in the editorial, each of these reasons illuminates an issue that necessitates a conversation between students and teachers to confront the problems of procrastination and overwork, especially if they become a trend. I'm concerned extended WiFi privileges would encourage students to lose out on sleep to make up for their homework issues, when usually an empty-handed student coming into class would spur some much-needed conversations.

Instead of asking students to tackle an insurmountable amount of homework alone, the School should encourage students to be communicative about their needs and work with their teachers while maintaining a healthy sleep schedule, leading to more effective problem-solving sessions that would create more manageable homework loads and also encourage the development of students' self-advocacy skills.

I challenge the 2023-24 Student Council to move the needle on more conscientious changes to academics at Lawrenceville, not short-sighted solutions that sacrifice student mental health and development.

Sincerely,
Sabrina Ottaway

AKI LI '25
143 COPY EDITOR

The Editorial on April 28 discussed the limited influence the Student Council had on the Lawrenceville community, in contrast to its general perception from the wider Lawrenceville School. To this, I'd like to expand on the arguments offered in this piece by arguing how the Student Council in its current form is systematically incapable of bringing forth significant change to Lawrenceville.

The nature of StuCo, in which Presidents and Vice Presidents change every year, makes it extremely difficult to pursue a consistent goal or initiative until completion. Significant change takes time, and retired StuCo members simply have no incentive to continue pursuing this change after becoming Lawrenceville alumni. Also, piling the responsibility of change onto a select group of V Form students, who have to apply to colleges while managing Law-

renceville's hectic academic and athletic responsibilities, is completely illogical.

Therefore, Lawrenceville should remake its Student Council to employ members of the IV Form. V Form members, while still the VPs and representatives for the School, could pick members of the IV Form to participate as "apprentices," mentoring these younger, less-burdened students to be central workers for change. With an opportunity for IV Formers to involve themselves in StuCo, the tenure for Student Council can be stretched to two years, allowing for more time and consistency for pursuing these initiatives. V Form VPs could take a whole year to work on their platforms with these apprentices, guaranteeing that initiatives taken can fully succeed.

For StuCo to succeed in bringing about change, Lawrenceville must consider a two-year tenure system.

Sincerely,
Aki Li

The Intervention Dilemma

ALEX MO '26

In the past year, the United States gave \$75 billion of financial, military, and humanitarian aid to Ukraine to support the country's resistance to the Russian invasion. While the vast majority of Americans support this intervention in Ukraine, many of America's past wars have been deemed immoral and unjustified with hindsight. This begs the question: what conditions need to be satisfied to legitimize America's military interventions? Nations nominally seem to strive to afford their people sovereignty—the ability to control the government according to a social contract. Thus, in the modern era, preserving sovereignty has become the only true justification for foreign intervention. In order to justifiably (and successfully) intervene in other nations' affairs, America should have the consent of the American people and must promote the sovereignty of the nation they are assisting. Yet, this is hardly how America has entered conflicts in the past.

The people of the United States are not yet fully sovereign in deciding whether the country can go to war. The partisanship of American politics fails to fully represent the needs of Americans in the power minority. To gain as much support as possible, American political parties must court the favor of the most powerful Americans. This majority is sometimes determined by race and or separated by wealth. Thus, the large Republican and Democratic parties will most often take the ground of the majority when making controversial decisions like foreign intervention, neglecting the will of the minority. While many politicians have tried creating other parties to counterbalance the monolithic powers of the Republicans and the Democrats, these new parties are powerless, gaining minimal represen-

tation according to their small size. People who sympathize with these parties are often better off choosing the Republican or the Democratic parties which might only represent a few of people's interests.

Furthermore, the idea of the American meritocracy must also be questioned. The American Dream attributes people's wealth to their hard-working nature and productivity within the economy. While many affluent families sustain this argument, Americans cannot ignore the privileges that the affluent have over others. A great disparity of political power exists between the economic majority and elite in America today. Overall, America must improve many governmental procedures and social norms in order to guarantee the people's sovereignty. Only then can the United States truly claim the consent of its people when going to war or intervening in foreign conflicts.

However, in recent decades, Americans have found themselves influenced to support a war they would later oppose. The media has artificially garnered support from the American people during recent American conflicts. While the media can be the most convenient and universal way for people to formulate their opinions and influence their government, Americans have often lost their self-determination when given false information by the news. During the Global War on Terror, American news channels failed to support the American people as news stations blindly supported the American regime. According to *The Sociological Quarterly*, the media in 2003 blended the Iraq Conflict with images and language from past wars, diverted audiences' attention from America's initial interests in Iraq, and instead portraying the conflict as an inevitable happening which appealed to patriotism instead of reason. Ultimately, this wave of public support allowed the

American government to make the mistake of intervening in Iraq. While according to a Gallup poll, 72 percent of Americans initially supported the Iraq War, a Pew Research Center report collected in 2023 found 63 percent of Americans think that the Iraq War was a mistake. This change in public sentiment shows how the media can drum up unchecked support for military campaigns, and falsely justify invasions by sparking temporary popular approval. While this short-lived approval stems from the will of the American people, it is overall scarcely sovereign because it is based on misleading evidence. The government cannot take the people's consent, mistaken by media misdirection, to be the people's sovereign will.

Along with failing to respect the sovereignty of its own people, the American government has also failed to respect the sovereignty of international people. This is most apparent during the War on Terrorism in Afghanistan. While the initial cause of war against Osama Bin Laden can be considered justified, further military operations in Afghanistan proved detrimental to the civilian population, with total civilian deaths of around 43,000 and casualties of over 100,000. Many of those people were killed and injured by the American army which prioritized its military operations over Afghan lives.

While devoting great monetary and military efforts to reconstruct the Afghan Government, the United States government and military largely ignored local Islamic culture. The United States employed an orientalist view towards the Afghani people and "othered" cultures in Afghanistan, viewing them as backward and uncivilized. America attempted to rebuild a government modeled after the West, undermining the self-determination and sovereignty of local tribal structures and governing systems. Additionally, the new Afghan government

forcefully imposed Western ideas of equality and rights, disregarding the cultural norms of local society. This is seen in the advocacy of a Western idea of women's rights, accepted by some, but was largely a practice local peoples could not accept. Hence, from 2011 on, after the date Bin Laden was killed, further mobilization to wipe out the Taliban was an utter failure in terms of the sovereignty and rights of the Afghani people. America had no right to establish a government for a people whose lives to them were mere numbers that could be sacrificed for a certain "greater good".

However, America's violation of another country's sovereignty is not unique to Afghanistan; it also occurred during the United States military campaigns in Iraq. America invaded Iraq without the approval of the United Nations, allegedly abused prisoners in the Abu Ghraib prison, and established a puppet government for decades largely neglecting the interest of the local peoples and the sovereignty of Iraq as a nation. By the ideals of just international influence, the United States has failed to justify its two recent major military campaigns.

While previous American military campaigns in the Middle East have been mostly humanitarian failures, I believe America has correctly intervened in Ukraine. First, Ukraine's fight for sovereignty remains justified. While Russia claims it is the legitimate defender of Russian speakers who have been endangered by the Ukrainian Government's overthrow of President Viktor Yanukovich in 2014, Russia has initiated military action which has led to the deaths of soldiers and civilians, attempting to forcibly depose Ukraine's democratically elected President. Thus, the United States has a just cause in assisting Ukraine fight the war, especially because Ukraine's attempts to diplomatically end the war have been

rejected. Second, the United States is not directly interfering with the sovereignty of the Ukrainian people. While the lack of American troops in Ukraine is one reason the nation's sovereignty has been preserved more than in past American interventions, America's lack of influence on the Ukrainian government is also due to the fact Ukraine already has a democratic government. Indeed, Ukraine is already an integrated part of the Western democratic world, and hence American initiatives are drastically different from those in the Middle East. With a nation already with a western democratic government, the United States mainly seeks to preserve the influence and power of the current government, preserving people's sovereignty; however, when intervening in the non-democratic middle east, the United States sought to propagate democracy, restricting people's sovereignty in the process. The United States' support for Ukraine is fundamentally distinct from its interventions in Middle Eastern politics, and thus despite the United States' current respect of Ukrainian sovereignty, Americans should still be wary of how their nation will intervene in future foreign affairs.

To avoid entering unjust wars, America must rely on its people to make the correct decisions. The American press must preserve true sovereignty by reducing media manipulation so that the popular decisions to go to war represent the true, prudent wishes of the American people. Externally, the U.S. Government must prioritize respecting the sovereignty of other nations and peoples when intervening in foreign conflicts. Ultimately, America has a long journey ahead of itself in creating a politically equal state and moralizing some of its own military campaigns.

THE EXCELLENCE IN LEADERSHIP - PERFORMING ARTS PRIZE: For excellence in leadership in the discipline of Performing Arts. Presented to Autri Banerjee Basu

THE JEAN S. STEPHENS PERFORMING ARTS DEPARTMENT PRIZE: For excellence in creativity in the Performing Arts. Presented to Harris Lynch

THE PETER CANDLER PERIWIG AWARD: For significant contribution and extraordinary dedication to the dramatic arts at Lawrenceville. This award was established in 1904, and renamed in honor of the longtime director of Dramatic Arts at Lawrenceville. Presented to Emily Whitesides Hammond

THE JAMES E. BLAKE PRIZE: For excellence in technical theater. Presented to Lily Lynn Hooge

THE EXCELLENCE IN LEADERSHIP - DANCE PRIZE: - Awarded to a V Form student for significant contribution and extraordinary dedication to the art of Dance. Presented to Oleksandr Mykhantso

THE ADDISON H. GERY, JR. JAZZ PRIZE: Awarded to that member of the V Form whose talent, energy, and performance skills have brought recognition to the medium of jazz in the school community. This award makes funds available for books and recordings of jazz in the library in the name of the recipient. Presented to Grant S. C. Shueh

THE EXCELLENCE IN INSTRUMENTAL PERFORMANCE PRIZE: Presented to Praachi Chakraborty

THE EXCELLENCE IN VOCAL PERFORMANCE PRIZE: For general excellence in vocal performance. Presented to Roan B. McDonald

THE MATTHEW DOMINY PRIZE: This award is given to the student who has contributed most to the musical life of the School. Presented to Alistair Chi Kin Lam

THE R. JACK GARVER VISUAL ARTS DEPARTMENT PRIZE: This award goes to a senior who has continually extended themselves. Presented to Frances Adrienne Hsu

JOHN R. ROSE, JR. PRIZE: Awarded jointly by the Visual Art, Performing Arts and Music Departments to a student who has demonstrated unusual creativity and who has made substantial contributions to the arts at Lawrenceville. Presented to Stephanie Maple Xu

THE VISUAL ART DEPARTMENT FACULTY AWARD: VISUAL COMMUNICATION: Given to that student who has most distinguished himself in the art of visual communication through dedicated studio work and the pursuit of knowledge. Presented to Jisu Claire Kim

VISUAL ARTS COMMUNITY AWARD: Given to that student who has made extraordinary contributions to the Visual Arts at The Lawrenceville School beyond the academic curriculum. Presented to Rania Amalia Shah

THE ENGLISH DEPARTMENT PRIZE FOR GENERAL EXCELLENCE: This year's recipient in the V Form is Yewon Chang

THE ENGLISH DEPARTMENT PRIZE FOR ACHIEVEMENT IN CREATIVE WRITING: The prize goes to Ashley Wang

THE OWEN C. SMITH POETRY PRIZE: Established in 1986 by a gift from Owen C. Smith, Class of 1959, for excellence in the study of poetry. Presented to Jocelyn Rose Acosta

THE RELIGION and PHILOSOPHY DEPARTMENT PRIZE: Awarded in exceptional circumstances to a student who demonstrates through academic work a special and significant contribution to religious studies. Presented to Turner Wells Hamilton

THE JAMES SIPPLE AWARD: Given in honor of Dr. James Sipple, accomplished scholar and past chair of the Religion & Philosophy Department, to the student who displays excellence in the area of religion with the writing of superior papers dealing with religious content. Presented to Adeline N.L. Zhou

THE RELIGIOUS LIFE PRIZE: The Religious Life Prize is given to that IV or V Form student who best serves the School community through their energetic and imaginative commitment to religious life at Lawrenceville. Presented to Catherine Christabelle Sutter

THE JOHN W. GARTNER PRIZE: Awarded to that student who has shown the greatest devotion to the study of French for at least two years. Presented to Grace Hansen Gellatly

THE JOHN P. PHELPS, JR. PRIZE: For accomplishment in the study of Spanish. Presented to Yewon Chang

THE CHINESE LANGUAGE PRIZE: For accomplishment in the study of Chinese. Presented to Jisu Claire Kim

THE BENJAMIN H. TRASK CLASSICS PRIZE: Established in 1946 by a gift from Benjamin H.

Trask of the Class of 1907 for excellence in the study of classics. Presented to John Edward Barthlow Williams

THE FREDERICK P. KING PRIZE: Presented to that student who best exemplifies passion, dedication, and collaboration in the study of one or more languages. Presented to Catherine Christabelle Sutter

THE PAUL L. MARROW AWARD: Presented in memory of Paul Marrow, a dedicated employee of Lawrenceville, for excellence in science and citizenship. Presented to Thomas Christopher Irvine

THE RICHARD C. SMITH PHYSICS PRIZE: Presented for excellence in the study of physics. It is a gift from Owen C. Smith, Class of 1959, in honor of his brother. Presented to Satvik Dasariraju

THE LEVER F. STEWART PRIZE: Awarded to that student who has achieved the most outstanding record in Biology while at Lawrenceville. Presented to Mia Elizabeth Bocian

THE WENDELL HERTIG TAYLOR PRIZE: Presented to a member of the Fifth Form who has bridged the two worlds of science and the humanities: Madeline Elizabeth Laws

THE BENJAMIN F. HOWELL JR. SCIENCE PRIZE FUND: Presented for accomplishment in the study of a subject related to geophysics or any aspect of physics. Presented to Ely Hahami

THE LAW THERO. SMITH COMPUTERS SCIENCE PRIZE: This prize is for excellence in the study of computer science. Presented to Julina Jenni Savela

WALKER W. STEVENSON, JR. PRIZE: To honor a member of the class who has most distinguished himself by the achievement of excellence in the study of economics. Presented to John Edward Barthlow Williams

FREE ENTERPRISE AWARD: For an economics essay that demonstrates the greatest understanding of free enterprise and the free market system. Presented to Thomas Christopher Irvine

THE MEGNA-SCHONHEITER AWARD: Established to honor the half-century of faithful service to the School Camp rendered jointly by Mr. and Mrs. George Schonheiter and Mr. and Mrs. Ed Megna. Given to the member of the graduating class whose service to the School Camp best exemplifies unselfish devotion to helping others. Presented to Kevin Chiang.

PARENTS AT LAWRENCEVILLE COMMUNITY SERVICE AWARD: Presented annually to a V Former who has demonstrated an outstanding commitment to community service, a deep concern for the needs of others, and the quality of life in our communities. Presented to Sara Elizabeth Chiang

THE ROBERT MAMMANO FREZZA MEMORIAL: Named in memory of Bob Frezza, Class of 1998, this scholarship is given each year to a Lawrenceville senior who best exemplifies the values and potential that Bob evidenced during his short but dynamic life. Presented to Iris Wu

THE RICHARD H. ROBINSON PRIZE: Awarded annually to that student who has shown the most conscientious and persistent effort in the field of publications and who, by faithfulness and initiative, has contributed most toward gaining the highest possible standards in this line of activity. Presented to Kyle Park

THE HENRY C. WOODS, JR. CRITICAL WRITING AWARD: This award is given for the best essay for an English Elective this year. It is given in honor of the outstanding contributions of Henry C. Woods, Jr., Class of '40, who has by his unparalleled benefactions and long, distinguished service to the school as teacher, department chair, coach and trustee, transformed Lawrenceville for the best. Presented to Jack H. Patel

INDEPENDENCE FOUNDATION PRIZE: Awarded for the best two or more years of work in the study of History. Presented to Autri Banerjee Basu

THE WILLIAM MAYHEW DICKEY '64 PRIZE: Given to that two-year student of history who has consistently demonstrated the qualities of scholarship, sportsmanship, and service that characterized the lifetime achievements of Will Dickey '64. Presented to Kyle Park

THE THOMAS F. SHARP INTERDISCIPLINARY AWARD: Established in honor of Thomas F. Sharp, poet, musician, and scholar to recognize achievement in textured and integrated thinking in the humanities. Presented to Walter Odin Murdoch

THE MATHEMATICS FACULTY AWARD: In the opinion of the members of the Math Department, the recipient of this prize has demonstrated great perseverance to fulfill a strong desire to study mathematics. Presented to Ava Kathryn Noorchashm

THE HOWARD HILL ATHEMATICS AWARD: Given to a IV Former who has shown the most outstanding achievement in mathematics. Presented to Satvik Dasariraju

THE HERMAN HOLLERITH PRIZE: Awarded to the student who exhibits the most creativity, ingenuity, or entrepreneurial flair in the application of computer science. Presented to Alexander B. Noviello and Andrew C. Noviello

ALDO LEOPOLD ECOLOGY PRIZE: Presented in memory of conservationist Aldo Leopold, alumnus of the Class of 1905, for outstanding contributions to ecology and sustainability at Lawrenceville. Presented to Alistair Chi Kin Lam

THE HENRY AND JANIE WOODS PRIZE FOR RESEARCH SCIENCE: Awarded to an outstanding student in research science in memory of Mr. and Mrs. Woods, staunch supporters of science education at Lawrenceville. Presented to Madeline Elizabeth Laws.

HUBERT ALYEA CHEMISTRY PRIZE: Awarded to an outstanding student for enthusiasm in the field of Chemistry. Presented to Ria Rakesh Patel

THE CLASS OF '95 JOURNALISM AWARD: For achieving a level of journalistic quality achieved by The Lawrence of 1995. Presented to Autri Banerjee Basu

THE NICK GUSZ BEST MALE ATHLETE AWARD is given annually to that member of the senior class who exhibits, in two or more sports, the highest degree of leadership, sportsmanship, and skill. It is awarded in honor of Nicholas F. Gusz, Director of Athletics at Lawrenceville from June 1966 to July 1984. Presented to Cole Sebastian Shannon

THE MELISSA MAGEE SPEIDEL BEST FEMALE ATHLETE AWARD goes to that member of the senior class who exhibits in two or more sports the highest degree of leadership, sportsmanship, and skill. Awarded in honor of Melissa Magee Speidel, former associate athletic director and a member of the 1980 United States Field Hockey Team. Presented to Caitlin Elliott Hoover.

THE TOMMY SULLIVAN AWARD is given annually to that member of the senior class, with two or more years of varsity experience, who best exemplifies the qualities of a true athlete: dedication, desire, congeniality, sportsmanship and above all, competes as a team player. Presented to Hampton Kharon Brandon Sanders

THE JOHN H. THOMPSON, JR. PRIZE is awarded annually to that member of the Fifth Form who has demonstrated excellence as an athlete, a scholar, and a human being. Presented to Mia Elizabeth Bocian

THE ADAM and MACKELLAR VIOLICH AWARD is given annually to two members of the V Form who have demonstrated the qualities of an athlete and scholar on the playing field, as well as in the classroom, and who have earned a minimum of three letters in at least two different sports. to Max Jacob Blecher and Julia Chiang

THE KATHLEEN WALLACE AWARD: Presented to the best one-year V Form student. Presented to Joseph Jenry Morsman

THE DIRECTOR'S AWARD: Awarded to a member of the senior class, who in the opinion of the Director of the IV Form and V Form Heads of House has contributed significantly to the style and tone of the Form through their energy and spirit. Presented to Andrew Paul Boanoh

THE BOCZKOWSKI AWARD: This award was a gift in recognition of Dr. Catherine Boczkowski's 25th anniversary as a member of the faculty at Lawrenceville. It has been given annually since 2002 to that young person in the graduating class who best exemplifies personal moral integrity and loyalty to Lawrenceville. Presented to Lillian G. Gessner

THE DEANS' AWARD: This award is given by the Head of School and the Deans to a Fifth Form student, who, by example, has shown steadfast dedication and consistent effort in the best traditions of the School. Presented to Lucas Garcia

THE ELIZABETH LOUISE GRAY PRIZE: Presented to that student of at least two years who through energy, commitment, and service has joyously sought the fullest measure of the Lawrenceville experience. Presented to Rory Margaret Murphy

THE ANDREW T. GOODYEAR CLASS OF 1983 AWARD: A special merit award to a student who has demonstrated unusual courage in overcoming adversity. Presented to Samuel Huh

THE MAX MAXWELL AWARD: This award was established by the African American-Latino Alliance in honor of Mr. Max Maxwell, for his dedication in helping students inside and outside the classroom during his 27 years of service to the school as an English Teacher, given to a senior who has demonstrated a dedication to diversity in his or her career at Lawrenceville. Presented to Eric Atlas Frankel

THE PHI BETA KAPPA AWARD: Presented to a member of the V Form whose academic record is worthy of special praise. This award is named for the Phi Beta Kappa Honor Society, whose motto reads, "Love of learning is the guide to life." Presented to George Robert Northup

SCHOLAR'S PRIZE: Awarded to the outstanding scholar of the V Form. Presented to Mia Elizabeth Bocian

THE AURELIAN HONOR SOCIETY AWARD: Each year the graduating class chooses one of their own to receive the Aurelian Honor Society Award. This year we chose two. Presented to Jaelyn Renee Bennett. & Jack H. Patel

THE VISUAL ART DEPARTMENT FACULTY AWARD: FINE ART: Given to that student who has most distinguished himself in the fine arts through dedicated studio work and the pursuit of knowledge. Presented to Thalia Honorat

VISUAL ART DEPARTMENT PRIZE: TECHNICAL DESIGN & FABRICATION: Given to that student who has exhibited extraordinary skill and dedication in the study of technical design and fabrication. Presented to Ava Martoma

VISUAL ART DEPARTMENT PRIZE: DESIGN: Given to that student who has exhibited extraordinary skill and dedication in the study of graphic design at The Lawrenceville School. Presented to Qiu Yu

VISUAL ART DEPARTMENT PRIZE: DRAWING: Given to that student who has exhibited extraordinary skill and dedication in Drawing. Presented to Joseph Timothy Barnes

VISUAL ART DEPARTMENT PRIZE: PAINTING: Given to that student who has exhibited extraordinary skill and dedication in Painting. Presented to Sofia Keith

VISUAL ART DEPARTMENT PRIZE: FILM-MAKING: Given to that student who has made extraordinary contributions to filmmaking at The Lawrenceville School. Presented to Na'imah Ebony Ford

THE PERFORMING ARTS PRIZE: Awarded for excellence as an underformer in the Performing Arts. This year the awards is being given to two recipients. Presented to Cassandra Jane Dillard and Sonia Singhal

THE JOHN H. IMBRIE HUMANITIES/ ENGLISH PRIZE: Awarded to a II Former who achieves excellence in the study of English in Humanities. Presented to Brooke Constable Bartlett

THE ENGLISH DEPARTMENT PRIZE FOR GENERAL EXCELLENCE IN THE III FORM: Presented to Clementine Josephine Sutter

THE ENGLISH DEPARTMENT PRIZE FOR GENERAL EXCELLENCE IN THE IV FORM: Presented to Claire Jiang

THE POETRY OUT LOUD COMPETITION SCHOOL CHAMPION AWARD: In recognition of a student's achievements in the national Poetry Out Loud recitation competition. Presented to Antonia Comanicu

THE HISTORY DEPARTMENT PRIZE: This prize is awarded to the student who has shown excellence in the study of history. Presented to John Alexander Gottschalch

THE JOHN H. IMBRIE HUMANITIES/CULTURAL STUDIES PRIZE: Given to a II Former who has achieved excellence in the study of cultural history in Humanities. Presented to Isabella Jolie Spencer

MR. AND MRS. W.R. NIBLOCK AWARD: For excellence in the study of chemistry. Presented to Ian Lee.

THE JOHN T. O'NEIL III MATHEMATICS TEAM AWARD: Given to that member of the School Math Team who, in the opinion of the faculty advisor, best exemplifies the exceptional talent, commitment and achievement in mathematics competition that Mr. O'Neil showed while a student at Lawrenceville. Presented to Anthony C. Woo

THE STERLING MORTON PRIZE: Awarded to a student of United States history who submitted an outstanding research paper. Presented to Emily Pan

THE COLIN SULLIVAN AWARD: A special prize for remarkable effort and expertise in the service of The Lawrence. This prize is named for and given to, as its first recipient, a young man who, with great technical skills and long hours of work fine tuning the paper, made this last year's Lawrence as perfect a looking newspaper as it could possibly be. Presented to Luke Seungbum Park

THE LAWRENCE L. HLAVACEK BOWL: Awarded annually to a member of a Circle House and a Crescent House whose qualities of sportsmanship, enthusiasm, character, and generosity of spirit best embody the goals of intramural competition in Circle and Crescent House athletics. Presented to Avery S. Bilanin and Jacob Trupin.

THE DWIGHT D. EISENHOWER LEADERSHIP AWARD: Presented by the West Point Society of New Jersey, this award recognizes ex-

ceptional high school juniors in New Jersey who demonstrate outstanding performance in areas of athletics, academics, community service, citizenship, and leadership. Presented to Nishka Malik

THE PETER W. DART PRIZE: Awarded to a IV Former who demonstrates superior communication skills. Presented to Cassandra Jane Dillard

THE BEVERLY WHITING ANDERSON PRIZE: For general excellence in character and scholarship to two members of the Second Form. This prize is in memory of Beverly Whiting Anderson '28, who died while a student at Lawrenceville. Presented to Isabella Jin and Bastian Xavier Bocklage

THE MARCUS D. FRENCH MEMORIAL PRIZE: The Lower School's highest award. It is presented each year to two students who, in the opinion of the Lower School Heads of House and of the Head of School, have best shown the integrity of high character and the modesty, fairness, and the courage of true sportsmanship. Presented to Olivia Lucilla Codjoe and Kellen Williams Fisher

THE SMITH COLLEGE BOOK AWARD: Presented to an outstanding junior who exemplifies the academic achievement, leadership qualities, and concern for others that characterize the thousands of women who have graduated from Smith College. Presented to Jane Copeland Atkinson

THE BROWN UNIVERSITY BOOK AWARD: The Brown University Book Award is awarded to a IV Form student who exhibits excellent verbal and written communication skills. Presented to Sofia Elizabeth Carlisi

THE WILLIAMS COLLEGE BOOK AWARD: Given to a student in the IV Form in the top five percent of the class who has demonstrated intellectual leadership and has made a significant contribution to the extracurricular life of the School. Presented to Sameer Menghani

DARTMOUTH CLUB OF PRINCETON AWARD: Given to a student in the IV Form in the top ten percent of the class who has demonstrated intellectual leadership and has made a positive contribution to the extracurricular life of the School. Presented to Garrett Richard Heffern

THE YALE CLUB BOOK AWARD: Presented to an outstanding student at the end of their IV Form year who shows stellar personal character and intellectual promise. Presented to Anabel Guerreiro

HARVARD CLUB OF BOSTON BOOK AWARD: Awarded to an outstanding member of the IV Form who combines excellence in scholarship with achievement in other fields and best exemplifies the traditional ideal of American citizenship. Presented to Lucas Anthony DiMarco

PRINCETON AREA ALUMNI ASSOCIATION'S BOOK AWARD is intended to recognize stellar students in area high schools who have demonstrated "overall academic excellence and exemplary community service or civic engagement. Presented to Christopher John King

THE EGLIN SOCIETY PINS: Presented to selected IV Form students for unselfish, uncalculating service to Lawrenceville and to fellow students; for kindness and implemented instincts to help the young or weak; and for leadership, particularly as evidenced in acts of moral courage. Presented to David A. Edenbaum, Garrett Richard Heffern, Luke Seungbum Park, Troy Marty Negus, James P. DeCillo, Conan C. Chen, Andrew Earl Howard, Charles Dominic Vachris, Jessica Peters, Anabel Guerreiro, Allison A. Calderon, Jane Lauren Rubenstein, Malia Zovich, Nishka Malik, Emily Ann Deborah Piggee, Sneha Varsha Kumar

THE RUBEN T. AND CHARLOTTE BOYKIN CARLSON SCHOLARSHIP: Awarded to a III Form boarding student who epitomize the traits of an exemplary Lawrentian. This award covers a portion of the student's tuition and expenses for their remaining two years at Lawrenceville. Presented to Reed William Cloninger

THE MARIO AWARD The Mario Award is given to two students annually, one from the Crescent and one from the Circle. The recipient need not be a top scholar or a star athlete, but they make the House and its community-wide reputation a priority in the House, in the classroom, and on the playing field. Presented to Clarissa Diana Schmitz and Cesar Enrique Rodas-Menendez

THE KATHERINE W. DRESDNER CUP is awarded annually to the CRESCENT HOUSE which has the best record in both Crescent House and School athletics. Presented to the Kirby House.

THE FORESMAN TROPHY is awarded annually to the CIRCLE HOUSE which has the best record in both Circle House and School athletics. Presented to the Cleve House.

Foster Dade Explores the Cosmos by Nash Jenkins '11

CLEMENTINE SUTTER '25
FEATURES ASSOCIATE

The boarding school experience is like no other: rather than offering a period of the day where you are confined to classes from 8:00AM to 3:00PM, boarding school becomes your entire world. Boarding school is an adventure that heightens the intensities of life as a teenager to the fullest extent. With the highest of highs and the lowest of lows, boarding school kids undergo a rollercoaster of emotions—a bubbling cauldron of insecurity and utter happiness.

Boarding school stories had always drawn Nash Jenkins '11, whose enduring passion for writing inspired him to capture the unique essence of the boarding school experience in a book. His time at the School solidified this aspiration of becoming a writer, as his years at Lawrenceville became some of the most meaningful of his life. He wanted to write things down and encapsulate these memories before he grew up and they became figments of the past.

Recalling (the nearing conclusion of his Lawrenceville career), Jenkins reflected on “how profoundly [he] felt about Lawrenceville” during his V Form year. Jenkins thought to himself, “if [he didn't] write about this at some point, [he was] going to forget about it.”

During Jenkins' sophomore year of college, the beginnings of *Foster Dade Explores the Cosmos*

took form. What started out as a 12 page short story for Jenkins' creative writing workshop at Johns Hopkins University developed into something worth expanding and a meaningful story to tell. A fictional novel based at the Kennedy School, an elite boarding school in New Jersey during the 2000s, the novel follows protagonist Foster Dade as he stumbles through adolescence and involves himself in a scandal that expels him. Jumping to the present day, the nameless narrator inherits Foster's old room and begins an escapade in search for the truth of Foster's story.

Jenkins wanted to create a replica of Lawrenceville, an ode to the school that had affected him so greatly. The novel's final version incorporates ideas that any Lawrentian could identify with like a House system, go-to pizza parlor across the street (TJs as we know it), weekly school meetings, and infamous Saturday night dances.

Since his characters were fictional, Jenkins knew that the world he created also needed to be fictional. Still, he “had an impulse to write a story as a sort of love letter to the years [he] spent at boarding school.” He described his urge to “transcribe every little detail of the House system and the class schedule, fearing that otherwise, it would be a disservice to the project.”

Unexpectedly, Jenkins watched the story “take legs of its own.” He found himself writing about a

school that resembles Lawrenceville in some respects, but within a very much a fictional story that captures the feelings of boarding school.

Jenkins hopes the novel's audience can understand the story's fictional components while recognizing familiarity in “the way the narrator and the characters feel about Kennedy” or how “Lawrenceville seems to be this larger than life world, with its own legends and mythologies that stay with you for years. That's the sense in which the book is the most non-fictional.”

While the characters are not meant to resemble real people, certain aspects of Foster's experience come from Jenkins' own life. Like his character Foster Dade, Jenkins came to Kennedy as a new III Former who endured confusion and pain in his first year. Jenkins shared his own background as “an awkward kid from North Carolina” who was thrust into a new school “without really knowing left from right.” In the face of unfamiliarity and struggle, Jenkins found support and friendship in his relationship with faculty member Devondra McMillan who remains a meaningful figure in his life to this day. Like Jenkins once did, Foster too finds his people and finds his way.

While *Foster Dade Explores the Cosmos* is officially labeled a literary fiction, Jenkins imagined a “very specific person reading the book,” with two intended



Photo of Nash Jenkins

Courtesy of Nash Jenkins '11

audiences. The novel's setting in the 2000s evokes nostalgic sentiments as those in Jenkins' own generation look back on that specific moment in history and reminisce on the cultural markers of the times, like the rise of Facebook and instant messaging. The second audience is the sentimental teenager he had once been, the kind who is drawn to the stories that reveal the emotional intensities of adolescence.

Drawing on his own experience as a young adult, Jenkins wanted to convey what it's like “to be a

sensitive 15-year-old boy that feels alone a lot of the time. I always really loved the idea of writing an honest and sentimental portrait of being that age with the hope that some sensitive 15-year-old boy might read it and think, ‘wow, this guy gets it.’”

Jenkins, fueled by his own boarding school experience, offers a deep dive into the teenage experience as *Foster Dade Explores the Cosmos* reveals the story of Foster, a student and person Lawrentians past and present can strongly identify with.

Somber Goodbyes and Summer Beginnings

CHARLES POTTER '25
NEWS ASSOCIATE

As V Formers complete their last term of Lawrenceville, they feel stress lifted off of their shoulders. In lieu of final exams to face at the end of the term, many V Formers use their last term as a chance to spend as much time as possible with their peers before they head off to college. As the weather gets warmer and flowers bloom, they can enjoy their last moments on campus in a care-free, relaxed environment.

To Malin Phelan '23, since the “workload from teachers has decreased, [she has] spent less time studying.” This newfound free time allows Phelan to “spend as much time with [her] friends as possible.” Phelan has also chosen to continue athletics during her senior spring on the Varsity Outdoor Track and Field team, filling up some of her abundant free time. Leaving Lawrenceville in the upcoming weeks, she has been “doing [her] best to take in and appreciate every moment with [her] people.” When asked what she



Gloria Yu '26 / THE LAWRENCE

will miss most about Lawrenceville, Phelan mentioned the beautiful campus and its “gorgeous sunsets.” But most of all, she will miss her classmates. “I have met so many wonderful people and made many

lifelong friends here, and it will be strange to not see them every day.”

Joe Morsman '23, a member of the Boys' Varsity Tennis team, has been spending his final few weeks of the spring playing tennis, watching

hockey, and spending his time enjoying Lawrenceville with his relaxed academic workload. Upon leaving Lawrenceville, Morsman will miss “living and learning in the same place as [his] sister,” Abby Morsman '25, the most. As many students have become accustomed to constantly seeing their close friends, and sometimes even family, the end of the year is emotional for many.

Sharing a similar sentiment, Cal Berwick '23 has surprisingly “found [himself] not studying for tests and avoiding unnecessary homework.” Instead, he has decided to focus on his social life. “I'll miss the people here the most. Lawrenceville, without a doubt, is an incredible campus with great opportunities, but the memories I've made here have no meaning without the people.” Like many alumni, Berwick will remember the friendships he has created at Lawrenceville, not just his academic and athletic achievements. Aside from bonding with peers and students in Cleve, Max Blecher '23 is using this spring to try new hobbies and pursue passions he has not had time for. He joined the Suave dance

group, built a surfboard in the Gruss Center of Art and Design and has continued to practice water polo. As a prefect, Blecher will miss the Cleve House, as well as faculty such as Mr. Niu, Ms. MacKinnon, and Sr. Alcantara. Due to Lawrenceville's small class sizes and close-knit community, many students miss their faculty after leaving. After four years of disruption due to the Covid-19 pandemic, and saturated with academic pressures, V Formers are finally able to enjoy the perks of Lawrenceville in a stress-free environment while appreciating the people that make the School special. In their last month of School before graduation, the V Form celebrate their seniority by taking part in events such as the Pinning Ceremony, Prom, and Senior Beach Day before heading to college.

Is College Easier than Lawrenceville?

MAHIKA KASARABADA '26

Education is a lifelong journey and plays a vital role in shaping us. While many believe that college is the pinnacle of academic challenges, it is worth noting that some private high schools like Lawrenceville offer such rigorous curricula that they surpass the difficulty of many colleges and universities.

Lawrentians tend to grow increasingly overwhelmed by the idea of college as application deadlines draw near. As a hot take, many parents and alumni claim that “Lawrenceville is harder than college.” But how valid is this claim?

Jacqueline Chen '21 is a sophomore at Georgetown University who studies Healthcare Management & Policy on the Pre-Med track. Chen was a proud member of Carter House, and claims her academic experience at Lawrenceville was rigorous and challenging, which pushed her “to become a better writer and a more confident speaker, which prepared [her] for college courses.”

A difference Chen noted between Lawrenceville and Georgetown was “the larger class sizes primarily due to the lecture-based classes of 200+ students.” She recalled her experiences around the Harkness table that enabled her to make more meaningful contributions, as opposed to college which reverted back to the more traditional “hand-raising” setting. Chen also explained how “the vast opportunities and supportive community was appealing,” and that it was always easy to find new opportunities to delve into

at Lawrenceville. Whether it was her time perfecting in the Dawes House, acting as a teacher’s assistant in Science Teacher Nicole Lantz’s IBES class, or conducting a research project in her molecular biology class with Stanford University, there was always another challenge for her to engage in. Chen was also able to find similar experiences at Georgetown which reflected the

final grade at Georgetown.” Chen found that Lawrenceville was more academically structured, providing “time to meet with faculty advisors and teachers, and offering a built-in feedback system during the midpoints and endpoints of each term,” whereas at Georgetown, students need to “schedule time during office hours to make an active effort to seek help,” since many

perspectives at Lawrenceville an “eye-opening experience” that one wouldn’t experience at most high schools. As for her experience at Columbia, Qureshi described the location of the college as “interesting” with “elements of diversity interwoven in the city which is amplified within the college campus.” When asked about how well prepared she felt after her time at Lawrenceville, Qureshi said that “the skills that you learn at Lawrenceville help you navigate the college environment, in terms of time management and juggling clubs and academics.” She felt quite prepared in her first trimester at Columbia “based on the tools that Lawrenceville provided [her] from Harkness to her approach to assignments which [she] felt were more intense at Lawrenceville.” Though she found that some courses at Lawrenceville were slightly more difficult than those in Columbia, Qureshi felt “well prepared with Lawrenceville’s extensive academic support system,” whereas in Columbia, “due to the less peer to teacher contact, [she] navigated the academic workload independently.” To Qureshi, “Lawrenceville does a good job in creating a baseline to explore areas of interest, while college has more flexibility in terms of choosing things that interest you.”

Harkness at Lawrenceville was something Qureshi wished would carry forth in college, similar to Chen, and remarked how “[she] didn’t value it as much as she should have.” The continuous collaborative environment which Lawrenceville fosters “helped [her] to navigate both in class

discussion-based settings and beyond.” Upon being asked how Columbia fared in comparison to Lawrenceville, Qureshi referred to the first trimester at Columbia as “an academic summer camp coming out of Lawrenceville,” which speaks to how well prepared Qureshi felt after high school. “It is all about maximizing opportunities and challenges that come your way,” she explained. In order to feel more prepared coming into college, it is crucial that when opportunity knocks, students open the door and embrace it with open arms, for “you might also find college easier with this mindset.”

College is undoubtedly a physically and mentally draining challenge. But Lawrenceville provides an extensive academic curriculum and a comprehensive college counseling system that parallels that of many colleges. With an emphasis on personal development, college, in certain ways, pales in comparison to the multifaceted nature of Lawrenceville. With its discussion-based classroom model, diverse coursework, and tight-knit community, Lawrenceville equips students with the tools they need to effectively shift from high school to college.

It is hard to pinpoint what exactly characterizes difficulty, but it is safe to say that with the level of preparation Lawrenceville provides, the path to college is not as daunting as it is for many other high school students. Hopefully, these experiences renew a sense of assurance as Lawrentians make the transition into the real world and thrive in both academic and personal endeavors.



Rehanna Yakubu '25 / THE LAWRENCE

sense of community she found at Lawrenceville, such as immersing herself in clubs like the Tour Guide Society and the Consulting Club.

In terms of the academic workload of both schools, Chen found that she “spent less time in classes” at Georgetown, but still found that the workload during her IV and V Form years at Lawrenceville were comparable to her college workload. Whereas participation meant progress at Lawrenceville, at college, Chen found that “participation hardly mattered, and performance on exams primarily dictated someone’s

professors spend time working on research projects of their own.

Summer Qureshi '22, a freshman at Columbia who is currently a Neuroscience and Business Management major, pursues a combination of pre-med and pre-law programs. She was a member of the McClellan House, and spoke positively about the sense of community in all aspects of life as a Lawrentian.

In particular, she was fascinated by the diversity of the student body and how that played out “in the social landscape.” Qureshi considered the multitude of

Faculty Tributes

David Chamberlain

History Department, Assistant Head of House in Cleve

BRYCE LANGDON '24
SOFIA CARLISI '24
143 ARTS EDITOR

Where should I start? You have intellectually influenced me on a level I have never experienced before. From all your great book and writer recommendations (such as Ernest Becker) that have shifted my perspective on various topics to our engaging class discussions (even though we may not always agree), you have taught me to always keep an open mind. Your passion is remarkable—if everyone could have just a fraction of your devotion to a subject, our world

would be significantly better off. I admire your compassion and care. You have profoundly impacted me as a person and my future aspirations in political science. I hope to find something of my own one day that emulates your dedication to US History.—Bryce

Before this year, I always knew that I loved politics, but I never thought of it as a passion I could actually pursue. From talks after class to consultation to afternoons on the Josh, you have shown me that I care too much about our government to ever chase a different path in life. You’ve taught me that it is our responsibility to know the

past and how it has shaped the world we live in today. Without you, I don’t know if I would have understood how much my voice truly matters. Thank you for letting me prance around class dressed as Billy the Kid and for your wife’s fantastic pumpkin cake. I will always be here to talk about politics with you.—Sofia

Thank you for everything! We are incredibly sad to see you go but are even more grateful to have lucked out and been in your US History class. Whether it was us sharing Noah Kahan’s music with you or you playing the Grateful Dead for us, there is no personality on campus quite like yours.



Courtesy of The Lawrenceville School

We remember you saying that you aren’t a “typical” Lawrenceville teacher, but in reality, you represent the best of Lawrenceville. Your willingness to share your own thoughts but

also listen to all of us is a testament to the type of person you are. You’re not just a teacher but a friend. Please keep in touch with all of us, and send us a postcard from your next big adventure!

Faculty Tributes

Sean Dory

Science Department, Assistant Head of House in Raymond

BRYAN BOANOH '25
143 SPORTS EDITOR

I'm not going to lie and say that I can remember the very first time I met Mr. Dory. But regardless of whether or not my first time meeting Mr. Dory was memorable, nearly every interaction I've had with him since then has been one worth bringing up long after it happened. I never had the pleasure of being in any of Mr. Dory's classes, but my experiences with him went far beyond the classroom. His nights

on duty in the Raymond House were ones that I looked forward to. I was always able to come to him with questions (mostly non-academic ones) on whatever might have been on my mind that night. As one of the three Heads of House in Raymond, Mr. Dory, in tandem with Doc C and Mr. Cross, made my freshmen year a great and memorable one.

Mr. Dory and I have been especially able to connect over our shared passion for soccer, specifically our love-hate relationship with Chelsea F.C. Whenever I pass by Mr. Dory in

Tsai Dining Hall or the Kirby Math and Science Center, I can always stop and talk with him about all the pain that we have collectively endured thanks to 11 grown adults who play soccer in England and with whom we will never interact personally.

But perhaps my favorite memory of Mr. Dory was his "What Matters To Me & Why" event hosted in the Bunn Library. His story about his time biking across the country was one that not only was captivating to listen to, but also deeply moving and inspiring.



Courtesy of *The Lawrenceville School*

So I guess all of this is to say, thank you, Mr. Dory. Whether it be on the field, or in the grand scheme of life, you inspire me to be a better Bryan Boanoh. I sincerely wish you the very best in your post-Lawrenceville endeavors and beyond.



Courtesy of *The Lawrenceville School*

NICHOLE JIN '26
143 NEWS EDITOR

I remember my first time walking into Ethics class. I looked around the room with my hands in my pockets.

I had a look of pure confusion plastered on my face. Yet my mind was filled to the brim with deep and intriguing questions (like the meaning of life and what it means to be a good person) on which I

hoped to find some clarity. There he was, standing at the front of the room with a whiteboard marker in hand and a puzzled smile on his face. That was Dr. Von: friendly and slightly mysterious, always ready to open his mouth and say something so outrageous yet so sensible, so meaningful yet comedic, but without a doubt something that would expand the bounds of your thinking. Dr. Von was one big paradox, and that was what we appreciated most about him.

With a smile on his face and his arms open, he would invite us to ponder interesting ethical questions, from the deontological perspectives of Kant to Bentham's utilitarian

calculus. There was never a second we spent in his class that we didn't spend in deep thought. Even when it came to something as simple as choosing my outfits or getting a can of soda from the vending machine, Dr. Von always made me question the simple everyday tasks that I often overlooked. "But think about it... if you buy a Coke from a vending machine that only has Cokes, do you really have free will? Think about it," he asked one afternoon. To this day, I still ponder that question and similar probing ideas that he would always ask us to consider.

Though it was disheartening at times to see my essays marked up

in black ink, his scribbled comments in the margins would never fail to take my thinking to a new level or challenge me to expand my perspective. "Interesting take...try considering this from the lens of the little girl next time instead of the father...or from a utilitarian standpoint," he would write. He was supportive of his students while pushing the bounds of their thinking. If I'm ever sitting on the porch gazing at the sunset and contemplating life, human nature, and the limits of existence, I always give Dr. Von a silent thanks for inspiring me to face these bigger and more important questions.

Lizabel Monica

Language Department, McPherson Duty Affiliate

WILLIAM WANG '24
143 FEATURES EDITOR

I'm being honest: I don't enjoy Spanish. I don't know why; it could be the confusing syntax, the painstakingly short and difficult assessments, or anything in between. Although I have not had Dr. Monica for a long time, this Spring Term in Caribbean Cinemas with her has truly been the most fun I have had in Spanish class. I do admit that class can get quiet sometimes. It could be the fact that we're not the most talkative group or that most of our class

are seniors, but it has never been clearer to me how much a teacher wants us to engage with the language. Dr. Monica sees us as more than people who are learning Spanish but people who are trying to speak it (and something like "engage with the culture and history itself").

I haven't seen a teacher pay as much attention to what we're saying than Dr. Monica. I see Dr. Monica listen attentively to each and every word uttered by a student. I notice the small leather notebook where she writes every time any of

us contribute. It's not just a tally; she notices what we're saying and how we're saying it. Being in Dr. Monica's class has changed my perception on Spanish. It's not just grammar, but what we're learning. Each and every film that we watch during Caribbean Cinemas, Dr. Monica watches with us. She's there in the learning process each and every step of the way. For the first time in Spanish class, the focus is not on Spanish but the cultural subtext that surrounds the language. Having been exposed to this new way



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of thinking about Spanish, I don't think I can ever go back. Dr. Monica, I wish you the very best at Pennington, and I hope you won't forget to come

back and visit. Although you won't be with us students at Lawrenceville anymore, I know that the influence you have left on us will not disappear.

Faculty Tributes

Elizabeth Sturley

Religion Department, McPherson Duty

SONIA IVANCIC '25
ARTS ASSOCIATE

I walked into my first Ethics class wishing I already had completed the course. Like many, I selected Ethics not because I had an interest in it, but because I needed to fulfill my Religion and Philosophy requirement. Settling into my seat, I expected some standard icebreakers and introductions. Instead, Ms. Sturley, who warmly welcomed us, gave us slips of paper and began with a Prisoner's Dilemma-style scenario. Without discussing, each of us students needed to choose one out of four options. Our choice in the scenario, along with the choice of someone we were randomly paired up with, would determine our fictional

"grade." A lively discussion ensued from Ms. Sturley's intriguing prompts. I immediately knew Ethics was not going to be the class I had expected.

Ms. Sturley has transformed most of her students' assumptions about Ethics. Whether thinking through mind-boggling ethical dilemmas together, asking thought-provoking questions, or telling us personal stories, Ms. Sturley has truly opened up another world to us. Her relevant stories, examples, and applications not only allowed us to fully understand the nuances of each ethical philosophy, but also how a combination of these frameworks are relevant and applicable to our lives. Ms. Sturley, who has studied

and continues to study international human rights law, utilizes her experience to create "applied ethics" lessons, using real-world examples and issues to explain often mind-bending, abstract concepts. Through this style, many of her students have come out of her course understanding that ethics is a necessity in all fields.

Walking into C-Period Ethics, I know Ms. Sturley will never fail to put a smile on our faces. I have really grown to appreciate the time she takes to get to know each one of us as people, both in and outside the classroom. Whether coming to watch a play or sports game in order to see her students, Ms. Sturley nurtures these connections and makes each of



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her students feel welcome. Outside of Pop 245, Ms. Sturley, a McPherson House Duty Affiliate and Stephens House Handball coach, is very active in house life in order to get to know her senior advisees and others around

campus, from playing in the Faculty-Student Softball Game to swapping ideas and stories after class. Thank you, Ms. Sturley, for your dedication to forming close bonds with us; you have touched many here at Lawrenceville.



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ROHIN DHAUL '24
HUNTER CASSIDY '24

I vividly recall the moment I first stepped foot inside Hamill House. As I walked in, a towering, bearded man shook my frail III

Form hand so firmly it left a bruise. The common room buzzed with hushed conversations among the other III Formers. Rumors floated around the room: "Have you heard? He used to play in the NFL!" and "I heard he's a legendary

grill master." The chatter in the room dropped to silence as Mr. Inzer entered. All heads turned to him, awaiting his words. He stood silent for a moment, stared us down, and uttered two simple sentences that I still remember to this day: "Welcome to Hamill House. Though I may not have had the pleasure of meeting you all yet, I love and care for each and every one of you."

Beyond his role as a history and economics teacher, and Offensive Line Coach for the School football team, Mr. Inzer has served as an incredible role model for the young men of Hamill through his role of Head of House. His core values

of responsibility, accountability, and integrity are something he instills in us every day. His energy is contagious, radiating through the House and bringing us all life, even during the slower days on campus. He strives to make every Hamillite feel a sense of belonging in the House. Most importantly, Mr. Inzer teaches us to be authentically ourselves and not revolve around the thoughts of others.

I guess I can say this now that he's leaving—Inzer was a constant rule-breaker, or trailblazer, in Hamill. He wasn't a strict, by-the-book Head of House, but he always wanted to do what was best for us. He added four boarding prefects because he

wanted to. He would use our feed budgets to buy a lot of food, working the grill for three hours on Saturday nights until he was sure we were all fed. He even did a backflip off the dock on a house trip to School Camp just because he felt like it. Mr. Inzer shows us through his daily actions to self-advocate, take matters into our own hands, and be the people we truly want to be.

It is tough to envision a Hamill without Mr. Inzer next year. Mr. Inzer's presence will surely live on in the traditions he's created, the ideals he's taught us, and the long-lasting bonds he's formed. Thank you, Mr. Inzer. We all love you, and we will miss you.

Drew Inzer

History Department, Hamill Head of House

Celeste Payne

Science Department, Raymond Duty Affiliate

LOUIS PARK '26

Ms. Payne is many things. She's an IBES and ICPS teacher, one of the members of Raymond's duty team members, a Steelers fan, and a former Girl Scout. To me, however, she is a mentor, teacher, and most importantly, a friend.

From the moment she enters the classroom, Ms. Payne's enthusiasm is almost palpable. Thanks to her dedication, Ms. Payne is able to make us feel confident whilst we tackle difficult concepts and problems. She generously helps each and every one of her students reach

their full potential, whether through reviewing the class materials and discussing study habits.

Ms. Payne has impacted me and my friends in so many ways both inside and outside the classroom. Victor Mongon '26 is adamant that she "has an amazing ability to make complex concepts seem simple." Drawing on the fact that "her care for our academic success and wellbeing is unparalleled." Henry Tsai '26 feels that she "gets to know [students] individually and dedicates time and effort" encouraging her student to "do more than

[they] ever thought was possible."

I am proud to call Ms. Payne my teacher, mentor, and friend. With her open-minded attitude and sincere character, I always felt comfortable sharing my thoughts and concerns with her when she was on duty in Raymond. When I need help with my IBES content, she dedicates her time to helping me. Ms. Payne, who regularly checks up on us with personal questions about on weekends or plans for the summer break, has helped me and many other students dial into the final weeks of the



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school and finish the year strong. Dear Ms. Payne, we want to express our deepest gratitude to you. May your journey ahead be as rich

and fulfilling as the one you have led us on. Even though you will leave Lawrenceville, you will always hold a special place in our hearts.

Faculty Tributes

Alison Easterling

History Department, Dean of Academics, Cleve Duty Affiliate

ZACHARY PYSKATY '24

Ms. Easterling has dedicated herself to Lawrenceville ever since she arrived in 2005. Serving as a history teacher and the current Dean of Academics and Head of History Department, Ms. Easterling has built close relationships with her students and has been an integral member of the community.

For me, Ms. Easterling has been much more than the Dean of Academics. (As a boarding student,) the bond I have formed with Ms. Easterling is one of the most important relationships I have made at Lawrenceville. Though away from home at Lawrenceville,

Ms. Easterling has served as a parental figure for me—whether helping me with time management or just talking about life, she has been my role model. Since my III Form year, I spent hours with Ms. Easterling each night she was on duty in the Cleve House. During that time, we discussed all that was happening in school and life. Through our conversations, Ms. Easterling's genuine, never-ending love and care for all members of our community became evident.

Ms. Easterling dedicates herself to providing Lawrentians with the best academic and social experience possible at Lawrenceville. She has always supported me through

thick and thin. Whether inviting House members to her home to make cookies, taking our advisory group out for pre-finals breakfasts, or taking us to play mini-golf, Ms. Easterling dedicates herself to members of this community beyond the required amount. Her dedication to her job and students is a quality I hold with the utmost respect and admiration.

In times of hardship, Ms. Easterling was always there for us. She came to Cleve on late nights, even when off duty, to comfort us when we needed it most. Whether you needed a hug, some advice, or just needed some ice cream, we could count on her.



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Ms. Easterling has worked so hard to receive a new opportunity as Head of Upper School at the Noble and Greenough School, and I know that she will find great success in this new chapter

of her life. I wish her the best of luck, and will never forget her all her years of dedication and love. Ms. Easterling, you are my role model, and I wish you nothing but the very best.



Courtesy of *The Lawrenceville School*

FIFI XU '24

When I first met Dr. Apple, he did what I thought was impossible: he made me smile. Left isolated in the unfamiliarity of the infirm with people

rushing through the halls, the staff all seemed indifferent to my despondency until Dr. Apple arrived. He grabbed the frame of the door with his hands, hiding his legs behind the wall, and pretended that

some malicious creature was trying to drag him away. He was remarkably dedicated to his performance, and the comedic one-man act might have fooled many people. It was a simple gesture, yet a reluctant and amused smile appeared on my face for the first time that day.

That moment has tremendous meaning to me, for it was a genuine portrayal of his valiant efforts to distract me from my distressed spirits. It was the beginning of a year of emotionally strenuous therapy, but I still think of that day with fondness. The simple presence of a person who wanted to

make me more lighthearted, if not only for a moment, built a sense of security in me.

Dr. Apple is unnervingly intelligent, remarkably humorous, and significantly caring. He is unlike any other counselor I have ever met—the unmistakable sincerity of his words makes me confide in him without doubt.

The beginning of May marked a year since I have known Dr. Apple. When I went to him for our last session, it was one of the most painfully bittersweet goodbyes that I have made. When I embraced him for the last time, tears started

streaming down my face, and the inevitability of the fact that he would leave became unbearable. I rushed out of the room before he could speak again, and now I wish to tell him what I could not say that day. Words cannot begin to describe the endearment that this community holds for him, nor can they describe our appreciation for the essential guidance that he has provided. I can only hope that this community will meet another counselor with the heartfelt care that Dr. Apple holds for the students.

Thank you, Dr. Apple, for your years of dedication to students and for guiding me through this year.

Summar Ellis

Math Department, McClellan Duty Affiliate

AVA JAHN '24

Ever since arriving at Lawrenceville, Ms. Ellis has been a role model for me, other teachers, and students alike. Ms. Ellis was one of my first teachers at Lawrenceville and I distinctly remember the welcoming environment of her classes. My Winter Term Math 2 class during my II Form year was hosted entirely on Zoom. Yet, despite sitting behind a screen all day, Ms. Ellis still managed to make each class feel connected, vibrant, and enjoyable.

Throughout all of our classes, I treasured the energy and enthusiasm Ms. Ellis brought to

each lesson while helping me adapt to life at Lawrenceville. This past year I had the pleasure of having Ms. Ellis again as my math teacher. At the beginning of Fall Term, I did not know many of the other students in my math class, since we had a wide range of IV, III, and II Formers. Nonetheless, I can confidently say that throughout this year Ms. Ellis has taught our class not only precalculus, but also how to work together in a cohesive group, collaborate with new peers, and most of all, have a good time. While I have had many interesting classes and teachers here at Lawrenceville, I have never laughed harder than I did this year

in Ms. Ellis's precalculus class.

Even on long days, I am always eager to get to math class because of Ms. Ellis' contagious smile and energy. Each day, Ms. Ellis starts her class with a breathing exercise. We inhale and exhale together, before jumping into the lesson for the day, and I believe this meditation exercise has allowed for our class to get to know each other better. Throughout my time with Ms. Ellis, I have noticed how much she cares about her students. She always wants the best for others, and will work tirelessly to ensure that she can help her students reach their full potential both in and beyond the



Courtesy of *The Lawrenceville School*

classroom. I am very sad to see Ms. Ellis leave Lawrenceville, and I will miss her positive presence here on campus. Nonetheless, I know that Ms. Ellis will achieve many other

wonderful things in the future. Ms. Ellis, thank you for being a true inspiration to me and to the many other students on campus. We will truly miss you so much!

Faculty Tributes

Rebecca Findlay

English Department, Kirby Duty Affiliate

ASHLEY LEE '23

It was during my short-lived career as a coxswain during my IV Form spring that I really got to know Ms. Findlay. I remember it as if it were yesterday: a squall was approaching and my boat was the first to go out to Mercer Lake for practice. As the first drops of storm rain came against the wooden planks, we were eager to start practice despite the growing storm. Yet, as the lightning flashed, Ms. Findlay calmly and effectively got us back to shore. Once we were back on bay, I was experiencing frostbite, shaking violently. Ms. Findlay noticed me in the

corner, unable to help the chaos unfolding in the boathouse as another boat crashed onto shore. She then threw her only poncho onto me before directing the rest of the team to safety. Ever since then, she has been one of my trusted adults on this campus.

I've known Ms. Findlay for a while before that. She has gone from my duty associate, to my coach, and now to a mentor in my life. It feels like only yesterday that Ms. Findlay was knocking on my door at 11:20 PM telling me that it was lights out.

However, when I think of Ms. Findlay, I think of Tuesday duty nights, deep

conversations uncovering some fascinating facts about her, and our shared struggles. She brings an incomparable energy to the house that every Kirby girl can attest to. Her support during hard situations I have faced over the past three years has allowed me to gain the confidence and mentality that I found essential as a leader in the house. Her teaching has resonated with me throughout my time here. I can attest that Ms. Findlay's attentiveness and care for her community and the Kirby girls has fostered house pride. I'll forever remember Ms. Findlay, her lovely dog, her bright



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presence in the house, and her wise advice that has never failed me. The Lawrenceville and Kirby community will truly miss Ms. Findlay. On behalf of Kirby, your past

English and Latin students, the crew team, and everyone that has gotten to know you: thank you, Ms. Findlay. We all love you and are excited to see all that you do in the future.



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CLEMENTINE SUTTER '25
FEATURES ASSOCIATE

Stepping into Latin as a II Former with lofty hopes but cataclysmic fears, I felt that I had encountered the worst case-

scenario. The preface to the year seemed more of a warning than an introduction. I became keenly aware of my imminent failures throughout the Latin course, for we terrified freshmen were now in the hands of Devondra

McMillan, "DMac," whom I soon found was one of the best Latin teachers I have ever known.

DMac outlined the challenges to come honestly: we should expect to fail some quizzes, get lost, feel confused, and to struggle. We were informed that amidst the small, tight-knit Latin community at Lawrenceville, we would shed a few tears. However, we would learn to grow in confidence and overcome the complexities and difficulties of the language. While the sentiment became difficult to accept when I failed my first quiz, my last two years in DMac's Latin class bear testimony to the statement.

DMac always pushed us to learn more. She reminded us to take a step so far out of our comfort zone, we don't even know where the security went. While we insisted that Latin translations were just "word soups," she taught us that case and conjugation mean something. She taught us how to dive deeper into texts and how to appreciate a good use of chiasmus. DMac is capable of finding the poetic genius and intricate workings of Ovid, the Roman poet, that I don't even think Ovid himself knew he had created.

Moments in the Dean of Students Office remain some of my core memories. Truly it is here

that bonds are formed, stories are told, candy is consumed, and the world's best baked goods are enjoyed. DMac has a way of inspiring friendship, like a glue capable of single handedly forging an indelible bond between a group of students.

Dearest DMac, thank you for some of the best memories and laughs and tales of my lifetime. Thank you for your constant kindness and understanding. Thank you for sharing your genuine, infectious passion for Latin. Thank you for being a role model and a friend to all lucky enough to know you. You will be missed. Vale for now.

Ashley Cleary

History Department, Kennedy Duty Affiliate

MADDY LAWS '23
MEGAN KUMAR '24

As a crew coach, Ms. Cleary pushes you beyond what you think is possible. She genuinely believes in you. She's incredibly supportive, knowledgeable, and has a positive attitude during each and every practice. Whether she's willing to engage in casual conversations with the crew team, or encouraging us to keep pushing during a difficult erg piece, Coach Cleary has helped each member of the crew team to become physically and mentally stronger. Her presence on the team is key to fostering the strong team spirit we're known for. To everyone, Coach Cleary is a huge inspiration, but I especially admire her as a fellow short rower. Coach

Cleary has continually taught me that with hard work and dedication, my height would not define my success. Although we've only had the pleasure of working with her for three years, her impact on our team cannot be understated. Ms. Cleary is an incredible crew coach, and she will be dearly missed - Maddy Laws.

Throughout my time at Lawrenceville so far, Ms. Cleary has been the teacher that has left the greatest impact on me. As my history teacher for two years, crew coach for three years, and as a former Carter duty team member, Ms. Cleary has been a part of many aspects of my life at Lawrenceville. With her warm smile and soothing energy, she makes me and my

classmates feel welcomed and safe.

On the water, Ms. Cleary's ferocity and strength as a former D1 rower inspires me to push myself further. Wherever she goes, she brings light and kindness to those around her. Her impact extends far beyond an academic or athletic setting; she genuinely cares for the well-being and personal growth of her students. With Ms. Cleary by my side, I have not only gotten stronger academically and physically, but have also developed as a person.

In the Spring Term of my III Form year, my friends and I decided to go on a spontaneous bike ride. However, I didn't have a bike on campus. Without hesitation, Ms. Cleary selflessly offered to lend me her bike for a few



Courtesy of *The Lawrenceville School*

hours. This simple act of kindness demonstrates the type of person Ms. Cleary is to me and all that know her.

Off the water and outside of the classroom, Ms. Cleary is one of the most compassionate and

thoughtful people I have met. I am grateful for the opportunity to have had her as my teacher, coach, and mentor. Ms. Cleary, thank you for your unwavering support and compassion - Megan Kumar.

Faculty Tributes

Jill Mankoff

Science Department, McClellan Duty Affiliate

ALAINA CRICHTON '24

Chemistry has never been my best subject. Coming out of Inquiries in Chemical and Physical Sciences (ICPS) my sophomore year with a basic understanding of how to read the periodic table (frankly all my other chemistry knowledge disappeared over the summer), it's safe to say Ms. Mankoff had a lot of work to do when I joined her chemistry class. Prior to my taking the class, I had many second thoughts about my decision to retake chemistry in the fall. I had finally made my way

through a challenging Spring Term in ICPS: Do I really want to do this again? After spending just one week in Ms. Mankoff's F Period class, I knew I would have the support needed to take on the challenge.

Never before have I met a teacher so understanding and patient with her students. When I did not have time to finish my post-lab the previous night, rather than getting upset or deducting points, Ms. Mankoff would take time to help explain each problem to me individually, placing emphasis on understanding over completion. When it's the end of the day and

our class begins to lose focus, she finds a way to patiently bring our attention back without yelling, even contributing jokes of her own to keep the energy up—there is no other teacher on campus who's day-to-day positivity is as reliable as hers. By celebrating all of the little successes, such as getting just one problem right on a topic we'd been struggling with, it's clear she genuinely cares about each of us individually, always rooting for us to flourish.

Thank you, Ms. Mankoff, for always being so considerate and caring even when F Period made



Courtesy of *The Lawrenceville School*

it especially difficult to do so. I will always be grateful for your unwavering support and motivation to be a better student and person

outside the classroom. I speak for all your students when I say we will miss you so much next year, and we wish you luck wherever you end up!



Courtesy of *The Lawrenceville School*

LUKE PURCELLI '25
FEATURES ASSOCIATE

Ms. Maddy Smith came to Lawrenceville in the fall

of 2021 as an English fellow from Grinnell College. Yet throughout her two years at Lawrenceville, we have known

her as so much more than just a teacher. From play director for *Our Town* and *Men on Boats*, English teacher, and advisor and duty member of the Kennedy House, she has been an integral part of our school community. In her last year of teaching, I was lucky enough to be a student in her A Period English class. English has always been a subject I have had trouble with, and Ms. Smith has always been there to set me on the correct path, putting her students'

success above hers. On duty in Kennedy, you can always find her helping students with their research papers or satirical essays. While teaching remains her first priority, I have learned throughout the year that Ms. Smith is a great person to talk to for advice due to her sincerity and honesty. As I struggled a little bit in writing during English class this year, Ms. Smith always took her time to help her students, no matter what she had to do. She has helped me throughout

the year, during consultation and study hall, to make me the best student I can be, and I am so thankful to have a teacher who cares so deeply about her students. Even though this is not a common gesture, this moment is emblematic of how much she cares about the success of her students. Ms. Smith has been a mentor for me during my time at Lawrenceville and whilst she is leaving, I will make sure to use all the lessons she taught me to become the best person I can be.

Maddy Smith

English Department, Kennedy Duty Affiliate

Enithie Hunter

English Department, Kirby Duty Affiliate

THALIA HONORAT '24

My first time meeting Ms. Hunter was in my III Form fall, but I can still clearly recall the details that were telling about her personality. Her headwrap and elegant flared dress were symbols of her eccentric yet deeply-rooted mind. She knows what she likes and refuses to cave to modern trends unless they truly suit her. When she began the class by sharing openly about her family, lifestyle, and extensive career in teaching, it became clear to me that she was always communicative and happy to answer questions. She then transitioned to her plans and expectations for the term, because although she enjoys

being lighthearted, she is serious about her role as a teacher and expects each of her students to excel. Over the course of the term, I was captivated by the texts she introduced us to, which brought me and my classmates closer together. Although no longer my teacher, I have stayed connected with Ms. Hunter, who is always open to giving feedback on my poetry, giving me tips for the English APs, answering questions about Scholastic Arts & Writing Competition submissions, or just hosting me in consultation for casual conversation. I would talk with her about managing our hair, about the neighborhoods where we grew up, or about

surprisingly similar challenges we had in our early schooling. Once, I got so caught up in speaking with her after a class that I accidentally skipped the entirety of the School Meeting and needed to have the absence excused. Over time, I've realized that there is something special about how unflinchingly real Ms. Hunter is. She is a firm believer in open discussion no matter the circumstances—even when conversation is awkward and uncomfortable, though oftentimes her ideas will bring thought-provoking discussion that reanimates the entire class. At times when I felt insecure about standing out on campus, Ms. Hunter went out of her



Courtesy of *The Lawrenceville School*

way to share resources with me and make sure that at least in her classroom, I always felt welcome. Her character is such that any effort in keeping in contact with her will not go unappreciated, and if you reach out to her she will provide

unwavering support for you and your ambitions—as a mentor as well as a teacher. Ms. Hunter has helped me believe in myself as a writer, and I hope that her insights from a life spent in keen observation of the world around her will continue to be shared.

The Art of Pastries

DOROTHY LEE '26
LOUIS PARK '26

The Gingered Peach, a bakery on Main Street popular for its unique and delectable baked goods, is gearing up for the spring season. As the weather warms up, customers eagerly anticipate another season of The Gingered Peach's assorted baked goods, from existing favorites to new additions. With the return of the gentle breeze under soft rays of sunlight, The Lawrence caught up with students to discover "GP's" must-have cakes and pastries.

Every Friday during Consultation period, Rachel Deoki '25 visits The Gingered Peach, a routine Deoki jokingly describes as "sacred." She regularly orders the bakery's soft, moist olive oil cake, a favorite shared by many Lawrentians. "[The cake] maintains a perfect balance between sweet and salty," Victoria Slavov '26 explained, reminiscing on her weekly visits to The Gingered Peach during the Fall Term.

The bakery is also famous for its airy and sweet cinnamon rolls. Samantha Costikyan '25 savors their perfect cinnamon-to-sugar ratio, as well as the combination of the warm buns and their tangy cream cheese icing. To Braedon Owen '26, "cinnamon rolls hold a certain sentimental significance" because they remind him of when "[his] grandmother used to make them for [him]."

Another self-nominated "fiend of cream cheese frosting," Linley Fletcher '26 recommends The Gingered Peach's red velvet

cupcakes alongside their cinnamon rolls. "[The cinnamon rolls] are so good," Fletcher said enthusiastically, "After I go [to The Gingered Peach], I feel a lot happier."

Named after The Gingered Peach's "tribute to the city that makes," the Trenton Volcano has always been a first choice for Victor Mongon '26. The Trenton Volcano is a brioche bun stuffed with pork, spinach, cheddar, and swiss, topped with bagel seasonings as a final touch. The variety of ingredients "make harmony" inside the mouth, remarks Mongon. Moreover, within the busy schedule that often forces Mongon to skip a meal, the Trenton Volcano's balanced diet of protein, vitamins, and carbs makes it a "healthy replacement meal." Last but not least, its reasonable price of less than \$4 compared to its enormous size made the pastry "irresistible to try."

The Gingered Peach regular Kingsley Du '26 describes his favorite pastry, the Caramel Crack, as a "delicious, soft treat" that bombards his mouth with "sugary flavor." The Caramel Crack is an "absolute paradise." He enjoys the delectable taste of caramel flowing and flooding his taste buds. Du recommends it to those who haven't tried this "absolute must-have at The Gingered Peach."

From sweet to savory, classic to new, there's something special for everyone at this beloved shop. The Gingered Peach will impress all with its creative and tasteful treats. On a warm spring day, consider indulging in the bakery's heartwarming menu. A delicious dessert will surely "ginger" you, putting a smile on your face.



Emily Pan '24/THE LAWRENCE

Invisible War Invisible Art

SONIA IVANCIC '25
ARTS ASSOCIATE

The Yemeni Civil War, which began 12 years ago in 2014, is currently one of the world's largest humanitarian crises. Yet very few know about this drawn-out conflict, which has long since been lost and buried in the transience of the media. Yemen's crisis is unseen and so are its artists.

However, it was not always this way in Yemen. The city of Aden, for instance, was a hub for painting clubs in the 1930s and '40s, and the cities of Taiz and Sanaa soon followed suit as the art scene began to grow in these major Yemeni cities. In the 1970s and '80s, a partnership emerged between the USSR and Yemen through art, where Yemeni artists would study and hone their skills in Moscow and return home to perfect their craft. This relationship led to the apex of Yemen's art scene in the 1990s, where exhibits and art courses were widespread throughout the country, and visual arts degrees started being offered in universities in Yemen.

In 2011, in the midst of a deteriorating economic situation and the beginning of the Arab Spring, Yemeni civilians stood in protest of the government. However, parts of the resistance soon turned violent, which sparked the ongoing clash between armed groups and government forces. Yemen's war does not have two clear-cut sides but is a complex amalgamation of Sunni and Shia tensions, the legacy of Western colonization, politics, and foreign influence.

The drawn-out conflict provides little opportunity for the country to present or create spaces for art. Moreover, a different outlook on art has emerged in Yemen—when surviving the day-to-day is itself a challenge, making art seem wasteful, futile, and risky. With a

lack of resources, recognition, and reception, along with imminent violence, hunger, and disease, almost all art institutions have been shuttered. Artists have minimal tools, organizations, and international support to encourage them, further perpetuating this mindset.

Yet, art can never be fully erased in any society. While most art aficionados cannot name an internationally-acclaimed Yemeni artist, Yemen's youth have tried to reverse this narrative, resulting in an outpouring of new works. These up-and-coming artists, however, do not want to define their entire identity by war, just like their country is. If we think of Yemen at all, we think of the ongoing civil war, humanitarian crisis, or political turmoil, not of its lush valleys, the sparkling Bay of Aden, or the country's extraordinarily resilient people. Photographer Rahman Taha portrays the beauty of Yemen's nature in a photo juxtaposing the land and coast. Artists like Taha want to showcase that side of Yemen, one that "even Yemeni people don't know about," Taha said.

Much of Yemen's current problems lie in the outside world's ignorance of the situation in Yemen while western corporations quietly enrich themselves from the sale of weapons. Though Yemen's current scenario seems desperate, artists, among many other

Yemeni people, are leading their country toward hope.

One example is street artist Murad Subay who presented his collection called *Faces of War* at the Human Rights Film Festival in Berlin, Germany. Subay's work has also been showcased in the United Kingdom, and he is often known as Yemen's Banksy. While the absence of knowledge and media surrounding Yemen has led to the lack of recognition for the country's artists, these same artists are bringing this issue of coverage full circle by using their craft to spread awareness. They provide a powerful example that art often has more power than violence, politics, or the media, because of art's ability to portray emotion and generate human empathy.



Street Art in Yemen Courtesy of Wikimedia Commons

32 Cans of Soup? A Lawsuit?

ANASTASIA FABIAN '26

Few paintings are as recognizable as Andy Warhol's iconic red and white soup print. Andy Warhol is a widely recognized artist specializing in pop and modern art.

Born in Pittsburgh, Pennsylvania, to Slovakian immigrant parents in 1928, Warhol has become the most influential Pop artist in American history.

Warhol loved tomato soup so much that he said, "I used to have the same lunch every day, for 20 years, I guess, the same thing over and over again."



Michelle Zhang '25/THE LAWRENCE

Warhol's love of soup led him to begin hand painting the wall of 32 Campbell soup cans that would lead to his fame. These paintings stirred great controversy in the world of business and art and allowed Andy Warhol to become one of the biggest art celebrities of his time. Warhol made the soup paintings into prints using a photo silkscreen, doing so because he wanted to make his art more accessible to audiences. He stated, "I don't think art should be only for the select few, I think it should be for the mass of the American people." Warhol had the ability to use items

from pop culture to create paintings that merged the realms of advertising and art. Other than soup, he also painted other artworks inspired by relics of American culture, including Coca-Cola bottles, Marilyn Monroe portraits, lips covered in lipstick, Mickey Mouse, etc. He created a personal style that is impossible not to recognize. These paintings of soup have now become prints and posters that can be seen everywhere.

The hate that these paintings received came from critics who questioned if the soup cans really qualified as art. People didn't know what to make of these painted soup cans that were so different from other art pieces usually shown in galleries during the 60s and 70s. When the paintings were first displayed in the L.A. Ferus Gallery, many people couldn't understand their meaning.

A Los Angeles Times cartoon even made fun of the paintings by depicting two characters making jokes about the painting's lack of

meaning. Despite this controversy, the paintings stayed in the Ferus Gallery. As the paintings started to gain more recognition, however, the Campbell Soup Company sued Warhol, accusing Warhol of copying their design without permission. This started the back-and-forth between Warhol and Campbell that would last decades. But in July of 1962, John T. Dorrance, Jr., the son of the inventor of Campbell Soup, realized that Warhol's paintings' controversy attracted bad publicity to the company. So, Campbell ended up passing on legal action. Campbell decided to instead embrace Andy Warhol's art which brought the brand recognition. Campbell even commissioned Warhol to paint the iconic soup can for the company chair. Once the company realized the amount of recognition Warhol brought, the company sent packs of soup to thank him. The marketing manager wrote, "I have since learned that you like tomato soup, so I am

taking the liberty of having a couple of cases of our tomato soup delivered to you" to Warhol. Shortly after, this infamous collection of 32 paintings of soup was acquired through the Lillie P. Bliss Bequest and displayed in the prestigious Museum of Modern Art (MOMA) in New York City.

Today, these 32 soup can paintings have been widely recognized by the world as some of the most influential art pieces. People began to connect with the various themes in Warhol's work. Some saw the paintings as a comforting wall of soup; some thought the paintings were an intelligent critique of capitalism. These soup cans were so simple that interpretations of the work were limitless, making these paintings so special.

Warhol became one of the leading proponents of the pop art movement of the 1960s, and his art is now well-loved by all. It's funny to think that 32 soup cans can lead to such an outcome!

Student Recommendations

The Promise of A Binge-Worthy Anime

AIDEN MELLON '23

On the eve of interim writing day, I spent the night at

a day student friend's house. We talked most of the night about our lives and our challenges. When we had talked enough and gotten tired of it, we set up the bedroom and prepared to sleep, but not before one

friend recommended that we project the first episode of an anime called *The Promised Neverland* onto the ceiling. *The Promised Neverland* is divided into two seasons, each with 20-minute episodes. I finished the

first season over the course of the week, watching a few episodes at the end of every night. It is a shame that the studio Cloverworks could not deliver on the second season because the first one was so special, but perhaps this finitude only adds to its power. But why should you, a busy Lawrentian, spend four precious hours on *The Promised Neverland*?

The anime opens with cheery scenes of Grace Field Orphanage. Young orphans, ages two through 11, play and eat and live together in jubilant innocence beneath the tender care of their house mother, Annabelle. But everything is not as it seems. The little world of these children rests on a filthy, stinking secret. When two of the brightest and oldest orphans, Emma and Norman, discover that the "adoption" of their friend Connie actually refers to her death at the hands of the demons, they will stop at nothing to defy their domesticated existence. As harvests approach, jaw-clenching suspense stretches out every interaction between the orphans and their "mother." But what really made me

look forward to my nightly viewing was not so much the thrill of the conflict (though it is electrifying) but the deep, deep emotion that streamed from the anguished protagonists.

The Promised Neverland will make your eyes water in hope for these bright young children, and the orphan's love for one another will no doubt reach into your own heart. Perhaps many Lawrentians can sympathize with kids who often have no one but each other to turn to. I also found that the determination of the orphans, the will to escape with everyone against all odds, reinvigorated my respect for the human spirit and reminded me of that special quality of children to imagine a better world for themselves. Either way, the ghoulish universe of *The Promised Neverland* and its plucky orphans contains enough parallels to our sunny sphere of Lawrenceville to at least make comparison an interesting exercise. So, the next time you find yourself with nothing to do on a long summer night, consider entering *The Promised Neverland*. You will not regret it.



The Promised Neverland

Courtesy of Wiki Fandom

Exploring Nostalgia and Coming-of-Age in *Mid90s*

ANASTASIA FABIAN '26

American Cinematographer Chirs Blauvelt once said that "One of the beauties of film is that it gives you a passport to a period." The film *Mid90s* is an accurate representation of Blauvelt's words, as it will teleport watchers straight to the '90s. This nostalgic movie follows the life of a lonely 13-year-old, Stevie, living in 1990s-era Los Angeles with his abusive brother Ian and single mother, Dabney. One day, Stevie watches as a group of skateboarders fool around in front of a skate shop, finding himself intrigued by their mannerisms. The next day, without hesitation, Stevie returns to the shop with a skateboard that he begged his brother for. The film follows Stevie as he deals with neglect and abuse from his family while he struggles to fit in with his new group of skater friends. Stevie's journey of discovering true belonging leads him to an unexpected fate, making viewers ask, "Who will be there when I need them to be?"

Directed by Jonah Hill and produced by Chris Blauvelt, *Mid90s*

recreates an atmosphere that goes back in time. Despite being released in October 2019, the movie feels like an authentic time capsule. Chris Blauvelt made a series of well-thought-out directorial decisions to keep this movie's aesthetic consistent. *Mid90s* was shot on a 16 mm film, giving the movie natural lighting with a retro 4:3 aspect ratio, the same ratio found on an old box television. The movie is shot on film, reminiscent of an old VHS tape. Although *Mid90s* covers subjects such as drug and alcohol abuse, domestic abuse, and self-harm, the movie's cinematography makes it an unusually soothing watch despite its heavy topics. Another amazing part of this film is its casting and lack of "actual actors." Most of the central actors in this film were real-life skateboarders with little to no acting experience. This makes the film seem unscripted while also making it feel real.

The skateboarding in the film is also authentic and impressive. During an interview hosted by Steve Prokopy, the cast of *Mid90s* explained how Hill wrote the script and made the film stay true to the period it is set in. Not one aspect of the movie seems out of place

because Hill pushed the actors to use '90s lingo, music, personality, and fashion as inspirations. Sunny Suljic, who plays Stevie in the film, told the interviewer, "I'm just glad skating is involved, and it shows the culture and how it's not exaggerated. It's subtle, and it's not specifically about

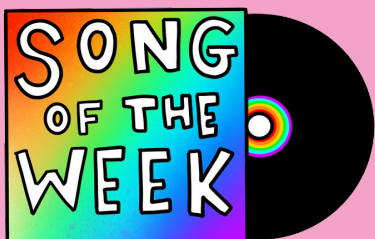
skating, but it shows what skating is about." Suljic noted that the film showed exciting skating scenes that would truly impress any viewer. Hill made sure that the skating styles and variety of skateboards on set were chosen purposefully to stay accurate to the time period. Because of these

choices, it's easy to forget that the film is not actually a reflection of "real life" when watching. If you like skateboarding, filmmaking, or even the '90s aesthetic, make some time on your Sunday afternoon to curl up and get sucked into the '90s by watching 85 minutes of cinematic greatness.



Director of *Mid90s* Jonah Hill

Courtesy of Wikimedia Commons



Anika Ponnambalam '25 / THE LAWRENCE



Courtesy of Wikipedia

Song of the Week: "I Know It Won't Work" by Gracie Abrams

SOFIA BONILLA '24

143 OUTREACH AND MEDIA EDITOR

"I Know It Won't Work" has been on repeat this week since it came on shuffle on my playlist. I like the melody and the shift when the chorus begins—it feels like a spring song, a little hopeful and a little anticipatory for summer. Also, I just love Gracie Abrams!

THE FIVE YEAR WIN STREAK CONTINUES: THE STORY OF GIRL'S VARSITY LACROSSE

ELLIE DUFFY '26

Over the past week, the Lawrenceville Girls Varsity Lacrosse team became Mercer County Champs for the fifth year in a row. This year, Big Red were the number one-seeded team in the Mercer County bracket, followed by the second-seeded Allentown, third-seeded Princeton Day, fourth-seeded Notre Dame, fifth-seeded Hun, sixth-seeded Peddie, seventh-seeded Princeton, and eighth-seeded Robbinsville. Lawrenceville came into the playoffs with an impressive regular season record of 11-3. Big Red entered the tournament strong, beating Robbinsville 18-6 in the first round last Monday. The team continued their strong play into the second round, winning 10-3 against Notre Dame on Wednesday and beating Allentown earlier

this Saturday in a very close 10-9 title game. The Lawrenceville Girls Lacrosse Team, containing some of the most talented players in the country, showcased once again their determination this week ending up with the Mercer County Title (MCT).

Lawrenceville started their championship defense with an 18-6 blowout over the Robbinsville Ravens. The eighth-seeded Robbinsville team entered the tournament with a record of 8-8 in the regular season and only put up six goals against the fierce Big Red team. Lawrenceville, led by Coach Ewanchyna, had five goals from Maddie Brogan '24, three by Amelie Deng '24, two each coming from Coco Hunt '23, Chloe Babich '24, Hayla Dora '24, and Lexie Koch '25; with Caitlin Hoover '23 and Eloise Galante '25 contributing one goal each. Along with 18 shots ripped into the Robbinsville goal, the Big Red goalie, Malia Zovich '24, made 7 solid saves to secure the win. The girls completely dominated Robbinsville to advance into the second round, where they played against a much stronger Notre Dame Fighting Irish team (N.D.) who were seeded fourth in the MCT. Up against an N.D. team boasting an impressive 12-3 record

in the regular season, Big Red came away with a commanding 10-3 victory, even after being down a goal in the early minutes. In the first half, Babich and Koch both scored two goals, with Deng and Mia Kincade '25 chipping in

Lawrenceville team arrived at the nearby Lawrence High School ready to take the Mercer County Title for an unprecedented fifth year in a row. Big Red was up against the same Allentown Redbirds program they faced

The V formers of the Girl's Varsity Lacrosse Team



Courtesy of The Lawrenceville School

with goals of their own, against just two goals scored by the Notre Dame team. Later in the second half, Lawrenceville cemented their win with four more goals for a total of 10 and the win. Like the previous game, Lawrenceville goalie Zovich totaled seven more saves securing Lawrenceville a spot in the championship game on Saturday.

With a noon start time, the

during the 2022 MCT title game, coming away with an astounding 16-9 victory, and Big Red hoped for a repeat of last year's result. Motivated to defend their title, many of the same Lawrenceville players plus a few talented new faces, Big Red came out firing. Big Red started the game with two goals each from Brogan and Kate Morey '24, and goals from Hoover, Kincade, Koch,

and Deng, giving Lawrenceville an 8-4 lead going into halftime. After the half, Lawrenceville added a goal each by Morey and Kincade upping their lead to six at 10-4, before the Redbirds made a late run to cut the lead. As the half continued the Redbirds totaled four goals, making the game a bit more of a nail-biter than the defending champs were expecting. Lawrenceville ended a very close game by becoming reigning champs for yet another season, claiming the victory at a score of 10-9.

Overall, after coming into the tournament as first-seeded favorites, the Lawrenceville team demonstrated their strength and comradery with victories in all three rounds. After an 18-6 win against Robbinsville, a strong victory against Notre Dame, and a close game against Allentown in the final, the Big Red team showcased their unity and determination. The team was able to represent the Lawrenceville Girls' Lacrosse Program with another championship. As the lacrosse season begins to wrap up, hopefully Big Red will continue their five-year winning streak into the next Mercer County Tournament of 2024.

Notable News

Sofia Swindell '25	Boys' Varsity Lacrosse	Varsity Track & Field	Boys' & Girls' Crew	Boys' Varsity Golf
Named Lawrenceville's Athlete of the Year during the most recent meeting	Are National Prep School Champions After Defeating Brunswick 14-13 in 2OT Last Sunday	Claimed The MAPL Championships On Saturday May 13	Had an extremely strong showing at the Stotesbury Regatta with multiple boats earning medals	Capped Off An Impressive Season By Winning Both MAPL's And The Lebovitz Cup

WHO WILL TRIUMPH IN ISTANBUL? A PREDICTION OF THE CHAMPIONS LEAGUE FINAL

LOUIS PARK '26

The stage is set for the culmination of one of the biggest tournaments in the sports world as Manchester City (Man City) from England and Inter Milan (Inter) from Italy will head to Istanbul on June 10 to compete in the Union of European Football Associations (UEFA) Champions League final. For more than 60 years with the most elite soccer clubs from the English Premier League, La Liga in Spain; Serie A in Italy; The Bundesliga in Germany, and from all across Europe have battled for the Champions League throne and the coveted "Big Ears" trophy.

Manchester City F.C. and Inter Milan both faced tough opponents en route to the final. Inter Milan battled against their Milan rival, AC Milan in the semifinals. The game between two traditional rivals was expected to be very intense. However, these expectations were subverted early on. Inter led

the defending Serie A champions by 2-0 less than 15 minutes in, with senior players Edin Džeko and Henrikh Mkhitaryan each finding the net in the eighth and 11th minutes respectively. With AC Milan's key player Raphael Leao—Serie A MVP last season—injured, AC Milan's firepower could not match Inter's. In the second leg, the game remained very even, which kept AC Milan's dream alive until World Cup winner Lautaro Martinez sealed AC Milan's fate and Inter's way to the final with a goal in the 74th minute. After a 3-0 aggregate victory, Inter Milan's underdog story will continue in Istanbul.

Man City once again clashed with defending champions Real Madrid C.F. in this season's semifinal. Not only have Real Madrid won the Champions League a record 14 times, but they also eliminated Man City in last year's semi-final. In last season's first leg, Man City won 4-3 in their home stadium, the Etihad. In the second leg in Madrid, Riyad Mahrez scored in the 73rd minute, making the aggregate score 5-3. Real Madrid couldn't find a breakthrough, with broadcasting statistics giving them a winning probability of only 0.1 percent by the 90th minute. However, a miracle occurred in the Santiago Bernabeu stadium. Real Madrid substitute Rodrygo Silva de Goes scored two goals

within mere minutes of each other, one coming off of a cutback from Karim Benzema, and the other being a header after a cross from right-back Carvajal, to equalize the aggregate score at 5-5. The drama continued when Man City defender Ruben Dias committed a dangerous tackle on Benzema and conceded a penalty only two minutes into extra time. Benzema iced the game from the penalty spot, finalizing Madrid's insane comeback that started at the

Aileen Ryu '25/THE LAWRENCE

regulation.

City again met their old opponent once again in last week's semi-final. The first leg between the two ended with a 1-1 draw, with Kevin De Bruyne and Vinicius Jr. each scoring goals from beyond the 18-yard



box. Real Madrid entered the second leg at the Etihad poised to repeat last year's triumph, but this season's City team was different from the one that lost a year ago. Sitting in first place in the Premier League with Arsenal slipping from the top of the table, and with a place waiting in the FA Cup Final, City's hope of a treble, winning three major trophies in a single season, seemed possible, in large part because of the machine that is Erling Haaland. As a new signing from Dortmund this summer, Haaland broke the record for most goals in a single Premier League season with 36 goals and counting. With Haaland as a final piece to City's squad, they have seemed unbeatable this season, and the squad peaked in the second leg against Real Madrid as they demolished the defending champions 4-0. Portuguese midfielder Bernardo Silva's double, center-

back Manuel Akanji's header, and Julian Alvarez's 91st-minute goal helped City reach their second Champions League final in their history, avenging the pain of last season.

Man City has always been considered one of the strongest teams in the Champions League, as they won the Premier League—the most competitive league in the world—five times in the last six years, along with winning numerous domestic competitions in the same time frame. On the other hand, not many fans expected Inter Milan to reach the final. Despite Inter's illustrious history, they have been going through a relatively tough season. Currently placed in the fourth place in Serie A, Inter is only two points clear of the sixth place with two games to go, meaning they could potentially fail to qualify for next year's Champions League. However, their experience and teamwork brought them to the final. Statistically, a Manchester City victory seems more realistic. Will Manchester City redeem their 2021 loss to Chelsea F.C. and finally win their first Champions League? Will Inter Milan pull off one of the greatest upsets in history? These questions will be answered on June 10 in Istanbul.

Prediction for the Final:
Man City 3 - 1 Inter Milan

How To Fix The Philadelphia 76ers

JOE BARNES '25

With the Boston Celtics surpassing the Philadelphia 76ers in the 2023 Eastern Conference semifinals of the National Basketball Association (NBA) with an overall series victory of 4-3, there has been heavy discussion about which team deserved to come out on top. Considering the fact that Philadelphia is only a forty-five-minute car ride away from campus, there seems to be a surplus of Sixers fans arguing their case. Nevertheless, the matchup between these two east coast teams was one for history books, as it marks their twenty-second matchup in NBA playoffs history.

In light of their loss, the Sixers announced the dismissal of their three-year head coach Doc Rivers. Daryl Morey, the president of the Philadelphia-based NBA team, praised Rivers' coaching abilities, calling the celebrated former Celtic coach a future Hall of Famer. While this loss will leave many Sixers fans unhappy, many others can remain optimistic about a new chapter of coaching. Nevertheless, the question remains of why Rivers was let go as a coach, considering his improvement

of the team's record and admirable coaching strategies on both offense and defense.

In this particular series with the Celtics, the 76ers had taken hold of a tightly contested 3-2 lead by game

series as a whole. The following game seven would mark the fifteenth Celtic victory out of the twenty-two playoff series the two teams have faced each other in. What are the Sixers missing that has caused them to lose in the

this: What can the 76ers do moving forward to possibly pass the semi-finals next playoff season?

A possible answer to this question is building up a roster that is not so heavily reliant upon Joel Embiid. As the Sixers plan out their future, it is necessary that they focus on incrementally enhancing the lineup of players complementing Embiid on the court. A solid wing with dependable shot averages and quick movement to the baseline would hopefully increase the team's lack of depth support & consistency in games, although the team's budget, which is already prioritizing savings on taxes, could prove an obstacle to securing a trade for such a player. To make matters more complicated, the head coaching position is still up in the air, with the likes of Sam Cassell, Mike Budenholzer, Mike D'Antoni, Nick Nurse, Frank Vogel, and Monty Williams being possible candidates according to ESPN. What will happen coaching-wise is unknown as of now, but it stays certain that the Sixers are undergoing necessary changes to better their results next NBA season.



Courtesy of Wikimedia Commons

five, only to lose the following two games. Game six was a tight battle between the two east coast playoff rivals. Marcus Smart led the Celtics in points with a total of 22, while Joel Embiid and Tyrese Maxey led the Sixers with 26 points each. As the game progressed, the Celtics took hold of the lead and later the

semi-finals two years in a row? Were their losses to the Miami Heat in 2022, and now the Celtics this year, due to Doc Rivers's coaching strategies, or lack thereof? The answer remains more complex than blaming the consistent disappointment on the head coach, and maybe the more important and relative question is

The Real Play-By-Play: Navigating the Fine Line Between The Truth & Buzz

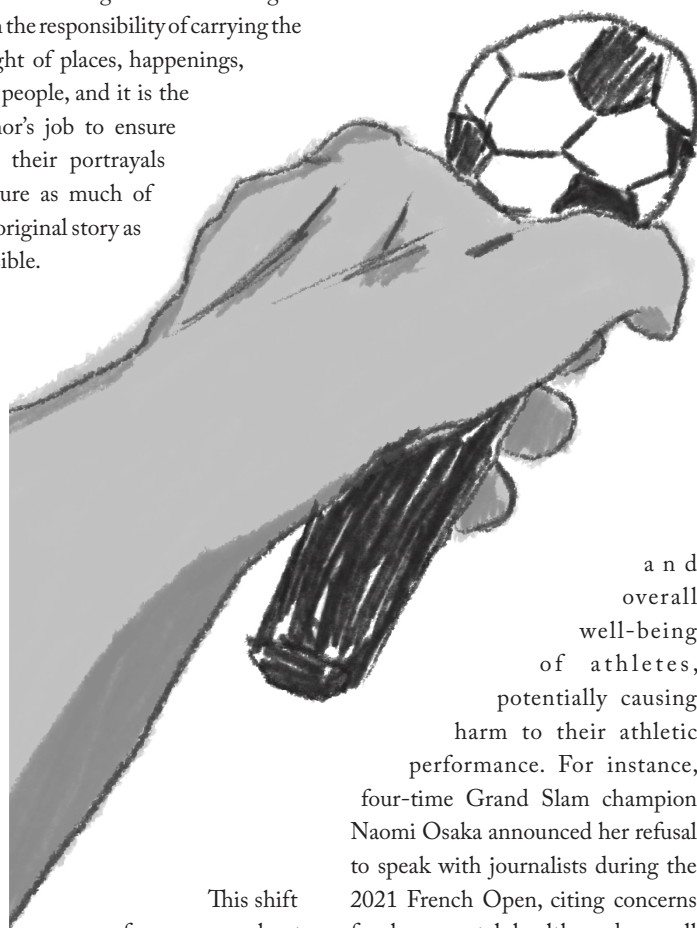
SIMI RATH '26

Countless sports fans across the globe have both enjoyed and consumed sports media for decades. However, amidst the reaction-based, grandiose nature of today's broadcasting, fans might find it more difficult to differentiate between existing as a consumer versus a product of the media industry itself. Viewers are unknowingly subscribing to outlets that provide them with twisted, or even outright false information. Several media companies have been grappling with the challenge of maintaining the delicate balance between sharing insightful stories and generating enough buzz to pull viewers in and keep them. This era of flashy headlines, hot takes, and overly exaggerated narratives has undeniably impacted the realm of sports journalism, often diverting attention from the high-quality reporting and in-depth analysis that sports fanatics require. This issue begs the question: Are audiences benefitting from major outlets sacrificing the insight that sports media was intended to offer, in favor of hyperbolic and controversial titles?

The short answer? No, they are not. One of the primary consequences of sensationalization in the media is the loss of insightful sports coverage. The quest for controversial stories and sensationalized events has overshadowed the true nature of journalism. Many argue that journalism is nothing without a story, a sentiment that I agree with.

I believe that a story carries more power than any article or broadcast could begin to accommodate. It is the author's passion and love for the story itself that makes for the most valuable writing. Stories are charged with the responsibility of carrying the weight of places, happenings, and people, and it is the author's job to ensure that their portrayals capture as much of the original story as possible.

Rehanna Yakubu '25 / THE LAWRENCE



This shift from what journalism ought to be to what it is now is reflected in the prevalence of extreme viewpoints and hot takes, which have fueled polarization rather than fostering balanced discussions and nuanced analysis. In the pursuit of attention-grabbing headlines, media outlets also frequently twist the truth of existing stories and take remarks and events far out of context.

Not only are the integrity of sports stories at risk, but so are the interests of the athletes themselves. The unrealistic expectations fueled by media narratives may compromise the mental health

careers, and entire lives of the athletes they are so willing to throw down, noting that "all the f---ing media does is write stories to get clicks," adding that he "could give a long answer about something, and they can take a blip of it and write a story about it that has nothing to do with what [he] was saying." Rodger's mistrust of the media is so profound that he finds it necessary to document all his interviews personally, ensuring that his words are safeguarded from misinterpretation or manipulation if taken out of context.

While it is important to acknowledge that not all sports media outlets engage in the aforementioned practices to the same extent, there are numerous examples that highlight the issues the industry faces. To address these challenges, media outlets must adapt and change their approach to remain truthful while still generating buzz. Firstly, an emphasis on fact-based reporting should serve as the foundation of sports journalism. Verification of information, citing credible sources, and evidence-based claims must become standard practices to prevent the spread of misinformation and maintain credibility. Also, promoting diverse perspectives is crucial to fostering balanced discussions. Rather than relying solely on hot takes and extreme viewpoints, media outlets should strive to present a range of opinions to provide audiences with a comprehensive understanding of the issues in sports.

Does Failure Exist In Sports?

NIKHIL DHRUV '26
SPORTS ASSOCIATE

On April 26, 2023, the world witnessed a great phenomenon in the sports industry. For only the fifth time in NBA Playoff history, the number-one seed was upset by the eighth-seed Miami Heat in the first round as Jimmy Butler led the Heat to a triumphant victory against the Milwaukee Bucks, shocking the entire world. Moments after the game, Milwaukee Bucks superstar and two-time NBA MVP Giannis Antetokounmpo (known by fans as Giannis) made his emotions known. While in the press conference room, Giannis addressed a seemingly innocent question that asked if he viewed this season as a failure. Giannis was not pleased to hear this question for yet another year, but his response offered some very valuable constructive criticism. Throughout his delivery, Giannis continuously brought up the motivational phrase: "There is no failure in sports, only steps to success." Prominent athletes such as Joel Embiid have since quoted Giannis' speech in their own interviews. This quote leads us to think, is Giannis right? Is there truly no such thing as failure in sports? In order to answer this question as accurately as possible, we have to analyze the performances of some of the greats.

One of the primary examples Giannis uses in his response is Michael Jordan. Jordan is considered to be one of the most iconic athletes the world has ever seen. Giannis recognizes that Jordan played 15 years of basketball and won six championships; then he asks, "Does that mean that the other nine years were a failure?" Tom Brady, widely regarded as the "GOAT" of football, played for 23 seasons and tallied seven Super Bowl victories. Does that mean that the other 16 seasons were all failures? Of course not! Jordan has established himself as one of the best athletes of all time even though he only won the championship in six out of his 15 seasons. Brady has shown the world that he is the greatest quarterback ever, but he only won the Super Bowl in seven out of his 23 seasons. Great athletes don't always succeed, but that doesn't mean that they outright failed. There are many reasons why this might be the case, but the majority of the time athletes such as Jordan and Brady succeed because they learn from their mistakes. It does not matter if you win the championship or if you came in last place; you still strive for success. Some teams or players might have progressed more than others, but in the end, everyone has improved. The more times you strive for greatness, the higher chance you have of becoming a star. In 2018, Brady came short of winning the Super Bowl, but that didn't stop him from becoming a better player. The next season he got back to work and ended up winning the Super Bowl. This just goes to show that it is totally normal for athletes to lose, but what is important is how you bounce back. In conclusion, as Giannis says, there is no such thing as failure in sports, only steps to success. No matter how many times you may fall short of winning the championship, you are still striving for something greater. In the words of Giannis, "There are good days, bad days, some days you are able to be successful and some days you are not, some days it is your turn and some days it is not, and that's what sports are about."

THE PLIGHT OF A DEPRESSED CHELSEA FAN: WHY WE LOVE OUR FAVORITE SPORTS TEAMS EVEN WHEN THEY REALLY REALLY

SUCK

BRYAN BOANOH '25
143 SPORTS EDITOR

In 20 or 30-odd years or so, when I'm recalling my experience as a Lawrenceville student, I'll look back at my III Form year. In doing so, I will be forced to remember the horror that was the 2022-2023 Premier League Season, and I'll probably have a visceral reaction. As you can tell from the title, I am a fan of Chelsea F.C. and have been for as long as I can remember, and this season has not been so kind to my team. It felt as if every week I was bombarded by social media posts citing new statistics: "Chelsea have failed to score a goal in their last seven games, their longest

streak since the Triassic period", or "Chelsea have gone 197 centuries without a win, their second longest winless drought this season" or some other stat that tried in vain to convey the despair that I felt watching my team from week to week. Whether losing to bottom-of-the-league Southampton F.C. TWICE this year, getting beaten a combined 4-0 over two games by Real Madrid C.F., or spending upwards of €600 million on signing new players only for them to not live up to standard, or perhaps the plain fact that we sit at 12th place in the Premier League Table, this season has never failed to conjure up new and creative ways to metaphorically kick me while I'm still down. It's been a wild and largely unenjoyable ride that I never want to repeat again that left me feeling carsick at every single turn, but in spite of how terrible the ride was, I stayed on the whole year. Every time a Chelsea game was on cable TV, I was there watching like clockwork. I saw every single loss that I could with my own two eyes. When I couldn't watch the game, I was

watching highlights so I could see just how this dumpster fire of a campaign was going. I watched analysts, professional and amateur alike, review the games and discuss the few things that went right and the abundance of issues that needed fixing. I heard the same issues being brought up from week to week until I was sick of hearing about them, only to then tune in the next week as well. I rejoiced when the Premier League Season was put on pause to allow the World Cup to begin, and while I was excited about the World Cup starting, I spent most of my time telling my friends I was more excited for the fact "I wouldn't have to watch Chelsea anymore." I've been cursed to love this unlovable group of players for nine months, and I've loved hating every second of it.


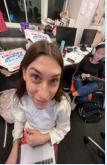
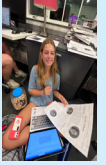



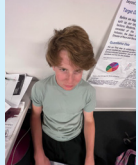




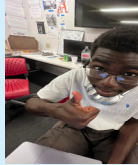
But why are we as sports fans so loyal to our favorite teams? There is a 99 percent chance that we will never personally know any player or coach on the roster, and they definitely don't know any of us personally. A lot of the time, supporting a team has a negative

financial impact on fans, due to all the merchandise and tickets we have to buy to support them. We fans hope for championships or deep playoff runs, but only an extremely lucky few get to see their team win big trophies consistently. Some fans can go their entire lives without so much as seeing their team make it to the final of a prestigious competition. So if watching our team succeed isn't guaranteed, what do sports enjoyers have to gain from this extremely one-sided relationship? What it ultimately boils down to is that we don't love our favorite sports teams because of what they do for us; we love them because of what they don't do. In our modern-day lives, we're constantly having to maneuver through seemingly countless challenges. Whether it be from school, work, or social situations, there's always something out there causing us stress these days. A lot of the time we are devoid of any leisure time and are constantly under immense stress and pressure. This makes those precious moments of truly

"free" time all the more valuable, and since many sports fans spend their weekends, their leisure time, watching and consuming sports content, sports become inextricably tied to the best parts of their week. For many sports fans, our favorite teams become the physical embodiment of our ideal life, a life without constant stress. We aren't asked to do anything when watching sports; there are no expectations besides sitting down and trying our best to enjoy ourselves.

So what do we do when our favorite sports teams just keep on losing? We put on our jerseys, turn on the T.V., and we watch them play because our favorite teams represent us. The best parts of us. The parts of us that aren't bogged down by the seemingly unbearable weight of working a 9-5 or being in school for 7 hours every day. The parts of us that don't have to deal with all of the pressures society entrust us with. The parts of us that are free to just enjoy life for what it is.

"Board Picks But It's Actually The Whole Board This Time" Picks

<i>1/2 The Board</i>	<i>Claire Jiang '24</i> VERY MUCH NOT <i>a tyrant</i>	<i>Sabrina Ottaway '25</i> <i>Alleged AI language Model</i>	<i>Jackie Williams '24</i> <i>Playa Bowl Enthusiast</i>	<i>Garett Heffern '24</i> <i>Late Night Crew Member</i>	<i>Sofia Carlisi '24</i> <i>Actually gets her page in before 10:00PM</i>	<i>William Wang '24</i> <i>Board DJ</i>	<i>Helena Chen '24</i> <i>Board's #1 Foreign Language Speaker</i>	<i>Cindy Shum '24</i> <i>Member of the Hallway Crew</i>
								
<i>Favorite Quote From This Year</i>	<i>"I sometimes talk to myself in my head..."</i> <i>"That's thinking."</i>	<i>"I changed my mind about free speech"</i> <i>-me</i>	<i>Not a quote, but the absurd number of Taylor Swift songs played</i>	<i>"Your back looks like a banana" - Bryan Boanoh</i>	<i>"PLEASE PLEASE PLEASE can I put in that really funny picture of Bryce with the flashing background?!!"</i>	<i>I don't want to get cancelled</i>	<i>NJ From the Lawrence</i>	<i>"I have never followed a rule. That is my rule. Do you follow? I don't."</i>
<i>on a scale of one to ten how much will you miss me, Sofia Bonilla, over the summer?</i>	<i>Is this really a question bonilla?</i> <i>a lot</i>	<i>I'm sorry, do I know you?</i>	<i>10/10</i>	<i>5</i>	<i>Missing you is like trying to hold onto a handful of sand; no matter how tightly I grasp it, it slips through my fingers, leaving only traces of longing behind.</i>	<i>10. Definitely who else will I play around with the faces book with?</i>	<i>10.001[Skull Emojis don't work on Indesign so just imagine one here]</i>	<i>100000</i>
<i>If you weren't the editor of your section what section would you be the editor of?</i>	<i>Arts</i>	<i>I would be Head of the rizz</i>	<i>Sports</i>	<i>Ops or Bust</i>	<i>Smurray's speeches (can I say this lol)</i>	<i>I'd be the Editor of Chiefs.</i>	<i>Ops since I'm the op</i>	<i>News because then I get to bully the photos editor with photo assignments that are always copyrighted</i>
<i>What will you miss most about class of 2023?</i>	<i>their sage advice, late night car drives... it'll be bittersweet without them</i>	<i>their frequent raids of the office snacks <3</i>	<i>Their humor</i>	<i>The Woodhull Prefects</i>	<i>emma kim.</i>	<i>Viraj. Trupin. Autri. Bradley. Alistair. Laubster. Roan. And everyone else that made Wood great.</i>	<i>My friends</i>	<i>like everything</i>
<i>The Other (Better) 1/2 of The Board</i>	<i>Will O'Reilly '25</i> <i>Late Night Crew Member</i>	<i>Arisa Okamura '25</i> <i>The One That Actually Gets Stuff Done</i>	<i>Nichole Jin '24</i> <i>Indesign Expert</i>	<i>Luke Park '24</i> <i>Old Man</i>	<i>Aki Li '25</i> <i>#1 Headphone user on the board</i>	<i>Emily Pan '24</i> <i>#1 Izzy enjoyer</i>	<i>Bryan Boanoh '25</i> <i>One Page Wonder</i>	
								
<i>What snacks are you stealing from the office before summer starts?</i>	<i>ALL THE WELCH'S</i>	<i>I recently realized that popcorners are so good</i>	<i>The animals crackers that fell on the floor and got viciously crushed from people stepping on them i'll eat those up</i>	<i>Pop corner (breaking bad snack)</i>	<i>Welches!</i>	<i>Izzys, the cape cod 40% less fat chips, and cindy :)</i>	<i>The shrimp chips just so that no one else can have them.</i>	
<i>On a scale of one to ten how much will you miss me, Sofia Bonilla, over the summer?</i>	<i>10 - even though you're my #1 opp</i>	<i>Eleven</i>	<i>10 she's always making quiet snarky your mom jokes that nobody hears but gives me a good chuckle</i>	<i>Not as much as bug and pop corner</i>	<i>A solid 7.5</i>	<i>1E+18</i>	<i>I don't know how to count</i>	
<i>If the Lawrence had a mascot what would it be?</i>	<i>William Wang</i>	<i>cat (so we can have one in the office)</i>	<i>Ginger king Will O Reilly</i>	<i>My bug</i>	<i>It would be like Lawrence the Lemur</i>	<i>Autri dub</i>	<i>A Sleep Deprived Child (Just Like Me Fr)</i>	
<i>What will you miss most about class of 2023?</i>	<i>Justin Fermin</i>	<i>Their astonishing leadership</i>	<i>their model Lawrentian behavior</i>	<i>142. Godspeed, love y'all</i>	<i>my senior crushes</i>	<i>their shining personalities</i>	<i>Getting Free Food From Andrew</i>	