



Around the World and Back Again: International Night



Students watched performances at International Night.

Cindy Shum '24/THE LAWRENCE

NICHOLE JIN '24

This past Saturday, the Office of Multicultural Affairs organized the annual International Night, which celebrates the diverse cultures across campus. Hosted on the Abbott Patio, the event featured affinity clubs setting up tables with cultural foods and games, a variety of snacks from around the world, and performances by both individual students and dance teams such as Suave, Nachale, and FroBeats.

Iris Wu '23, the president of the Japan Club, took part in setting up and running the club table at International Night this year. "It was really exciting to see how interested other people were in my culture and how they were as excited about it as I was," she said. Her responsibility as a booth runner included ordering Japanese foods such as sushi and mochi and encouraging attendees to try the treats. Though Wu had not run the booth in previous years, she still enjoyed the event as an attendee and made sure to attend it annually because she felt that it "brought Lawrenceville's international community together."

Another student who attended the event was Kelly Lu

'23, who helped man the booth for the Pan-Asian Alliance last year. "I basically got front row seats to all the performances and people, so I was really excited for this year's [International Night] in general," she said. While Lu did not manage a table this year, she still got to enjoy the "amazing food" and student performances. "I even had some of my friends perform dances, so I had even more to look forward to," said Lu. In addition to the free food and affinity club booths, another reason International Night "exceeded [Lu's] expectations" was because she was able to partake in the unique experience of watching all kinds of students perform dances from their own culture. "Seeing some of your classmates... and even random students express themselves on stage in ways they cannot in the classroom is such a cool experience," she said.

Wu shared a similar sentiment regarding the performances, saying, "[The dances] really stood out to me because, as people were performing, other people

were cheering...it felt like our community was coming together to support all of these different cultures." Overall, the enthusiastic attitude the attendees had towards learning about different cultures through trying unique foods and watching dance performances left a lasting impression on Wu.

Aside from just being a typical Saturday evening event where students have the chance to eat, play, and socialize, International Night was unique because it gave students the opportunity to learn about and experience aspects of other cultures. "International Night is one of my favorite on-campus events because it's so much more than a random dance...the entire night can be really meaningful," said Lu. The significance of the event Lu talks about comes from the fact that "every culture on campus gets to shine on that night." Wu agreed, saying, "For me, [International Night] reinforces the idea that Lawrenceville can really embrace diversity." Both Wu and Lu had a memorable experience at International Night both this year and in years past, and would highly recommend that people attend the event next spring.

Student Spotlight: Ashley Wang '23

HELENA CHEN '24

This past March, Ashley Wang '23 won a Gold Medal at the 2022 Scholastic Art & Writing Awards for her poem "Rewind." In the poem, she wrote about her experience of visiting her father's hometown, An Hui, in China.

The Scholastic Art & Writing Awards, a national writing and art competition, allows students to submit works in a variety of forms, and within the writing category, students can submit poems, short stories, flash fiction, critical essays, and journalism. Students are first selected for the regional state awards, in which they can either receive a Gold Key, Silver Key, or Honorable Mention. Students who receive Gold Keys then move on to the national judging round, which recognizes students, such as Wang, in the national medalist category.

Wang explained that the style of her poem, a burning haibun, is uniquely categorized by its different layers. A haibun is a prose poem that has a haiku attached to it at the end. A burning haibun starts out with a prose block, which is then erased and turned into an erasure poem. After being erased, the poem itself is erased and turned into a haiku. From there, the writer simply uses all the words from the original prose poem to make the other two sections of a haibun poem.

Wang described her cultural background as quite diverse. She was born in New Jersey but has lived in Hong Kong for most of her life. Wang mentioned that while a lot of her family is still in An Hui,

because her father doesn't really talk about his hometown, and the fact that she has never lived in An Hui, Wang consequently does not feel much emotional connection with her origins. Such a disconnect with family made her trip to An Hui extremely meaningful, helping Wang understand her family origins. When she visited An Hui, Wang said that she "felt like [she] had an untethered experience." The poem "Rewind" mainly focuses on Wang's family and family history, connecting her visit to An Hui with her background as an immigrant.

Ever since she was young, Wang has loved to read poetry, but never tried writing any poems herself. When Covid-19 restrictions were first imposed in 2020, Wang decided to try her hand at writing poetry, and began to write her own poems.

Besides just writing poems, Wang has also reached out to various publications to have her poems published. In fact, she ended up submitting her work to the 2022 Scholastic Art & Writing Awards as a result of her publication networking. She also hopes to make a chat book, also known as a short manuscript, of her poems, which Wang regards as "a small [personal] project." To create the chatbook, Wang has been creating certain themes to explore in her poetry. Looking forward, Wang hopes to continue writing poetry. "There's always room to improve and room to grow," Wang noted, "So even though I am uncertain where my [writing] voice will change, I will just keep writing!"



Ashley Wang '23.

Helena Chen '24/THE LAWRENCE

II Form CS Curriculum Critique

Michelle Zhang '25 shares her thoughts on the representation of China and India in the II Form Cultural Studies course.



International Night Reflection

Oleksandr Mykhantso '23 delves into his experience performing at International Night.



A World Cup Preview

Bryan Boanoh '25 takes a dive into the highly-anticipated 2022 Qatar World Cup.





THE LAWRENCE

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CORRECTIONS

Readers who notice errors should contact the Managing Editor at kpark23@lawrenceville.org.

Photo of the Week (Color in Nature) Emily Pan '24



Editorial Discovery Days: Learning to Love Lawrenceville as It Is

Last week, the School hosted its Revisit Days (now called Discovery Days) in person for the first time in two years. On those days, we students started classes at 9:00 AM, were paired up with accepted students, and presented Lawrenceville as its finest version of itself. Since the point of Discovery Days is to market why a student should attend our school in particular, Lawrenceville takes full initiative to make campus as appealing as possible. As accepted students drive through campus, they are greeted with a picturesque scene of boarding life. When they arrive at the Kirby Arts Center, a cheering cohort of Lawrentians decked in red and white greets them, waving plastic pom poms and ringing cowbells. How could one not feel welcomed by this sight?

Students often complain about how Lawrenceville portrays itself during Discovery Days and campus tours. For example, the only showcased Crescent House is the newly built Carter House, hiding the fact that other Houses are not as comfortable or agreeable. Ac-

cepted students and their parents eat in the Abbot Dining Room, where they're served a menu of delectable treats inaccessible to current students, who are crammed into the Irwin Dining Center. There's frustration with this kind of artificiality: it feels strange to sell a version of the School that only exists for some students.

When selling an image, all schools tend to showcase their more positive sides. While this tactic is useful, it creates an unrealistic idea of what the Lawrenceville boarding experience is like. There's a discrepancy between promising pictures of happy and well-rested students sitting at the Harkness table and the reality of not being able to grab lunch before running to the next class on a jam-packed schedule.

Yes, Lawrentians are all inclined to analyze and critique; we are taught to carefully examine the world around us through critical thinking and dialogue. However, students sometimes tend to languish longer on the negatives of Lawrenceville, forgetting to enjoy the positive aspects of our everyday lives.

Still, people are always inclined to showcase their very best selves. We always emphasize the importance of "first impressions." A positive first impression biases one's perception of somebody as a whole. Some may say this tendency only sets one up for failure when meeting others' expectations in the long run; however, who's to say putting forward a positive representation means one wants to reach a certain standard? All in all, we students need to acknowledge that the School's presentation of itself only reflects a general human tendency to showcase our best selves.

Nevertheless, this overall dismayed attitude toward Discovery Days is

All in all, we students need to acknowledge that the School's presentation of itself only reflects a general human tendency to showcase our best selves.

certainly valid, and only reflects the calls for transparency made during the year and at the town hall. When giving tours or hosting a Discovery Day, we could better showcase the spectrum of student life by acknowledging that boarding life can be hard and stressful, but Lawrenceville is prepared to help and support those who need it. Yes, do showcase the welcoming space that Lawrenceville is, but also the ways in which we struggle and come together as a community.

The baseline is that Lawrenceville's presentation of itself during Discovery Days is not uncommon; in fact, it's a strategy we all use in order to present a more positive image of ourselves. While student critiques of this approach are valid, we must also strive to make the change we want to see. When prospective students are invited to campus, they should be allowed to understand the entirety of Lawrenceville rather than experience a one-sided picture of the School. Consequently, Lawrenceville's administration and faculty should also contribute to creating a more authentic picture that rings true to its students' experience.

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

There's a discrepancy between promising pictures of happy and well-rested students sitting at the Harkness table and the reality of not being able to grab lunch before running to the next class on a jam-packed schedule.

America, Look Beyond the Skies. No-Fly Zones Won't Help Ukraine. Here's Why.

RORY CONNOR '22

The American people are wrong about how to help Ukraine. A little over a month after the Russian invasion of Ukraine, a clear trend has emerged across national polls: Americans generally support economic sanctions against Russia and the armament of Ukraine with American weapons, but reject the use of direct military intervention. However, no-fly zones have been exempt from our disapproval; as per a recent Reuters poll, 74 percent of Americans wish to enforce one over Ukraine. Ukrainian president Volodymyr Zelenskyy also repeatedly called for allies to establish no-fly zones to better protect the civilian population and Ukrainian infrastructure. There's certainly a basis for this widespread support. Since the end of the Cold War, the U.S. military has relied on no-fly zones to exclude enemy aerial forces and thus maintain air control during wars. Yet the enforcement of a no-fly zone would not only create little benefit for the Ukrainian military, but also escalate the current conflict and endanger Ukraine's hopes for victory.

First, a no-fly zone is neither a peaceful nor a particularly effective operation. Imposing a no-fly zone requires the enforcing country or countries to clear the entire region of non-compliant aircraft. While this zone should theoretically allow the enforcer to ground their own aircraft and relieve them of the duty to constantly patrol for incoming enemy aircraft, it also continuously tasks them with making endless military moves. As one 2004 study from Stanford University found, the most important condition for the efficacy of a no-fly zone is a weaker military's submission to a threatening display of Western airpower. This conclusion aligns with historical precedents. For instance, the U.S. no-fly zone implemented during the Iraq War only succeeded due to the relative weakness of the Iraq Air Force, which only consisted of 90 flyable planes and lacked the modern surface-to-air missiles (SAMs) needed to target American planes. Russia,

on the other hand, has almost 4,000 active planes, and even more concerningly, one of the largest, most advanced, and most far-reaching SAM systems in the world. The no-fly zones surrounding Ukraine would only be fitting targets for Russian SAM systems; they would become hotspots of fierce aerial combat rather than a means to mitigate damage to the ground below. Given the only way to truly enforce an effective no-fly zone would be to destroy SAM sites themselves, a no-fly zone in Ukraine comes with the prerequisite of targeting ground sites across Russia; in other words, any attempt to implement a no-fly zone would inevitably lead the enforcer to commit an indisputable, and irreversible, act of war.

Considering Russian President Vladimir Putin's unpredictable nature and proclivity towards unprovoked military escalation, a direct engagement with the Russian military is far too dangerous to pursue. In his public appearances leading up to the war, Putin had threatened the West with an invasion of Ukraine as retaliation against NATO's advances into Eastern Europe. Assuming that Putin would not truly pursue a war that could annihilate Russia's economic and diplomatic status, NATO dismissed these threats as mere bluffs. Unfortunately, their assumption was wrong. Now, as Putin threatens to use the Russian military against his own interests again—even the possibility of using nuclear weapons against Ukrainian allies—we simply cannot afford the cost of calling Putin's bluff: the destruction of the entire world.

Finally, our hyper-fixation on protecting Ukrainian airspace will only keep us from fortifying more vulnerable parts of the nation. Admittedly, air superiority has historically been very important in modern wars such as the Vietnam War. By allowing aggressors to destroy infrastructure and other ground cover needed by defensive and guerrilla

forces from afar, the amount of air power possessed by a belligerent country has often predicted their success in conflict. However, we cannot extrapolate from history and simply conclude that Russia currently depends upon a powerful airforce to guarantee its success in this specific invasion. While Russia's air force is still far smaller and less capable than that of the U.S., the

ground invasion so far—the Russian strategy still relies very little on its air superiority, and thus its military would not suffer noticeable losses solely from the implementation of a no-fly zone.

Simply put, no-fly zones will not guarantee Ukrainian victory. Instead, it will either contribute very little to the country's gains in the war or provoke Russia to exacerbate their losses. Technically, the only truly effective operation would be a NATO-led, ground-based invasion of Russian occupied regions that could strangle and



Sally Lee '23 / THE LAWRENCE

former has discovered a way to work around the correlation between airpower and success. Russia has opted against the mass bombing campaigns, like those of the Vietnam War, to instead assail Ukraine with a combination of ground based missile and artillery systems. Despite the puzzling implications of their aversion to air superiority—especially considering the massive failures of the Russian

force the Russian army into surrender. However, no NATO member state will actively commit themselves to an operation that would tempt Putin into annihilating their territories with nuclear weapons.

Of course, that does not mean that the U.S. must content itself with inaction. It simply means that our nation must seek more effective alternatives to direct military provocations. One obvious, and more

popular, alternative is to increase our financial and armament support of both the Ukrainian army and guerrilla combatants. The Viet Cong succeeded in repelling invading forces due to the generous aid that it received from Mao Zedong's China; the Mujahideen of Afghanistan defeated the Soviet Army in the Soviet-Afghan War with the help of the United States and Saudi Arabia alike. While taking inspiration from historical precedents, Ukraine's allies must also tailor their aid to the ever-changing landscape of the invasion. As of now, javelin missiles and man-portable air-defense systems have greatly contributed to Ukraine's success in repelling Russian airstrikes; until strategists deem them ineffective, allies must ramp up their distribution of such weapons to Ukraine.

Similarly, American guidance in the training of fighters will complement the Ukrainian military's unity and morale with various lessons in tactics and weaponry use. After this training, Ukrainian soldiers would have the autonomy to adapt such lessons to the territory and the enemy that they are currently most familiar with. Meanwhile, the U.S. must continue to enforce harsh sanctions on Russian oligarchs, severing the Kremlin from all sources of funding and generate powerful public discontent against the Russian government. Despite his seeming disregard of financial constraints, Putin only has so much money to sustain his invasion and only so much support before his domestic affairs begin to distract him from the ongoing war.

To fulfill its minimum duty as an ally, the U.S. must commit wholly to less physically direct, but more adaptable and sustainable forms of aid that will equip Ukraine with the necessary resources to fend off Russia. We must let go of our false notion of an all-solving and all-powerful no-fly zone and instead offer a variety of roads to victory; from there, Ukraine will select the best option and obtain its triumph.

Lawrenceville Through the Eyes of a Student

No More Saturday Classes: Speaking Up for Student-Athletes

LINDSAY LEE '23

Throughout the bustle of Discovery Days these past few weeks, the most common questions I received from prospective students were about Saturday classes. Amid their barrage of questions on my thoughts and opinions, I felt a little lost; after two years of Lawrenceville Saturdays, I didn't have anything positive to say. Yet my attempts to quickly gloss over the hindrances of Saturday classes and move onto a more positive topic fell flat as potential sports recruits began to ask about how the athletic schedule would be adjusted. While I stifled my true thoughts for the sake of the tour, the frustration that arose stayed long after those Discovery Days. Saturday classes force an especially difficult balancing act between school, sports, and sleep onto Lawrenceville's student-athletes that subjects them to unnecessary physical and emotional duress.

First, Saturday classes place student-athletes at an academic disadvantage. Throughout my interscholastic seasons, I have missed countless Saturday classes due to weekend tournaments. On Sundays, I return exhausted from sports, yet I still have to force myself to rush through three subjects' worth of classwork on top of an overwhelming amount of

homework. On the other hand, the fear of missing my classes and having to rearrange my entire schedule for the following week has pressured me into withdrawing from multiple tournaments. I often feel as though I am torn between succeeding in a sport I love and succeeding in the classes I love; either choice forces

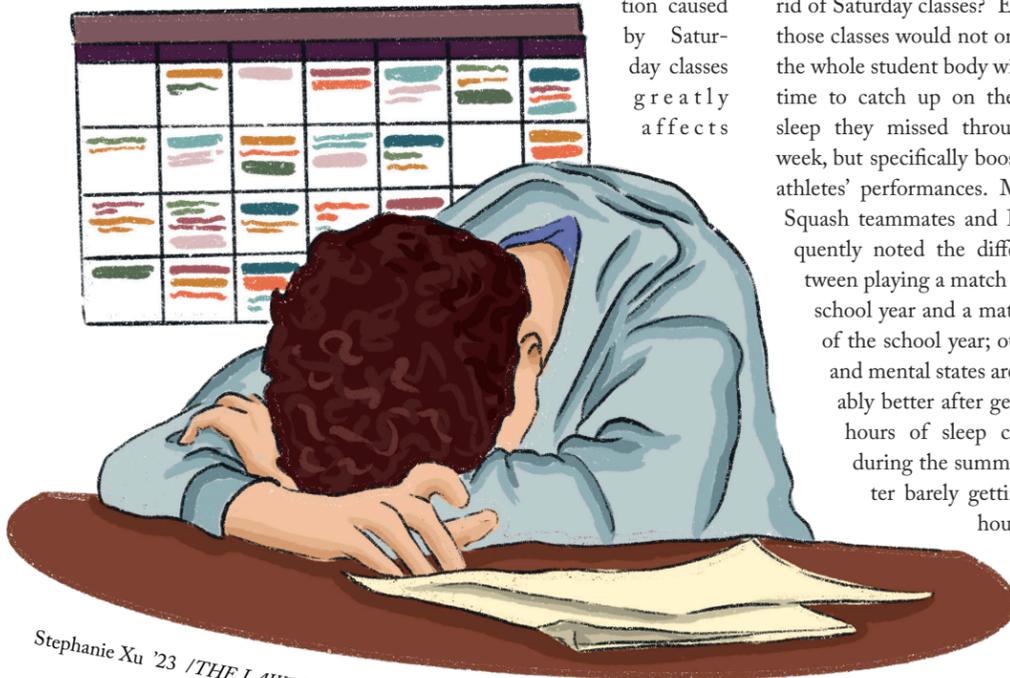
academic schedule. To disregard that conflict would both exacerbate student-athletes' school-related stress and discourage them from competing frequently and improving their performance. Simply put, Saturday classes only inundate us with lose-lose situations every term.

Furthermore, the sleep deprivation caused by Saturday classes greatly affects

that listed the various ramifications of inadequate sleep, including poor test performance and inaccurate self-assessment. I also remember feeling somewhat puzzled. To ensure that students could get more sleep and thus lead healthier, productive lives, why not get rid of one of the roots of our sleep problem? That is, getting rid of Saturday classes? Eliminating those classes would not only provide the whole student body with enough time to catch up on the hours of sleep they missed throughout the week, but specifically boost student-athletes' performances. My Varsity Squash teammates and I have frequently noted the difference between playing a match during the school year and a match outside of the school year; our physical and mental states are considerably better after getting eight hours of sleep consistently during the summer than after barely getting in four

work that Saturday classes pile upon us.

While we have not seen any successful attempts to eliminate Saturday classes so far, we should at least consider gradually phasing them out of our academic schedule. To start, the School could look at other boarding schools' phase-out plans as potential sources of inspiration. For instance, The Hill School got rid of Saturday classes by slowly decreasing the number of Saturday classes throughout the year; now, the school has removed Saturday classes from its schedule entirely while maintaining half-days on Wednesday to accommodate athletics. If Lawrenceville follows a similar plan, we could see considerable improvements in the athletic performances of our student-athletes who would not have to choose between practicing and sleeping. Of course, abolishing Saturday classes will not automatically reverse the sleep debt that we have accumulated over the past months nor allow every student to get enough sleep every day. But at the very least, an overhaul of our exhausting schedule would be a step in the right direction for the entire campus, especially for the half-awake student-athletes currently dragging themselves to the Lavino Field House, dreading yet another round of this academic and athletic balancing act.



Stephanie Xu '23 / THE LAWRENCE

me to sacrifice something that I deeply value. To continue Saturday classes would minimize the conflict between the time commitment of interscholastic sports and the Lawrenceville

our athletic performance. I remember receiving an email this Fall Term from the Health and Wellness Center detailing the results of a University of Pennsylvania study

sports teams to succeed as a whole, their members should not be stumbling into matches exhausted and unmotivated after weeks of sacrificing sleep to stay on top of the extra

How the Cultural Studies Curriculum is Failing Us

MICHELLE ZHANG '25

When I first heard that the II Form Cultural Studies curriculum would be devoting so much time to the study of Asian cultures, including my home country of China, I was beyond excited. But my enthusiasm was short-lived. While walking to class one day, I heard one of my classmates say that they were unable to understand how intentionally mispronouncing Asian names could be disrespectful. I felt stunned that someone believed it was okay not to put any effort into names like mine. I felt like I was being dismissed, that I was not important enough to be addressed correctly. This classmate's views, however, were not formed without cause. Lawrenceville's Cultural Studies curriculum teaches a Westernized view of Asian cultures, enforcing student biases that harm all of us.

Both of these elements are only concerned with how India relates to the West, as if Asian cultures only matter when they intersect with Western history.

It is important for schools to include international cultures in their history curriculums. Learning about other cultures exposes students to multiple historical points of view,

giving them a better understanding of the world and how they fit within it.

However, the Cultural Studies course's fixation on the Western-related aspects of India and China reverse the benefits of learning about Asian history. Teachers are not necessarily to blame; after all, the way that these cultures are taught is not completely up to a teacher's jurisdiction. The problem is not with teachers, but with the curriculum itself. A majority of the India unit focuses solely on Indian religion and its history with British colonialism. Both of

negative aspects of India far outweigh the time they spend on its positive aspects. The course devotes countless lessons to learning about sexism, racism, and religious division in India. Yet lessons on the positive aspects of Indian culture, such as its architecture and rich culinary heritage, are extremely brief. While the China unit includes more positive lessons than the India unit, such as those on art and philosophy, much

of the course material still focuses heavily on China's relationship with the West.

the Opium War, setting the stage for the West to appear.

Each day in class, students of Chinese and Indian descent should not be forced to bear the Westernized images of their culture. The pervasiveness of such inaccurate views of their cultures disconnects Asian students from the School and their peers, further isolating students of minority groups from a community that already heavily centers itself around Western values.

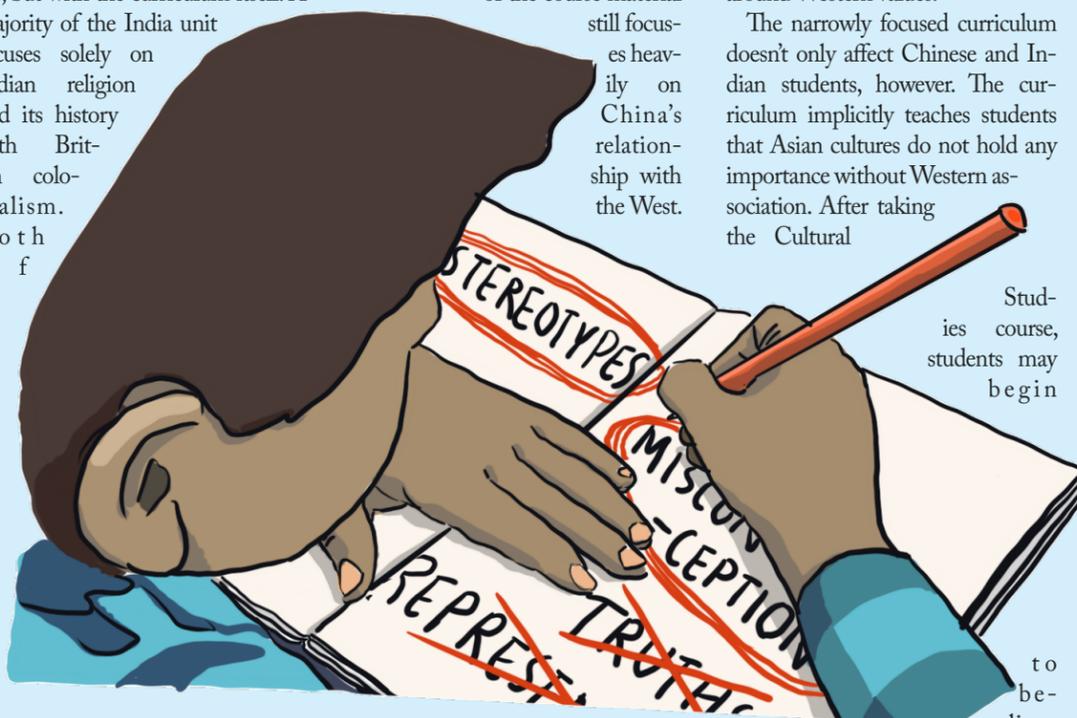
The narrowly focused curriculum doesn't only affect Chinese and Indian students, however. The curriculum implicitly teaches students that Asian cultures do not hold any importance without Western association. After taking the Cultural

it should be encouraging diverse viewpoints.

Some may suggest that Chinese and Indian students should take it upon themselves to point out flaws in the curriculum and amend them. Yet even if Asian students decide to point out insensitivities in the curriculum, it is not our job, nor the job of any young student, to correct their own curriculum. The responsibility to correct the curriculum lies not with the high schoolers attending the class, but with the School's administration.

The School must redesign the Cultural Studies course. It should consult Asian faculty on its content and expand its readings to include more non-Western voices. Only a total makeover of the Cultural Studies curriculum will allow the course to accurately portray China and India. In an increasingly globalized world, children must understand all the countries and people around the world—so the School should stop misinforming its students and create a Cultural Studies class that truly represents these parts of our world.

Our high school years are some of the most formative times in our lives; what we learn at this school will shape our character far into the future. Schools possess the power to shape the future leaders of our country. Lawrenceville, as an institution whose mission is to inspire the best in each to seek the best for all, should make sure that its students come out with an educated view of two of the most important cultures on our planet.



Sally Lee '23 / THE LAWRENCE

these elements are only concerned with how India relates to the West, as if Asian cultures only matter when they intersect with Western history. Along with focusing on British colonialism, the amount of time students spend studying the

"Golden Age" periods such as the Song and Tang dynasties are left unmentioned, the Han dynasty is hastily taught, and our study of the Qing dynasty merely serves as a segue into

it is okay not to put effort into pronouncing names correctly or that it is okay to disregard Asian voices. The Cultural Studies curriculum encourages students to adopt narrow and one-dimensional perspectives, when

Studies course, students may begin

to believe that

Admissions Kicks Off Discovery Days

MIA KINCADE '25
& SOPHIE CHENG '25

For the first time since 2019, Lawrenceville students and faculty hosted hundreds of accepted students on campus for Discovery Days. This event allowed newly accepted students to experience life at Lawrenceville before deciding whether or not the School was a good fit for them. Prospective students were paired with Lawrenceville student hosts and brought to two classes, gaining insight as to what life is like as a Lawrentian. Each pairing was based upon shared interests and activities so that prospective students could see what their lives at Lawrenceville could be. Because most accepted students will be coming in as II Formers, many current II Form students were given the responsibility of hosting a prospective student to provide insight on what happens in a II Former's day. Additionally, to give a sneak peek into life in the Houses, prospective students attended a House meeting with the Heads of Houses and Prefects.

According to Director of Admissions Communications Christine Ding, "parents attend... sessions on the House system; student life; learning at Lawrenceville; college counseling; and diversity, equity, and inclusion at Lawrenceville. The program provides both accepted students and their families ample opportunities to engage with students, teachers, deans, coaches, club leaders, department chairs, and more."

Senior Associate Director of



Tour Guides welcomed accepted students on Discovery Day.

Admissions Lisa Ewanchyna explained that the students "had lunch with faculty and attended a 'Meet the Coaches' session and a community fair that featured a sampling of clubs and organizations on campus." They also listened to an address by Head of School Stephen Murray H'54 '55 '65 '16 P'16 '21. The potential students had a tightly-packed schedule to closely mirror life at Lawrenceville, which allowed them to gain a better understanding of the community.

Head Tour Guide Coco Sandoval '22 described Discovery Days as "so instrumental in making the final decision when it comes to picking a school because it gives

[students] a second opportunity to consider whether [they] want to attend Lawrenceville." By personally undergoing a Lawrentian's day-to-day life, a prospective student can more easily decide on the school that they will attend.

Although applicants tour the campus before they are admitted, Discovery Days provide a way to get "to know our campus through a much more complete lens by visiting classes, eating in a dining hall, speaking to teachers, faculty, and administration," Sandoval said. These firsthand experiences equip prospective students with a better understanding of what being a Lawrentian entails.

Through morning hype squads

Juliette Vazquez '24/THE LAWRENCE

and welcoming and enthusiastic faces, Discovery Days give Lawrentians "a chance to show admitted students what makes Lawrenceville so special," Sandoval expressed. Not only did the hype squads exhibit Lawrenceville's tight-knit friendships, but the newly accepted students were also able to see for themselves what kind of community they would engage with this upcoming fall. "[Showcasing] Lawrenceville's finest," said Ewanchyna, would lead these students to choose Lawrenceville over other schools.

Discovery Days were especially significant this year because it was "the first time in three years that we have been able to host fami-

lies on our campus," Ewanchyna emphasized. Additionally, "this year, the School was able to feature new and different spaces including, but not limited to, the Gruss Center for Art and Design, Clark Music Center, the Edith Memorial Chapel, the Big Red Farm, and our proximity to Purple Cow Ice Cream," said Ding. When Covid-19 was at its peak, "admitted students [could only] drive through campus while hype squads, groups of students, and Tour Guide Council members cheered and welcomed people," Sandoval recalled. Although in-person Discovery Days are much more fun and interactive, the pandemic put a damper on the festivities; however, the Lawrenceville community still wanted to provide the prospective students with the excitement that they would have felt in past years, which they accomplished through online Zooms and meetings with coaches and students. Ding stated that "our Discovery Days program also [included] a March 10 Kickoff Celebration on Zoom and multiple other online options for accepted students and their families that could not make it to campus." However, these virtual meetings were nothing in comparison to the in-person experience, which highlights why this year is so special.

An on-campus experience is incomparable compared to an online one, which is why this year, as Covid-19 protocols started to loosen up, the Lawrenceville community was so eager and thrilled to once again welcome accepted students back to campus.

Climate Change in the Anthropocene: Can We Heal a Warming Planet?

ARYA SREEDHAR '24

Last Monday, March 28, Lawrenceville kicked off its annual Capstone Lecture Series with Sonya Legg, an oceanographer at Princeton University. The Spring Term course is designed for students to explore a specific topic through the perspectives of featured experts in the field. This year, the Capstone course centers around climate change, specially featuring teachings of science, policy, and environmental justice. The course is currently taught by Science Teachers Sean Dory, Stephen Laubach P'23, and Nicki Selan.

What appealed most to students about the Capstone course this year was its unique learning approach and wide exposure to the various aspects of climate change. Jack Chou '23 noted that "most of [students'] knowledge is derived from current research papers and lectures." Chou enjoyed analyzing the information from current experts to target "underlying [efforts] to better our community."

Similarly, Mercedes Zobel de Ayala '22 was drawn to the course because she could discuss and learn from field experts. Her fa-



Capstone Speaker Dr. Sonya Legg.

vorite part about the course is "being able to research the accomplishments of our lecturers and understand the new[ly discovered] research."

Legg spoke to the Capstone classes about climate modeling and her experience as an oceanographer with the Princeton Geophysical Fluid Dynamic

Laboratory. Laubach, who also serves as the Director of Sustainability, led the networking process to organize the lectures. Laubach believed that Legg would help "lay the scientific foundation of the course...before we turn our attention to communications, policy, business, urban design for climate change, and environmen-

tal and climate justice."

In her talk, Legg explained in great detail the process of computer modeling and how climate patterns are observed, especially with ocean circulation patterns. The observations of climate change can come from a variety of changes, such as increasing temperatures and heat concentra-

Claire Chow '24/THE LAWRENCE

tions in the ocean, or decreasing ice mass and snow covers. Legg explained the relationship between examining climate change through mathematics and physics. Her intricate climate models analyzed both natural forces of climate change like solar radiation and anthropogenic forcings such as greenhouse gases. These models are compared to observed climate patterns to project future predictions.

Both students and teachers enjoyed learning about climate change from an expert's perspective and field work. Laubach emphasized, "As an educator, I was also pleased to hear [Legg] speak on the importance of diverse perspectives" when examining climate change. Legg also spoke about her experience working in a male-dominated field, hoping to inspire young women in the audience to explore this realm as a possible career path.

For Lawrentians looking to learn more about climate change through the eyes of career experts in multiple disciplines, the Capstone Lecture Series is open to the Lawrenceville community every Monday this Spring Term from 7:00 PM to 8:00 PM.

The Impossible is Possible: An International Night Performance

OLEKSANDR MYKHANTSO '23

This past Saturday, the Office of Multicultural Affairs held its annual International Night on the patio of the Abbott Dining Room. There, I was fortunate enough to partake in the event both as an attendee and as a performer. I presented two dances: a solo I choreographed myself and a Suave dance choreographed by Ally Calderon '24. To say that my experience had been excitingly peculiar would be an understatement.

Witnessing my first International Night last year, I was captivated by the idea of the event and even more by the performers. They bravely stepped in front of a huge crowd of their peers, wearing traditional attire and giving everyone a peek into their culture with a song, a dance, or sometimes both. However, one thing slightly frustrated me—amidst various affinity and cultural groups, I felt underrepresented as a Ukrainian, having only a tiny fraction of the Slavic Circle table to show off my heritage. Naturally, noticeable representation is a lot to ask from a school with only two Ukrainian students, so I simply shrugged the unsettling feeling off.

Back in Ukraine, I had been involved, in one way or another, with Ukrainian folklore dance for almost a decade. Starting from the beginning of my IV Form year, I got much more involved in Lawrenceville's dance program, taking dance as my co-curricular and becoming a member of the Lawrenceville School Dance Collective (LSDC), Tour de Force, and Suave. While my previous dancing experience was not even close in its rigor, regularity, or challenge as it is here, traditional dance has always been



Mykhantso at International Night.

Cindy Shum '24/THE LAWRENCE

a significant part of my identity. Dance was, and will always be, my non-verbal way to express who I am, where I am from, what I feel, and what drives me. Therefore, I tried integrating my culture everywhere in the Lawrenceville environment. Be it in class or during a dance rehearsal, I tried to include Ukrainian moves or at least add a traditional vibe or "oomph" to the dances I was in. One of the prime examples of this collision of styles was during my "Candy Cane" performance as a part of the LSDC's rendition of "Nutcracker" at the last school meeting of 2021. Co-choreographing it with Director of Dance Derrick Wilder, I got a chance to give my input on the moves that I would be performing. Considering the

overall tone and original Balanchine choreography, I had zero doubts about building the dance from traditional Ukrainian moves with only minor additions of Hula Hoop jumps.

Since then, my desire to share my culture through dance has only grown, especially due to the war that Russia restarted in my country, wiping out cities, stealing people's lives, damaging natural sceneries, endangering my loved ones, and attempting to once again rob Ukraine of its freedom. Constantly worrying about my home country and being unable to return home during spring break made me highly homesick. I replayed Ukrainian music, went through old photos, and wrote poems about war.

When I initially heard that International Night happening, I was confident that I would like to perform something Ukrainian. However, performing solo with my very own choreography in front of peers did make me anxious, so I turned to school work instead of preparing my dance. With Saturday approaching, I started reflecting on last year's event and the importance of my culture in these times.

After finishing my homework as fast and sloppily as possible, I started choreographing at 10:05 PM on Friday. The first minute of the choreography went well, but when I couldn't continue, I ended up rewatching my previous folk ensemble's performance videos until I fell asleep at my desk. After sitting through Chemistry class and speedrunning a Spanish quiz the following day, I resumed choreographing during my free period. I spent the whole afternoon finishing the dance, only taking tiny breaks to grab a bite from the Irwin Dining Center and send Director of Community Service Rachel Cantlay an email about skipping that day's community service session. Looking back, I do not understand how I managed to choreograph the dance in one afternoon while attending classes and Suave rehearsals.

I was already nervous when I arrived at the Abbott Patio in a traditional Ukrainian shirt made by my grandmother, powered only by a couple of cups of coffee and some Tylenol. I could not even finish my churros without feeling my heart in my throat. The anxiety kept rising as I paced around, re-reading the dance movements from my notebook while the five previous performances went by with lightning speed. "I mean, seriously, guys? You couldn't have taken a bit longer?" I remember thinking.

Having considered fleeing the scene about 24 times at that point, I finally stepped into the clearing under the tent. As soon as my song, "Kalyna" ("Guelder-Rose," one of Ukraine's most treasured symbols) by Go_A, hit the speakers, I realized my choice of using a folktronica song (folk+electronica) was not wrong. Even before I pulled any difficult moves, everyone had already begun cheering. I moved through all of my tricks, jumps, and turns precisely as I had planned. I moved naturally without thought, fueled by the crowd's warm reception. At the moment, I had absolute control and power over the stage as the crowd clapped and screamed at the exact times I expected them to. Fusing traditional with modern dance moves allowed me to show off my culture and retain the sassiness that both I and the audience adore. As I struck my final pose, I drowned in the applause of my peers. I was incredibly proud of all my hard work, choreographing and performing in less than 24 hours. What's more, though, I felt like I was finally able to let everybody know who Ukrainians really are and the great passion that burns in our hearts right now.

As I changed into my Suave outfit, no more anxiety lingered. Even though I learned that dance in a very short period of time—two days to be exact—I knew that I had already made the impossible happen with my solo, so I jumped into my last dance of the night with pure joy. That night, once and for all, I realized that passion and resilience are the only things you need to achieve your goals. That is why I am more than confident that Ukraine has got what it takes to emerge victorious from the war, punish its wrongdoers, and finally spread out its wings and fly towards a bright, free, confident, and flourishing future. It is only a matter of time.

Papers Please: A Reflection on Morality

SABRINA OTTAWAY '25

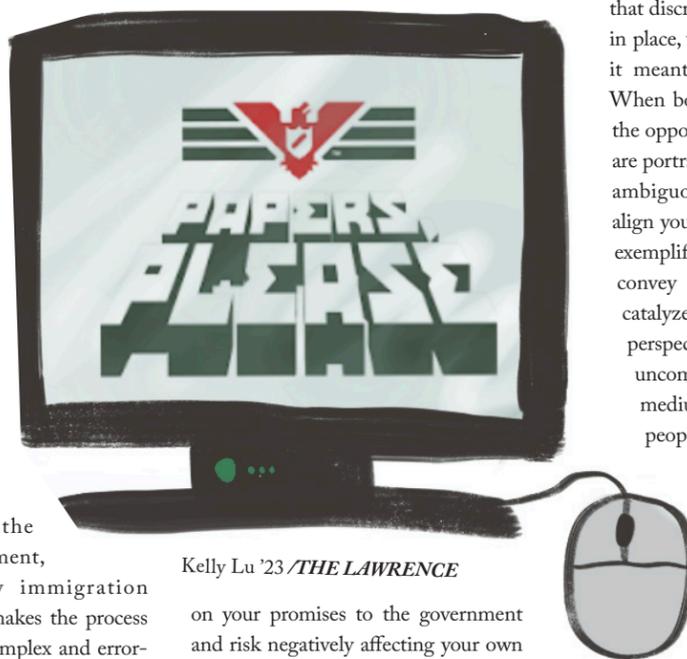
Once in a while, a video game is developed that revolutionizes how players engage with the medium and what messages the medium can portray. Amongst the plethora of new video games, there is one that, in my mind, distinguishes itself as an exemplar of engaging storytelling, and it creates an immersive experience of morality and tension for players.

Papers Please is set in the fictional state of Arstotzka, where, after a war, tensions are high and political strife threatens the strenuous peace. You are a state-hired immigration inspector at the border checkpoint in East Grestin, a position in which you must examine the paperwork of potential immigrants and determine whether they can enter or not. The main screen consists of your desk, where you compare, examine, and stamp documents. Above you is a view of each passing application, allowing you to confirm the appearance and weight of the documents. A guidebook on your desk outlines up-to-date information on every country and document while outlining the necessary paperwork for potential immigrants. You need to process as many people as possible since your salary is based off of how many people you let through, which is especially important given the dire conditions of Arstotzka.

Each person's immigration documents may have discrepancies (such as evidence of forgery and/or conflicting information), requiring you to examine documents to the very last digits. Any mistake in flagging these discrepancies and/or issuing rejections result in disciplinary penalties, affecting your income. At first, processing people is easy; however, as you progress, terrorist attacks and mounting revolutionary forces influence the Arstotzkan government, resulting in new immigration requirements. This makes the process increasingly more complex and error-prone. In order to earn as much money as possible, you need to perform a balancing act of efficiency and accuracy, all under the duress of increasingly complex requirements and procedures.

As the game progresses, you're faced with moral dilemmas that affect the ending of the game. For example, a fellow officer has their wife entering the country and attempts to convince you to "let her in." However, she lacks

the necessary paperwork. Do you utilize your privilege to do a favor and save a woman from persecution, but go back



Kelly Lu '23/THE LAWRENCE

on your promises to the government and risk negatively affecting your own family? Or do you decide to conduct your job honestly by treating this woman like every other immigrant you've processed with incorrect paperwork and thus reject her application, while also preventing her from escaping the dangers she faces? How often will you commit illegal acts and take bribes if it means saving your family? Will you break the rules (instituted by those who have helped you) if doing so can save

people from danger? Are Artotzka's instituted measures unethical and discriminatory, or are they justified to protect the country? If you knew that discriminatory practices were in place, would you reject them if it meant endangering yourself? When both the government and the opposing revolutionary forces are portrayed to you in a morally-ambiguous light, who do you align yourself with? *Papers, Please* exemplifies how pieces of art can convey messages and ideas, or catalyze shifts in the beholder's perspective and make beholders uncomfortable, no matter what medium art comes in and how people interact with it.

Your choices in these predicaments affect your outcomes of the game, of which there are 20. Though some of them result in the player successfully smuggling themselves to another country or surviving after a successful revolution, most involve being found out and captured by Arstotzka's government or revolutionary forces (depending on who is in power). For me, a powerful message came from the realization that most "successful endings" require players to lean into immoral or illegal acts to keep the player and their family's heads above

water and not be on the "defeated" side of the larger geopolitical conflict.

Through the constant feeling of inner turmoil from making these decisions, or having my mistakes "catch up" to me kept me anxious but engaged to see what would transpire. The other elements of the same help exaggerate this tone as well. Your office and small window to the streets of East Grestin are dull and cold. Though they tell heart-wrenching stories, the faces of each passing applicant are drained of color. The depressed visuals of the game only amplify the tragic and anxious mood of the game caused by the events of personal anxiousness and turmoil. The background music, including the low and trembling roar of the bass and ominous melody of a string instrument, only amplifies the game's emotional experience.

In *Papers Please*, from the graphics to the storylines and the mechanics, there is a thick atmosphere of desperation caused by the personal circumstances of both the inspector and the fictional character that I, as a player, couldn't help but be immersed in. As both fictional characters and players have to make emotionally strenuous acts in order to survive, *Papers Please* the game makes the player imagine how these experiences permeate the real world. *Papers, Please*, though simply a video game, powerfully reflects on morality in a manner relevant to our society today, but with an angle that we lack.

Profile on Admissions Visit Coordinator Pat MacKinnon

WILLIAM WANG '24

Through the doors of the Mackenzie Admissions Building sits a wooden table and the face that greets every future Lawrentian. Patricia MacKinnon, the Visit Coordinator for the Admissions Office since 2003, organizes Discovery Days, schedules campus visits, and serves as the faculty advisor to the Tour Guide Council.

Reflecting on her job, MacKinnon said, "I think I have the best job on campus because I get to meet all the new people," said MacKinnon, "I never delete any of my contacts, so when I get a new phone it takes three days to get the contacts in."

MacKinnon was a childhood actor but left the industry when she entered high school. "[Students] don't know that I did television commercials and traveled in a Broadway show for a year and a half," said MacKinnon. She eventually continued her studies at Jersey State University, where she became class president.

MacKinnon believes she "can read people pretty well" because she majored in Psychology. "I can tell whether [prospective students] are really enjoying it and the same thing with the tour guides." After leaving a 15 year-long career in the insurance industry as an administrative manager, MacKinnon moved into the home of her father-in-law in Princeton.

After applying to several firms, including Lawrenceville's Admissions Office, she chose Lawrenceville specifically because

she could connect with students. MacKinnon says that one of the most notable moments during her career was when "one of the head tour guides was from South Korea and she texted me and said she couldn't come to visit. She was so sorry because she couldn't get out of South Korea due to Covid-19, so I made her a short video because she was getting married."

MacKinnon's responsibilities include scheduling tours, preparing documents for the admission departments, and the logistical planning behind Discovery Days—in other words, a lot of work. MacKinnon noted that aligning interests and schedules for Discovery Days was

a challenge this Spring Term. "I've been here since 6:30 AM working in a cheerful tone. "It was pretty stressful, [and] I always overthink things," noted MacKinnon. However, MacKinnon also emphasized that "it's just great when people come in with their families [and] walk in the door for Discovery Day." MacKinnon prioritizes helping others with the admissions process, devoting herself to be "as helpful to families as [she] can." In terms of athletics, MacKinnon helps applicants and new students arrange meetings with their coaches. She also keeps in touch with students through programs such as Candy Thursdays.

"Once you're here and enrolled, I don't get to see you anymore. That's why we have doughnuts and we have apple cider. I always think it's important because it keeps us in touch with you." The pandemic heavily affected Lawrenceville's admissions process and was a particularly hard transition for MacKinnon and others in the Admissions Office. "Covid-19 drove me crazy because I was home," said MacKinnon. "We did interviews, and that was it. I just missed seeing the kids so much. It's not the same as having someone walking you around." The drive-through in the past admissions cycle was especially memorable for MacKin-

non since she was able to interact with the students. "Everybody was soaking wet in their House gear, it was just a lot of fun." MacKinnon's final responsibility is being the faculty advisor for the Tour Guide Council. MacKinnon knows it is important to consider both the student and their other commitments when considering applications for the Tour Guide Council. "If they're very involved in a big club, they can't give me all that time," said MacKinnon. When finding suitable candidates, she stresses the impact of sharing the experience of the Lawrenceville community with prospective students and families alike.

When asked what made the Lawrenceville community special, MacKinnon's answer was the faculty and their passion for the students: "I just love working with you all and I think that's what makes Lawrenceville so special compared to another school." MacKinnon noted that a few summers ago, a tour guide on the way to tour a prospective Head of School was injured by a car in an accident. "I sent him some cupcakes from House of Cupcakes in Princeton," said MacKinnon. "This Spring Break he came back to visit me. He found out my birthday was March 23, and he left me a box of cupcakes from the same place on my desk with the sweetest note ever. Some relationships never end!" Ms. MacKinnon remembers each Lawrentian from the moment they enter to years after they leave the door—just don't forget to visit her once in a while.



MacKinnon at her desk.

Juliette Vazquez '24/ THE LAWRENCE

The Art of Sleep: A Lawrentian's Guide to Hitting the Sack

SONIA LACKEY '25

According to Johns Hopkins Medicine, the average teenager should get approximately nine hours of sleep each night. However, from 6:00 AM to 8:00 PM, you will often find many sleep-deprived Lawrentians at Starbucks taking shots of espresso to catch up on hours of sleep lost to studying. Lawrenceville teachers take plenty of measures to help their students get enough sleep but Lawrentians often still fail to get anywhere near a reasonable amount of Z's. While catching up on sleep may not be a viable option, students can at least try to increase the quality of the sleep that they do get.

Plenty of rules attempt to force a healthy sleep schedule onto students. For example, the underform "Lights Out" rule mandates that one's lights should be off by 10:45 PM or 11:15 PM, at which point the WiFi also turns off for the night. Although this rule aims to help cultivate healthy habits for a large percentage of the student population, many students use their phone's hotspot to keep working on their homework assignments. The use of hotspots also creates an equity issue: day students and boarders who can afford hotspots can work late into

the night, while those who can not afford hotspots, which can cost up to \$400, are disadvantaged and run behind on their work. While WiFi turns back on in the morning, not everyone is able to get up at 5:00 AM and write an amazing essay before eating breakfast. Theoretically, the "Lights Out" rule should be helpful, but it creates more problems than it solves.

Another example would be the 24-Hour Pass, which provides the option to push back work that can't be completed within a given deadline. Extensions sometimes works, but students may not want to use the pass or reach out to their teachers at risk of seeming lazy, disorganized, or bad at time management. Many of the rules are great in theory but can be a struggle to enforce.

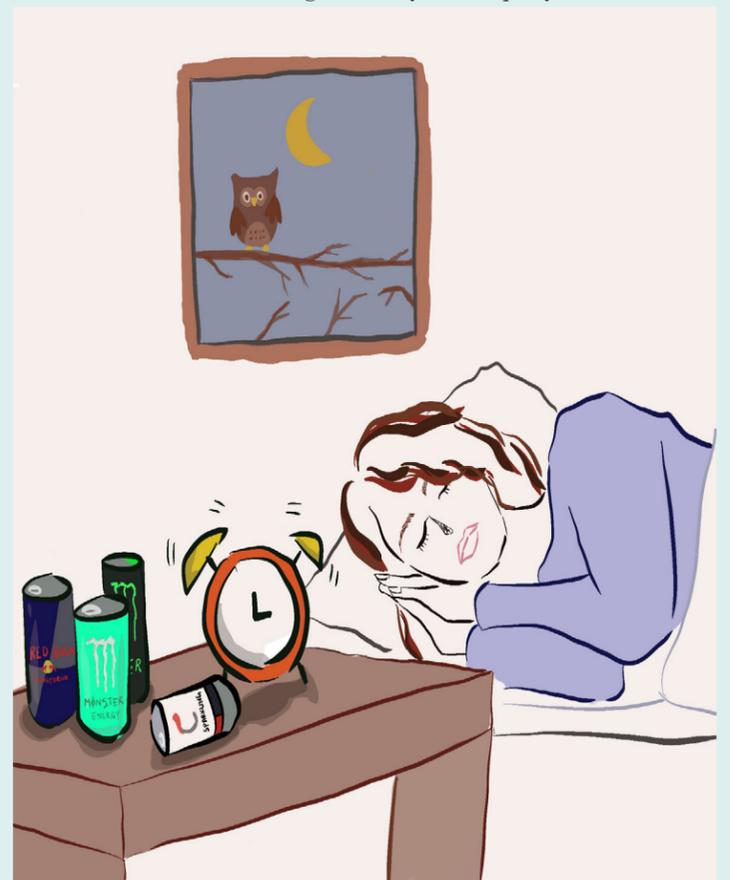
The reality is that most students are not really concerned about sleep. A poll conducted by The Lawrence found that, on average, Lawrentians get about seven hours of sleep, nearly two hours under the average amount a student should be getting. Sometimes, students try to "fight through" the urge to let their eyes slip closed in the middle of class, according to Jane Rubenstein '24. Others, like Siddarth Karthodi

'23, "use melatonin to fall asleep... [and] caffeine to stay awake."

In general, students have terrible sleep habits in order to maintain their status as "good Lawrentians" as top athletes and leaders of numerous clubs, pushing their homework back to the deadly hours of study hall. Attending a club meeting, sitting on a long bus ride back from a game, or just procrastinating because you wanted to hang out with your friends all lead to late bedtimes. Sleep helps with concentration, productivity, good mental health, and emotional regulation. Considering these benefits, one would assume that students would try to sleep more. At the bare minimum, everyone should try to get quality sleep, which entails being able to fall asleep easily staying asleep through the night, allowing you to function well during the day. In general, a lot of sleep tips are overused or uncontrollable for a Lawrentian. Avoiding screens two hours before bed is not realistic considering that students must access class syllabi online. Instead, focus on what you can do. Push your paper homework to the end of the day. If possible, take quick naps between school and sports to increase your quantity of sleep. Turn your phone to

"Do Not Disturb" after you finish working so that you don't get noisy notifications in the middle of the night. Eat your breakfast in a sunny area to adjust your biological clock and increase alertness, even if that sun comes through a

window in the Irwin Dining Center or Abbott Dining Room. You may not be able to get nine hours of sleep, but ensuring the quality of the sleep you can realistically get may be equally as beneficial.



Kelly Lu '23/ THE LAWRENCE

Academic Advice Column From a Seasoned Upperperformer

AVA NOORCHASHM '23

Hello, my underform friends,

This weekend, I was thinking about why we're called "underformers" and "upperformers." I think the terminology is used to capture the idea that we are being guided to form resilient habits of scholarship and discipline. While I cannot say I'm fully formed into the person I will become in the future, I've learned a lot on the path to becoming an upperperformer. I know the reputation and rigor of Lawrenceville can seem daunting at times, and the competitive nature of your peers can be intimidating. But the truth is, we're not here to show each other up. I can't honestly say that I would've had the bandwidth to process this message as a II Former. Truth be told, a lot more of us start Lawrenceville like a deer in the headlights than we are willing to admit. But I promise, if you stick with the process, Lawrenceville gets a lot better. Perhaps my perspectives and what I've learned so far could be useful to you. Lawrenceville is a tough place, but it's also a very special one.

With love from a IV Former who's still experiencing growing pains,
Ava Noorchashm

Time management

Time: the one thing Lawrenceville students never seem to have enough of.

Although there is no precise formula for successful time management ("time management for dummies" usually just isn't enough), it is important to allocate your time in a way that works well with your own commitments. Given that we have to juggle the rigor of classes, clubs, athletics, and co-curriculars, it's a miracle that most of us manage to show up to class on time.

My first tip is to personalize your study plan. You know yourself and your schedule better than anyone else; draw from your personal strengths. Ask yourself the mundane questions: What time of day do I study best? Where do I study best? Is the bus ride to The Hill School long enough for me to complete my history reading?

Pro tip: Pulling an all-nighter is usually not your friend. If and when you learn to manage your time properly, your mind, body, and grades will thank you.

Establishing relationships with teachers.

Whenever you get a B- on the essay that you've been working on all week or bomb your Calculus test, your teachers might not seem like your best friends. Always remember one thing, though: they're here to help—I promise. Establishing relationships with your teachers allows for a classroom environment that is more conducive to individual learning. From my experience, the teachers who know about my drama are the teachers whom I learn the best from.

Tip number two: Get to know your teachers—keep an open line of communication. I'm definitely not saying that you should become a teacher's pet; instead, get to know your teachers as individuals with robust expertise rather than well-intentioned tyrants who shred your Economics papers in half.

Take interesting classes & don't overload yourself.

Given Lawrenceville's plethora of interesting (but deceptively difficult!) classes, such as Research in Molecular Genetics, Dystopian Literature, and the Screwball Comedy, it's pretty easy for you to shoot yourself in the foot a year and a half before the term even starts.

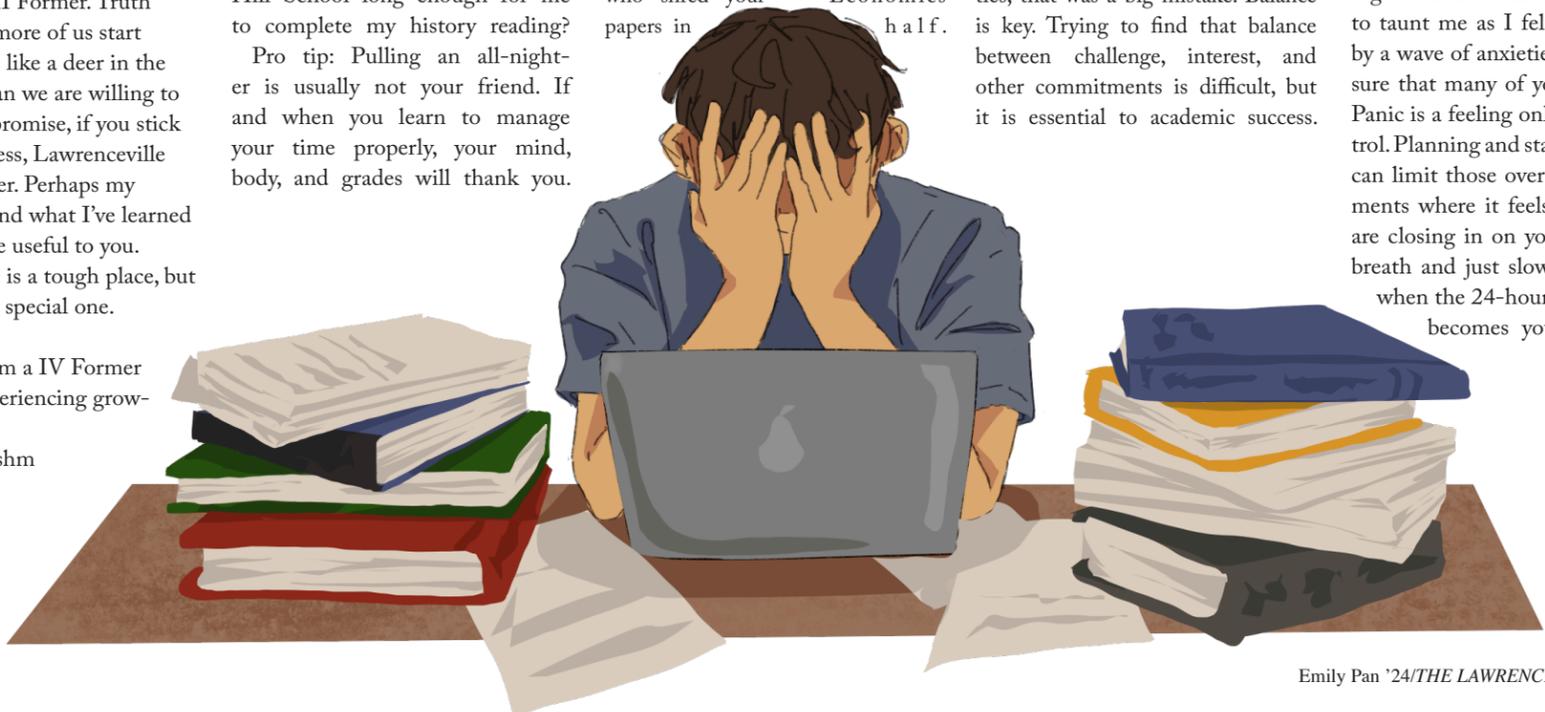
Tip number three: don't frontload yourself with difficult classes—instead, prioritize the classes that you'll find interesting and valuable. Otherwise, you'll want to drop Honors Chemistry faster than half the junior class did this year. Coming into my IV Form year, I loaded myself with as many 500-level courses as possible as a two-season varsity athlete involved in various other activities; that was a big mistake. Balance is key. Trying to find that balance between challenge, interest, and other commitments is difficult, but it is essential to academic success.

Plan ahead & slow down

I think the majority of us can relate to the feeling of being hit by a truck when we're assigned a last minute in-class essay or lab report. However, your heart won't have to drop as low when you hear the words "due tomorrow" if you already knew what assignments were coming.

Tip number four: use your syllabus to look ahead; know what you have coming up. Going hand-in-hand with time management, being proactive can help you prioritize and organize—so why not spend an extra 10 minutes during Sunday's study hall planning your week?

Another feeling I think we can all share is the feeling of complete and utter panic. Barely awake at the ruthless hour of 2:00 AM, my jumping cursor on a blank page seemed to taunt me as I felt overwhelmed by a wave of anxieties, a feeling I'm sure that many of you are privy to. Panic is a feeling only you can control. Planning and staying organized can limit those overwhelming moments where it feels like the walls are closing in on you. Take a deep breath and just slow down. This is when the 24-hour-pass suddenly becomes your best friend.



Emily Pan '24/THE LAWRENCE

Senior of the Week: Softball Star Emma Fleming '22

MACYN HATTMAN '25

EMMA SUNG '25

HAYLEY WILLIARD '25

Girls' Varsity Softball Captain Emma Fleming '22 has a lot to say. Her motto, "fake it till you make it," should tell you a thing or two about this senior. As a new IV Former coming in during the Covid-19 pandemic and someone who was virtual for the Fall and Winter Terms of 2020, going from a loner to being "well known on campus" (in our opinion, at least) was quite an adjustment.

According to Fleming, being a new IV Former was "super hard." She decided to stay virtual in the fall of 2020 because she wanted to play travel softball. That's right, she was starting her IV Form year at a new school where she knew nobody and decided to stay virtual for softball.

Fleming has been playing softball since she was eight years old and is now one of the three captains of the Girls' Varsity Softball team. She is also an actor and writer for SNLville, a Girls' Varsity Ice Hockey manager, and a part of Big Red Sports News. As II Formers on varsity softball, we have gotten to know Fleming a lot more. For example, here are her game day superstitions: she doesn't take off her uniform until she goes to bed, always wears her yellow hair tie and black scrunchie, always has a long sleeve shirt underneath her uniform, and has to have her pitch count clicker in her left



Fleming before a home game.

Sofia Bonilla '24/THE LAWRENCE

pocket. She has played on seven different travel softball teams and has played every position at least once.

During her first season at Lawrenceville, Fleming knocked in an impressive six home runs, seven doubles, and 19 runs batted in. She was named to the All Mid-Atlantic Prep League (MAPL) First Team and second team of The Trentonian's All-Area Team. Fleming was

also one of two starting catchers, and she helped lead her team to an impressive 15-2 record, allowing Big Red to clinch the MAPL and New Jersey State Interscholastic Athletic Association Championship titles. You might frequently hear her blasting her favorite song "Rain on Me" by Lady Gaga and Ariana Grande to pump up for games or wake up her roommates

every day during Florida Spring Training. Although unorthodox, her superstitions evidently work; Fleming will receive one of six scholarships at this year's Trenton Softball Hall of Fame banquet.

Although already a role model to many others, some people who inspire Fleming to grow and become a better person every day are featured on her "Wall of Idols," which features old friends, current friends, and friends' moms among those whom she looks up to. When asked what Fleming wants to be remembered as, she responded, "I want to be remembered as someone who makes other people laugh, okay? I don't want people to think I'm serious." One of Fleming's favorite parts of Lawrenceville so far has been being able to enjoy meals with all her friends. She thinks it's cool how she has friends from all different Forms. From the little time we II Formers have known Fleming, we can undoubtedly affirm that there is nobody quite like her. She has truly welcomed us into Lawrenceville, whether that be staying after practice to perfect our side arms throws or eating pudding with us in Lower. Emma, you have only been at Lawrenceville for a short time, but you have already made quite an impact on many people.

With love,
Your Favorite II Formers

Emma's Nightly/Daily Morning Routine:

9:30/10:00 PM- Go to sleep
2:30 AM- Wake up to alarm and shower (gets 4-4.5 hours of sleep on a goodnight)
3:00 AM- Done showering and starts homework; Works on Chemistry for a least 2 hours
5:00 AM- Finish all other homework besides Chemistry
6:00 AM- Attend Buddhist Meditation at the Chapel (if it's Thursday)
7:00 AM- Go to fieldhouse to hit while Maddie Samman 21' 22' pitches
8:00 AM- Stop by Irwin for a well balanced breakfast: "I eat potatoes for almost every meal.

Fun Facts!!

Favorite Color : red
Favorite Movie : *High School Musical*
Favorite Song : "Rain on Me"
Favorite Thing About Lawrenceville : Chocolate Pudding and Buddhist Meditation

Emma Fleming's Advice Column for Freshman

1. Do not take chemistry
2. You are woman
3. Lo Sono una Donna

The Ultimate World Cup Preview: What to Expect From the Group Stage of 2022's Tournament

BRYAN BOANOH '25

The 2021-22 soccer season is getting dangerously close to its finale in early June, which means that the 2022 World Cup is getting closer by the day. With all the crazy things going on in the world, you might not have enough time to focus on the international side of the game. Luckily, our elite team of football analysts here at *The Lawrence* (me) will give you what you need to know about this tournament.

Sacre Bleu?!

If you were betting on the winner of the World Cup, which team would you pick? Surely the reigning world champions would be near the top of your list? It only makes sense, right?

Well, if you chose a reigning champion, to put it as bluntly as possible, you'd be broke. Since 2002, the reigning champions have not done very well in the World Cup. The "Champions Curse," as they call it, has claimed many victims. In the last three World Cups, champions have each gone out in the group stages of the tournament immediately following their victories: Italy in 2010 after winning in 2006, Spain in 2014 after winning in 2010, and Germany in 2018 after winning in 2014. France also bowed out in the group stage in 2002, because all great stories have to start somewhere. If you wanted to go even further back, you could bring up the fact that no team has won the World Cup twice in a row since Brazil in 1962, when there were only 13 teams in the tournament (a Mickey Mouse Championship, if you ask me): less than half of the current total now. If you are reading this and happen to be of French descent, you might want to prepare for a premature exit.

March November Madness?

The groups for the 2022 World Cup were released this past Friday, and the lottery gods must have been in an insanely good mood because these are some of the best draws for World Cup groups we've ever seen. This section will be highlighting some superlatives across the groups.

Easiest Group: Group A

Group A consists of Senegal, Qatar,

the Netherlands, and Ecuador. With all due respect, none of these teams are viewed as juggernauts of international soccer. The Netherlands is a country with young talent in the likes of Luuk De Jong in the midfield and Matthias De Ligt at center back, with a world-class player in Van Dijk completing the center-back partnership. Senegal is solid in their own right, as the roster of the reigning African Cup Champions features superstars in Sadio Mane and Kalido Koulibaly. Ecuador, on the other hand, is among the weaker South American teams in the tournament, and Qatar is only here because the country hosting the

of Dusan Vlahovic (90 percent of the people reading this have never heard that name before, but he's really good at the whole soccer thing, I swear), Dusan Tadic, and Sergej Milinkovic-Savic anchoring the midfield. Switzerland made a Cinderella run in Euros, making it to the

Biggest Grudge Match: Ghana V. Uruguay

In 2010, Ghana and Uruguay competed in the quarterfinals, where something infamous happened. Uruguayan striker (read as: scumbag) Luis Suarez used his hand to save a header that was headed for the back of the net; a header that otherwise would have given Ghana a 2-1 lead in the dying moments of extra time. He was red-carded and dismissed from the game, but Ghanaian Striker Asamoah-Gyan missed the penalty that was awarded to Ghana due to Suarez's antics. Ghana then went on to lose in heartbreaking fashion in a penalty shootout. For this reason, most Ghanaians hate Luis Suarez more than Satan himself. However, a chance for revenge has presented itself with Ghana and Uruguay being drawn into Group H together, and with Portugal being the overwhelming favorite to come out of the group first, this game will probably decide who takes the second qualification spot, and will most certainly be the best game out of the whole group stage.

Last Chance Saloon

Lionel Messi and Cristiano Ronaldo are certainly two above-average soccer players, if you weren't aware. In fact, they're so good, they've been competing exclusively against each other for the title of best in the world for over a decade, seeing as no one else is even remotely close. These are the two greatest players of all time, but one thing is missing from both of their legacies: neither Ronaldo nor Messi has won a World Cup title, and with Ronaldo being 37 and Messi turning 35 in a few months, this will likely be the last time these two get a chance at the most coveted prize in all of sports (I just made someone mad with that sentence). Adding to this drama, there is a chance both Messi and Ronaldo make the final and play each other, which would genuinely be the greatest sporting event of all time. Will CR7 or Leo win the oh-so-desired trophy and ride off into the sunset with the GOAT debate finally settled, or will they both fail as they have in all of their previous attempts? We'll just have to wait until December 18 to find out.



Stephanie Xu '23/THE LAWRENCE

World Cup is guaranteed to have a spot. Expect Senegal and the Netherlands to breeze through.

Biggest WTF Group: Group G

This group contains Brazil, Cameroon, Serbia, and Switzerland. Brazil will almost certainly advance, as they are ranked number one in the world at the time of writing, but the other qualification spot is a toss-up. Serbia has a strong attack with the likes

quarterfinals—knocking out France on penalties along the way—and Cameroon was a semi-finalist in the African Cup of Nations. I honestly don't know who's going through this group, but if I had to make a guess, it'd probably be Switzerland. Honorable mention to Group F for having the strange conglomeration of Belgium, Canada, Morocco, and Croatia.

By the Numbers

32

Number of teams in the 2022 Qatar World Cup.

\$65,000,000

Value of Bobby Wagner's recent deal with the Los Angeles Rams.

0

Number of games the BJV Soccer team lost this past season.

3

Number of school T&F records Greg Foster '22 currently holds.

The Scoreboard

SATURDAY

- BV Lax vs. Haverford: 14-5
- GV T&F vs. NJISAA: 1st
- BV T&F vs. NJISAA: 2nd
- BV Golf @ Hill: 256-259
- BV Tennis vs. Peddie: 5-2
- GJV Lax vs. Haddonfield: 9-8
- GV Golf vs. Hill: 203-215
- GV Lax vs. Springside: 7-9

MONDAY

- V S'Ball vs. Hunterdon: 0-2

TUESDAY

- V B'Ball vs. Germantown: 3-6
- JV B'Ball vs Germantown: 2-0

WEDNESDAY

- GV Lax vs. PHS: 10-9
- GJV Lax vs. PHS: 11-0
- BV Crew @ Kent: 1-1
- BV Lax @ Hun: 14-2
- BJV @ Hun: 9-4
- BV Track @ Hill Relays: W
- GV Track @ Hill Relays: W

142 Board Picks cont.

	Sally Lee and Noah Trupin Co-Web Editors	Stephanie Xu Graphics Editor	Cindy Shum Photo Editor	Grant Shueh Associate Editor	Claire Jiang and Luke Park Co-Copy Editors
Why did you apply for the board?	to abolish wordpress	board domination	Feeds.	kp and boanoh	to clean up The Lawrence office
What are you dreading?	bugs	Autri's \$15 feed limit	Autri	being the third ops editor	L: getting fired by Autri again (x75) C: Yewon :)