

Earthquake Strikes Campus



Melina Kyriakopoulo '27/THE LAWRENCE

MIA KINCADE '25

Last Friday, April 5, a 4.8 magnitude earthquake hit New Jersey and reached the Lawrenceville campus. This was a first-time experience for most local students, as an earthquake of this magnitude has not hit New Jersey in about 240 years. In the week following the event, the earthquake has been a frequently discussed topic among students.

Megan Widlar '26, who was "learning about electron configurations in ICPS" at the time of the earthquake, recounted her experience, noting, "I was kind of confused as to what was happening, and so was everyone else." While she found this experience bizarre and puzzling, Widlar concluded, "It was very rare, and I'm excited that I got to experience it."

Kosiso Okonkwo '25, was in French class "reviewing homework from the night before, when there was a rumble, and the projector began to move." Okonkwo first thought that it was "something in the basement of [Father's Building]," but quickly turned to her classmates and noticed the looks of "disbelief, shock, and confusion" on their faces. "This was definitely a very memorable moment for me," she said.

Jalen Gravesande '25 expressed a similar sentiment of confusion,

elaborating, "I thought it was construction at first, but when I saw everything shaking, I began to wonder what was going on," before realizing that he had experienced an earthquake after his mother called him.

Following the earthquake, Campbell Abbott's '25 teacher ordered students in the Kirby Math and Science Center to exit the building. "We had to evacuate the building and then my teacher went to other classrooms, telling others to do the same," she recalled. While the event was surprising to Abbott, she remarked, "I wasn't too worried because it only lasted a couple seconds."

Contrary to the situations most Lawrentians found themselves in when the earthquake struck, Toni Eburnlomo '25 was alone during the occurrence. "I was laying in the Infirm with the stomach bug, feeling weak and sickly, when the ground started to shake beneath me," he said. Because there was nobody around to tell him what happened, he "started Googling and going on Twitter." He soon figured out that the sudden movement of the building was, in fact, an earthquake.

Although this earthquake only lasted for a short period of time, it had a large impact on the community. Because there was little to no damage, many Lawrentians characterized this experience as fun and memorable, adding a surprising twist to their days.

PRIDE WEEK



ELLEN JORDAN '26

Although Pride Month officially takes place in June, due to obstacles in Lawrenceville's academic calendar—

which has students departing campus on May 29—the School's Gender and Sexuality Alliance (GSA) held

its annual Pride Week celebration this week. According to GSA's Advisor Brian Jacobs H '22, the week's programming aimed for Lawrentians to "listen, learn, discuss, and celebrate [Lawrenceville's] queer community both on and off campus." On Tuesday evening, Dessert & Dialogue commenced the Pride Week celebration as students

gathered in the Bath House for student discussions. Last Wednesday, in collaboration with the Bunn Library's weekly Wellness Wednesday, students and faculty members alike had the opportunity to create Pride bracelets in the McGraw Reading Room. Additionally, GSA held a faculty panel in the Heely Room on

Wednesday evening. On Thursday, GSA hosted a Senior Stories event, followed by a Pride Flag raising ceremony. Pride Week will conclude on Saturday with a day trip to Choate Rosemary Hall for the Spectrum Conference. The Conference is held annually by Choate, with this year's main topic for the Conference being queer representation in the media.

Eli Lacey '25: Let's Drive it Home

SIENNA SOEMITRO '26

On Friday, March 29, *L10 News* premiered the Election Special for the newly elected student body president: Eli Lacey '25. Lacey will succeed current School President Bryce Langdon '24. Lacey hopes to drive Lawrenceville forward in his presidency, focusing on discretion in the disciplinary process, utilizing Reach's community chat, invigorating student-teacher relationships, inviting more alumni voices to School Meeting, and incorporating a driver education program.

"I felt like I had a good pulse of the School and would be able to represent the student body pretty well," said Lacey, a member of Periwig, the Boys' Varsity Wrestling Team, and the Football Team. "I want changes that are easy to implement



Eli Lacey '25

Olivia Allison '27/THE LAWRENCE

but would still have a big impact on the School," Lacey added, ensuring that all of the ideas on his platform will be attainable during his tenure as president.

"The first thing I want to implement is the Reach community chat so that everyone will be in the loop for the events to come next year," continued Lacey, who noticed that the only form of receiving information from the School was through the House Letter emails and School Meeting announcements.

This limitation meant that major events often went unnoticed by many students who rarely checked their emails. Additionally, he plans to work with Dean of Students Blake Eldridge '96 H'78 '12 P'25 to implement a driver's education program at the beginning of the Fall Term.

"I realized one day that I've never learned how to drive, and I know a lot of people on campus that don't know how to [either]," mentioned Lacey, hoping to mitigate this challenge while living

away from home. He is also eager to start working with the new Student Council, specifically the Vice President of Honor and Discipline, whom he will join in efforts to make the disciplinary process more discrete and private.

Hoping to promote a prominent campus social life, he added, "I want to keep going with the trial phase of visitation that Bryce just started." In the Reach app, Lacey also plans to create polls to increase transparency between the admin-

istration and students. "Bryce has done great work so far, so I hope to continue what he's done and take inspiration from him in the future," he noted.

Though the campaign process was stressful for Lacey, he found joy in speaking to and connecting with the student body. He explained that "the thing that makes Lawrenceville a special place is the community" and is hopeful that he will be able to fulfill students' wishes this upcoming school year.

"Lawrenceville is an extremely rigorous school, but we can't forget to keep building up and supporting the people around us," Lacey concluded. He hopes to leave a lasting legacy at Lawrenceville, creating an environment where students empower each other to succeed.

2024 Solar Eclipse

Yuna Cho '26 covers the rare eclipse New Jersey experienced on Monday.



Rom-Coms: Unrealistic but Unforgettable

Robert Giuffra '26 discusses the values of romantic comedy films.



Grilled Cheese & Green Jackets

Nikhil Dhruv '26 goes in depth on the traditions of Golf's biggest tournament.





THE LAWRENCE

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CORRECTIONS

Readers who notice errors should contact igaskin25@lawrenceville.org.

DOG OF THE WEEK Mia the Miniature

Mr. MacDonald (The Big Red Farm)



While Sir Walter Raleigh was once renowned as a colonial statesman, soldier, writer, and explorer; by 1618, he found himself condemned as a criminal by the British Crown. Raleigh heard the five charges against him for the first time at trial. Throughout the proceedings, he unsuccessfully attempted to summon and confront the author of a damning affidavit. Raleigh's defense crumbled. After 25 minutes, the jury delivered a guilty verdict, and Raleigh was executed soon after.

Scholars debate whether Raleigh's trial inspired the Sixth Amendment's confrontation clause, which guarantees the right of the accused "to be confronted with the witnesses against him." Catalyst or not, Raleigh's case exemplifies the need for such policy, and the deliberate, thorough pace of justice that our country aspires to achieve.

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Centuries later, the Lawrenceville School's disciplinary system upholds this tradition of impartiality, respecting the due process of fair inspection every student deserves. In our disciplinary proceedings, faculty involved in investigating a student's misconduct are usually prevented from participating in the resulting disciplinary hearing. Furthermore, any student alleged of a major school rule violation retains the right to be the first to present an account during the hearing, ensuring their perspective is heard.

Editorial Artificial Justice For All

However, the rise of artificial intelligence in students' academic lives may threaten the viability of this carefully constructed process. Like schools across the nation, Lawrenceville adopted Turnitin's A.I. writing detection model. However, relying on such algorithmic systems to determine guilt or innocence in cases of unauthorized A.I. use risks eroding the aforementioned democratic protections for student "defendants." Demanding that Turnitin "show its work" for its conclusions is nearly impossible, and any student falsely implicated by the A.I. detector lacks any means to confront Turnitin's decision in a disciplinary hearing.

By no means does this editorial entertain fears of an unlikely, terrifying future of throngs of innocent students punished for violations they didn't commit; yet, statistically speaking, this future is worth grappling with as we adapt to the usage of A.I. in schools. Turnitin boasts a "below 1%" rate of false positives on a sentence-by-sentence basis—should we assume, conservatively, that the real false positive rate hovers around 0.1%, and if all ≈ 832 Lawrenceville students submit five papers a term through Turnitin, we can expect around four of those 4,160 submissions to be falsely flagged as plagiarism. While four may seem like a small number, these four false positives represent four futures forever altered at the hand of a disciplinary system failing to reach the correct verdict.

Looking ahead, Lawrenceville must protect the virtues of fairness and justice as it adapts to A.I.'s influence on our academic lives. Just as schools adjusted their expectations of students' work with the advent of the internet, so too should they adapt classroom expectations to challenge students beyond the generative capabilities of A.I. After all, in a future where A.I. infiltrates America's workspace, Lawrenceville students will expect to possess the skills

Just as schools adjusted their expectations of students' work with the advent of the internet, so too should they adapt classroom expectations to challenge students beyond the generative capabilities of A.I.

which surpass mundane tasks A.I. can accomplish. By embracing innovation while safeguarding fundamental rights, educational institutions can navigate the evolving landscape of technology while upholding the principles of due process and equity.

Here at *The Lawrence*, we always look for the most economical solution. When approaching Artificial Intelligence, we suggest re-utilizing a resource every Lawrenceville classroom has: the Harkness table. As Lawrentians have learned in the past year, A.I. software can't break out of its hardware shell and help us at these organic discussions, where only our ideas, attitudes, and ambitions facilitate our learning. With laptops closed and eyes on each other, real learning happens in the moment: the School could replace asynchronous assessments with graded Harkness "debates" that test our ability to synthesize ideas in real time. These dilapidated, defiled, unapologetically wooden Harkness tables are our final bulwark against the encroaching influence of A.I. and, perhaps, the refuge where students can grow as thinkers and leaders without the temptation for technology—the kinds of thinkers and leaders that A.I. could never replace.

This Editorial Represents the Majority Opinion of The Lawrence CXLIV.

Il Dolce far Niente

No, Your Happiness Is Not "Wasted Time"

SAHANA LÖWY '26

With the influx of '50 days left at 2500 Main Street' posts and seniors shopping for graduation dresses, it seems like the end of the 2023-24 school year has snuck up on us: how many times have you heard the phrase "time moves differently at Lawrenceville" or felt infinitely-long days trip into finals week without warning? We rush from one class to another, deeply immersed in the pursuit of achievement, chasing badge after badge, yet perpetually striving for more. Lawrentians often feel guilty for 'doing nothing,' equating success with business. We live in a culture of achievement; our goals energize us. But life, even at Lawrenceville, is more than a series of accomplishments to be collected—baked into the pursuit of excellence is a disregard for the present moment.

What happens to us when we are constantly focused on the next thing, whether it's mindlessly checking the boxes on an ICPS worksheet or doom-scrolling frantically from post to post? Inundated with distractions, our minds rarely have the opportunity to go 'offline' and engage in the kind of deep, uninterrupted thought necessary for creativity to flourish. Neuroscientists assert that boredom is good medicine for your brain—it amps up one's engagement with

their surroundings. In fact, New York schools will require two to five minutes of "Mindful Breathing" each day starting next fall, intended to



Phoebe Rayner '27 / THE LAWRENCE

promote physical and mental health. Lawrentians cannot allow our goals to propel us so powerfully that we diminish our capacity for living in the present. Only looking to the future means forgoing the enjoyment we can derive from appreciating what we have in the moment. Living in the present doesn't only mean feeling grateful for what you have, but rather allowing

yourself to feel and react to the world around you without the burden of perpetually considering what it could mean for the future.

It's important to remember that we are human beings, not human "doings." None of us are meant to be constantly in action, moving and pursuing with no pause. For instance, the Dutch language includes the word *Niksen*, defined as "the practice of doing nothing as a means of relieving stress; idle activity, as staring into the trees with no purpose other than relaxation." The Italians

call this *Il Dolce far Niente*, translating to "the sweetness of doing nothing." *Niksen* is not shorthand for being lazy and *Il Dolce far Niente* is not an idiom

that promotes indolence— what they both point to is the pleasure of simply being. If we wish to be our best and most creative selves, perhaps some of that would help: we could shut off the engine, rest, and just exist. We need to wind down, recharge, and allow ourselves to daydream.

Humans are meant to reflect, not solely for a class or any other specific

purpose, but to be alone with our thoughts. In these moments of quiet reflection, we truly connect with ourselves and our thoughts, feelings, and experiences. When we pause and make sense of the world around us, we process our experiences, both positive and negative, and learn from them. "Doing nothing" helps us gain perspective on our lives, goals, and values. Time taken for your own peace and betterment is never wasted—perhaps we should pencil it into our schedules more often.

In the end, it's not just about what we get out of Lawrenceville, but what we get out of life itself. As our school lives exemplify, fulfilling that potential requires balance. While we can develop by pursuing extrinsic goals, taking time off—a break, a bout of boredom to refuel our creativity and to reflect—is what facilitates a fulfilled and thoughtful life. Maybe wake up early and bask in a sunny window from time to time or take the time to try out a new exploration with a friend. There is no such thing as a waste of time and you never know what you'll miss out on if you never stop and do nothing. So take the moment to look up from whatever you're doing. Put down this paper. Take in the people around you. Memorize their faces. Sniff in their scents. Don't let the goodbyes sneak up on you.

Who's Working for the Working Class?

LEO MAHE '26 &
ERIC CHEN '27

In a reverse-polarized political climate, where the electorate votes "against" candidates as much as they vote "for" their rivals, Trump should be a pretty easy target, right? The fascist rhetoric, his history of sexual assault, 88 criminal charges. Yet, somehow, this cacophony of what would once have been an unelectable mess has become a winning formula for the presidency. The Democratic Party often expresses the incomprehensibility of Trump's ascent to power; yet, like a narcissist wondering why they are disliked, the party has failed to look inward at their flaws.

The Democratic Party's struggles with losing voters to Trump stem from its detachment from its traditional voter base: the working class. It wasn't long ago that the Democratic Party was seen as the party of the working class. Yet, as David Horsey of *The Seattle Times* puts it, "The Republican Party, after a long history of unfailing support for plutocrats, has become the party favored by a majority of non-college-educated working-class voters and rural Americans." Somehow, the Democratic Party's core voter base has become more educated and wealthier, while the Republican Party has turned into the party of the working class, marking a complete shift from the politics of yesteryear.

In recent years, Democratic elections have relied heavily upon swing states predominantly located in the Rust Belt, a section of midwestern and northeastern America that is predominantly industrial and, most importantly, inhabited by the working class. According to Stephanie Ternulo of *Time*, "Whiter, less affluent communities in the industrial heartland of America—where residents are less likely to have a college degree—remain loyal to Donald Trump, seven years after they first helped deliver him the presidency." In 2016, Trump was able to win Pennsylvania, Ohio, Michigan, and Wisconsin. In 2020, Biden was able to switch over all the aforementioned states except for

Ohio.

The Republican Party, over the past few decades, began to threaten government shutdowns and government default, willing to take unprecedented measures. As this rebellious attitude brewed in the Republican Party, the Democratic Party continued its strategy of playing peacemaker, marking asymmetric polarization. Asymmetric polarization is the defining quality of modern-day American politics—while the right sinks further into radical politics, the left remains unchanged. This asymmetry shapes both parties' policies and optics.

Amid rising anti-democratic sentiments in the Republican Party, a chaotic patchwork of state abortion laws, and a backlash against "woke policies," the Democratic Party faces numerous roadblocks to enacting agendas increasingly isolated from popular will. These concerns should certainly compose a core part of their campaign, but more needs to be done on kitchen-table issues. Today, one can hear only murmurs of popular progressive policies, such as universal healthcare and a more aggressive wealth tax hidden in random tweets on Biden's official Twitter account; he has called healthcare "a human right" and "not a privilege," all while supporting a minimum tax of 25 percent for billionaires; these ideas were neither achieved nor have since become central to the Democratic Party's platform. However, these are both overwhelmingly popular policies; according to a Reuters/Ipsos poll, 64 percent of Americans support raising taxes on the ultra-rich, and a Hill-HarrisX poll found that 69 percent of Americans support Medicare for All.

Democratic adoption of kitchen-table

issues could be extremely beneficial to their broader campaign. As noted by Vox, in Wisconsin, Michigan, and Pennsylvania, roughly 51,000, 47,000, and 116,000 voters, respectively, fled from supporting Bernie Sanders, a progressive candidate who campaigned on a wealth tax and Medicare For All, to voting for Donald Trump, someone diametrically opposed to Sanders. In the aforementioned states, Trump won 22,000, 10,000, and 44,000 votes, respectively. A study by the Cooperative Congressional

to hijack it. Trump's rhetoric on policy was entirely centered on the working class—he wants immigration reform to prevent the loss of American jobs, lower taxes to revitalize the economy, and support Big Oil to lower energy bills. Trump's ability to understand what voters want and center his rhetoric around their desires is undeniable: He

understands that radical populists like Marjorie Taylor Greene appeal to voters more than traditional policy wonks like Paul Ryan.

While Trump frames himself as a President for the working class, he has

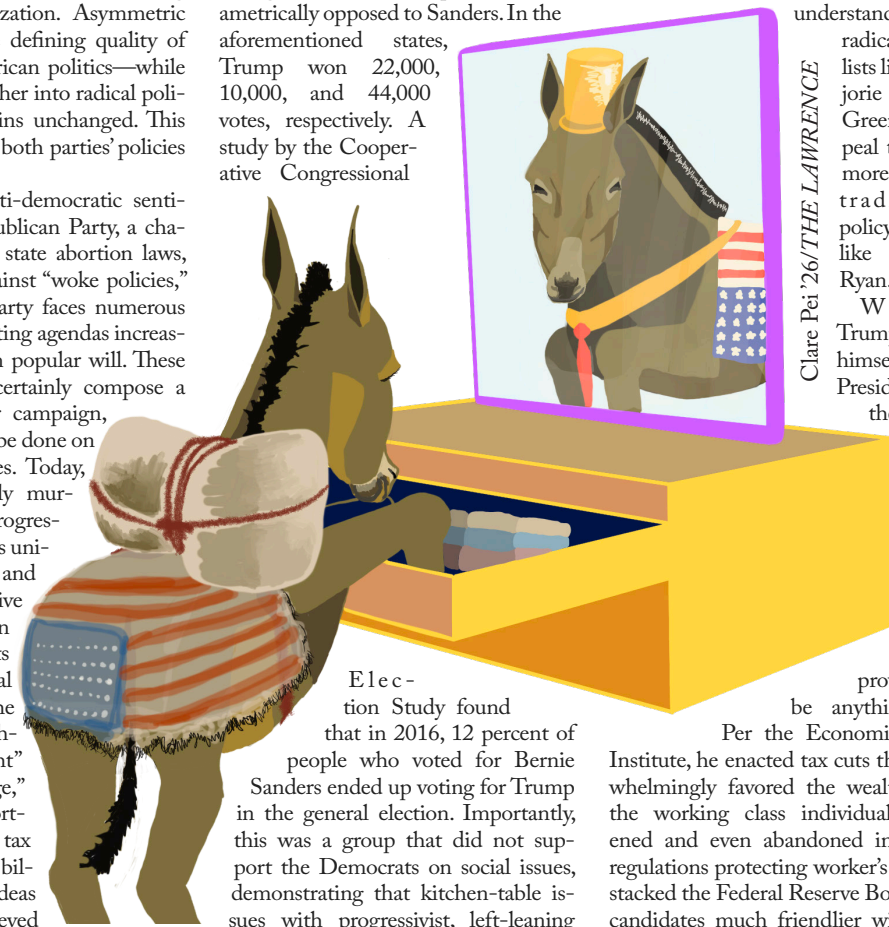
proven to be anything but: Per the Economic Policy Institute, he enacted tax cuts that overwhelmingly favored the wealthy over the working class individual, weakened and even abandoned important regulations protecting worker's pay, and stacked the Federal Reserve Board with candidates much friendlier with Wall Street than working-class individuals. These stances are hardly surprising; Trump, a billionaire, benefits far more from policies that improve the lives of wealthy individuals like himself than those that benefit the average worker.

And yet, he continues to hold onto the working class vote. He has a masterful ability to frame policies as beneficial to workers even when they're not: He

makes a corporate tax cut sound appealing to the working class, something the Democratic Party couldn't do in their wildest of dreams. Trump, above everything else, is a brilliant salesperson and, thus, a brilliant politician in today's day and age.

Trump's victory should not have been surprising to the Democratic Party. Instead, it should have served as a warning—a warning that, eight years later, the party has yet to hear. The world is beginning to change, and with it, the political climate. The politics of today are radically different from the politics of years past—so much has happened in so little time. The route to victory for the Democratic Party is not one of stagnation but one of adaptation. Americans are no longer content with the establishment politics that seemingly fail to properly represent the people—voters are now more attuned to the inner workings of Washington than ever before and have realized who the politicians truly represent. Given this knowledge, voters are suddenly less content with a Washington run by politicians with corporate interests and billionaires lobbying for them; politicians who are different will stand out.

There is no return to the old normal; instead, the Democratic Party must find fresh rhetoric and policy, committing to a campaign of genuine change centered on the working class. Like Trump, they must focus on the game of optics; Build Back Better in no way competes with Make America Great Again, and yet, in today's political climate, Biden's new slogans must. Biden, as well as the broader Democratic Party, must win based not on votes against Trump but instead on votes for himself. He must convince voters that, despite his advanced age and status as a political veteran, he is attuned to the politics of today. Winning back a transformed voter base is the arduous task awaiting Biden, and if the Democratic Party wishes to be greeted with the blue wave they so desperately want, this will likely also be the path they must take.



Clare Pei '26 / THE LAWRENCE

Electoral Study found that in 2016, 12 percent of people who voted for Bernie Sanders ended up voting for Trump in the general election. Importantly, this was a group that did not support the Democrats on social issues, demonstrating that kitchen-table issues with progressivist, left-leaning ambitions can still lead to inroads with socially conservative voters.

In contrast, Trump's advertising is simple yet powerful: give power back to the working class. He paints himself as a no-nonsense political newcomer, fresh and unbound from the shackles of wealthy interests. This was once the platform of Democrats like FDR, yet Republicans somehow managed

Watch Your Language How Journalists' Word Choices Alter Truth

LUKE PARK '24

EXECUTIVE EDITOR OF THE
143RD BOARD

In the British science-fiction anthology series *Black Mirror*, there's an episode where soldiers are deployed to hunt terrifying, humanoid mutants known as "roaches." After a neural implant embedded in one soldier malfunctions, he soon makes the terrifying realization that the "roaches" he has been hunting were ordinary humans the entire time—their appearances were merely distorted by said neural implant. Under the pretense of eliminating terrifying monsters, he had been murdering innocent civilians—all because his perception of reality was distorted.

I don't like this episode of *Black Mirror*. It's cliché. However, I think the best science fiction encourages us to speculate about the future, our society, and the potential ramifications of emerging technology—something this episode fails to do, largely because it presupposes that its premise is a fantasy that doesn't actually occur. Of course, we don't embed neural implants that distort reality into soldiers, but our windows to reality—newspapers, news channels and news TikToks—do something far more sinister: distort language.

Over the past few months, the Israel-Hamas conflict has raged on. Hate crimes against both the Jewish and Muslim communi-

ties have risen dramatically in the U.S. ever since Hamas's October 7, 2023 attack on Israel, which resulted in 1,200 Israeli casualties. These violent altercations include the October 14 murder of a young Palestinian-American boy in Illinois by his landlord, who reportedly was angry about Hamas's attack on Israel. Furthermore, there have been more than 2,000 incidents of anti-Semitism reported in the U.S. by the ADL (Anti-Defamation League), a 337-percent increase from the previous year. The Council on American-Islamic Relations received 774 reports of bias incidents and requests for help from Muslims across the U.S. from Oct. 7 to Oct. 24, a 182% jump from the average 16-day period in 2022. This spike in anti-Muslim hate incidents echoes post 9/11 Islamophobia in frequency and intensity.

Despite the suffering of Jewish and Muslim peoples, media coverage of both groups has been disparate. While the suffering of the Jewish community has been highlighted, as it should, by countless authority figures across the globe, the suffering of the Palestinian people is muffled with both silence and obfuscation. For instance, the BBC News tweeted the following on October 9, 2023: "More than 500 people have died in Gaza after Israel launched massive retaliatory air strikes, according to Gaza's health ministry. More than 700 people have been killed in Israel since Hamas launched its attacks on

Saturday." Note the difference between "died" and "killed," and how the BBC's language works to devalue the lives of Palestinian people. Rather than confront Israel's unjust air-strike-based killings of Palestinian civilians in their reporting, the BBC suggested to its readers that Palestinian people simply die—as if they are magically vanishing into thin air.

This abuse of language is nothing new. When the U.S. wanted to clear the Vietnamese Communists (Vietcong) from rural areas during the Vietnam war, it did so with extensive bombing and artillery attacks titled "pacification." George W. Bush referred to the CIA's use of torture as "enhanced interrogation techniques." And leading up to April, 1994, state-funded radio broadcasts in Rwanda told Hutu listeners that the Tutsi were "inyenzi," or cockroaches—a call disturbingly similar to the premise of the aforementioned *Black Mirror* episode. Language has always played a role in disguising the terrors of conflict, packaged carefully for consumers—to influence instead of inform.

This uneven coverage of the Israel-Hamas war is not unique. In fact, the dehumanization of the Palestinian people dates all the way back to the Balfour declaration of 1917, the original statement calling for the establishment of a national home for Jewish peoples. The Balfour declaration speaks of Palestinians as "non-Jewish peoples," effectively establishing them as "other,"

as opposed to the rightful inhabitants of the land.

The othering of the Palestinian people continues today. In late October, Prime Minister of Israel Benjamin Netanyahu referenced the Old Testament in characterizing Hamas as "Amalek"—a nomadic nation that was the nemesis of ancient Israel. "Put to death men and women, children and infants," he said. Though Netanyahu's staff later claimed he was speaking only of Hamas and not Palestine, his call to indiscriminately slaughter the enemy is unsettling.

The government of Israel has and continues to debase the humanity of people to justify its campaign on Palestine. Israel's CoGAT (Coordination of Government Activities in the Territories) Head Major General Ghassan Alian stated, "Human animals must be treated as such... There will be no electricity and no water [in Gaza]; there will only be destruction." Similarly, Israel's defense minister, Yoav Gallant, said, "We are fighting human animals, and we are acting accordingly." Beyond Israel's rhetoric, however, what scares me most is how the West, through media which propagates public sentiment, actively encourages this dehumanization of the Palestinian people. On August 6, 2022, more than a year before Hamas's October 7 attack on Israel, *The New York Times* buried the lede on the deaths of six Palestinian children in its report on a "flare" in "Israel-Gaza fighting." The report

failed to mention that the six children were among those killed by Israeli strikes in Gaza's Jabalia refugee camp until its second paragraph. A Sky News report on the killing of a Palestinian child by Israeli forces in early January detailed a bullet "accidentally stray[ing]" in the back of a van and killing a "3 to 4-year-old young lady". A subsequent report changed the phrasing to "young girl," but kept the "stray" bullet. It's the passive voice in "killed" versus "died," the usage of the term "Amalek," the burying of Palestinian tragedies, and these stray, wandering bullets with supposedly no clear shooter which comprise the cruel language of the Israeli government and Western media.

This is unacceptable. As I am writing this, 13,000 children and counting and 33,000 people in total have been killed in Gaza by the Israel Defense Force. If you are a human being with the basic capacity to respect the lives of others, to hold our one common gift sacred, you must recognize that this massacre is an injustice, and the language surrounding it is dishonest. Journalism should uphold and tell the stories of the weak as opposed to obfuscating and concealing their struggles. Until this is the case, we, as consumers of journalism, must take great care to recognize the inherent biases in language—only then can we be truly compassionate.

Outside the Bubble

Solar Eclipse



Former Students Watching the Eclipse Courtesy of The Lawrenceville School

YUNA CHO '26

Last Monday, a total solar eclipse swept over the continental United States as the moon passed between the sun and the Earth, completely covering the surface of the sun. While the moon blocked out most of the sun's visible light, enough ultraviolet light still existed to cause serious damage to viewers' eyes, making some form of eye protection essential. As the eclipse's path extended from Texas to Maine, it passed over approximately

180 million people. The eclipse lasted for 4 minutes and 27 seconds, almost double the duration of the 2017 eclipse. The eclipse's totality brought unexpected changes in weather and temperature, including average temperature drops of about 5 to 15 degrees and sudden darkness. The last eclipse visible from the continental United States happened in 2017, seven years ago, and the next will occur in 2044, in 20 years.

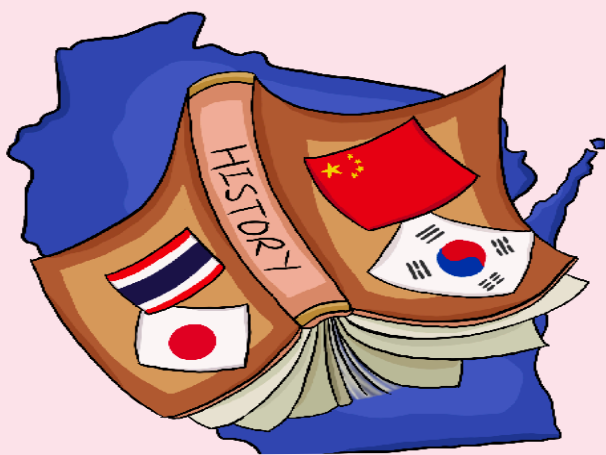
Taiwan Earthquake

SIENNA SOEMITRO '26

On April 3, Taiwan was hit by its strongest earthquake in 25 years, killing nine people and injuring more than 1,000. The 7.2 magnitude earthquake hit hardest in Hualien County, the quake's epicenter. The earthquake first erupted around 8:00 AM, triggering massive landslides and causing more than 360,000 households to lose power. As a result, rail services were halted and airlines canceled or delayed dozens of flights. Almost 201 aftershocks

occurred by that evening, some with magnitudes over 5.0, further destroying infrastructure. The earthquake consequently set off a tsunami warning in Japan, China, and the Philippines. Taiwan has since established an urban search-and-rescue team and opened several emergency medical operation centers. Although minor tremors are typical in the earthquake-prone nation, the unexpected natural disaster wreaked havoc throughout the entire country, affecting millions of residents.

Wisconsin's New Education Policy



Gloria Yu '26 / THE LAWRENCE

ISABELLE LEE '26

On April 4, Wisconsin Governor Anthony Evers signed a bill requiring K-12 public schools to teach Asian American and Hmong history. According to NBC News, Evers believes "the Hmong and Asian American communities are a critical part of [the] state's history, culture, economy." Evers signed the bill at

an elementary school in Wausau, Wisconsin, where 12 percent of residents are Hmong and 29.7 percent are Asian American. According to the Hmong American Center, Wisconsin's Hmong population of 50,000 is the third highest in the nation, which explains the governor's decision to acknowledge their history.

Community Iftar in the Bathhouse

ETHAN ZHU '26

Last Wednesday, April 3, the Muslim Student Organization (MSO) collaborated with the Religious Life Council (RLC) to host a Community Iftar in the Bathhouse in celebration of Ramadan. Ramadan is the ninth month of the Islamic lunar calendar during which Muslims fast from dawn to sunset every day. The Community Iftar is an annual event for Muslims to break their fast with friends and recognize this Holy month.

Maryam Mian '24, a leader of both the MSO and RLC, explained that the event was intended for Muslim students to celebrate their faith, as well as those less involved to learn more about Muslim traditions. "I'm Muslim myself and fast every day for my religion, so the event allowed me to share my culture with my friends," Mian said. "Some of my friends fasted with me and it was so great for them to learn a little bit about my religion and what it means to me." Mian believed her efforts working with the MSO and RLC to be very successful, as she was "super excited to see so many people supporting and having a great time at the Iftar."

RLC leader Lilah Firestone '25 echoed Mian's sentiments, speaking more to the spirit that participants brought to the event. "There were a lot of students from different cultures there, and a lot of students dressed up for it as well, despite [it] not being their normal clothing," she noted. Though Firestone is not Muslim herself, she was grateful that the RLC could help host



Photo of Iftar

such an event. "[This type of event is] one of the really great things that the RLC does. We love partnering with religious groups to increase engagement, especially from those others who wouldn't normally have contact with the religion," she explained.

Student Council President Bryce Langdon '24, a participant in the Iftar, enjoyed the celebration as well. As he initially attended to support his friends and observe the celebration, the activities that MSO and RLC organized quickly intrigued him. "I thought it was amazing," Langdon commented, "They put together a great event every year, and I really loved the food and the programming." In particular, Langdon remembered eating a date to break the fast, drawing

Courtesy of The Lawrenceville School henna tattoos, and learning the history behind the Iftar.

RLC leader Liza Strong '24 additionally found the discussions about how "fasting brings members of various religions closer to God and helps them reflect" to be especially "lovely and insightful."

Looking forward, the MSO hopes to turn the Community Iftar into an annual school-wide event in collaboration with other affinity groups. The memorable Community Iftar connected the Muslim community to the rest of the student body by providing insight into Islamic traditions and allowing the larger Lawrenceville community to celebrate an important religious event.

Discovery Days 2024



Discovery Days 2024

Olivia Allison '27 / THE LAWRENCE

ANGEL XIN '26

The Admission Office hosted Discovery Days for prospective students last Wednesday, Friday, and this past Monday on April 3, 5, and 8. During the events, newly admitted students were paired with Lawrentians to catch a glimpse of the campus in motion and gain insight into life as a Lawrentian.

"Discovery Days reveals so much more about the School than the website," Zoe Gu '27 stated. Gu, who could not attend the events when she was an incoming II Former, said that the events were very different from her expectations. "I thought that it would be a series of informational sessions similar to the webinars I attended during the admissions process," she explained. After participating in the events, however, Gu was pleasantly surprised by the newfound intimacy between hosts and prospective students during this event. As a part of the Lawrenceville School Dance Collective, she performed before classes to welcome prospective families. After reflecting on her experience, Gu was glad to help represent the performing arts department at the School. In addition, "the animals that [the school] brought out from the Big Red Farm to the Tsai Commons also energized me," Gu con-

tinued. She described it as "a refreshing sight" for students heading to Tsai after a rigorous school day. To improve the Discovery Days experience, Gu hopes to further integrate prospective students into the community. "Other than taking classes with us, they should also engage in outdoor activities like the Ropes Course," she expanded, "the full Lawrenceville experience is hands-on."

To Ethan Lee '27, "it was an opportunity to meet people that [he] would spend [his] next few years with." As a host, Lee wanted to show prospective students his perspective of the School. "I wanted them to like Lawrenceville the way I do," he elaborated. In addition to bringing the new students to his classes, he took them to the Bathhouse Café and built personal connections with prospective families. Lee also participated in the hype squad before classes at the Kirby Arts Center. "In the future, the attendees should be divided into groups to cheer for incoming students at different locations," he suggested. Reflecting on his experience, Lee believes he has changed the daunting image of the School to new students. "I wanted to show them that Lawrenceville is filled with people that are willing to support them," he remarked.

Olivia Codjoe '26, a three-time participant of the events, acknowledged the importance of Discovery Days to participants. "I remember attending Art class and English class as an incoming [II Former]," she noted, describing the event as "nerve wracking yet exciting." For Codjoe, the event acted as a critical factor in choosing Lawrenceville over other private boarding schools. Last year, her position shifted from an attendee to a host. "I was grateful to be an ambassador for the School," she commented, "but I didn't know as much about the School back then." This year, Codjoe felt that her experiences made her more at ease during the events. "I know it's challenging to pair up students with hosts," she acknowledged, but she hopes for more tailored pairings in the following years. "I wish I could have been more helpful, but my explanations to [visiting students'] questions were pretty general," Codjoe explained.

Prospective students from around the world got a chance to see the academic, athletic, and social opportunities of Lawrenceville, helping them imagine a new chapter of their lives.

The Lost Art of Shorthand

CATARINA CORREA '26
REBECCA STREETER '26

In the grand scheme of things, a couple of centuries isn't all that long, making it all the more impressive how far human innovation and technology have come in just the last 20 years, let alone the past century. As relatively new inventions like Google and Wi-Fi become staples of everyday life, past technologies fade into obscurity. One such disappearing innovation is the notoriously difficult-to-learn practice called shorthand.

Shorthand, dating back to ancient Greece, is a system that speeds up writing pace by using phonetic alphabets and ignoring traditional spellings. The two main modern styles were invented separately in the late 1800s.

The first style, the Pitman Shorthand named after its inventor Sir Issac Pitman, uses thin and

thick strokes to symbolize the weight of sounds. For example, 'p' would have a thin mark, whereas 'b' would have a thick one as it is more pronounced in speech. The other system is that of Robert Gregg, creatively named the Gregg Shorthand. This style also uses the weight of a letter's sound when determining how to notate it, but rather than representing letters with the width of lines, the Gregg

Shorthand uses its length. In the past, both methods were invaluable for the speed with which they allowed people to record conversations: phonetic strokes could be combined to form words, meaning each letter did not need to be written out separately. For example, before digital recording devices or typewriters were invented, stenographers recording court proceedings needed a way to write dialogue down word for word at the same speed as the naturally

quick nature of a conversation, while ensuring it was still legible by the end of the trial.



Emily Pan '24/THE LAWRENCE

However, as technology evolved throughout the 19th century, the necessity of a quick writing method decreased, and people stopped learning the intricate scripts. Now, shorthand is no longer taught in school and is in danger of completely fading out, with less than 1% of the global population using it.

Although the art of shorthand may be slowly slipping away, human nature has proven that our norms shift

as technology develops. Indeed, shorthand's ability to abbreviate phrases through simplified notation still persists today, albeit in a dissimilar form. In truth, perhaps it is more accurate to say that shorthand is not disappearing, but rather evolving: just as how we have traded our notebooks for keyboards and our textbooks for laptops, we have also transitioned from using shorthand strokes to acronyms to simplify our everyday thoughts. The rise of social media and the introduction of text messages in the early 21st century has demonstrated an adaptation of the essence of shorthand, with constantly evolving texting acronyms used to simplify day-to-day communication. Similar adaptations can also be seen throughout other fields of the arts and sciences throughout history. For example, with the rise and fall of artistic

movements, trends can shift just as quickly as societal priorities can change and situational necessities can adapt. As technological advancements continue to shift the way we operate in our daily lives, the preservation and passing down of ideas allow us to further develop as a society, becoming a function of the very nature of human tenacity.

Love, Laughter, and Life Lessons: In Defense of Rom-Coms

ROBERT GIUFFRA '26

Over break, I watched *Anyone But You*, a humorous new romance I would recommend to anyone. Watching this film made me contemplate rom-coms as a whole. Though they are a classic part of the film industry and some of the most enjoyable and successful movies each year, rom-coms, or romantic comedies, rarely achieve critical acclaim and are often overlooked. Yet, rom-coms serve many important roles. They allow the viewer to romanticize their seemingly mundane life and are perfect for those looking for a fun, quick watch. Since rom-coms tend to be less than two hours long, they are a brisk and lively option in a world filled with three-hour-long dramas. I'm not ashamed to admit that my favorite movie of all time is the rom-com *When Harry Met Sally*, narrowly beating *The Godfather*.



Sonia Singhal '24/THE LAWRENCE

To demonstrate the value of rom-coms, I will analyze the similar themes they often share that, if executed right, can lead to the perfect love story. First, most classic rom-coms have a beautiful, smart, and usually career-focused female lead who is unsatisfied with her life. A perfect example of this

is Andie Anderson from *How to Lose a Guy in 10 Days*, as she looks for fulfillment and importance in her job as a journalist. In a typical rom-com, this smart heroine is initially (and unsuccessfully) courted by a man who is a self-centered womanizer. This character will eventually mature and fall for our female lead, while revealing his

honorable, authentic self.

Second, every great rom-com involves romantic tension created by conflict or disagreement between our two main characters. This conflict heightens their attraction to one another. One instance of this tension occurs in *When Harry Met Sally*: the two protagonists argue for hours during their car ride to New York. Eventually, this initial conflict fades as the couple share experiences and become friends, finally getting together. Following this development, these characters generally get into an argument, making it seem as if they are permanently separating. But, at the last minute, the main characters, who now cannot imagine life without each other, reconcile and promise to change for the better while working to build a healthier relationship.

Although these recurring themes can make rom-coms seem repetitive, if used creatively, they can diverge from clichés and turn a good film into a great one. *Four Weddings*

A Celebration of Creativity: All Arts Night

ANGEL XIN '26

This past Saturday, April 6, Lawrenceville hosted its annual All Arts Night, which showcased music, dance, poetry readings, and crafting workshops. The event, composed of eight unique performances, began with Churan Xu '25 reading poems by Jenny Xie and ending with Gavin Yoon's '25 rap showcase.

"It was a true celebration of arts and artists," commented Michelle Zhang '25, who danced to Hozier's "Talk" at the event. In fact, Zhang decided on her music and choreography just an hour before her performance. "I went to [Clark Music Center] and improvised to multiple songs until I found a song that I resonated with," she elaborated on her preparation process: "Hozier's songs, for example, are always rhythmically varied, which makes them more suitable for dance performances." Zhang has always described performing as one of her "greatest passions." Specifically, she loves how performing in front of a "supportive crowd" enhances her ability to choreograph and dance. "My style has progressed since my last performance," she added, "it used to be a lot softer." Even though the turn-up was lower than last year due to the event's timing, Zhang was still grateful for the community formed by All Arts Night. "Everyone comes together to enjoy, applaud, and recognize the dedication of each other and ourselves," she highlighted. Other than her own performance, Zhang was also a huge fan of Arya Sreedhar's '24 rendition of Sophia Carlson's "Jokes on Me." "It wasn't just her incredible singing," Zhang shared, "I really admire her courage to say, 'Can I start again.'" Ultimately, "the point of art isn't

to be perfect every single time but rather to constantly improve," she explained. To her, Sreedhar's courage to advocate for herself and perform at her best was a testament to this statement.

Arisa Okamura '25, who attended the event, loved not only the performance but also the accompanying activities. "The bracelet-making workshop offered me an experience to reconnect with my friends," she recalled. Contrary to the bustling environment usually found at school, All Arts Night was an event where students could relax and be at ease. "The food, particularly the tarts and macarons, were also really delicious," Okamura noted. In terms of the performances, she especially enjoyed Zhang's dance, which "brought out suppressed emotions from the audience," Voicemale's a cappella, which "shared joy with the community," and Angel Xin's '26 poetry reading, which "brought [her] a different type of joy to reading poetry." Okamura stressed the significance of Voicemale's performance and how it destigmatized men in the performing arts. "[Performing Arts] is valued much less in the Circle compared to the Crescent," she observed.

In order to elevate the event in the future, Okamura suggests increasing the scale of All Arts Night. She remarked that "it would be a lot more fun if more people showed up." Her participation in the School's orchestra has shown her that a large turnout can positively influence student performers. "It's not a lot of work to attend an event," she reflected, "but events where the community gets together are so much better." Nevertheless, Okamura described All Arts Night as "uplifting" and "a huge success, where people communicated arts rather than spectated it."



All Arts Night Jane Shindnes '26/THE LAWRENCE

and a Funeral is a film that adds dark, comedic undertones to the general rom-com storyline, while *La La Land*, a relatively upbeat film, ends with a punch to the gut, deceiving viewers in the last second by drastically altering the typical rom-com resolution. *La La Land's* ending highlights how rom-coms that follow the classic storyline outlined above are often unrealistic;

relationships in real life are not as simple as Hollywood paints them to be. Nevertheless, *La La Land* is not better than *When Harry Met Sally* or any other rom-com that follows the stereotypical arc. In our ever-changing and complex lives, maybe it's good for some rom-coms to drift closer to reality while others stay predictable, allowing us to choose our happily ever after.

Navigating Scheduling Day

HELEN CHANG '26

Scheduling Day is a hectic time; picking classes that are rigorous enough and fitting while also managing a healthy work-play balance can be difficult for students. Students in different forms, Katie Axelsen '24, Busola Babatunde '25, and Chris Hu '26 share their experiences and the unique questions they thought about while choosing courses.

During her V Form year, Axelsen has taken several interesting electives, including "Radical Love in African American Literature" taught by Victoria Stitt and "Botany & Boat Building" with Johnny Clore H'02. In the Fall Term with Stitt, she learned about how love, feminism, sexism, and racism impacted our society. Axelsen enjoyed "the four books [she] read" and seeing how "the way people think changed in different communities." In addition, "[her] classmates helped [her] learn deeper" during Harkness discussions and by opening up different ways of interpretation. Now in the Spring Term, she is taking the interdisciplinary course, "Botany & Boat Building." Axelsen is learning about "different types of trees and plant phenology" while building a canoe. In this process, she is also learning about "the history of the canoe and its culture"

and how to be careful to use the right materials. Although she has canoed for 10 years now, she had no idea how a canoe was built before this class.

Picking classes for the V Form year is arguably the toughest task on Scheduling Day. Babatunde, trying to be aware of her other time commitments as a rising V Former, "mainly [picked her] favorite subjects," but there were also certain graduation requirements she needed to be considered. Many of her desired courses are only offered during a specific term, which "caused some difficulty when forming a schedule." The only course Babatunde recommends is the popular "A History of American Democracy in Cases." Despite the class coming with lots of homework and much time commitment, Babatunde described it as "an interesting class" that doesn't require "memorizing dates or proper nouns," but also feels rewarding after successfully learning the material and understanding new court cases. When figuring out what class to take, Babatunde encourages students to "talk to teachers and different arrays of students," as "people might find certain classes harder than others." At the end of the day, however, "everything should be taken with a grain of salt," and each student should think



Aileen Ryu '25/THE LAWRENCE

about their individual workload while considering what subjects are one's forte. Babatunde cautions others when asking upperformers for their advice: "Make sure to get a fully unbiased opinion of a class and ask people who genuinely have your best interest at heart."

As a student-athlete who wants to prioritize both fencing and academics, Chris Hu had one thing in mind while picking classes: balance. He wanted to "pick classes with lighter workloads that still

challenged [him]." As a III Former with little experience choosing classes, he relied on upperformers' suggestions. For history, he specifically referred to "Ava Martoma '25 advertising classes like 'American Democracy in Cases,'" but he also wanted to take 'U.S. History Survey' based on Kiah Smith's '25 recommendation. When looking through the course catalog, he diligently read through each course description, looking for "the most interesting" course in the department.

Naturally, every upperperformer has different experiences and opinions; subsequently, juggling contrasting words of wisdom has been on Hu's mind for the scheduling day experience.

Interdisciplinary classes can be a great way to steer away from typical Lawrenceville classes, and reach out to expand your class palette instead. With upperformers passing down their experiences, underformers can have an idea of some courses that previous Lawrentians have enjoyed.

Senior Profile: Jane Atkinson '24

ISABELLE LEE '27

"Caring, friendly, and thoughtful." These are the words II Formers Rory Laubach and Selena Yu used to describe Jane Atkinson '24, a Dawes House prefect approaching graduation. A curious scientist, supportive friend, and melodious cellist, Atkinson's contributions to the Lawrenceville community hold great value.

Atkinson's journey at the School cannot be discussed without mentioning science. Ever since she watched the popular TV series *Grey's Anatomy* in middle school, she has had a keen interest in the field. At Lawrenceville, she has found several different ways to pursue her passion. She serves as a Hutchins Science scholar, a biodiversity researcher, the leader of multiple science-related clubs and publications, and has taken two science classes during both IV and V Form years. Atkinson is especially interested in chemistry and molecular genetics. Recalling her experience with the sciences at Lawrenceville, Atkinson thinks she has "found success in [determining] what [she is] passionate about." Atkinson is excited to carry the knowledge she has obtained through Lawrenceville to college and beyond. In addition to her academic

achievements, Atkinson dedicated herself to her character development throughout her time at Lawrenceville. "Overall, my definition of success [has] changed," she recalled. As a II Former, Atkinson felt she was "losing" as any confrontation with rejection or failure would upset her. As time passed, Atkinson "fell into a cycle of perfectionism and toxic work culture." However, she soon realized that isolating herself from her peers and social activities didn't help her get any further academically. Instead, Atkinson worked on redefining "success" for herself, and focusing on the people she cared about.

During her time at Lawrenceville, Atkinson tried eight different sports in total. She participated in cross country, track and field, lacrosse, House Handball, dance, Senior Spinning, Senior Fitness, and yoga. Although she did not focus solely on one sport, Atkinson noted that being able to experience the different athletic opportunities offered at Lawrenceville helped her bond with various groups of people in the community. "I could understand what people were talking about when they [discussed] their experiences in different sports," she said. Atkinson especially enjoys dance and yoga and looks forward to continuing yoga

beyond her time at Lawrenceville.

Atkinson has also contributed to performing arts. She started taking cello lessons in middle school and has been a part of the Philharmonic Orchestra since her II Form year. She recalls her "weird" Zoom rehearsals during the Covid-19 pandemic and appreciates the in-person rehearsals that take place now. Atkinson explained, "I liked playing the instrument, but there's something about listening to other people play... I like being in a room filled with music because it's very satisfying. I also like contributing to the music and bonding with the people in the orchestra." Atkinson's love for the orchestra encouraged her to start giving music lessons to two middle school students in her IV Form year.

As a music teacher to two younger students, Atkinson has always enjoyed interacting with students from different Forms. "Prefecting is 100% my favorite thing at Lawrenceville," Atkinson commented. As a Dawes House prefect, she has bonded with the underformers and strived to be a part of their "support system." "I think I have been through a lot at Lawrenceville... I wanted to be able to guide younger generations through the similar struggles I went through, and I hope to be a person whom younger



Jane Atkinson '24

Alice Kim '27/THE LAWRENCE

people wouldn't be scared to seek advice from," Atkinson stated.

Atkinson describes her time at Lawrenceville as "transformative, challenging, and full." Recalling her most significant memories, Atkinson's advice for current and future underformers is to not "force anything." "Don't try to force relationships with people that you can't be your best self around. Find people who you want to be around and want to be around you, and

never let them go," she advised. Atkinson also believes students should not "force" themselves to explore subjects they are not passionate about. "I fell into the trap of doing things for resumes, and they would turn out horribly. The main thing is to find your support system and the people you enjoy being around. Find the people who lift you up, make you happy, and take you through your time at Lawrenceville," she explained.

From Passion to Action: Behind the Scenes of LCAPs

MIRA PONNOMBALAM '26

Before graduating, every Lawrentian must complete a set of community service requirements, which include one Lawrenceville Community Action Project, otherwise known as an LCAP. Of course, completing an LCAP is more than just a requirement to fulfill—it offers a fulfilling opportunity for students to give back to the local community. LCAPs meet on a weekly basis and allow students to develop relationships with members of the wider community through engaging in a broad range of service opportunities. Initially called “Circle-Crescent requirements,” LCAPs first began under Lawrenceville’s first Director of Community Service, Joanne Adams, and were only open to III and IV Formers.

Elizabeth Ferguson, the current Director of Community Service, coordinates both Lawrenceville students and external programs in order to make LCAPs possible. Ferguson stated that her role is “to help students connect with non-profit organizations in Mercer County,” to facilitate LCAPs. Over time, Ferguson has become adept at anticipating and solving

problems. Ferguson noted that “there are a lot of moving parts and minutiae at times because students or organizations might have conflicts. It requires a lot of flexibility.” She remarked that “you can make the best plans, [and] it doesn’t always work out, but that’s life.” Ferguson credited her coworkers Paula Spencer, the new Assistant Director of Community Service, who helps with logistics as well as faculty members Melissa Verhey, Michael Friedman, and Josefina Ayllón-Ayllón who each assist in coordinating specific programs as she noted “I also have a great team.”

On the other end of the communication process are the various non-profit organizations in Mercer County. Many of these establishments have kept long-lasting relationships with Lawrenceville. “Occasionally we have new organizations that say, ‘We have this need, would you be interested?’ I love turning the needs of our community into LCAPs,” stated Ferguson. Students, of course, also play a big role in LCAPs, which often extends beyond simply participating in the project as many ideas for LCAPs come directly from students. “I hope students know that they’re

always welcome to come talk to me about any idea they have. I love turning students’ passions into LCAPs,” mentioned Ferguson. After a student comes to Ferguson with an idea, she works with them to determine the best way to make it happen. First, they must figure out what age group would be best for the activity. Then, Ferguson reaches out to possible community partners.

All the work that goes into making each LCAP a reality is certainly worth it. “My favorite part is being present when the students are engaging with their buddies. I always crack up when our students playing with Legos are having as much fun as the little kids...both the Lawrenceville students and community buddies are so happy seeing each other and catching up after a week away from each other,” Ferguson described.

Although many students sign up for LCAPs specifically to fulfill their graduation requirement, they often fall in love with community service while completing their LCAP. Some students participate in project after project—knowing that they’ve long since fulfilled their require-



Swim @ L'ville LCAP

Elizabeth Ferguson/THE LAWRENCE

ment—because they enjoy it so much. One such student, Sarah Fernandes '26, is on her fourth LCAP. “My first LCAP was my first experience with tutoring, and I found that I really enjoyed it. I liked getting to know people that I wouldn’t typically meet at Lawrenceville, getting to help [others] out, and being useful. It was honestly just a really fun time,” Fernandes explained. LCAPs are just as important for Lawrenceville students as they are for the outside community. “LCAPs give Lawrenceville students a chance to focus on others. I think there’s some freedom in that—really just being present

with someone else,” noted Ferguson.

For many students, LCAPs provide an opportunity to get off campus. They are also an avenue for new experiences and a source of valuable memories. “There was this kid struggling to focus on his math homework, and when he got it he just seemed so genuinely excited, almost jumping up and down. It was really sweet,” Fernandes recalled. Memories like these and the positive impact on the wider community distinguish LCAPs as an invaluable part of the Lawrenceville experience.

Leading the Boat with the Teeleys

CELESTINE SUTTER '27

Crew is notoriously a difficult sport, but how does one’s experience change when their coach is also their mom? The Teeleys, an elite mother-daughter duo who excels in their sport, are a rare occurrence. Bernadette Teeley P’24, Dean of Students and Girls’ Varsity Crew coach, and Vivian Teeley ’24, Captain of the Girls’ Varsity Crew team, have changed the trajectory of Girls’ Crew at Lawrenceville, inspiring success—and hype—on the team.

Despite entering college completely new to the sport, Bernadette Teeley quickly cemented herself as an outstanding collegiate rower. After a year of training, she made the national team boat and competed in the women’s eight event. Her boat won first place in the 2002 FISA World Championship in Spain, earning her a spot in the University of Dayton’s Athletics Hall of Fame. Bernadette shared that her success in this competition “was really exciting because [it] was a watershed moment in women’s sports,” as her boat was

the first from the U.S. to win in over two decades.

The apple does not fall far from the tree, and Vivian Teeley is a prime example of this. Vivian has made her mark, not only as the Captain of Girls Varsity Crew, but also as the Captain of Girls Varsity Water Polo and a member of the Girls Varsity Swim team. A Class of 2028 Duke University crew commit, Vivian Teeley revealed how the “crewcommunity” attracted her. Because she “grew up around crew, [she] saw that a lot of [her mother’s] friends were rowers, and it seemed like something [she] wanted to be a part of.” Vivian Teeley states that “although it’s a lot of work, it’s definitely something that [she] wanted to work at.”

The Girls’ Varsity Crew team has been shaped by Bernadette Teeley’s leadership, and now her daughter’s, as well. Reflecting on her mother’s coaching style, Vivian feels that she “knows when to fire people up and when to settle them down,” which is something Vivian tries to achieve as Captain—although she has “a different way of getting people excited

to be on the team.” For example, Vivian values “being a peer who’s super accessible to everyone, even II Formers.” Reinforcing the value of meaningful relationships, she recognizes that “you need to have an upperperformer to underperformer connection to have a good, coherent team where everyone respects each other [as well as] the coaches.” She believes this bond thrives with determination and enthusiasm from captains.

Bernadette also emphasizes the “difficulties” and nuances of coaching one’s own daughter, or being coached by one’s parent. She “[gives] all faculty children a lot of credit. “As Bernadette puts it, “to perform for [one’s] parents, there’s a personal read on everything said.” From a daughter’s standpoint, “criticism can land a bit more sharply, and praise can be doubted.” This feedback sparks motivation to “come everyday and give [a rower’s] best,” an attribute of any great rower, according to Bernadette.

How does the mother-daughter pair, who achieves high levels of success in the sport, define a “model



Bernadette and Vivian Teeley at University of Dayton Hall of Fame

Bernadette Teeley P’24/THE LAWRENCE

rower?” According to Bernadette, attitude makes up most of the formula. A large part of rowing is “putting things behind you, as becoming a champion does not mean that you have to get a [new] personal record every practice; instead, it means you have to show up.” In a sport as grueling as crew, Bernadette states that the ability to “apply feedback or criticism for the good of the boat” and the capacity to “master your own mental space when the little voice is telling you to stop” are crucial to the

overall success of a rower and the team.

The bond between mothers and daughters spans across all places and ages. However, for Bernadette and Vivian Teeley, their mother-daughter bond involves a passion for the same sport and a shared drive to better the team. Extending into the mindset of success, Vivian shares her mother’s motto: “It’s not the work you want to do that makes you better,” a phrase which reminds Vivian that hard work is a facilitator of success.

Grilled Cheeses & Green Jackets: The Traditions of the Masters

NIKHIL DHURU '26

As azaleas bloom and Georgian pines sway, it's that time again—the Masters is upon us. Thursday, April 11 marks the beginning of the 2024 Masters, an annual golf tournament which brings together some of the world's greatest golfers to compete for the legendary Green Jacket and the esteemed title of Masters Champion. The tournament was founded in 1934 by legendary golfer Bobby Jones and investment banker Cliff Roberts. The tournament is played in April at the Augusta National Golf Club located in the remote city-county of Augusta, Georgia.

There are many traditions associated with the Masters, the most famous one being the Green Jacket. Since 1949, each winner of the Masters receives the Green Jacket, which they keep until the next tournament. Additionally, winners get to host a ceremonial Champions Dinner the following year. At this dinner with the previous tournament winners, the defending champion



baseball's opening pitch—every year since 1963. Most of the time, as a way of celebrating the tournament's illustrious history and showing respect to great players of the past,

Sonia Singhal '24/THE LAWRENCE gets to pick out a dinner menu that reflects important aspects of their hometown and identity. Additionally, the Masters has hosted an honorary starter who hits a ceremonial tee shot to kick off the tournament—similar to

the honorary starters are golf legends who are well respected by the golf community. Moreover, players, caddies, and family members play a round at the low-stakes par three course at the golf club the Wednesday before the tournament starts. During

practice rounds, players often skip their ball on the 16th hole (also known as the Redbud hole) to entertain the crowd and show off their skills. Augusta National also upholds a no cell phone policy, allowing people to focus exclusively on what they came for in the first place: good golf. One Master's tradition, however, stands above all the rest in the hearts of the golf community. With the cheapest tickets to attend the tournament usually priced between \$2,000 and \$2,500 by third-party sellers, you would hope that the food would be cheap. This is where the pimento cheese sandwich comes in. Priced at \$1.50, the affordable sandwich is beloved by the golf community and tournament attendees. Despite countless individuals dreaming of attending the event, the only way to obtain first-party tickets to attend the Masters is through winning a raffle, and the odds of winning are only slightly better than 1/200 (0.55% to be exact), meaning the Masters trails only the Super Bowl in terms

of hardest-to-obtain tickets. As of now, 88 players are expected to tee off and compete in this year's Masters (one additional spot is reserved for the winner of the Valero Texas Open). As of now, American PGA (Professional Golfer's Association) star Scottie Scheffler is predicted by Vegas to win the 2024 Masters. Trailing him is Rory McIlroy, a four-time major champion. While he is a fantastic player, McIlroy has been off to a tough start in 2024; his highest finish through five tournament starts so far was 19th at the player's open. The 2024 Masters will have many interesting storylines, such as John Rahm's quest to defend his title, McIlroy's pursuit of a Grand Slam, and golfers from the LIV league, such as Cameron Smith and Brooks Koepka, trying to make a name for themselves. As the anticipation builds and the world turns to Augusta National, the 2024 Masters should be one for the record books.

A March Madness for the Ages

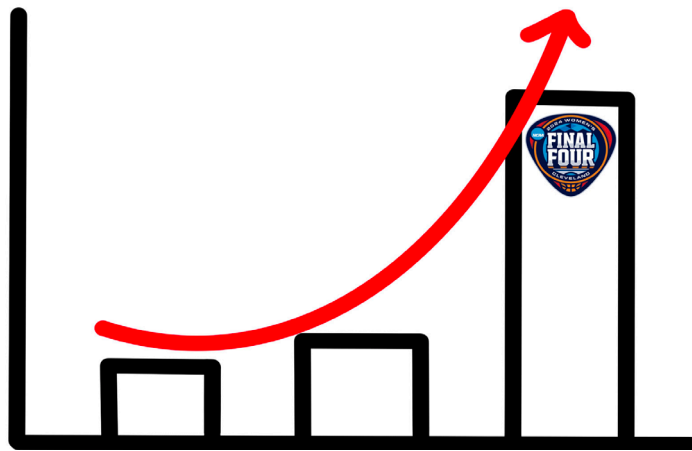
Pheobe Rayner '27/THE LAWRENCE

ELLIE DUFFY '26

The 2024 Women's NCAA March Madness Tournament has been one for the books. The popularity of the women's game has skyrocketed, with the Final Four matchup between Paige Bueckers' University of Connecticut (UConn) squad and Caitlin Clark's Iowa team reaching record viewership numbers on ESPN. The NCAA March Madness Tournament came to an end last Saturday, with South Carolina defeating the Iowa Hawks in a close 87-75 win. Though Caitlin Clark lost in the final, she, along with other collegiate superstars such as South Carolina's Kamilla Kardossa, Louisiana State University's Angel Reese, and the aforementioned Bueckers, have changed the female sports industry as a whole. With Clark and Reese declaring for the WNBA draft, the popularity of Women's Basketball will only continue to grow.

The 32 Division 1 (DI) Colleges

that made up this year's NCAA Tournament only had one goal in mind: the Championship. After the first two rounds of the tournament, only eight teams were left: South Carolina, Oregon State, Texas, North Carolina State, Iowa, University of Southern California (USC), and UConn. Reese and Clark became two of the most discussed athletes in the country ahead of The Elite Eight matchup between LSU and Iowa. The rematch of last year's National Championship game averaged almost 12.3 million viewers on ESPN—an all-time record for a Women's College Basketball game on the network. Iowa was able to secure



the 94-87 win over LSU, booking a matchup with UConn and the 2024 Big East Conference Women's Player of the Year: Paige Bueckers. Clark led Iowa to a very tight 69-71 win over The Huskies, as the team secured a ticket to their second National Championship game in a row. South Carolina and North Carolina also matched up in the Final Four, with South Carolina

triumphing by a score of 78-59 victory. Coach Dawn Staley's powerhouse South Carolina team, led by stars Cardoso and Raven Johnson, came ready to play in The NCAA Tournament Championship against an Iowa team led by Clark and Coach Lisa Bluder. Though Iowa fought hard, South Carolina squeezed out a 87-75 win to become champions. While Clark may not have achieved National Championship glory, she did break the record for the most career 30-point scoring games in either Men's or Women's DI Basketball in the last 25 seasons. She totaled 58 games of at least 30-points, 13 of which were 40-point games. Other

stars of the game also solidified their names in history: Paige Bueckers came back from an ACL injury this year and became a first-team All-American, while Reese, LSU's center, led both the SEC division in scoring and rebounding. Reese, Clark, and Cardoso, have all declared for the WNBA draft and will hopefully continue to build their lasting legacies as professionals. This year's tournament was arguably one of the most competitive and talented NCAA competitions ever, changing the Women's Sports Industry for good. Players like Reese and Clark have enabled a new era of College Sports and have raised the bar for what fans can expect from these games. With this year's NCAA season coming to an end and the WNBA draft coming soon, the future of the Women's game looks brighter than ever.

Second 144th Board Picks

	Sophie Cheng '25 News Editor	Bryan Boanoh '25 Sports Editor	Arisa Okamura '25 Web Editor	Aileen Ryu '25 Graphics Editor	Grace Zhang '25 Outreach Editor	Mariam Dzidzikashvili '25 Copy Editor	Sydney Wang '25 Copy Editor
What's the title of your first article?	2022-2023 Heely Scholars Announced	Top 10 NBA Players	"Top Secrets of Lawrenceville Faculty Members and More"	Something squid game	Tbh i never wrote an article... idk how i got on the board...	"The Fashion of Our School"-- I wrote this for my old school's newspaper! The title definitely could've been more engaging...	Exploring how Charles and I suffer in lessons & carols
Summarize in 15 words or less	Announcing the Heely Scholars of the 2022-2023 school year	Watched a JxmyHigbroler video and thought I was him.	I will reveal all of the top secrets our teachers hide from us	I wrote review on squid game	How do i summarize nothing	Interviews with the first few people I saw in the hallway thrown into one document	Actually *inserts shameless plugin* lawrentians is great so JOIN
What was the funniest/worst line?	It isn't really funny at all, News is pretty objective. "Gessner also speaks from experience of being in the archives where she "found it incredibly fascinating" how they "traced how national events affected our own school."	It forced Michael Sotirescu '22 to issue a reminder on how to write articles in his next topic email.	"Last but not least, our beloved Head of School Mr. Murray!.." (Proceeds to reveal the worst secrets ever)	Is it worth it to double-cross your friend to evade death?	I was hired to grace the board w my presence	"Fashion does not mean much to me, but I like to look good all the time."	Whatever Charles said last time, he's wrong
Would you have published it as an editor?	Yes, it was a pretty normal and serious article	Littany of Grammatical errors aside probably	That will be the only article uploaded on the website	Umm	Probs not, im not a good writer	Absolutely NOT!!	^^ He's wrong
anything else that's funny?	Not really	"Ain't Nothing Funny" -Cam Thomas	Grace, "ur mom" is not funny anymore	No	ur mom	The fact that 90% of the "article" is literally just a bunch of transcribed interviews...#lazy	My life