



Rebecca Chou Delivers Valedictory Address



Valedictorian Rebecca Chou

Cindy Shum '24/THE LAWRENCE

REBECCA CHOU '22

Two years ago, I decided that I was going to become a runner. Almost immediately, I was caught up in painstaking planning: Which shoes to wear? What route to take? What pace am I supposed to run? I was lost before I began. I finally broke down and called someone who actually runs, Thomas, and his advice boiled down to “see if you can make it a mile without stopping.”

I did end up running a mile. I ran it in 13 minutes, which, for context, is the average 5K pace of a 60-year-old woman. When I told Thomas afterward, he said with genuine surprise: “Wow, I didn’t think you’d make it a mile!”

As discouraging as it sounds, there was unexpected liberation in knowing that both of us wholeheartedly expected me to fail. Once I left behind the expectation of being perfect—or even good—I set aside the overthinking that kept me from stepping outside in the first place. To be clear, I never did “become a runner.” I never hit a half-decent mile time and I definitely did not join the track team. I did learn two lessons from my running escapade, though. One, I really hate running. Two, I can be happy doing things badly, despite the world of expectation around us.

For the majority of my time at Lawrenceville, I’ve had a fear of doing anything poorly. I can’t recall our

freshman orientation exactly, but I do remember the overwhelming sentiment that we were stepping into the shoes of past Lawrentians far more accomplished than ourselves. I continually thought back to the saying, “Anything worth doing should be done well,” and thought, That’s supposed to be us. We were to become the people who would, eventually, change the world. And for the majority of my time here, living up to my idea of a Lawrentian has felt impossible. “Anything worth doing should be done well” felt like “Anything worth doing must be done perfectly.”

Setting the bar at perfection didn’t even seem unreasonable when I looked to my classmates. While Witt was researching genetics in the fruit fly lab, Summer was editing and illustrating a book on the stories of refugee children. I was in awe watching Minh on the stage or Maria on the court. But I had no idea where I stood against this backdrop of brilliance. I felt like I had stumbled into a school where I had no right to be. Most days I found myself thinking, “Today is the day that they find me out. Today is the day everybody discovers that I’ve accidentally tricked them all into thinking I’m smart and talented, and today they find out that I’m actually a fraud.”

In hindsight, those fears were ridiculous; yet I know that the feeling of being out of place is one that will return time and time again. Even Neil Armstrong, on being invited to a gathering of great scientists and artists and discoverers, once said, “I just look at all these people, and I think, what the heck am I doing here? They’ve made amazing things. I just went where I was sent.” And if the first man on the moon feels like a fraud sometimes, then maybe it’s okay for us to feel like that, too.

In the end, I proved my fears right. Not in that I could never live up to my idea of a Lawrentian, but that I could not possibly be perfect—or even good—at everything I attempted. The nature of Lawrenceville made it impossible to avoid stepping outside my comfort zone, and it has been through exploration that I’ve had some of the most fulfilling experiences of my time at Lawrenceville. Our Freshman Shakespeare play, for instance, was my first and only experience in theater. Despite not being and not becoming any kind of actor, I found irreplaceable friendships through that production. And while I have never once taken a dance class or even taken to the dance floor, floundering through the senior girls’ dance will always

be a treasured memory of mine. I did badly at Lawrenceville, and I reveled in it.

And while I struggled, failed, and embarrassed myself time and time again, the Lawrenceville community has always had my back. In dancing, I’ve had Kaj’s endless optimism that I might somehow learn to do a body roll, even when I look like I’m trying to do the worm in the air. In theater, I’ve had Yee’s patience and positivity as I took note after note on how to properly die onstage. I learned to rely on those brilliant classmates of mine and learned to trust in my belonging among them.

Of course, Lawrenceville is not a perfect model of the real world, and our fears are not always as trivial as dreading the day somebody sees how slow we run. More often than not, failures come at a greater cost than embarrassment, and the issues we’ll face will undoubtedly have more importance and more consequences. But I like to believe that the same principle holds true: we don’t just have to accept the fact that we aren’t all superhumans—though some of you out there come close—but can actively find fulfillment in imperfection. That doing things badly, in and of itself, can be good.

One of my favorite quotes comes from writer and philosopher G.K. Chesterton, and it goes, “Anything worth doing is worth doing poorly.” For a long time, I believed “Anything worth doing must be done perfectly” because I believed that a worthwhile task should be performed by someone who could do the role justice. The person who could do it right the first time. But G.K. Chesterton was a proponent of the idea that great advancements are not necessarily executed by geniuses or experts, but often by amateurs. Because there is no one person, or any person, who can change the world alone. Progress must be made, then, by those who are willing to try.

When Lawrenceville tells us we have a responsibility to change the world, we are not bound to perfection. We are bound to bravery. We are bound to initiative. And above all, we are bound to using what we’ve learned here to begin somewhere new.

Thank you, and congratulations to the Class of 2022!

Excerpt From Baccalaureate Speech

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

With her signature, deeply resonant vocals, Mavis Staples, of the Staples Singers, is one of the truly great voices of R&B. She was inducted into the Rock and Roll Hall of Fame in 1999 and the Blues Hall of Fame in 2017.

She was also a civil rights activist. In part because of the family’s fame in gospel music circles, they met and became a favorite of Martin Luther King. They toured with Dr. King, gave concerts to raise money for the cause, and their music became closely associated with the Civil Rights Movement.

Later in life, during an interview, she told a harrowing story of touring in Mississippi in the 1960s. It was late at night, and she was driving—her father, sister, and brother were all sleeping. She stopped to get gas, and asked the young man if he wouldn’t mind wiping the windshield and then if she could get a receipt. He stared at her for quite some time, then said, “If you want a cash receipt,” and he used the N-word, “...you come over to the office.” Her father heard this exchange and got out of the car to confront him – “Why would you call my daughter that word?—And Pops,” as she called her father, “clocked him.” The man came after him with a crowbar, and he had to jump back in the car, “Mavis, drive!” he said.

A few miles down the road, they were pulled over by men with dogs and shotguns and handcuffed, because the gas station attendant had called the sheriff, claiming he’d been robbed. “I thought they were taking us into the woods to lynch us,” she said, “I’ve never been so happy to see a jail—they took us to jail.” Eventually, the Staples were able to show they had paid for the gas and they were allowed to leave. But imagine, just imagine a situation where you were genuinely fearful that sheriff deputies might just as soon kill you as arrest you. Then again, some of you may be thinking there are indeed many Americans who can imagine that.

In spite of that experience and others, no amount of Jim Crow intimidation could silence her, or accept the humiliating conditions imposed upon people of color at that time. On tour, they would make sandwiches and eat in the car rather than dine in segregated restaurants. With her trademark, deep bass tones, at a time of profound racial divisions and hatreds, she sang out hopefully and forcefully.

As Mavis Staples shows us, courage comes in many forms.

Hutchins Social Justice Scholars

Helena Chen '24 introduces the new summer scholar program: the Hutchins Social Justice Scholars Program.



Lawrenceville’s Smartest Cookies

Find out what life is like for those special Lawrenceville students who take classes down the road at Princeton University.



Senior Dancers: Dance Reflection

Senior dancers Yee Xin Cher '22 and Scarlett Taperio '22 reflect on their experience with the Lawrenceville dance program.





THE LAWRENCE

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CORRECTIONS

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

Photo of the Week: Evenings



Editorial Farewell, Seniors

Nostalgia is a word that bears the connotation of something old and withered—of looking through faded yellow polaroids at younger and better times. It is a feeling for those who have lived, not those who are still in the midst of living. I am therefore confused at the intense longing that has recently punctuated my every day at Lawrenceville. Across from me, V Formers Holly Kiernan, Izzy Lu, and Amelie Wickham pass a scribbled-upon piece of paper between the three of them, an attempt to press as much knowledge as possible into our heads and hearts during their last hurrah with Mrs. Thomas's B Period Calculus class.

As I listen to their words of advice on life beyond the classroom, that nostalgic feeling inevitably creeps back into my heart, leaving me with a slight ache. I'm not ready for this year's seniors to graduate. I want to reach out and grab their hands and pull them back, because how on earth are we supposed to fill their shoes next year?

Of course, it is undeniable that we, my dear Class of 2023, have been through the wringer. Just a month into our first year at Lawrenceville, a member of our faculty betrayed us in one of the worst ways possible. Still reeling, we found ourselves in the midst of an international pandemic (one whose effects are still at the bottom of the drawer, waiting to be unpacked), and just two years later, we lost one of our own. Throughout all of this tumult, we have leaned on one another, holding each other up. We have exchanged embraces and soft words and coffees and walks to everywhere and nowhere. But most of all, we have relied on you, you special, special Class of 2022 to be our best friends, brothers, sisters, and prefects, and to tell us where to go when we were lost in a sea of our own grief.

It is hard to define in words quite how much you have meant to us; it is even harder to define how much we will feel your absence

next year. We're only one year apart from one another. We've lived down the hall from you, played on the field with you, and have had the privilege to see you rise to become the presidents, captains, prefects, and mentors you are today. You play so many different roles in our lives. As IV Formers, we see you as our older siblings and best friends. Yet we can also put on the rose-colored glasses of this year's II Formers and idolize you as the untouchable and put-together leaders who can do no wrong. In a way, they are correct. Even your mistakes and shortcomings have taught us to be better, and through our friendships we have learned more about ourselves than we ever could on our own. I have witnessed a Ropes Course Instructor masterfully facilitate an entire form out on the Josh, then break down in tears afterwards because they were so overwhelmed. I have seen my best friend's hand tremble uncontrollably, watched her attempt and fail to shake it out, then get right back to leading our softball team with poise and grace. I have seen prefects go into their room, shoulders slumped and brow furrowed, only to emerge less than a minute later with a smiles on their faces and saying, "Hey Emma, how are you doing today?" You have taught me perhaps one of the most important lessons someone can know: that it is okay—necessary even—to lean on others and know when too much is too much. You have taught me to take care of myself, and in doing so, you've put me in a position that allows me to take care of others.

As the only current class to have experienced a normal year at Lawrenceville, you, the Class of 2022, are our link to the ghosts of Lawrenceville past, present, and future, and you have used your experiences to guide us. Barely emerging out of the worst of the pandemic and no doubt more than disoriented, you fearlessly led the rest of us into the new year. You stepped into leadership roles you no doubt felt ill-equipped to fulfill,

captained teams that you only had one regular season with, and prefectured in Houses that you had never spent a normal year in. With no precedent to follow, the Class of 2022 set its own. You not only redefined what it meant to be a Lawrentian, but became the Lawrentians we all hope to become. The script was blank, the stage empty, the blackboard erasers freshly dusted, and you wasted no time filling it with drawings, poems, essays, paintings, doodles, and so much love and passion and pride for this school—your school, that you loved with all your heart but also knew could be better. You taught us and two other generations of Underformers how to both love Lawrenceville and to continue fighting for what is right for all of us. It is thanks to you that we had our first Town Hall in years, that prefects will receive better training, that House pride remains the center of Lawrenceville culture, and that the lines to Woodhull Hot Karl's, Stan Surprise, and Carter Crêpes will continue to wrap around House porches for years to come.

So, to some of my best friends and my role models, to people I look up to and consider family: I thank you. In a campus environment where your Upperclassmen can make or break your experience, you have made my time here at Lawrenceville infinitely wonderful. I will remember every single one of you for what you have taught me: the good, the bad, and everything in between. And to my fellow '23s, I am confident that we, too, will forge our own path. We will come out of this together. We will come out kinder and stronger, and perhaps most importantly, better people. Our time to lead will come, and when it does, we will lead with a firm, gentle hand that will help shape the Lawrenceville of our future. But for now, I'm more than comfortable sitting back, relaxing, and enjoying my last few days in the sun with the Class of 2022 ever so close to my heart.

-EK

O Harkness, Harkness... Where Art Thou Harkness?

SONIA IVANCIC '25
OPINIONS ASSOCIATE

Harkness, Harkness, Harkness. If the Class of 2025, as prospective Lawrenceville students in 2021, could take away a single word from Lawrenceville's admission process, it would be Harkness. Harkness seemed to appear everywhere during those fretful months in eighth grade: on the School website, in the many webinars, and within the virtual tour videos of classrooms. When we finally arrived for orientation as eager and anxious II Formers, I waited expectantly for the day when we were going to be formally introduced to the grand concept of 'Harkness-based learning.' Yes, everyone knew Harkness meant discussion-based learning, sitting around the iconic, unconventional, and large wooden tables. Yet as orientation sped past and the expectation for us to engage in discussions began to ramp up, I was left utterly puzzled. When were we going to be told what was required of us? Who was going to teach us how to 'Harkness'? And to this day, nobody really has. After being overwhelmed by the booming fanfare that was Harkness during the days of high school applications and II Form orientation, the actual Harkness method of teaching and learning now seems like a meek, disappointing melody.

Of course, it is important to remember we II Formers have just begun our Lawrenceville journey. We still have three more years to mature, form closer connections, and become familiar with the intellectual culture of Lawrenceville; We still have time to become better

conversationalists. Besides, the normalization of Harkness in our every academic day provides us countless opportunities for improvement. Unfortunately, these opportunities have been falling disastrously flat.

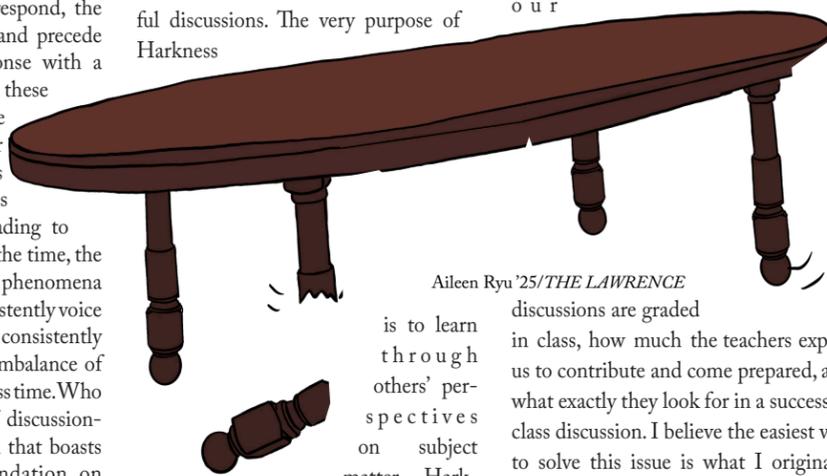
In many of my classes, students often meet questions posed to the class with silence. When someone other than the teacher does finally respond, the answers are often stilted and precede or follow another's response with a lengthy pause. Simply put, these answers do not lead to a true discussion. On the other hand, in some classes, voices and ideas jump off the walls in a cacophony, easily leading to trailing tangents. Most of the time, the brutal combination of both phenomena occur: Some students consistently voice their ideas, while others consistently stay silent, leading to an imbalance of perspectives throughout class time. Who is at fault for the lack of discussion-based learning in a school that boasts its whole academic foundation on discussion-based learning? The teachers are not at fault for these awkward conversations. Neither are the students. There is no bridge that connects our vague concept of Harkness to the actual process of participating in a successful conversation. Walking into my first Harkness classroom, my mind was filled with uncertainty: Is asking questions to one's peers encouraged in a discussion? Should we dive deep into a particular outlook or routinely circle back to the prompt at hand? No, the root of the problem is the II

Form curriculum itself: a year-long plan that lacks Harkness exposure or lessons entirely. We were immediately expected to dive into this specialized method of learning without examples or a set of consistent expectations.

However, awkwardness and confusion are only a few—and the most insignificant—ramifications of these unsuccessful discussions. The very purpose of Harkness

gurgitating last night's reading does not push us to expand or change our view points.

So, how do we actually take advantage of Harkness-based learning and prepare ourselves for a post-Lawrenceville life? First, we simply need clearer expectations at the beginning of the year on how



Aileen Ryu '25/THE LAWRENCE

is to learn through others' perspectives on subject matter. Harkness should be an entryway into immersing yourself in ideas that you never would have thought of and expand your thinking as a result. Harkness should prepare students for the real world, where people need to know when to speak and when to listen and how to build ideas and solutions off of one another. Yet during inadequate discussions, we simply waste time by stating our individual, disjointed thoughts to earn points rather than to connect the nuances of a complex topic. Merely re-

discussions are graded in class, how much the teachers expect us to contribute and come prepared, and what exactly they look for in a successful class discussion. I believe the easiest way to solve this issue is what I originally expected during orientation: Harkness workshops for new students during each day of the II Form orientation week. While these workshops would be mandatory, students would still be incentivized to attend and enthusiastically learn what skill sets they must equip themselves with to succeed over the next four years. Similar to the Explorations program or Bunn Library research introductions during orientation, these workshops would begin by outlining the guidelines and expectations for productive discussions. They would answer

some of our most pressing questions. For example, exactly how many times are students expected to contribute? Should students encourage their peers to voice their opinions? Are there major actions we should avoid doing around the Harkness table? All of these questions and more still linger in the minds of us II Formers. Following this, each department should designate a class day in which II Formers sit in on higher-level classes to view an example of a mature, efficient Harkness discussion. The Upperclassmen could also model an extremely poor discussion to further instill what should and should not be done in classes. As the II Formers return to their regular classes, teachers should continue to focus on voicing their expectations for Harkness discussion. For example, Cultural Studies teachers could request their students to look for contributions that connect historical events to modern circumstances, thoughts about the author's bias, or discussions circling around the OCPVL (Origin, Context, Purpose, Value, and Limitations) method.

Speaking the truth is not only an essential element of Harkness but a necessary means to evaluate our II Form curricula as a whole. We simply cannot engage in successful and useful conversations in each class if we are not given basic standards and models at the beginning of the year. Or, to put it simply, we students need to actually get taught how to Harkness before we call ourselves a Harkness School.

And So Politics Goes...

Gender-Affirming Care is Not Your Talking Point.

SABRINA OTTAWAY '25
OPINIONS ASSOCIATE

A recent Gallup poll reported that roughly 21 percent of Americans born between 1997 and 2003 identify as members of the LGBTQ+ community, garnering a wide range of reactions among our nation's populace. While some interpret this trend as a reflection of declining queerphobic attitudes given that gender diversity is intrinsic to human nature, others cry that young people are being swayed to 'adopt' queer identities. This schism in the American population has become an integral part of dissecting recent Republican efforts to restrict access to gender-affirming care (GAC), a form of medical or psychosocial healthcare that affirms people's gender identities. The topic has become the Hot Topic of American politics, greenlighting state legislators to become the most vociferous and decisive parties in the conversation around medical care. The politicization of gender-affirming care has destroyed any chances for constructive discourse on the topic by prioritizing fear-mongering myths over truths.

The notion that offering gender-affirming care to youth "forces" transgender identities onto unwilling cisgender children has become especially common in conservative

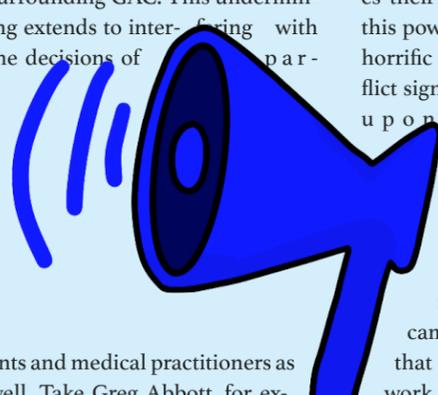
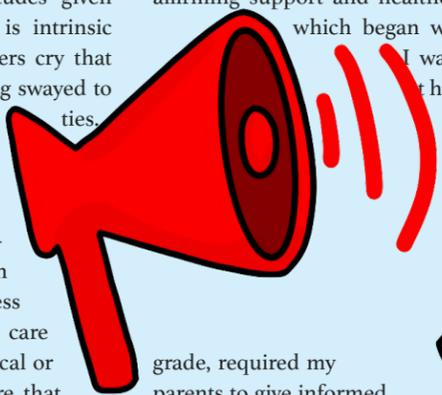
circles. New York Times Columnist Ross Douthat warned that GAC was "an experiment on trans-identifying youth without...certain evidence, inspired by ideological motives rather than scientific rigor." To individuals like Douthat, GAC is merely a collection of procedures forced upon uninformed parents and mentally vulnerable youth. Yet my journey in accessing gender-affirming support and healthcare, which began when I was in third grade, required my parents to give informed consent and be involved in the entire process. It also made me undergo a rigorous series of evaluations from endocrinologists, specialized therapists, and other medical professionals to confirm my persistent and constant gender dysphoria, as well as monitor my health and wellbeing. While we must acknowledge that certain aspects of receiving GAC are different for every person, the standard of care and support I received are far from anomalies. After all, the Department of Psychiatry at Columbia University notes that "standardized guidelines oblige providers to

facilitate...family support and involvement," including knowledge on "benefits, risks, and permanent effects," while also monitoring youth to "ensure for their safety and well-being." Fearmongering GAC as a vile manipulation of children and their parents remains unfounded. Instead of destroying the well-being and mental health of transgender youth, GAC actually improves both. Scientific American notes that data from more than a dozen studies of more than 30,000 transgender and gender-diverse young people consistently show that access to gender-affirming care is associated with better mental health outcomes. Douthat's

claims are unimaginably false. However, it is as though overwhelming scientific evidence does not matter to politicians, who continue to perpetuate alarmist myths about GAC. In 2019, Texas Senator Ted Cruz tweeted that GAC "is nothing less than child abuse...for a parent to subject such a young child to life-altering hormone blockers to medically transition

immoral approach to "helping children." After all, truth and morality are nothing but impediments to the violent courting of their voter base: socially conservative circles who fear the legitimization of transgender identities as an attack on the American youth. Their illusion of genuine care cultivates the popularity of transphobic views amongst citizens, and thus increases their political power. It is with this power that they translate their horrific rhetoric into laws that inflict significant harm and suffering upon transgender youth.

GAC should have never spiraled into a political issue in the first place. The bodily autonomy of transgender people should never have been a mere campaign issue for politicians that seek to erase it. We must work to protect our discourse around medical practices and other sciences from being hijacked by political ideology and highlight the voices of those actually informed about and impacted by the issue. We cannot allow ourselves to watch politics squash scientific truths about gender-affirming care and dismantle the key tenets of long-overdue transgender justice. We must uplift transgender voices and speak loud enough to steer the conversation on GAC away from the systemic American destruction of transgender rights and to steer the nation away from devolving into a cesspool of social injustice.



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Anika Ponnambalam '25/THE LAWRENCE

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ents and medical practitioners as well. Take Greg Abbott, for example. In February, Texas Governor Abbot directed the State Department of Family and Protective Services to investigate parents and caretakers of transgender children for "child abuse." Slapping these disparaging labels on GAC only propagates the suspicion that pro-GAC advocacy is coded with more predatory ambitions. By disguising their transphobic, extremist ideologies into concerns for the well-being of youth, Abbott and his like-minded peers propagate misconceptions about GAC to justify their crackdown. Not even years of scientific research can refute this

The Bigger Picture of Roe v. Wade

ALINA DIAZ FERREIRA '25

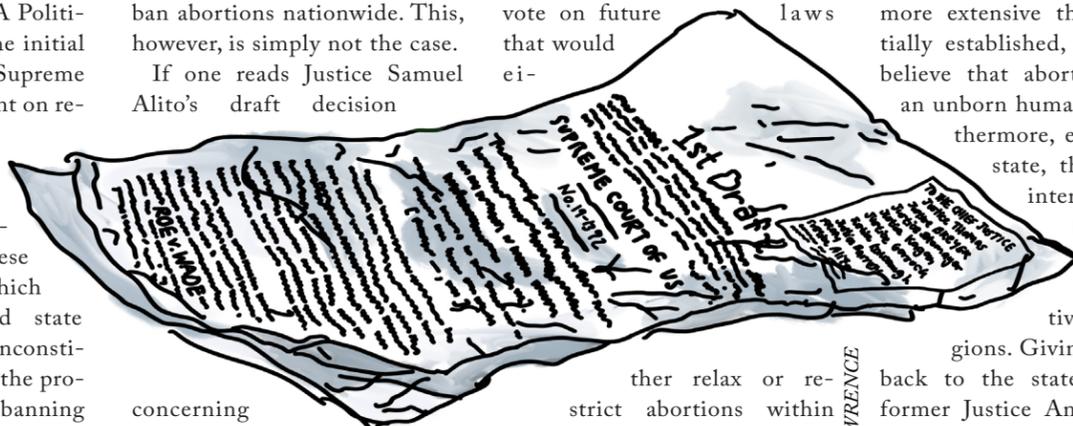
Picture the angry phrase, if "abortions aren't safe, then you aren't either," sprayed on the exterior of the pro-life Wisconsin Family Action offices building. Then picture the entire building set afire in an act of arson. The cause for such uproar? A Politico article that leaked the initial draft of the majority Supreme Court decision intent on repealing two contentious Supreme Court cases: Roe v. Wade and Planned Parenthood v. Casey. These landmark decisions, which respectively proclaimed state regulation of abortion unconstitutional and reaffirmed the prohibition of state laws banning abortion are in danger.

The resulting anger, however, hasn't just been limited to the Wisconsin Family Action offices. The mounting number of protests outside the Supreme Court has resulted in a need for ramped-up security. Online users have doxxed and harassed conservative justices. It is hard to deny that most, if not all, of the perpetrators of these attacks hope to threaten the justices into passing the opposite ruling. Yet it seems as though the

justices, too, have succumbed to the liberal-leaning media's misrepresentation and distortion of the situation into an inflammatory narrative. These media outlets rooted their promulgated narrative in an intentionally inaccurate premise: The possible repealing of Roe and Casey will ban abortions nationwide. This, however, is simply not the case.

If one reads Justice Samuel Alito's draft decision

understanding of ordered liberty does not prevent the people's elected representatives from deciding how abortion should be regulated." In other words, instead of ensuring access to abortion on the federal level, the decision would enable state legislators to democratically vote on future laws that would ei-



concerning Dobbs v. Jackson's Women's Health Organization, it is evident that the Court is not criminalizing abortion itself but rather returning "the authority to regulate abortion [back to] the people and their elected representatives." Throughout his draft, Alito notes that although the 'right' to abortion is neither "deeply rooted in [the] Nation's history and tradition" nor "implicit in the concept of ordered liberty," the United States's "historical

ther relax or restrict abortions within their state. Thus, it is true that conservative-leaning states will likely place more restrictions upon abortions—but it is equally true that liberal-leaning states will most likely be proceeding as usual given their relatively more lax abortion policies.

Giving that authority back to the state permits citizens to vote for candidates who support their views and hold them accountable. Roe and Casey further deepened the divide be-

tween those whose interest was women's right to choose and those whose interest was protecting fetal life. However, as reality reflects, those interests may be prioritized differently depending on the state. For example, some states believe that the right to abortion should be more extensive than Roe initially established, while others believe that abortion destroys an unborn human being. Furthermore, even within a state, there is often internal division between liberal and conservative-leaning regions. Giving that power back to the states allows, as former Justice Antonin Scalia, who served during Planned Parenthood v. Casey, stated in his opinion, "citizens...to persuade one another and then [vote]" and legally influence the laws and policies that are passed in their state.

The American ideal social construct requires us to provide our federal officials with the same level of respect they give us. Regardless of one's stance on abortion, we must agree that we should not encourage the threatening, harassment, and

coercion to bend governmental decisions to align with our opinions. In doing so, government officials cannot exercise their elected function and, in this case, will become unable to objectively execute the law. In a civil society, citizens elect and empower public officials to exercise their jobs. Yet the public must provide the government enough space to properly and cautiously govern our country for us to function as a true union.

The backlash over the potential repeal of Roe v. Wade unfortunately exposes a problem that is becoming ever more present in our society: People are more tempted to trust mainstream media without doing their due diligence to understand the details and implications of, precisely, controversies. We may not employ our reasoning or research the topic when swept in the current of such sensational reports. We can become narrow-minded, ignorant, and build echo chambers by neglecting to consider the bigger picture and multiple angles. This remissness has become an epidemic with a remedy that sounds simple, but seems near impossible in this overly-politicized age: corroborate and think.

Sara Chiang '23/THE LAWRENCE

Expecting the Unexpected

YOU AREN'T GOD AND NEITHER AM I- AND THAT'S OKAY

LUKE PARK '24
COPY EDITOR

Recently, I've been fascinated by the concepts of fortune-telling and prophecy. The idea that people can foresee their star-bound fate through various methods of divination is more of a distant wish than a concrete reality. Yet millions still entrust their futures to oracle bones, tarot cards, fortune cookies, psychic readings, and astrological omens. I, on the other hand, don't believe in divination. Any reasonable and well-informed person will tell you that all of those aforementioned methods are simple quackeries. In any case, regardless of the credibility of the local psychic (who is probably just fishing for an extra 50 bucks), countless people still choose to believe in readings that give the ever-uncertain future a certain outcome. The keyword here is choose. One might consciously know that whatever they believe is fake, yet they still choose to believe it nonetheless.

At the cost of being a hypocrite, I will admit that I found myself consulting an online Tarot card reading website a few months ago. I required divine advice in order to determine whether or not I should audition for Winterfest, Lawrenceville's student-led play production. Consulting tarot cards was, in retrospect, a stupid decision. Regardless of whatever cards I picked, I could construe their mean-

ings in any way whatsoever to fit my own preformed narrative. If I chose the Tower, the symbol of hardship, my theatrical debut would surely be unsuccessful, and I should avoid acting at all costs. If I chose the Fool, the symbol of new beginnings, I should have faith in myself and audition, so on and so forth, ad infinitum.

Really, it was the anxiety of performing and the weight of stage fright that led me to pursue dubious, online divination. Maybe if I could somehow magically foretell the quality of my performance, the power of our script, or the chemistry between me and my fellow actors and directors, then just maybe I could control the future a little, and choose whatever outcome is best suited for me.

But the sad truth is that I, and by extension, every other human to ever have walked the face of the earth, cannot foresee



Luke Park '24 / THE LAWRENCE

the future. One way or another, all of us will fall victim to forces that we cannot control and painful futures for which we never could have prepared ourselves. We are all mortal; we are not gods. We are not omniscient, nor are we omnipotent. We are at the incredible mercy of our own tiny, imperfect, futile, human grasps of the universe, and as we hang onto this bumbling rock catastrophically plummeting through the darkest depths of outer space—on a placid island of ignorance—all we can do is hang on a little tighter and hope for the best future.

However, our inability to change the future, to account for every outcome, to inevitably face failure—it doesn't have to be so grim. As the saying goes, why cry over spilled milk? Why cry over our inability to change something we never had the power to change anyway? The Class of 2024, in many

ways, is a class of unexpected possibilities. We were collectively dropped into a whole new campus, the full potential of which had been neutered by the cold hand of a global pandemic, and we experienced the brunt of "Covid-Lawrenceville," where we were stripped of the joys of Main Street, House bonding in common rooms, House dinners, and so on and so forth. We were the first test subjects for Lawrenceville's Covid-19 experiment. While our social, academic, and general experiences on campus suffered, we still have formed unbreakable bonds with our Houses, have learned to love the countless clubs and extracurriculars offered on campus, and—most importantly—have come to redefine the Lawrenceville experience for ourselves regardless of the impacts of Covid-19. We have not experienced pre-Covid Lawrenceville. Chances are, we never will experience pre-Covid Lawrenceville. Yet here we are, still standing.

As we enter our IV Form year, we face even more unprecedented possibilities and chances for hardship. Lawrenceville's IV Form year is infamously intense. With leadership positions to apply to, APs to take, SATs to grind out, prefect roles to attain, and colleges to worry about, our future only gets tougher from here. My advice from the lessons I've learned through a relentlessly unpredictable past two years is this: try not to sweat things too much. We're human.

LEARNING TO TAKE THE LEAP: HOW I TURNED MY HOUSE INTO A HOME

JOSUE RAMOS '24

Even as I near the end of my second year at an almost "back-to-normal" Lawrenceville, the Bunn Library basement still remains my least favorite place on campus. During my II Form year, I attended all of my Zoom classes from the Heely Archives Room, along with five other day students whom I did not know. I grew all too familiar with those low ceilings and unbearably drab walls. The only time I would leave the Library was during lunch—and even then, all I did was grab food and come right back to the basement.

Academic success was easier to achieve than social success; although academic success took effort, at least it was an effort that I was comfortable making.

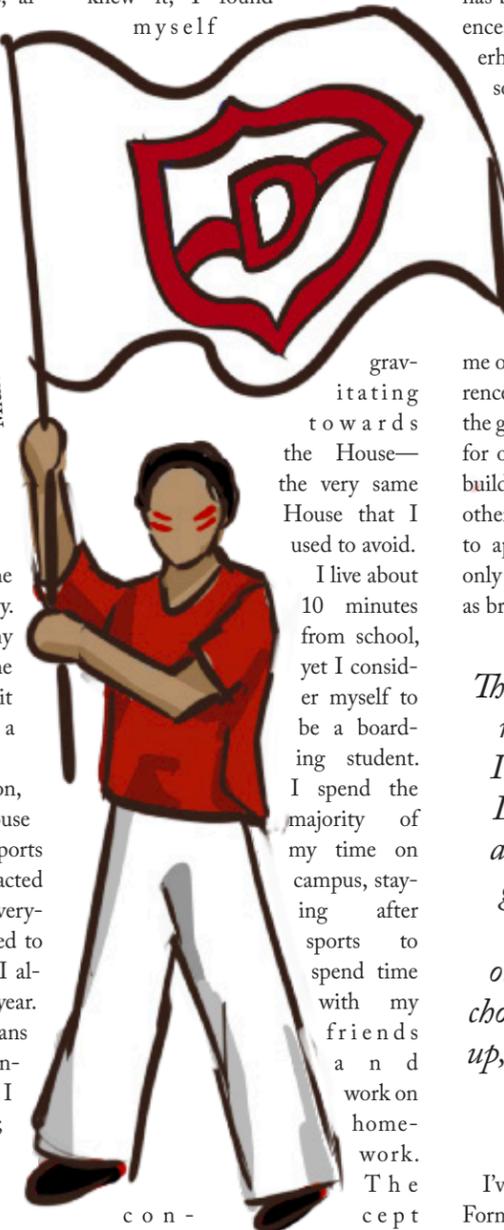
My inability to enter the House during the pandemic made it nearly impossible for me to establish new relationships. So, for the rest of my II Form year, I resorted to what had always been my safe place: my academic performance. I'm pretty sure I could count the total number of times that I went to The Bowl on one hand. Instead of spending time with the other people in my form, I chose to do homework and get ahead in my classes. Academic success was easier

to achieve than social success; although academic success took effort, at least it was an effort I was comfortable making. So I attached my happiness solely to getting good grades, to the point where I felt as if socializing was unnecessary. Social distancing and mask-wearing regulations only exacerbated my apathy for my social life. Little did I know that Lawrenceville had so much more to offer.

Though a slow process at first, my integration into the Dickinson House has been an instrumental first step in feeling like I belong in the larger Lawrenceville community. Last year, I only belonged to my House by name. This year, for the first time, I've learned what it means to turn your House into a Home.

When I first entered Dickinson, I would only walk into the House to drop off my textbooks and sports equipment. I almost never interacted with the boarders. Out of everybody in the House, I only talked to two other day students whom I already knew from my II Form year. Yet when my fall athletic plans fell through, I ended up joining House Football. Going in, I didn't know anyone on the team; but as we began to formulate plays and practice tackles, I warmed up to my Housemates. After two weeks of House Football, I had formed relationships with every single person on the team. Before I

knew it, I found myself



Michelle Zhang '25 / THE LAWRENCE

has been a new and exciting experience. I'm baffled by the true brotherhood that I've found in Dickinson, an essential aspect of life at Lawrenceville. When I sit in the common room, I see some of my Housemates playing video games, some playing ping pong, and some laughing at something on their phones. This common room scene reminds me of what I think the point of Lawrenceville is: we're all strangers with the goal of maximizing opportunities for ourselves, and yet, we choose to build each other up, supporting each other no matter what. I have grown to appreciate my Housemates, not only as leaders and mentors, but also as brothers.

This common room scene reminds me of what I think is the point of Lawrenceville: we're all strangers with the goal of maximizing opportunities for ourselves, and yet, we choose to build each other up, supporting each other no matter what.

I've learned a lot from the IV Formers and the prefects in my House, from how to succeed in my coming years at Lawrenceville to how to tie a tie. After seeing the

role that the IV Formers play as the experienced veterans of the house, however, I worry that I may not be able to fill their shoes. Despite this uncertainty, I have a lot I can teach the incoming III Form. I'm living proof of the fact that regardless of how you start your Lawrenceville career, you never know how you'll end it.

Even though it may have been tough, this year has shown me what the "real" Lawrenceville is: a campus filled with life, love, and companionship.

I haven't achieved everything that I want to during my time at Lawrenceville; I'm only halfway down the finish line, after all. Even though it may have been tough, this year has shown me what the "real" Lawrenceville is: a campus filled with life, love, and companionship. I turn towards the future with optimism for the opportunities that lie ahead.

In spite of that awful Bunn basement, I can proudly say that I am now concluding yet another year at The Lawrenceville School. II Form Josue would not have expected III Form Josue to be where he is today. I would not be such a proud Dickinsonian had I not ventured out of my comfort zone. Sometimes, the only way to grow and learn is to do just that: to take the leap.

Time for Reflection

THE PATH IN BETWEEN

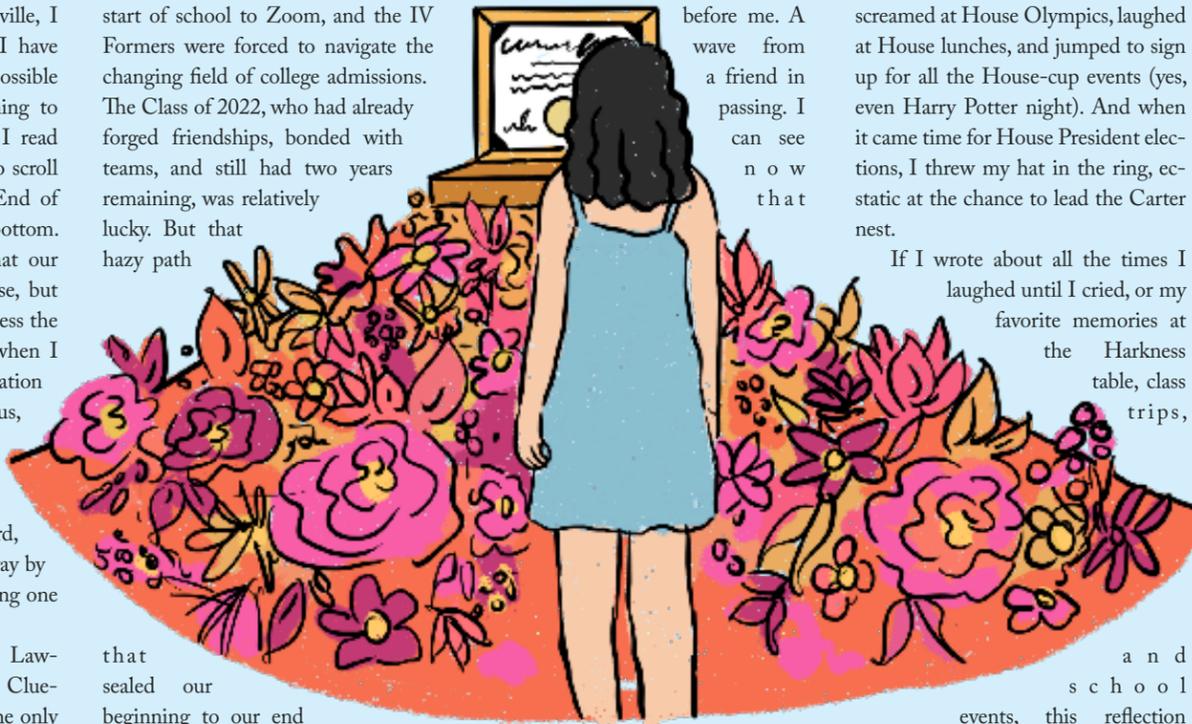
LAYLA SHAFFER '22

Every time somebody brings up “graduation,” “last time,” “end of the year,” or any such variation that acknowledges our departure from Lawrenceville, I immediately leave the room. I have put off packing until the last possible day, deleted all emails pertaining to end-of-year procedures (after I read them of course), and refused to scroll down any syllabi that have “End of Term” emboldened at the bottom. It’s not that I can’t accept that our time here is coming to a close, but rather that I can’t stand to process the varying emotions that I feel when I think of what’s to come. Graduation is a multifaceted, complex, joyous, sorrowful, want-to-cry-and-smile at the same time kind of event. And as the countdown to the fated day marches forward, I can’t help but get whisked away by the bittersweetness that is closing one chapter and opening another.

Three years ago, I entered Lawrenceville as a new III Former. Clueless of what lay ahead of me, the only thing that seemed absolutely certain was graduation: If I worked hard and focused on my classes, I could walk across the storied stage, receive my diploma, and head off fully prepared for college. It was the finish line that I cared most about. The course that lay in-between was nothing but a hazy

path, a means to an end. But then Covid-19 hit. And the 2020 graduates, who had become like family, the people I looked at to understand what a Lawrentian should be, never got their closure. The II Formers lost their start of school to Zoom, and the IV Formers were forced to navigate the changing field of college admissions. The Class of 2022, who had already forged friendships, bonded with teams, and still had two years remaining, was relatively lucky. But that hazy path

the synchronized strides of my best friends and me when taking the ice, the moment of anticipation just before orchestra sounds the first note, the wonder of watching a chemical reaction unfold before me. A wave from a friend in passing. I can see now that



that sealed our beginning to our end was severed in half.

As a V Former, I’ve come to realize that Lawrenceville is the most magical in this path of little moments: acts of compassion, duets shared across a stage, and hugs from trusted advisors. If I have any regrets, it would be not realizing this sooner. I relish

Stephanie Xu '23 / THE LAWRENCE

from the very moment I set foot on this campus, even if I was lost in my own world, I was welcomed with open arms to this community of small moments and large bonds. The rumors I

heard about the Big Red Varsity Ice Hockey team being a cult were true, and enveloped by my teammates, I felt like I was exactly where I needed to be. The housing system felt the same when I, as a Carter hummingbird, screamed at House Olympics, laughed at House lunches, and jumped to sign up for all the House-cup events (yes, even Harry Potter night). And when it came time for House President elections, I threw my hat in the ring, ecstatic at the chance to lead the Carter nest.

If I wrote about all the times I laughed until I cried, or my favorite memories at the Harkness table, class trips,

and school events, this reflection would far exceed this half page. But the general feeling I have looking back is one of overwhelming gratitude and satisfaction. Even if I can’t remember every single memory, it’s the gaps in between—moments of togetherness that bridge the days, months, and years—that have made my time at

Lawrenceville so fulfilling.

These last couple of weeks, I’ve rushed to do everything here that I always wished to do. I’ve fulfilled my explorations credits for the next two years (I will always love Shabbat with Rabbi and Buddhist Meditation with Mr. Jordan), begged my Heads of Houses to give me detention (just so I could say I’ve gotten detention in high school) and walked around this campus more times than I can count. Saying goodbye to my teachers and classes has been especially hard. Even though the work was difficult, the learning and the experiences that I garnered around the Harkness table are something that I will never forget—and I feel not only prepared but excited to continue my exploration of these topics in college.

The mention of graduation still makes me sweat a little bit. But I know that it is not the end of the road—it’s merely a stop along a journey that we are all still taking. For me, being a V Former means understanding that high school is more than just a beginning with an end. It’s all those moments along the way that have made Lawrenceville the best three years of my life. So yes, graduation is bittersweet. It’s where the accomplishments that I have been chasing for the past three years merge with the prospect of leaving behind the powerful bonds that I’ve built here—and that’s what being a V Former is all about.

LOOK UP: WHY CHINESE PEOPLE SHOULDN'T KEEP OUR HEADS DOWN

EMILY PAN '24
GRAPHICS ASSOCIATE

About a week ago, I was arguing with my friend when she said something that has been stuck in my head ever since: “Americans are too sensitive.” She was referencing the differences between Chinese perceptions and American perceptions. Insults that are deemed obscene in the U.S. are thrown around like jokes in China. What she said made me wonder: Are Americans too sensitive, or are Chinese people too tolerant?

I grew up in China, a country whose culture reveres the concept of “吃苦,” which, while directly translating to “eat bitter,” really means “to bear hardships and suffer through something.” The saying is often used to reaffirm the inevitability of hardship: “Everyone has to struggle. Everyone goes through hardships.” This maxim is true, of course, but in Chinese culture, this idea has devolved into the toxic belief that you must tolerate every hardship that comes your way. The struggles that I went through as a small child were inconsequential and tolerable; my biggest worries were about winning our soccer game during recess or convincing my grandfather to buy me my favorite snack. So I embraced the lessons that my international school taught about the necessity of grit and perseverance. But as I grew up and began to face larger difficulties, the proverb became a problem—no matter how much hardship I encountered, I just had to endure it. In fact, the proverb has created problems for the larger Chinese community, causing us to collectively ignore pressing issues.

Anti-Asian sentiment has risen in recent years. From the start of the Covid-19 pandemic to December 31, 2021, the nonprofit organization Stop AAPI Hate received a total of 10,905 reported hate incidents against Asian-American Pacific Islander (AAPI) people. In 2002, the outbreak of the SARS virus prompted a similar uptick in anti-Asian hate. These racist views aren’t just a recent phenomenon, however. The passing of the Chinese Exclusion Act of 1882 was spurred by white nationalists’ exaggerated claims of Chinese uncleanness. Asians, not just Chinese people, have been viewed as undesirable and dirty since the day they stepped foot in America—we were the “yellow peril.”

Coming to America, I knew next to nothing about an even longer and more expansive narrative of anti-Asian hate—events like the Chinese Massacre of 1871 or Executive Order 9066. I had only truly learned, not just heard, about Japanese internment this past year from Lawrenceville’s summer reading list, after reading *They Called Us Enemy* by George Takei. While I do not believe that Asian people are to blame for sweeping this history of racism under the rug, I do believe that our culture of tolerance has caused us to perpetuate this silence around our oppression. In his memoir, Takei mentions how most Japanese-Americans in his father’s generation avoided talking about their internment due to shame

and humiliation. Similarly, although government censorship is partly to blame, we Chinese people rarely ever talk about our own country’s history of oppression. When I try asking my family about our history during China’s Cultural Revolution, I’m met with obvious

discomfort and brief responses. When I try to talk with Chinese parents about the increase in anti-Asian hate crimes, the usual reaction I get is, “Put your head down and don’t cause any trouble!”

China seems to have reached a silent consensus; we’re doing well now, so why worry about what’s over?

The saying “吃苦” is also used in a longer proverb, “先苦后甜,” which translates to “bitter hardship at first, sweet rewards later.” The grueling hardships and racism that we faced for so long, in combination with “our hard work,” has resulted in us out-earning everyone. We’ve gone through the “bitter hardship,” and we’re now receiving the “sweet rewards” of wealth and privilege. Shouldn’t we be happy?

Well, no. And for various reasons. First off, evident by the increase in anti-Asian hate crimes, we aren’t done with racism—our “bitter hardship” isn’t over. Secondly, this idea that Asian success in America is fueled by pure hard work and diligence is false. In 1965, following both the repeal of the Chinese Exclusion Act and the shift of U.S. immigration policy from a quota-based system to a merit-based system, a new wave of Asian immigrants of high educational attainment and skill entered the country. At the same time, there was a general shift in public opinion towards Asian-Americans. The repeal of the Chinese Exclusion Act recast the Chinese as “law-abiding, peace-loving, courteous people [who live] quietly among us.” For some reason, this image stuck. Asian Americans, who had wages similar to those of African Americans in the 1930s, soon had wages similar to those of white Americans in the ‘70s. Asian success in the United States wasn’t due to our superior discipline and work ethic; rather, it was a product of historical and cultural luck.

Nonetheless, we still face discrimination in the workplace. In 2017, Harvard Business Review found that while

Asian Americans were the “most likely to be hired [for] high-tech jobs,” they were also the least likely to be promoted into management and executive levels, creating a “bamboo ceiling.” Asian Americans still aren’t taken seriously; there is a limit to our growth.

We are painted as diligent and well-behaved, so much so that we earn a seat at the table of privilege—yet we still can’t eat at it.

How could we possibly fight against a system that we appear to be thriving in? We are painted as diligent and well-behaved, so much so that we earn a seat at the table of privilege—yet we still can’t eat at it. Clearly, Asian Americans are not thriving, and we need to speak up about the injustice that we face. We need to talk more about our history, even the painful parts that older generations may find too shameful to discuss. Injustice is not something to be endured—it is something to be confronted. While our culture of tolerance is going to be difficult to reform, we need to start somewhere. Ask your family about their past. What kinds of oppression and violence did they experience? What lasting impact did these events have on them? How did they move forward? Acknowledging our past is the first step to growing. Only then can we eliminate the racial disparities in our country.



Emily Pan '24 / THE LAWRENCE

Class of 2022 Cum Laude Society Members

Please join *The Lawrence* in congratulating the Lawrenceville Class of 2022's Cum Laude Society members:

Emmy Apfel
Thomas Atkinson
Caroline Bednar
Sofiya Belovich
Maksym Bondarenko
Yee Xin Cher
Rebecca Chou
Joshua Cigoianu
Ashley Cohen
Nikita Coppisetti
Kajal Dongre
Garrett Durso-Finley
Bryan Fan
Kate Feiner
Ben Gubbay
Sophie Guettel
Houston Holford
Annie Katz
Zoha Khan
Druv Khurjekar
Connor King
Matthew Kutam
Andrew Lenkowsky
Praewprach Lerthirunvibul
Quincy Leung
Arthur Li
Carina Li
Helen Liu
Bill Luo
Jamie Nicholson
Lina Olazabal
Philip Park
Victor Park
Witt Phillips
Summer Qureshi
Maria Sanmartin
Ayan Schwartzenberg
Sophia Springer
Caroline Steib
Samuel Tang
Quinn Thierfelder
Minh Le Tran
Sara Xu
Sabrina Yeung
Angel Zhang
Lauren Zhang

2022-23 Student Council Representatives Chosen

Arts Representative:
Stephanie Xu
Athletic Representative:
Ani Kozak
Community Service Representative:
Sara Chiang
Diversity Representative:
Jaelyn Bennett
Sustainability Representative:
Alistair Lam

2022-23 Welles Award Recipients Announced

ARYA SREEDHAR '24
NEWS ASSOCIATE

Congratulations to the 2022-23 Welles Award recipients, IV Formers Viraj Agarwala, Andrew Boanoh, Praachi Chakraborty, Anushka Chintamaneni, Satvik Dasariraju, Ely Hahami, Mia Holub, Alistair Lam, Alex Mykhantso, Caroline Park, Jack Patel, Ria Patel, Ashley Wang, Tiffany Wen, and Iris Wu, as well as III Formers Price Donaldson, Dylan Oster, Alayna Ting, William Wang, and Kieran Yeatman-Biggs. These Lawrentians were selected to receive a grant that funds a personal project they designed. The Welles Award was founded in memory of William Bouton Welles '71.

Each student will spend the upcoming summer pursuing a unique project on a topic of their choice. Agarwala will work on empowering underprivileged women in India; Boanoh will research the legacy of slavery in Africa; Chakraborty will study microfinance and its impact on female entrepreneurs; and Chintamaneni will explore methods of implementing a water-efficient hydroponic farm at Lawrenceville. Dasariraju and Jack Patel will write an open letter to medical centers that will use data-driven findings to help improve healthcare workers' mental health; Donaldson and Ting will study sustainable stormwater management systems; Hahami will start a nonprofit to help those in underprivileged communities learn about strategies of financial and investment literacy; and Holub will help raise awareness on sexual education and health in Barbados. Lam will create a neuroscientific approach to improving youth mental wellness in Hong Kong; Mykhantso will investigate the influence of the Russo-Ukrainian war on Ukraine; Oster will research ways to supply safe and simple water in Mozambique; Ria Patel will craft a physics curriculum that will help young girls gain confidence in STEM education; and Park will create accessible physical therapy videos for individuals recovering from

periacetabular osteotomy (PAO) surgery. Yeatman-Biggs will measure and analyze climate change's effects on two coastal seas; Ashley Wang will help diversify middle-school poetry curriculums; William Wang will create an automated watering system prototype; Wen will research how virtual jury selection has impacted the outcome of court cases; and Wu will establish an international cultural exchange program between Tokyo and New Jersey through letter-writing.

hope to share its benefits with many other students through this project."

Oster was inspired to start her project after observing water disparities in Kenya. The lack of access to clean water or proper sanitation systems in developing countries has led to the spread of disease and sickness; Oster believes that she can alleviate the problem and raise awareness by "sharing our basic technologies." She explained, "I will use a biosand method, combined with solar distillation, which will raise the

acutely aware of the people's subjugation that looked like me centuries ago. To put it bluntly, slavery in America is not an alien concept to me. All these years of slavery-related educated, however, have failed to answer one fundamental question of mine," he said. "Being a first-generation American, my experiences in this country have always been intertwined with and juxtaposed against my parents' African heritage: all experiences except, rather surprisingly, slavery, an issue that is so deeply both American and African." He hopes to gain insight into the "more human side" of slavery, as well as its ramifications.

In reference to the inspiration for her project, Park said, "While undergoing physical therapy rehabilitation to relearn how to walk with a new gait after my PAOs in June and December of 2019, I underwent intense biweekly physical therapy sessions. Covid-19 brought about an option to Zoom my physical therapy sessions during the peak of the pandemic when in-person sessions were not possible." This experience gave Park the idea to create an online platform that features instructional physical therapy videos. The goal of her project is to provide an option for those who lack medical insurance or access, who may not be able to access in-person physical therapy. Park noted, "An improper recovery can result in a poorer long-term outcome for patients; for me, the lack of access to an adequate physical therapy program could have been the difference between my returning to competitive figure skating and having to walk with a limp for the rest of my life." She plans on working with her physical therapist to film the videos and set up a website.

As evidenced by the wide range of topics, students are given the opportunity to explore any pathway of interest or personal connection. "This is your time to try something new," Agarwala said, "You can go anywhere you want, you can do anything you want, and the Welles Committee will be there to support you."



2022-23 Welles Award Recipients

Courtesy of The Lawrenceville School

Ashley Wang hopes to create an interactive workbook for students to explore poetry through a hands-on approach. "The aim of my project is to create an accessible, free, and multilingual poetry curriculum for students who have had limited exposure to diverse voices or contemporary works in their current education, hopefully fostering a greater appreciation for [poetry]," she said. She plans on publishing the workbook for middle schools near Lawrenceville to use, and she also hopes to create a website for people to access similar materials online. Wang reflected, "I chose this topic because poetry has been an integral part of my life for the past few years, allowing me to turn 'otherness' into a power, so I

likelihood of successful decontamination in a small, remote system. My goal is to go small and simple, designing and enabling the supply of a low-cost 'plug and play' system that residents in a village could install and maintain on their own, rather than to provide a large water purification system to supply large groups, which many organizations already do successfully." Her project aims to "improve people's health and local access to safe water."

Boanoh plans on exploring the "modern-day effects of the Transatlantic Slave Trade on the people and cultures of Western Africa" and hopes to create a visual aide to help share his research. Boanoh chose this topic because "since kindergarten, I was made

Class of 2022 Matriculation

Congratulations to the Class of 2022, who will attend the following institutions:

Amherst College
Babson College
Barnard College
Bates College
Boston College
Boston University
Brandeis University
Brown University
Bryant University
Bucknell University
California Lutheran University
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Claremont McKenna College
Clark University
Clemson University
Colby College
Colgate University
College of the Holy Cross

Colorado College
Columbia University
Cornell University
Dartmouth College
Davidson College
Denison University
Duke University
Emerson College
Fairfield University
Fordham University
Franklin & Marshall College
George Washington University
Georgetown University
Georgia Institute of Technology (Main Campus)
Hamilton College
Harvard University
Indiana University (Bloomington)
Ithaca College
Johns Hopkins University
Lake Forest College
Lehigh University
Massachusetts Institute of Technology
Miami University (Oxford)
Middlebury College
Nazareth College
New York University
Northeastern University

Northwestern University
Oberlin College
Parsons School of Design at The New School
Pennsylvania State University (Main Campus)
Princeton University
Purdue University (Main Campus)
Reed College
Rensselaer Polytechnic Institute
Rice University
Rutgers University (New Brunswick)
Santa Clara University
Sewanee: The University of the South
Smith College
Southern Methodist University
Spelman College
Swarthmore College
Syracuse University
Texas A&M University
The College of William and Mary
The Ohio State University (Main Campus)
The University of Edinburgh
The University of Texas at Austin
Thomas Jefferson University (East Falls Campus)
Trinity College
Tufts University
Tulane University of Louisiana
United States Air Force Academy

United States Naval Academy
University of California (Berkeley)
University of California (Davis)
University of Chicago
University of Illinois at Urbana-Champaign
University of Miami
University of Michigan
University of North Carolina at Chapel Hill
University of Notre Dame
University of Pennsylvania
University of Pittsburgh (Main Campus)
University of Richmond
University of South Carolina
University of Southern California
University of Vermont
University of Virginia (Main Campus)
University of Wisconsin (Madison)
Villanova University
Virginia Polytechnic Institute and State University
Virginia Wesleyan University
Wake Forest University
Washington and Lee University
Washington University in St. Louis
Wells College
Wesleyan University
Williams College
Yale University

THE PERFORMING ARTS PRIZE:

Awarded for excellence as an underformer in the Performing Arts. Presented to Lily Lynn Hooge.

THE EXCELLENCE IN LEADERSHIP - PERFORMING ARTS PRIZE:

For excellence in leadership in the discipline of Performing Arts. Presented to Calli Colvin.

JEAN S. STEPHENS PERFORMING ARTS DEPARTMENT PRIZE: For excellence in creativity in the Performing Arts. Presented to Quinn Thierfelder.

THE PETER CANDLER PERIWIG AWARD:

For significant contribution and extraordinary dedication to the dramatic arts at Lawrenceville. This award was established in 1904, and renamed in honor of the longtime director of Dramatic Arts at Lawrenceville. Presented to Robert Sebastian Cloninger.

THE JAMES E. BLAKE PRIZE: For excellence in technical theater. Presented to Jamie Margaret Nicholson.

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

THE EXCELLENCE IN LEADERSHIP - MUSIC PRIZE: Awarded to a Fifth Form student for significant contribution and extraordinary dedication to the musical arts at Lawrenceville. Presented to Dhruv Aditya Khurjekar.

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

THE EXCELLENCE IN INSTRUMENTAL PERFORMANCE PRIZE: Presented to Allan Zhang.

THE EXCELLENCE IN VOCAL PERFORMANCE PRIZE: For general excellence in vocal performance. Presented to Caroline Elle Bednar and Minh Le Tran.

THE MATTHEW DOMINY PRIZE: This award is given to the student who has contributed most to the musical life of the School. Presented to Katharine Liu Dillard.

VISUAL ART DEPARTMENT PRIZE: Awarded for outstanding work by an underformer. Presented to Stephanie Maple Xu and Rania Shah.

THE R. JACK GARVER VISUAL ARTS DEPARTMENT PRIZE: This award goes to a senior who has continually extended himself. Presented to Jiajie "Angel" Zhang.

VISUAL ART DEPARTMENT VIDEO PRODUCTION PRIZE: Given to that Fifth Form student who has exhibited extraordinary skill and dedication as a filmmaker. Presented to Federica Naylor Sagebien and William Townsend Phillips.

VISUAL ART DEPARTMENT FILM MAKING PRIZE: Given to that Fifth Form student who has exhibited extraordinary skill and dedication as a filmmaker. Presented to Lauren Elizabeth Kim.

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

THE JOHN H. IMBRIE HUMANITIES/ENGLISH PRIZE: Awarded to a Second Former who achieves excellence in the study of English in Humanities. Presented to Sabrina Haller Ottaway.

THE ENGLISH DEPARTMENT PRIZE FOR GENERAL EXCELLENCE: Presented to Ava K. Hamilton in the Third Form, Rory Margaret Murphy in the Fourth Form, and Kajal Dongre in the Fifth Form.

THE ENGLISH DEPARTMENT PRIZE FOR ACHIEVEMENT IN CREATIVE WRITING: Presented to Sophia Sachar.

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

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

THE RELIGION AND PHILOSOPHY DEPARTMENT PRIZE: Awarded in exceptional circumstances to a student who demonstrates through academic work a special and significant contribution to religious studies. Presented to Zhining Samuel Tang.

THE JAMES SIPPLE AWARD: Given in honor of Dr. James Sipple, accomplished scholar and past chair of the Religion & Philosophy

Department, to the student who displays excellence in the area of religion with the writing of superior papers dealing with religious content. Presented to Quinn Thierfelder.

THE RELIGIOUS LIFE PRIZE: The Religious Life Prize is given to that Fourth or Fifth Form student who best serves the School community through their energetic and imaginative commitment to religious life at Lawrenceville. The Religious Life Prize is given to that student who best demonstrates and exemplifies an active, open, and respectful engagement based on their religious understanding and practice. Presented to Dhruv Aditya Khurjekar, Meagan Ma, and Sophia Sachar.

THE JOHN W. GARTNER PRIZE: Awarded to that student who has shown the greatest devotion to the study of French for at least two years. Books relating to the study of French will be given to the School library in the recipient's name. Presented to Caroline Rebecca Steib.

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

THE CHINESE LANGUAGE PRIZE: For accomplishment in the study of Chinese. Presented to Roderick Stelling Atwood.

THE BENJAMIN H. TRASK CLASSICS PRIZE: Established in 1946 by a gift from Benjamin H. Trask of the Class of 1907 for excellence in the study of classics. Presented to Victor W. Park.

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

THE RICHARD C. SMITH PHYSICS PRIZE: Presented for excellence in the study of physics. It is a gift from Owen C. Smith, Class of 1959, in honor of his brother. Presented to Alexander Braden Noviello and Andrew Christian Noviello.

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

MR. AND MRS. W.R. NIBLOCK AWARD: For excellence in the study of chemistry. Presented to Tristan Bryce Wan.

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

THE WENDELL HERTIG TAYLOR PRIZE: Presented to a member of the Fifth Form who has bridged the two worlds of science and the humanities. Presented to Layla Shaffer.

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

THE LAWTHOR O. SMITH COMPUTER SCIENCE PRIZE: This prize is for excellence in the study of computer science. Presented to Maksym Bondarenko.

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

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

THE JOHN H. IMBRIE HUMANITIES/CULTURAL STUDIES PRIZE: Given to a Second Former who has achieved excellence in the study of cultural history in Humanities. Presented to Xizi Yao.

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

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

PARENTS AT LAWRENCEVILLE COMMUNITY SERVICE AWARD: Presented annually to a Fifth Former who has demonstrated an outstanding commitment to community service, a deep concern for the needs of others, and the quality of life in our communities. Presented to Andrew B. Paglia, Jr. and Tesia Thomas.

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

THE PETER W. DART PRIZE: Awarded to a Fourth Former who demonstrates superior communication skills. Presented to Kyle Kyungwon Park.

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

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

VIDEO JOURNALISM AWARD: In the field of publications, this award is given to that Fifth Form student who has demonstrated excellence in the field of Video Journalism. Presented to Caroline Elle Bednar.

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

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

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

THE WILLIAM MAYHEW DICKEY '64 PRIZE: Given to that two-year student of history who has consistently demonstrated the qualities of scholarship, sportsmanship, and service that characterized the lifetime achievements of Will Dickey, Lawrenceville Class of 1964, and History Teacher from 1978 through 2005. Presented to Annabella Rose Katz.

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

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

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

THE HOWARD HILL MATHEMATICS AWARD: Given to a senior who has shown the most outstanding achievement in mathematics. Presented to Rebecca S. Chou.

THE HERMAN HOLLERITH PRIZE: Awarded to the student who exhibits the most creativity, ingenuity, or entrepreneurial flair in the application of computer science. Presented to Cole Randall Hansen.

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

THE HENRY AND JANIE WOODS PRIZE FOR RESEARCH SCIENCE: Awarded to an outstanding student in research science in memory of Mr. and Mrs. Woods, staunch supporters of science education at Lawrenceville. Presented to Nikita B. Coppiseti and William Townsend Phillips.

HUBERT ALYEA CHEMISTRY PRIZE: Awarded to an outstanding student for enthusiasm in the field of Chemistry. Presented to Arthur Z. Li.

THE LAWRENCE L. HLAVACEK BOWL: Awarded annually to a member of a Circle House and a Crescent House whose qualities of sportsmanship, enthusiasm, character, and generosity of spirit best embody the goals of intramural competition in Circle and Crescent House athletics. Presented to Jacqueline Paley Courtney and George McCain.

THE DWIGHT D. EISENHOWER LEADERSHIP AWARD: Presented by the West Point Society of New Jersey, this award recognizes exceptional high school juniors in New Jersey who demonstrate outstanding performance in areas of athletics, academics, community service, citizenship, and leadership. Presented to Hampton Kharon Brandon Sanders.

THE NICK GUSZ BEST MALE

ATHLETE AWARD: Given annually to that member of the senior class who exhibits, in two or more sports, the highest degree of leadership, sportsmanship, and skill. It is awarded in honor of Nicholas F. Gusz, Director of Athletics at Lawrenceville from June 1966 to July 1984. Presented to Gregory Foster.

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

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

THE JOHN H. THOMPSON, JR. PRIZE: Awarded annually to that member of the Fifth Form who has demonstrated excellence as an athlete, a scholar, and a human being. Presented to Madeline Aurora Samaan.

THE ADAM AND MACKELLAR VIOLICH AWARD: Given annually to two members of the Fifth Form who have demonstrated the qualities of an athlete and scholar on the playing field, as well as in the classroom, and who have earned a minimum of three letters in at least two different sports. Presented to Joshua Cigoianu and Piper Carson Harrell.

NICK GUSZ MALE SCHOLAR-ATHLETE AWARD: Presented to the top male scholar-athlete in New Jersey for his academic and athletic achievement. Presented to Tyler Minnino.

JAN BAKER FEMALE SCHOLAR-ATHLETE AWARD: Presented to the top female scholar-athlete in New Jersey for her academic and athletic achievement. Presented to Kiera Duffy.

THE BEVERLY WHITING ANDERSON PRIZE: For general excellence in character and scholarship to two members of the Second Form. This prize is in memory of Beverly Whiting Anderson '28, who died while a student at Lawrenceville. Presented to Reed William Cloninger and Cira Grace Sar.

THE MARCUS D. FRENCH MEMORIAL PRIZE: The Lower Schools highest award. It is presented each year to two students who, in the opinion of the Lower School Heads of House and of the Head of School, have best shown the integrity of high character and the modesty, fairness, and the courage of true sportsmanship. Presented to Alexa J. Lewis and Elijah Daniel Miller.

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

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

THE RUTGERS UNIVERSITY BOOK AWARD: Presented to an outstanding student in the Fourth Form with a strong academic background, and a commitment to community service and leadership. Presented to Kyle Kyungwon Park.

WELLESLEY CLUB OF CENTRAL JERSEY: Given to a Fourth Form student whose academic record and character are exceptional and who has also made significant personal contributions to their school and/or community. Presented to Iris Wu.

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

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

THE YALE CLUB BOOK AWARD: Presented to an outstanding student at the end of their Fourth Form year who shows stellar personal character and intellectual promise. Presented to Yewon Chang and George McCain.

HARVARD CLUB OF BOSTON PRIZE BOOK AWARD: Awarded to an outstanding member of the Fourth Form who combines excellence in scholarship with achievement in

other fields and best exemplifies the traditional ideal of American citizenship. Presented to Jack H. Patel.

EGLIN SOCIETY PINS: Presented to selected Fourth Form students for unselfish, uncalculating service to Lawrenceville and to fellow students; for kindness and implemented instincts to help the young or weak; and for leadership, particularly as evidenced in acts of moral courage. Presented to Jack H. Patel, Eric Atlas Frankel, Bradley Barrett, Peyton Cosover, Kyle Kyungwon Park, Grant Shueh, Andrew Boanoh, and Victor Zhu in the Circle, and Lillian Gessner, Caroline Park, Lily Lynn Hooge, Barbara Odae, Anushka Chintamaneni, Jacqueline Paley Courtney, Michelle Egu, and Praachi Chakraborty in the Crescent.

THE JEREMY MARIO '88 AWARD: Presented to two students, one from the Circle and one from the Crescent, for their dedication to their Houses. Presented to Drew Davis and Barbara Odae.

THE KATHLEEN WALLACE AWARD: Presented to the best one-year Fifth Form student. Presented to Siri Barbro Alva Larsson Regnstrom.

THE DIRECTORS' AWARD: Awarded to a member of the senior class, who in the opinion of the Director of the Fifth Form and Fifth Form Heads of House has contributed significantly to the style and tone of the Form through their energy and spirit. Presented to Robert Sebastian Cloninger.

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

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

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

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

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

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

SCHOLAR'S PRIZE: Awarded to the outstanding scholar of the Fifth Form. Presented to William Townsend Phillips.

THE AURELIAN HONOR SOCIETY AWARD: Each year, the graduating class chooses one of their own to receive the Aurelian Honor Society Award. The citation reads, "Given to that member of the graduating class who is outstanding in sterling character, high scholarship, and forceful leadership—qualities upon which the Aurelian Honor Society was founded at Yale University in 1910." Presented to William Townsend Phillips.

THE EDWARD SUTLIFFE BRAINARD PRIZE: Given annually by the faculty to the Fifth Form student whom the faculty holds in the highest esteem. Presented to Joshua Cigoianu.

THE TRUSTEES' CUP: Awarded annually by the Head of School on behalf of the Board of Trustees to that student who has most influenced the School for good. Presented to Anabella Rose Katz.

THE KATHERINE W. DRESDNER CUP: is awarded annually to the Circle House which has the best record in both Crescent House and School athletics. Presented to the Stephens House.

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

Sustainability Interns Selected

HELENA CHEN '24
NEWS ASSOCIATE

Lawrenceville's Experiential Education program offers two summer sustainability internship opportunities for students: the Big Red Farm Internship overseen by Ian Macdonald and Stephen Laubach P'23, and the Restoration Ecology Internship, overseen by Laubach. During the Big Red Farm Internship, students will work on the farm up to three days per week for 8 of the 10 weeks of the summer. They will participate in all kinds of farm activities including planting, transplanting seedlings, weeding, harvesting, and caring for the animals. Congratulations to the 2022 Big Red Interns: IV Formers Ford Collins, Slava Iudenko, Elizabeth Parnell, Christabelle Sutter, and III Formers Alaina Crichton, Christopher King, Ian Lee, Samuel Xie, and Gavin Yoon '25.

The Big Red Farm Internship program aims to let students gain an appreciation for the hard work required to get crops from seedlings to harvests, especially amidst the intense heat of the summer months. "At the end of the internship, I hope students can start to look for the labels about how crops or meat were raised and start to be conscious consumers when they go to buy food," Laubach said. "Also, they should be aware of the different methods of growing crops and their impacts on the environment."

Xie applied for this program because it presented a great opportunity to further his involvement in sustainability initiatives. Many Big Red Farm interns from previous years have recounted their great experiences working on the farm, which makes him even more excited for this summer. "As a Big Red Farm intern, I hope to learn about the most effective methods of growing crops, while also ensuring that these methods are best for the environment," Xie said. In addition, he is also looking forward to collaborating with the other Big Red Farm interns. Xie hopes that he can quickly learn to adapt to the farm environment and grasp his different responsibilities as a farmer.

For the Restoration Ecology Internship, students are expected to restore, over a period of six days in

July, ecosystems of certain undeveloped parts of the Lawrenceville campus. The 2022 Restoration Ecology Interns are Christabelle Sutter '23, Alayna Ting '24, Alec Wang '24, and Jasmine Zhang '23.

The Lawrenceville School owns 640 acres of land, but the core campus is only on 30 of those acres. 250 acres are farms, with some of them being part of the Big Red Farm. Several of those acres, also contain undeveloped forests, meadows, and wetlands. The Restoration Ecology Internship aims to enhance those areas for wildlife habitats. "We have a four-acre patch of woods in the Old Ropes Course area that's past the Cross Country course cornfield, and that is a beautiful old-growth forest, but it has a lot of invasive species coming in the understory below the big canopy of trees," Laubach said. One of the jobs of Restoration Ecology interns is to remove some of the invasive species to create a healthy habitat for native trees and shrubs to come in. Besides in-person experiences, students will also learn about restoration ecology and the relationship between the native and invasive species from ecologists who work for the Friends of Hopewell Valley Open Space.

This summer, Sutter will be a member of the Restoration Ecology Program. She was a Big Red Farm Intern last summer, so her experience working on the farm ultimately led her to want to apply to this program. During Sutter's time as a Big Red Farm intern, her favorite part was making connections with others as they worked towards a shared goal on the farm. "I had the most interesting conversations about the most random things ever, and we had a lot of humor. I had a really positive experience from that time," Sutter said. She wanted to apply for the Restoration Ecology Internship as a way to be a little more involved with Lawrenceville's natural habitat and she hopes to learn more about our native plants and animal species. "Since I have come to not mind the heat recently, I'm looking forward to being out in nature in these early mornings with other people and learning from the Hopewell Valley ecologists," Sutter said.

2022-23 Hutchins Social Justice Scholars Announced

HELENA CHEN '24
NEWS ASSOCIATE

The Hutchins Scholars in Social Justice program, directed by Executive Director of the Hutchins Institute for Social Justice Zaheer Ali, provides talented and promising students an opportunity to immerse themselves in the study of social justice. The program consists of two parts: a two-week residential program in June, and an interdisciplinary seminar in the Fall Term. At the end of the program, the Scholars will submit a final project that will be showcased to a committee. The 2022-23 Hutchins Scholars in Social Justice are IV Formers Awo Addo, Viraj Agarwala, Andrew Chen, Lauren Hennis, Eric Frankel, Raymond Lee, Anoushka Sharma, Akeil Smith, Jourdan Wright, and Uma Zimmerman.

During the selection process, applicants were asked to submit three articles: a personal narrative or biography on how their lives reflected an interest in social justice, an experience of them changing someone's mind or having their own mind changed about an issue, and a writing sample. "We were looking for people who had demonstrated interest or achievement in work on social justice, either through their work in class or their co-curriculars," Ali explained. The program requires students to demonstrate four important characteristics: intellectual humility, curiosity, the desire to learn more, and the courage to change their minds when presented with new information. "This is the first year of the program, so it's exciting and adventurous," Ali said. During the two-week program in June, the students will explore different theories of change by reading and learning from various scholars' and historians' work to understand the histories of specific social movements, theories of social change, and the requirements for social transformation models of organizing and leadership. There will also be some experiential learn-



2022-23 Hutchins Social Justice Scholars

Courtesy of The Lawrenceville School

ing through site visits, which are organized around two main parts of the program: storytelling and story listening.

The goal of this program is for the students to become transformative storytellers and people who can tell stories that have a social impact and inspire other people to make change. In order for them to be tellers of transformative stories, Scholars have to be deeply engaged listeners who experience, observe, and take in the fullness of their experiences of all forms of stories. They will focus on what makes a good and impactful story and how to construct their own story.

Hennis applied to the program because she wanted to learn more about social justice and its history. This program incorporates aspects of storytelling and social justice, things that she has always been interested in. "I hope that the knowledge learned from the program will allow me to educate others on important social justice issues, while also making me a better member and contributor of the Lawrenceville community," Hennis said. She is also looking forward to living with her peers for two weeks to get to know them better and learn about their various cultures. While Hennis is nervous about incorporating different forms of media in her final project, she plans to do her best to accurately retell a story in an unconventional way.

Addo is interested in the program as she thinks the interdis-

ciplinary aspect of the program differentiates it from the other Lawrenceville scholar programs. "I want to learn the skills of combining storytelling with history and social justice work," Addo said. She also hopes to learn from the other Hutchins Social Justice Scholars and be able to leave the experience with new knowledge about the different effects social justice has on people. "Since I really want to mix a lot of different mediums in my final project, I'm really nervous about keeping [the project] cohesive while accurately representing my experiences," Addo said. Nevertheless, she is very excited for the summer and thinks this program is going to be a great experience to add to her life as a Lawrentian.

"I hope that [the scholars] gain a deeper and richer understanding of the histories of social justice movements and how they are part of a long lineage and legacy of social justice and social impact work so that they understand that this is not somebody else's work, but their work too," Ali said. "I hope that they gain a stronger confidence in their own ability as storytellers and a sense of agency, not only to tell their own story, but to do the work that is implicated in their stories." Ali notes that his biggest challenge was not being able to admit more students to the program, but he still encourages all students who are interested in doing social justice work to continue to pursue their interests.

2022-23 Leopold Scholars Announced

SOPHIE CHENG '25
NEWS ASSOCIATE

Congratulations to the newly chosen 2022-23 Leopold Scholars in Ecology and Ethics, IV Formers Aarushi Attray, Julia Chiang, Kevin Chiang, Ashley Lee, Kate Mirkovic, and Alex Mykhantso, as well as III Formers Tanmay Sammeta and Asprey Walters.

The Leopold Scholars program allows students to display their commitment "to sustainability, environmental ethics, service, and leadership during their Lawrenceville experience and beyond," according to Director of Sustainability and organizer of the program Stephen Laubach P'23. This summer will be Lawrenceville's sixth year hosting the program. To apply, students need to submit an application that is then reviewed by teachers and followed by interviews for preferred candidates.



2022-23 Leopold Scholars

Cindy Shum '24/THE LAWRENCE

As a requirement, the scholars are required to take on a leadership position on the Sustainability Council during the following academic year.

Over the summer, these students will study water quality and

water justice, specifically in the Shipetaukin Creek on campus. In addition, Laubach and the scholars will participate in the "Institute's Community Watershed Advocate Program with readings and activi-

ties centered on water quality and environmental justice," Laubach said. The program creates an opportunity for students to hone in on *A Sand County Almanac*, a book written by Aldo Leopold, Class of 1905, a renowned ecologist and namesake of the program. The book describes a "Land Ethic" including communities of humans, animals, plants, and others; during the program, the students are given the chance to experience the land ethic firsthand. The selected scholars will immerse themselves in this piece of writing and further their knowledge of Leopold's legacy. Attray said that she is excited to "learn more about water pollution" and "Leopold and his impact on Lawrenceville, as well as globally." She also looks forward to applying her newly learned knowledge about sustainability.

The scholars will also be collecting "data on water quality from

[the] campus stream in comparison to other streams nearby," Laubach shared. After collecting this data, students will attempt to conclude how campus parking lots may be redesigned to improve water quality within campus water. They will then be asked to apply these same skills to situations outside of campus, such as how redesigning cities and towns with more green infrastructure can improve water resources. Mirkovic noted that no other sustainability-related program ever "focuses on the topic in this much detail."

Walters is especially "inspired to explore sustainability from another angle." She hopes to see and learn how Lawrenceville can become more sustainable in the future. Her participation in various ongoing collaborations to reduce the School's large carbon footprint is the reason why she applied for the Leopold Scholars program.

Farewell Pearl

One Final Love Letter to You, Lawrenceville.

Well, this is it, my lovelies. Pearl is—respectfully—outta this place! This is probably the last time that I will be in a position to dole out advice for a while—I will be entirely out of my element once I leave the Big Red gates. However, at this moment, I am a knowledgeable V Former with an entire page to fill, so here I am.

It has been an honor to write “Dear Pearl” this year. I am so grateful to all of you who have trusted me enough to send in your questions and share your experiences—I hope at least some of you found this column useful. I believe I have already shared, throughout the year, my best Lawrenceville tips and tricks and, truthfully, I do not think that more advice on time management or stress reduction is beneficial to you at this time.

Over these past few weeks, Lawrenceville has focused on “Coming Together as a Community.” We have found strength and hope in our connections with one another. I created Pearl because I believed adopting a new persona would allow me to share more meaningful advice than I would have. However, inspired by our community’s connection this past month, I believe that the most useful words I have to share might just be my own story, with no fake name to hide behind.

In the winter, the Olla Podrida asked me to write a “Senior Story” about my time at Lawrenceville. I am including it here in hopes that some of you may relate to my experience. So, here it is, dear ones: Pearl unmasked.

But before I say goodbye to this paper—and to this school—let me take all of you, my lovelies, back to one of my very first moments on our campus.

“Look around this room. Remember this moment, and remember these faces. These are the faces

of your future best friends, your future bridesmaids, and best men and, for a select few of you, your future spouses.”

The Heely Room was sticky with August residue and prepubescent nervous sweating, and DMac’s words hung heavily in the air. My eyes darted around the room in hopeful anticipation of love at first sight. There was a pit in my stomach—perhaps it was just my first experience with Irwin food—but I think it was something more profound: excitement, and a little fear, for the journey I was about to begin. I looked at the blank letter on my desk, and I knew I would be a different person when I reopened it in four years. I wrote the only thing I could think of at the time: “I hope you are proud of who you have become. And I hope you have a really hot boyfriend who you are madly in love with.”

Sorry to disappoint you, 14-year-old Me, but I never fell in love—I didn’t have the time! And who are you to judge? Your hair and skin are still orange from Sun-In and self-tan, and you still think ‘Irwin’ is spelled ‘Erwin,’ so shut up. Although I’m not sure I found my future husband, I know I found amazing friends and future bridesmaids. So, to be honest, neither DMac nor I really knew what we were talking about, nor were we correct in all of our expectations, but stay with me here. I think I have learned a thing or two in the last four years.

Lawrenceville is a lot like a sculptor’s mallet. We enter the School as raw material, ready to be molded into a perfect Lawrentian and begin our personal journey to “Emerge Transformed.” Maybe we arrive with an idea of who we are—what we like and what we dislike and the types of people we want to befriend—but for the most part, II Formers are just promising little people with potential and passion. And slowly, day by day and year by year, that potential gets narrowed down into talent. And, hopefully, some of that passion remains, but a lot of it turns into stress and anxiety and overwhelming pressure to be perfect—to be the model

Lawrentian. I think that sometimes, Lawrenceville beats us down, day after day, until there is nothing left but our truest selves. Although that may sound negative, I think it is beautiful. Lawrenceville forces us to become the most vulnerable and authentic versions of ourselves because there is absolutely no time for B.S. here. Sometimes, just getting through the 12-hour days filled with classes, sports, after-school commitments, not to mention navigating the social scene, can be a challenge in itself. Every day, Lawrenceville chips away at our raw material—our free time, our independence, our childhood—and it molds us into beautiful ice sculptures. Eventually, we emerge transformed.

You probably think I am totally bitter, but I am not—I promise. I love Lawrenceville. And I know that in 20 years or 30 years, when I am old and wrinkled with bills to pay and a family to feed, I will remember Lawrenceville as “the good old days.” Because, truthfully, Lawrenceville is filled with good days. I know that I will remember the adrenaline of both Bomb Days, the thrill of every Periwig performance, and the piercing laughter at Kirby Never-Have-I-Ever. I will remember the pride of cheering first for Cromwell and later for Kirby at Dance Wars and House Olympics. I will remember the beauty of attending a school so intertwined with nature, in which the breaks between classes are opportunities to walk beneath beautiful red oaks or cherry blossoms. I will remember the joy of a Gingered Peach croissant on dewy Saturday mornings and the overwhelming magnificence of the Edith Memorial Chapel. I will remember the place where I grew up—the place that I love and will miss more than anything in the world.

Humans have the tendency to exclude the difficult or the painful from nostalgia, and when I am old, I want to remember Lawrenceville how it really was, not merely as a perfect hindsight reflection. I want to remember the long nights I spent at my kitchen counter, my circulatory system flooded with



caffeine, crying over a lab report just as much as I remember when 30 of us danced on the tables at TJ’s following the 2021 Halloween Dance. I want to remember the crushing pain and insecurity that resulted from being rejected for positions that I wanted so badly just as much as I remember the overwhelming pride I felt with each new academic or extracurricular achievement. I want to remember Lawrenceville for how it really is, because it really is beautiful.

Lastly, my fellow students, I want to tell you all I’m proud of you. No matter what you do in the rest of your life, you already did a really hard thing; you did Lawrenceville, and that is no easy task. Lawrenceville takes brains and a big heart and, honestly, it takes balls. So, take it easy on yourselves—maybe even have a little fun. We’ve made it through the wringer, we’ve survived the sculptor’s block, we’ve allowed ourselves to be erased over and over on the drawing Board, whatever metaphor you like best, the point is that we made it. I’m proud

Stephanie Xu '23/THE LAWRENCE of you, and I’m so lucky to have spent this time with you. My dear V Formers, we’re moving out of Lawrenceville, New Jersey, and onto forever we go.

Okay—I lied. I do have one last piece of advice to share before I reveal my true identity. With those of you with time left at Lawrenceville, I encourage you all to explore. Lawrenceville has a lot of interesting history and some really cool secretive locations on campus that are fun to explore (and technically not major school rule violations, if you do it right...). I won’t give away all my secrets, but I will give you one hint: begin in the Stephan Archives in the basement of the Bunn Library.

Also, if any of you are interested in taking over “Dear Pearl” next year, please send an email expressing your interest to ajung23@lawrenceville.org and ekim23@lawrenceville.org.

Okay, that’s all—take care, my dears! I love you, Lawrenceville. Pearl

How-to: Thrive at Lawrenceville

Throughout the year, we have published several “How-to” guides. As our V Formers leave us this coming weekend, we had one final question for them on behalf of the rest of the School. *How do you thrive at Lawrenceville?*

JACKIE WILLIAMS '24
FEATURES ASSOCIATE

Annie Katz

Student Body President, Head RCI, Varsity Soccer Captain, *SNLville*, Kirby House President, HAS Executive Council, WISER club president, Olla Pod

“Do things that make you happy, follow through on your commitments, and the rest will follow. You get what you give.”

Witt Phillips

L10 News Executive Board, GSA, *Spectrum*, Honor Council, Hutchins Scholar, Aurelian Speaker

“Nothing you are passionate about is a waste of time, so long as it makes Lawrenceville something to be savored rather than an obstacle course to navigate. With passion, everything else will fall into place. Nurture it, prioritize it, and enjoy it.

And if you are worried about college, as I’m sure you all are, please, please, please, don’t sacrifice genuine interest and excitement for a GPA or test score. In college applications and in life, you—and by extension what makes you happy—are more important.”



Maddie Samaan

Juliette Vazquez '24/THE LAWRENCE



Annie Katz

Juliette Vazquez '24/THE LAWRENCE



Tesia Thomas

Juliette Vazquez '24/THE LAWRENCE



Witt Phillips

Cindy Shum '24/THE LAWRENCE

Maddie Samaan

Four-Year Varsity Hockey Letter Winner, Co-Captain of the Girls’ Varsity Hockey team, Four-Year Varsity Lacrosse Letter Winner

“Don’t take everything so seriously. I spent the beginning of my Lawrenceville career thinking every minor road bump was the end of the world. During my first year at Lawrenceville, I’d overthink every interaction I had, whether with my teachers, my coaches, or even my peers. Once you realize that all

you can control are the things that you can control, life becomes a lot easier and a lot more fun. This is obviously not easy to do; most kids at Lawrenceville are extremely goal-oriented and look to succeed, but often, that success comes easier when you aren’t putting so much pressure on yourself.”

Tesia Thomas

Student Council Community Service Rep, President of The Larries, Senior Arts

Producer of L10 News, Hutchins Scholar
“Do something for yourself every day. Really—every day, wake up and choose to do at least one thing for yourself that will make you a little happier. In a community as close-knit as Lawrenceville, we are always surrounded by others—in classes, sports, meals, and everything

in between. Taking time to just listen to yourself and what you need can make all the difference in not getting overwhelmed. For me, going to the [Edith Memorial] Chapel and (attempting) playing piano every day gave me the time and space to find joy in being alone.”

Faculty Tributes



Helena Cunningham and students

Claire Chow '24/THE LAWRENCE

Helena Cunningham French Teacher & Periwig Costume Shop Manager

SOFIYA BELOVICH '22
MARIA SANMARTIN '22
SIRI LARSSON REGNSTROM '22

I've known Madame Cunningham for three years and from my very first term at Lawrenceville, she has never failed to make me feel welcomed and supported. I remember having our French lab blocks first thing on Tuesday mornings when I was a new III Former, and she would always have "le goûter" in a basket for all of us to have. This small gesture would instantly lighten my mood, and it truly encapsulates Madame Cunningham's ability to always put a smile on my face. Whether it was making me feel welcomed in a class where I was the only III Former, helping me gain my confidence at the Harkness table, guiding the discovery of my love for architecture, or chatting with me for hours during her duty nights, I have felt immense support and love from Madame Cunningham during the last three years.

I've known Madame Cunningham, or as we all call her, Madame, for two years now. I met her during my IV Form winter over Zoom when I took her French elective on Versailles. Even though we were on different continents, six hours apart from one another, and dealing with weak connection, her warmth, her passion for the class, and her care for her students always came through to the other side of the screen. During our V Form year, the McPherson girls had the pleasure of enjoying Madame's company once a week. I have to confess that every time she's on duty, I try to get ahead on my homework so I can spend more time with her in the common room. I think I speak for everyone who has met Madame when I say that she has the special ability of making each one of us feel at home. I hope that Madame has had as much fun with us as I have had with her.

I've known Madame Cunningham for a year. My very first interaction with her was in the House during one of my first days at Lawrenceville. Even though our meeting was brief, her bright smile and happy presence made a lasting impression on me. As the months passed, my love for Madame Cunningham only grew stronger; not one single time has she failed to put me in a good mood. Whether it is baking Swedish cinnamon buns, talking for hours when she is on duty, having advisory meetings with delicious baked sweets, helping me with extremely advanced English vocabulary, or even going over my grades, I always enjoy spending time with her. Madame Cunningham has filled my year here at Lawrenceville with love and laughter—two of the sweetest things in life.

Jessica Pine Lower Head of House, History Teacher, & Track Coach

CARINA BERITELA '22
AMELIE WICKHAM '22

JPine! Anyone who has had the privilege of receiving a dry laugh in response to a less-than-funny joke understands the absolute honor that is knowing Ms. Jessica Pine. As a history teacher, Head of House, coach, advisor, Target-haul critic, stand-in mom, avid college basketball fanatic, and all-around saint, Ms. Pine is the type of person who inspires people wherever she goes. I'm sure that any student who has been lucky enough to have her as any sort of mentor can attest to her care and dedication for every discipline, both in the House and on the court. I think I speak for all of the Dawes House when I say that I cannot imagine what this year would have looked like without Ms. Pine. She is the definition of calm, cool, and collected, but she

never lets her signature serious stare get in the way of forming true and meaningful connections with those around her. Ms. Pine is the kind of person who I aspire to be, the kind who can watch the most intense Duke vs. University of North Carolina basketball game in the common room, reacting to every pass and shot while simultaneously noticing any girl who seems even a little bit off in her demeanor. Her manner of checking in on girls in the House exemplifies the thoughtfulness and conscientiousness that each of us works to embody and can only hope to achieve some day. Each word Ms. Pine speaks is chosen with the thoughtful precision of someone who is well-versed in the art of caring, but without the stale taste of insincerity or scriptedness. As a track coach, Ms. Pine

is a moral anchor to the girls team, providing emotional support and comedic relief to athletes when we are in the most need of comfort. I can confidently say that Ms. Pine's short but sweet motivational words before a nerve-wracking meet and her constant, steady presence at every practice has left a lasting impact on the track team that will be impossible to replace. This is a long-winded way of saying thank you, Ms. Pine, for being a shoulder to cry on, a safe place to land, a role model, and a presence that cannot be replaced. You mean the world to us, and we can't thank you enough for all that you've done. Wherever you go next, the people you meet will soon learn that they are lucky to have you. We will miss you dearly, and we will be holding you to your promise to meet up in Boston.



Jessica Pine

Courtesy of The Lawrenceville School

Dana Kooistra H'14 '20 P'20 Associate Dean of Academics & History Teacher

EMMA KIM '23
FEATURES EDITOR

It was the Fall Term of 2019, and my Cultural Studies class was without a teacher. The nine of us never felt more like lost II Formers drifting along in a sea of uncertainty. Then, out of nowhere, Mrs. Dana Kooistra came in like a bright light and guided us all to safety.

DK, as she told us to call her on that very first day, taught with a passion that enveloped us all. She turned scared, nervous little II Formers into seasoned Harkness veterans who became, for a lack of better terms, real Lawrentians. In addition to her extensive knowledge of the topics at hand, DK was fun. Whether regaling us with her time in India or discussing the flaws within the prison system, she never failed to draw us in and keep us hooked, making what happened centuries ago seem as if it happened yesterday. She encouraged us all to try out new roles around the Harkness table; as Devil's Advocate or some-

one who was only allowed to pose questions, we became holistic learners, writers, and better people under her tutelage.

DK's impact extended well beyond the classroom, too. Over the online Winter Term of 2020-21, I would dutifully log onto DK's yoga zoom every day. For an hour, I would lie on my bedroom floor, watching DK contort herself into inhuman shapes while my muscles seized and I struggled to keep up. I will never fail to be impressed by her strength, and I can confidently say that over those couple of months I got slightly more flexible and a LOT warier of DK's "core days."

This past Fall Term, I wrote an article for *The Lawrence* about my bucket list of things I wanted to do before I graduated. One of the items was being invited to a faculty home for dinner; I wanted nothing more than to be able to join the ranks of those special few who were offered a seat at a faculty table. On October 5, 2021, I

opened my inbox to see an email from DK with the subject line: "How many dinner invitations have you gotten so far?" After a couple more exchanges, I found myself seated at the Kooistra's dinner table, their son Noah on my left and DK and Mr. Kooistra (a.k.a PK) across from me. Twenty minutes in, we were in the middle of a lively conversation about Zodiac signs, DK's childhood, and PK's outrageous college adventures. I couldn't believe it. Here I was on a random Sunday night in October at a Kooistra family dinner.

That dinner invitation made my whole month and is a testament to DK's genuine wish to be involved in students' lives. She has always been interested in her students as people and wants nothing more than to see us excel and be happy. DK, I hope you know that so many of us in the Class of 2023 owe our future successes to you. I'm excited—and envious—for your future students; may they also have the chance to experience a Kooistra family dinner.



Dana Kooistra

Courtesy of The Lawrenceville School

Faculty Tributes

Ian Mook

Assistant Head of Kennedy House, Math Teacher, Track and XC Coach

JULIAN VILFORT '24, KIERAN YEATMAN-BIGGS '24, AND JACKSON DANCY '24

I can still remember my first day on the track team as a timid II Former when I was introduced to my new coaches. Mr. Ian Mook is the one coach who has made a lasting impression on me from the very beginning. He brings an incomparable spirit and support to the track no matter the event, which everyone on the track team can attest to. Mr. Mook's guidance while I experimented with new events has allowed me to harness the energy and confidence that is essential for being a track athlete. His teaching has stayed with me throughout my short time here, and I have a feeling that it will stay with the track team for the remainder of our lives. I can confidently say that Mr. Mook's unwavering passion and commitment is the reason why so many kids love track and have succeeded both as individuals and together as

a team. Thanks Mr. Mook. We all love you.

As a math teacher, his passion for math radiates through the classroom. Math is one of Mr. Mook's well-known strengths; his teaching is unparalleled, and his affinity for calculus is unrivaled. Through each derivative and integral, Mr. Mook passionately works to help us understand every aspect of this difficult subject. Tedious work becomes enjoyable when Mr. Mook is there to support you. Whether it's 8:00 AM consultation, mid-day help, or late night common room review sessions, Mr. Mook endlessly supports and assists us in our lives inside and outside the classroom. I have been lucky enough to know Mr. Mook both in the Kennedy House and in the classroom, so thank you for just being there for us through it all. "Hey Jackson!" Mr. Mook said, pok-

ing his head through the door. He then proceeded to inform me that I was joining his advisory group. While I was sad to leave Coach Poe's advisory, Mr. Mook had a spirited air about him that startled me. In that moment, I felt his deep, emotional care for the House and his role as Assistant Head of House. His eccentric yet thoughtful nature immediately struck me. The coming weeks would prove my intuition correct; Mr. Mook consistently inquired about and supported my mental health, academic journeys, and athletic endeavors. His youthful mindset mixed with his recent years of experience as a modern student produces incredible advice. His efficient plan-making and positive mindset, as well as all my memories of him and his Australian Shepherd Winnie have tremendously impacted my life this past year, as I know it will for years to come.



Ian Mook

Helena Chen '24/THE LAWRENCE

Chris Cunningham P'14'18

Assistant Head of School & English Teacher

SOPHIA SACHAR '22

One of my fondest memories of my time in Dr. Chris Cunningham's class was not in the classroom. I took his Signifying Nothing class this Spring Term, where we read *The Metamorphosis*, *Waiting for Godot*, and *The History of Love*. None of these books circled upon a strict theme of art, but regardless, Dr. Cunningham decided to take us on a field trip to the Metropolitan Museum. We spent the day touring around the museum, and some of us spent a good hour listening to a saxophone player on the steps of the Met.

In the years to come, I know I'll remember Dr. Cunningham's dedication to widening our understanding of the world and all the beauty it

can contain. It did not matter that the Met may not have tied seamlessly into the course content to Dr. Cunningham. What mattered was that it was the Met, and there was art to experience. This is something I will always feel grateful for—that I had a teacher who wanted his students to witness greatness and was willing to be the agent making that happen.

In the classroom, Dr. Cunningham continues to play a role as a guide for his students. He pushes us to grasp hidden subtleties in the text, and his passion for the subject material is palpable. As a student in his class, I do not feel like I'm solely being taught something I should know, but rather like I'm being let

in on a secret perspective through which to see life. We're not just studying great works of literature in Dr. Cunningham's class—we're learning about what makes life meaningful.

To put it simply, all there really is to say is thank you. During the first week of classes, Dr. Cunningham met with all of us one on one. We spent about 30 minutes delving into some favorite Greek tragedies, his takes on Virginia Woolf, and the importance of writing in our day-to-day lives. The class may have been called Signifying Nothing, but that class and Dr. Cunningham has significantly shaped the way I interact with both literature and the world around me.



Chris Cunningham

Helena Chen '24/THE LAWRENCE

Keith Roeckle

Chair of the Performing Arts Department

MATTHEW KUTAM '22

With knots in my stomach and sweaty palms, I remember nervously walking into my first philharmonic rehearsal. For all my years of oboe-playing, I had never been part of an orchestra, let alone any ensemble of more than 30 people. I didn't know what to expect.

Enter Mr. Keith Roeckle. In a plaid shirt and khaki pants—the usual, as I've come to learn—he wears a pure smile. As he taps his baton on the music stand to get our attention, I smile too, uplifted.

The energy doesn't stop. During our C major scale, he encourages the bassoons to be louder. When we play our weekly chorale, he motions to the violins to slow the pace, for the woodwinds to play louder. And as a clarinet squeaks, he laughs it off. That knot

in my stomach? It begins to unravel.

From that first II form rehearsal to now, Mr. Roeckle has been nothing but remarkable. Be it in Dresdner Hall, the Kirby Arts Center, or the Edith Memorial Chapel, he has had what every teacher, and particularly what every conductor, should have: contagious passion for what he does. He has encouraged us musicians to be the best that we can be, and to give our all to every piece we rehearse. Even when we were all exhausted from a day at Lawrenceville, Mr. Roeckle never fails to uplift our spirits with music; it may not always be perfect music, but it is music that we make, and Mr. Roeckle is always proud of our work nonetheless. Regardless of whether it's Honors Music Theory or Collegium, Bach or the Beatles, Mr.

Roeckle pushes everyone to do more. To practice more. To listen more closely. To interpret a piece yourself—or even compose your own. In pushing and inspiring me, Mr. Roeckle has indeed made me fall in love with music all over again.

Mr. Remarkable Roeckle: Thank you for every rehearsal, every performance, and every backstage effort that while may have gone unnoticed, should not go unmentioned. For all the early morning rehearsals, the late night plannings, propelling Lawrenceville's music program to new heights, everything in between, thank you for the dedication and love you have put into Lawrenceville, and for the rejuvenated love you have given us all for music. Lawrenceville will miss you dearly... best of luck at Temple University!



Keith Roeckle

Helena Chen '24/THE LAWRENCE

Faculty Tributes



Grey Simpson P'20 '22

Courtesy of Grey Simpson

Grey Simpson P'20 '22

Head of Cleve House, Science Teacher

TARAK JAYACHANDRAN '24

Just before they return home for winter break in December, during the infamous Winter House Banquets, III Formers in the Cleve House have a tradition of coming up with skits parodying their IV Form peers. I took that opportunity to act as the man himself, Mr. Grey Simpson P'20 '22. With my imitation of his low, baggy shorts, distinct walk, and head buried deep in his phone shuffling through emails concerning the latest ICAPS WebAssign, my jest was a bold move, to say the least. Thankfully, Mr. Simpson took it lightly and gave a reassuring laugh.

When I entered the Cleve House this past Fall Term, it was a new, daunting, experience; yet Mr. Simpson made the

transition seamless and welcomed me and my Housemates with open arms. Simpson showed us the ropes, organized and introduced bonding activities with upperclassmen, and taught us what it means to have Cleve pride. He adopted the light-hearted nicknames and inside jokes my Housemates and I made, tossing them back and forth around the halls as we all got to know one another. Moreover, you could often find him chatting with folks in the library about anything sports-related. Somehow, despite always hauling his kids to practice or tournaments, Mr. Simpson would always make time for the House, willing to talk about anything. He never took anything too seri-

ously and always made sure things were in order.

Alongside his roles as Head of Cleve House and Chemistry Teacher, Simpson was, perhaps most unforgettably, the coach of the Girls' Varsity Basketball team. That was a core part of his identity and was his passion. From what I've heard and seen, he was a tough, energetic, no-nonsense coach whose qualities made the team very successful. Simpson will truly be missed as a member of the Lawrenceville and Cleve community, and the House will never be the same without him. On behalf of me and all 40-something Cleves this year, we wish Mr. Simpson and his family nothing but the best!

Stephen Wallis

Head of Kennedy House, Math Teacher, Track and XC Coach

IRIS WU '23

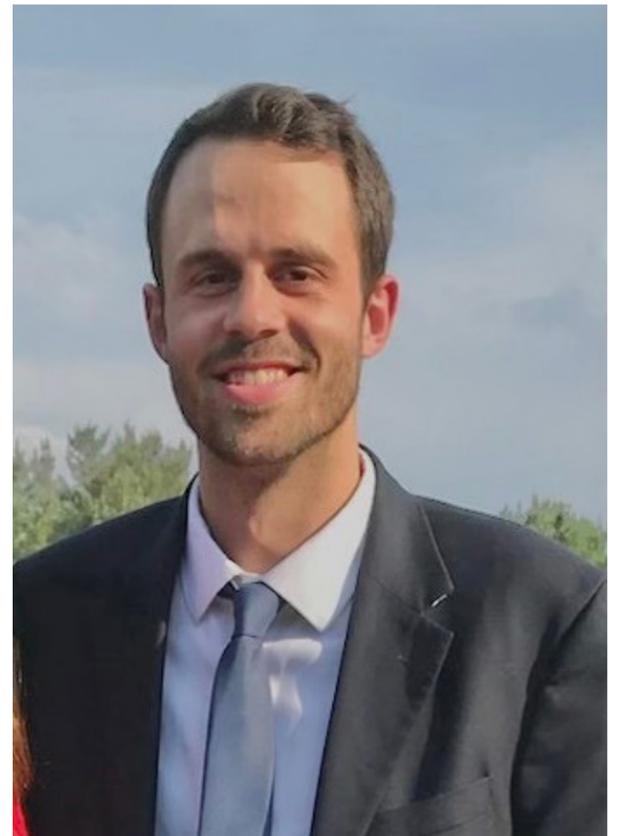
OPINIONS EDITOR

Stephen Wallis: superhuman runner, Luna-owner, and sudoku extraordinaire. I took his Math 3X course as a II Former and, to this day, I have never performed worse on an assessment than I did on that very first test. Definitely the absolute low of my academic career thus far. Upon seeing far more red x's than checks, I frantically asked Mr. Wallis if there was any extra credit I could do to absolve myself of this less-than-ideal (read: severely abysmal) grade. To be honest, I can't recall the exact conversation that we had. But as we spoke, I do remember him telling me something along the lines of "I'm more interested in seeing you learn than I am in seeing how you do on a single test."

Although I've heard this phrase countless times, Mr. Wallis is the first teacher I have had who actually stays true to these words. Not only does he verbally encourage us to learn from our mistakes, but he goes above and beyond to ensure that we actually have the opportunity to grow. He is the first person to sit down with a student and review a concept over and over until they understand it, even if doing so takes an hour. He will take the time out of his weekends to answer questions and respond to emails, always signing off with the classic Mr. W even though nobody calls him that. Mr. Wallis doesn't teach math just to demonstrate how to find the convergence of a series; he doesn't coach

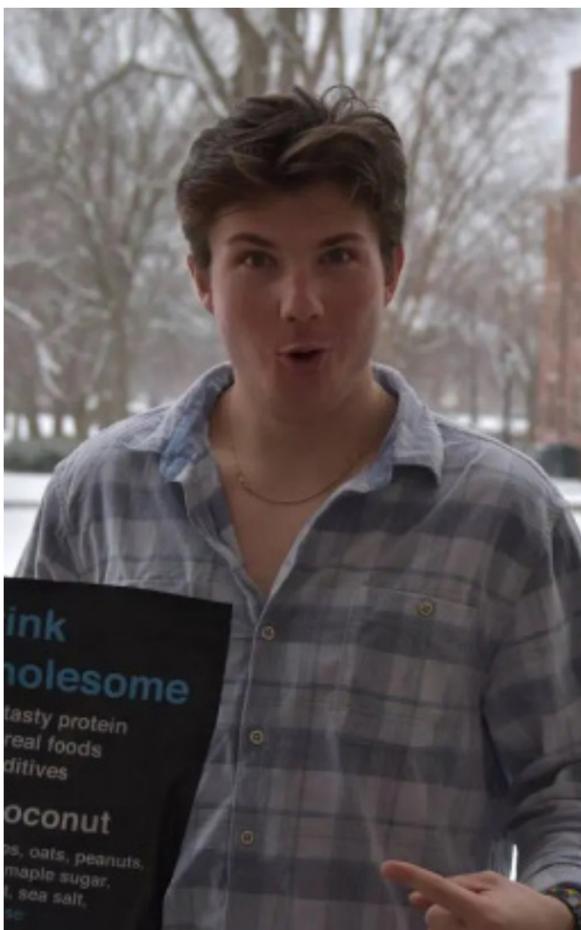
track and cross country just to help us PR; and he doesn't live in Kennedy just to be a Head of House. He teaches, coaches, and leads to show us that we are all capable of growth.

Do I still feel discouraged when I get a test back only to see every page marked up with red ink? Sure. But Mr. Wallis has taught me that the real test is what I do after failure; what's most important is how I pick myself up, examine my mistakes, and learn from them. The lesson that Mr. Wallis has imparted to us is that our worth is not determined by our ability to do, but by our ability to grow; and that is a lesson that we can all bring with us in every walk of life.



Stephen Wallis

Courtesy of The Lawrenceville School



Jack Schrapp

Courtesy of The Phillipian

Jack Schrapp

French Teacher, Assistant Crew Coach, Assistant Head of Upper House

JOSHUA CIGOIANU '22

EDITOR-IN-CHIEF OF THE 141ST BOARD

I distinctly remember meeting Mr. Schrapp—Coach Schrapp—for the first time over a year and a half ago. I was sitting on an erg amidst a whole battalion of other ergometers lined on both sides of me in Lawrenceville's exquisite Loucks Ice Center parking lot. I was smoothly moving back and forth on the machine, finding a nice rhythm during the steady-state endurance workout that Head Coach Benjamin Wright P'10 '21 had assigned to the team. Out of the corner of my eye, I spotted a young adult clad in polyester full-length hiking pants, a tight-fitting athletic shirt, and a Phillips Academy Andover hat watching me row, analyzing my every movement with his keen gaze. Then, spontaneously, Mr. Schrapp dropped onto his hands and feet. Engaged in a firm plank position, he launched into a frenzy of immaculate, machine-like pushups. After finishing his 50 or so repetitions, he bounced back up onto his feet, dusted both his hands off, and

continued coaching as if nothing had ever happened. Coach Schrapp went through many, many of these routines throughout that workout. At first, Mr. Schrapp, if I am being honest, your calisthenic training tendencies became something of a running team joke. But soon, it became as iconic as you yourself and came to perfectly represent the physical, mental, and emotional commitment to athletic achievement that the Lawrenceville crew strives for during each and every practice.

Speaking to his French students, the boys in the Upper House, or the athletes he has coached, it is clear beyond a doubt that Mr. Schrapp is beloved by all. In his short albeit fulfilling time at Lawrenceville, Mr. Schrapp has never hesitated to make connections with the people around him. If you walk into the Upper House on a night when he's on duty, you can find him snacking on pistachios in the common room, playing good music on his speaker, and chatting with the students who come by to check in. If you see him speeding by

on his bike across campus, you should never hesitate to wave hello—he always waves back with a smile.

Mr. Schrapp, I want to personally thank you for all that you've done for me as my coach over the past two years. To this day, the advice you've given me in the boat and on the erg has been some of the best instruction I've received while rowing. Your advice has always been specific and tangible, meant to help me maximize my athletic potential. Your words of leadership have helped me as a captain, especially in the most challenging times that the crew has encountered this season. However, more than that, the conversations we've shared have always been so real—providing a level of genuineness that has been amazing and refreshing to be around.

Mr. Schrapp, Lawrenceville will miss you. I'll miss doing push-ups with you at Lake Mercer before and after practice. I, and every other student you've helped grow while here, thank you and wish you the best. However, I hope this goodbye is temporary—until we meet again, soon.

Faculty Tributes

Brian Hill

Latin Teacher, Track Coach, Assistant Head of Cleve House

LUKE PARK '24
COPY EDITOR

Among languages traditionally offered by school curricula, Latin is arguably the least practical. You will likely never converse with anybody in the language, nor will you ever have to translate a Latin scroll like you would a restaurant menu written in Spanish or French. To put it bluntly, Latin is somewhat useless.

Yet I love Latin. With every declension and conjugation learned, every cognate recognized, and every pretentious Latin motto understood, I have slowly grown fascinated with the beauty of the language. My Latin teachers played a vital role in instilling a love of the language within me, and among them, Dr. Brian Hill resides in the pantheon of

great teachers: a Latin teacher to never forget.

Dr. Hill's friendly and instantly approachable character breathed life into every class, and his clever explanations always helped students be the best they could be. I will always remember the times we played Latin Wordle or Scrabble together, the rush we felt when we successfully guessed a word on our first try, and the frantic flipping through dictionaries to find a game-winning word. His constant desire to give back to the Lawrenceville community as an Assistant Head of Cleve House and as a coach for the Track and Field Team will be sorely missed.

But underscoring all of this will al-

ways be Dr. Hill's outstanding humility. Whether it be through his insistence to be called "Mr" as opposed to "Dr" or his neverending willingness to support every single one of his students, Dr. Hill's modesty will be a model for us all to follow.

As Dr. Hill leaves Lawrenceville in the pursuit of the priesthood, we are certain this humility will help him be a confidant and comforter for the sick, a light in the darkness, and a positive influence to all.

Dr. Hill, thank you for your outstanding presence in Lawrenceville, whether it be as a teacher, an advisor, a Track and Field coach, a man of God, or simply just a friend. As you walk toward the next chapter of your life, your positive impact will never be forgotten.



Brian Hill

Addison Hensler '24/THE LAWRENCE



Antoine Hart

Addison Hensler '24/THE LAWRENCE

Antoine Hart

Assistant Director of College Counseling, Basketball Coach

JEB WILLIAMS '23

Whether on the basketball court or in the college counseling office, Mr. Antoine Hart has always displayed a bright passion for his work and a deep care for his students. Throughout this past basketball season, Coach Hart, with his contagious intensity, tirelessly worked to make each and every one of us the best version of ourselves. His regard for the team and for us players was most clearly evident following a disappointing first half in a game against the Hill School. After a few moments of silence in the Hill locker room, Coach Hart rose. With wide eyes and a furrowed brow, he highlighted what each of us could have done better. Even

while he informed us of our mistakes, the blazing passion in his face and voice confirmed to us that his speech was driven by an intense desire to see us succeed.

A couple of months later, I was introduced to Mr. Hart as a college counselor. After a few minutes of waiting on the college counseling office's couches, the same man who had delivered that fiery speech at Hill was summoning "Mr. Williams" to his office with a bright smile. Our meeting regarded a mandatory 80-question survey. Mr. Hart had already scanned the tediously long questionnaire, marking down what was important, taking extensive notes,

and zealously seeking my best interest. As I discussed the lengthy assignment with Mr. Hart, I quickly realized that the same passion displayed in the tense Hill locker room was abundantly present in his serene MacKenzie office.

Through subsequent college counseling meetings, lively interactions around campus, and conversations about basketball, I have come to admire Mr. Hart's intensity and his deep desire to see his students succeed. His care for his players, advisees, and the greater Lawrenceville community will be difficult to replace. Mr. Hart, thank you for your ceaseless support and bright presence on Lawrenceville's campus.

Larry Filippone

History Teacher, Lawrence Faculty Advisor Emeritus

CONNOR KILGALLON '22
BEN GUBBAY '22

Let's set the stage. Two goons, one dog, and an ominously lit pathway through a thick brush. It's a quarter past nine, and we find ourselves back to back—terror stricken—cowering behind a spirited young golden retriever. The cause of our fright stared silently from within the unknown forest, eyes glowing a bright green, outlined in an undefined dark shade. Gripping Charlie's leash, we bolted. Down the path, over the bridge, and all the way back to Gris. No looking back. Entering the house, we came breathless into the tea room and slumped onto the inviting furniture. Not, however, before handing Charlie off to the man we were truly there for, the person who all 15 guys sitting in the tea room at 9:15 on a Tuesday night were there for. By no means was

anyone's homework finished, but work took a backseat on Tuesday nights—Fili's night.

Lawrence Fuguet Filippone. Fili, Larry, Mr. Filippone. Many may know him from his teaching the masterful philosophies of the Canadian nation, or the United States' storied history. Others perhaps have played under his aloof coaching style in house sports. But to us, Connor and Ben, and to the entire Griswold house, he is the centerpiece of our common room on Tuesday nights, always surrounded by a herd of admiring young chaps and an energetic little dog named Charlie. Every spoken word was thoughtful, always bringing its receiver into higher spirits; each adage imbued with a rich lesson that never failed to enlighten the

absorptive minds with deeply considered truths. Fili is an individual who best embodies what it means to be socially and culturally refined; his commanding understanding of complex topics and a vast array of learned knowledge provided Gris with a true renaissance man for the ages. Fili, thank you. In many respects, you have been our golden retriever, guiding us as we navigated the Lawrenceville forest. You have helped us mature and molded us into well-rounded citizens, preparing us for the forest that lies ahead. Although we've never had the pleasure of being formally taught by you, your invaluable lessons and outlook on life extend far beyond the classroom. Despite your physical absence next year, your effect will live on in Gris and in all those you've reached. That red-velvet chair will sure as hell miss you.



Larry Filippone

Addison Hensler '24/THE LAWRENCE

Faculty Tributes

Rachel Cantlay P'07 '09 '11

Director of Community Service Program

REID FARRINGTON '24

Mrs. Cantlay has had an incredible career at Lawrenceville and she will be greatly missed. We have been fortunate to have her as part of the Griswold House duty team. She has impacted the lives of thousands of students and has had a massive influence on the community. Her work in the Community Service department has been extraordinary, and she has led by example during her tenure. By helping to organize Lawrenceville Community Action Projects (LCAPs), one-time events, our Martin Luther King Day of Service, and School Camp, Mrs. Cantlay has been an integral part of helping both Lawrenceville and its surrounding community. Recently, Mrs. Cantlay worked to

create the sixth annual event supporting St. Baldrick's & Children with Hair Loss, an event which proved to be a great success. Her kindness and joy lightened the lives of many, both through her work in the Community Service office and through the lives she touched in the House. She has contributed so much to the Griswold House. Mrs. Cantlay baked brownies every night she was on duty. Throughout the year, we have tried regular brownies, Reese's Peanut Butter Cup brownies, mint Oreo brownies, and chocolate chip brownies with ice cream. Before giving us a brownie, Mrs. Cantlay would ask us a question of the night, with a lighthearted query like "if you could have any pet, what would it be?" These questions would spark intense, play-

ful debates, and we'd oftentimes find ourselves talking in the Griswold Tea Room well into study hall. Friendly and talkative, Mrs. Cantlay would frequently chat with us about books, current events, campus happenings, or our classes. She would also help students in Griswold understand Lawrenceville Community Service requirements and would tell us about upcoming events. When I asked students in Griswold to describe Mrs. Cantlay, the responses were resoundingly positive and heartwarming. A few responses included the following: "motherly," "caring," "a chef," and "a joy to be around." We hope you have fun traveling with Mr. Cantlay this summer and wish you a happy retirement. Mrs. Cantlay, you are a wonderful and loving person, and we all will dearly miss you.



Rachel Cantlay P'07 '09 '11

Courtesy of Rachel Cantlay

Sue Anne Steffy Morrow

Director of Spiritual and Religious Life, Chaplain, & Religion and Philosophy Teacher

CLAIRE JIANG '24
COPY EDITOR

I met Reverend Sue Ann Steffey Morrow this past Fall Term as a student in her Introduction to Religious Studies (IRS) class. When I first entered her classroom, I was greeted with flickering candles on the Harkness table, children's books, and cards poised on the window ledges. Within the opening minutes, Rev had taken a rainbow ribbon and waved it around, already hinting at the joy our subsequent classes would bring. In reflection, I enjoyed the content and material of IRS immensely, but the smaller and often overlooked parts of that class are what I will remember the most. Rev would begin each class by throwing Hershey's kisses on the table, lighting a candle, doing a breathing exercise, or hav-

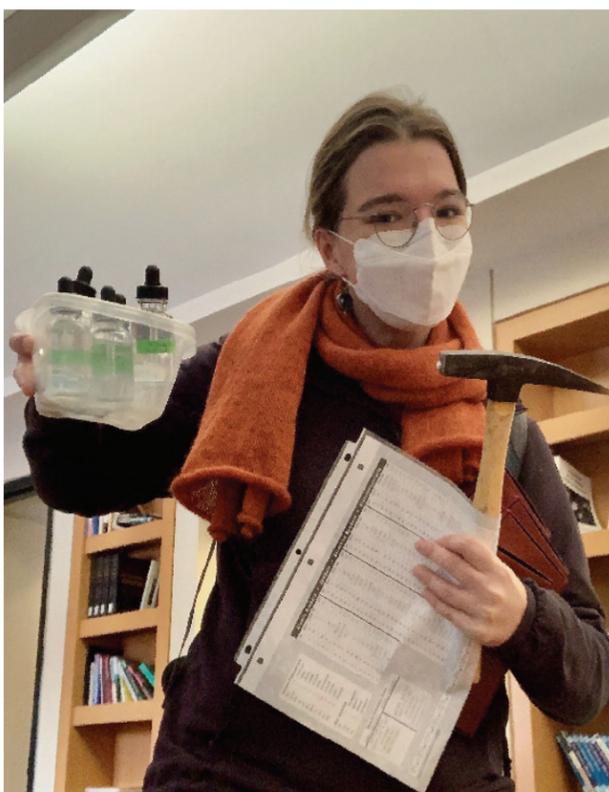
ing students share something important to them. Our classes were marked by laughter and friendly dialogue, but also reflection and moments of shared silence. Each moment in Rev's classroom felt like an exploration; it was a way for us to unpack our own experiences while getting to learn new ones, too. I learned that engaging over Harkness doesn't have to be at the expense of enjoyment, and academic rigor doesn't have to cause stress and strain, ideas I didn't fully grasp when I first arrived at Lawrenceville. Although IRS ended in November, I would never miss an opportunity to stop by Rev's classroom in Pop Hall to greet her. Every time, I'd be received with intense joy and a

bright smile, a reminder of the fun and laughter in her classes. These brief greetings often made my entire day. I've learned a lot from Rev, and I know many feel the same. Rev advises the Religious Life Council, the Explorations Council, and is a religious leader as the School Chaplain. Everything she offers and gives to the community speaks to her unique impact on the School, and, more particularly, the students. Dear Rev—I'm sad that I won't get to say "hi" every time I see you next year—but hopefully, you'll stop by our classrooms to say hello once or twice next year. Thank you so much for being a wonderful teacher, leader, advisor, and for your kindness and love. We appreciate you so much and will miss you at Lawrenceville.



Sue Anne Steffy Morrow

Courtesy of Sue Anne Steffy Morrow



Catherine Livingston

Courtesy of Catherine Livingston

Catherine Livingston

Science Teaching Fellow

ELLIE TURCHETTA '25
CLEMENTINE SUTTER '25

The first day of crew season was a cloudy but cheerful Saturday afternoon. Even though it had stormed earlier that day, the water was clear and calm. It was a perfect day for the novices' first time on the water—or so it seemed.

Before we knew it, the winds picked up, the water stirred, and a squall came upon us. As we panicked, our boats began to fill with icy water, and we were blown to the shore near the forest: no trails, no paths, and no way to swim back to the boathouse. Most of us were losing hope as we resorted to desperate measures to keep ourselves warm and keep the thorns off our feet. It

was freezing and chaotic, but then, Ms. Katie Livingston came zooming up on a launch to make sure everyone got safely back to the boathouse.

Even though she had only known us for a week, this was the first of many times that Ms. Livingston demonstrated her genuine concern and care for us. Whether she is preparing us for an Inquiries to Biological and Environmental Studies (IBES) test in consultation or providing us with rowing tips on the water, Ms. Livingston is always ready and happy to help. She always believes in us, even when we doubt ourselves, and we will forever be grateful for everything she has brought to us and to the School. She makes learning the material in IBES

so engaging, and we think she earns the title of the first person ever recorded to deem operons "cool." If she's taught us anything this year, it's that sometimes with IBES, it's safe to say "that's just the way it works." Although we are sad to see her move on, we know she will be more than successful in her future endeavors away from Lawrenceville. Hopefully, wherever she goes will have the means to support her coffee addiction and will have fewer stray Cheetos set aflame on lab tables. Maybe she can even keep her fat little cat.

While our IBES classes and novice rowing might have caused her to develop those wrinkles we've heard so much about, we have appreciated every moment we've shared with Ms. Livingston and wish her the best of luck.

Lawrenceville's Smartest Cookies

NICHOLE JIN '24

FEATURES ASSOCIATE

Lawrentians are known for their incredible intellect, but some V Formers in particular are so academically inclined that they attend classes at Princeton University on top of juggling the rigorous Lawrenceville course load. We at *The Lawrence* sat down with some of these students to learn about how they feel about the Princeton courses, why they decided to take them, and what they are like compared to classes at Lawrenceville.

Maksym Bondarenko '22 signed up for Princeton courses because of his interest in computer science, as he had maxed out courses in the subject at Lawrenceville. Before this year, there was no procedure for students to take computer science classes at Princeton, and it was only after Bondarenko and another student expressed interest in continuing their studies that a new system was implemented to allow students to register for such courses off campus.

Bondarenko is currently taking the Introduction to Machine Translation course, after having taken Princeton's Introduction to Machine Learning this past Fall Term. While the fall course was lecture-based, his current course is smaller and more like a seminar. "They are different, but I enjoyed them both a lot...The professors are amazing lecturers, as they are very passionate [in their field] and interesting to listen to," said Bondarenko. His current professor, in fact, actually works in industry research and only teaches as a hobby, further enriching Bondarenko's experience working with real experts. Of the two classes, Bondarenko prefers his current course due to the

smaller size and more interactive learning style. "I like small classes a lot...at Lawrenceville, students are used to Harkness and getting more attention from teachers," Bondarenko said. However, he also recommended a more lecture-based course for those who enjoy "listening and taking notes."

Of course, taking a university-level course as a high schooler is not an easy feat. "The course load is quite significant, and it's definitely difficult," Bondarenko said. The most difficult part of Princeton courses for him, however, was not juggling course work, but rather "figuring out scheduling and transportation." Classes at Princeton are all set for varying times and take place on different days; one of Bondarenko's courses even occurred at 7:30 PM on Thursdays. In terms of transportation, he either took a bus or used Uber. "The cheapest way is to take the bus, which takes the same amount of time as an Uber...the only issue is making sure to catch it," he said. After having taken Princeton courses for two terms, however, Bondarenko has been able to memorize the bus schedule, and he has managed to never be late.

Victor Park '22 is taking a course on Roman Republican history. He decided to take the course because of his interest in Latin, seeking an extra challenge

outside of Lawrenceville. He explained that the Princeton Latin course "only met twice a week for an hour and a half," so students are expected to complete significantly more homework. "The number of texts we were expected to go over was probably double that of Lawrenceville," Park said. Additionally, since the two classes are on Monday and Wednesday, the students have very little time between classes to complete their work, requiring skillful "time management" in order to submit assignments on time. "In college, you're expected to set deadlines for yourself," Park said. "I was able to handle it, but some of my other friends [from Princeton] struggled with getting their homework done on time," he continued.

Despite the heavy workload, Park still enjoys the course. "I like how it was a small class with only four people, because there was a lot of direct contact between the students and the professor," he said. Something else he appreciates about the class is how "passionate and experienced" his professor is. Park's class is focused on a different area of learning within the study of Latin.

"We're studying a different author, who's more of a historical rather than a literary author, and I found it really interesting," he said. In order to get to his class, Park is able to have his parents drop him off at Princeton in addition to using Uber, as his parents live close to Lawrenceville.

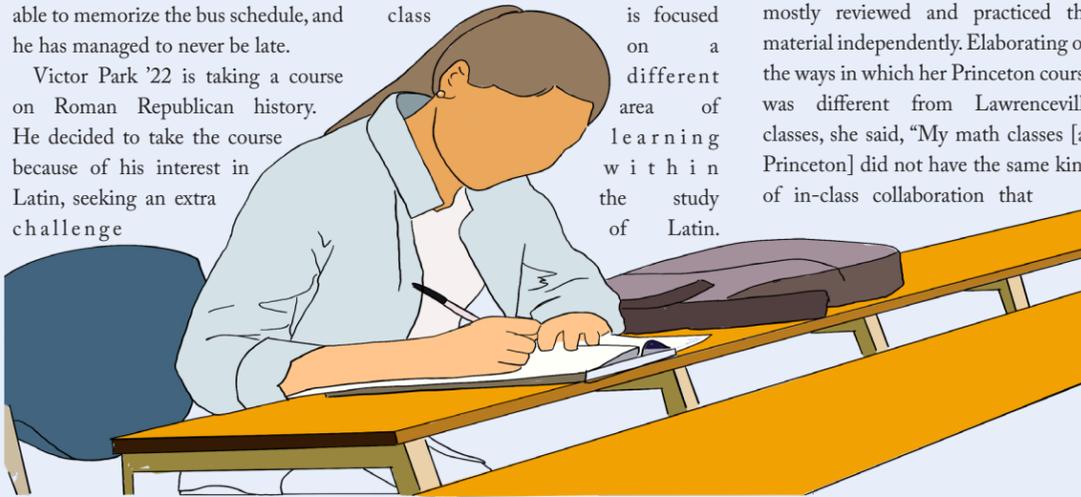
Ashley Cohen '22 has taken a number of mathematics courses at Princeton this year, including "Numbers, Equations, and Proofs" in the Fall Term and "Single-Variable Analysis with an Introduction to Proofs" right now. On her experience in the class, she said, "This class allowed me to 'zoom out' and explore the actual constructions of these number sets, which lent me a new perspective on math." In addition to the in-depth dive into college-level math concepts, Cohen also noted that this class was different from her classes at Lawrenceville because it "placed much more emphasis on self-learning." Because her class consists of two-hour long lectures twice a week with a group of about 20 to 30 students, Cohen mostly reviewed and practiced the material independently. Elaborating on the ways in which her Princeton course was different from Lawrenceville classes, she said, "My math classes [at Princeton] did not have the same kind of in-class collaboration that

arises around the Harkness table, but I found some of that...by working with classmates outside of class to better understand the material and tackle problem sets together."

Throughout her life, Cohen has always possessed a passion for mathematics, having already completed both AP Calculus BC and AP Statistics by the end of her III Form year. "I loved my first taste of higher-level math in Honors Math Seminars with [Math Teacher Miguel] Bayona [P'12 '18] during my further challenge myself during my V Form year, even though I had run out of courses offered at Lawrenceville." The course offerings at Princeton allowed Cohen to further develop her passion, giving her the opportunity to continue "problem-solving and applying logic and reasoning to numbers."

In terms of transportation, Cohen often carpooled with Arthur Li '22 and Helen Liu '22 to and from Princeton every Tuesday and Thursday. "The transportation was a bit tricky, since our class times at Princeton fell in the middle of our Lawrenceville school days," she said. However, they were always able to successfully make it to class each and every week.

Attending a school like Lawrenceville is no simple feat, but taking college level courses makes it even harder. However, for a student seeking further academic enrichment, enrolling in a Princeton course with knowledgeable professors and fascinating material is an amazing opportunity. As long as you can find a ride there and can handle the workload, you are all set to take classes with some of the brightest students in the world.



Aileen Ryu '25/THE LAWRENCE

A Perfectly Lovely Play

SOFIA CARLISI '24

ARTS ASSOCIATE

When I auditioned for *Our Town*, I honestly did not remember a single thing about the play (but shh, do not tell anyone!). What I did know, however, was that Periwig was putting on a Spring Play, and no matter the show, I wanted to be a part of it. Never before have I had the opportunity to perform in a full-length play where acting takes center stage (see what I did there?).

Oh boy. I had so much fun being in this show! No matter what type of day I was having, I knew that the second I walked into the Kirby Arts Center for rehearsal, my mood would improve tenfold. Mr. Matthew Campbell, Ms. Maddy Smith, and the entire cast created such a welcoming environment where I felt comfortable letting loose and being the most authentic version of myself. Sometimes I find that it can be difficult, with the stressful environment of Lawrenceville, to have fun without feeling guilty. If I take free time, I feel like I should be doing something productive or getting work done. I can honestly say, though, that I had so much fun at each and every rehearsal without that same burden. I would have stayed in Studio Two for the entire night if I could have.



Our Town

Courtesy of *The Lawrenceville School*

Not only did being in *Our Town* reinforce my love of theatre, but it made me understand the joy of seeing a show come together piece by piece. Watching the evolution of Claire Jiang's '24 monologue, from our very first run-through of Act I to opening night, gave me such a sense of accomplishment. I love that I was a part of bringing that all together.

I remember reading *Our Town* for the first time in the summer and thinking that it lacked life. I was bored, and the last thing an actor

wants is a bored audience. I can confidently say, however, that we all brought the show to life. Audience members laughed, they smiled, and they cried. I am a firm believer that only the most influential pieces of art can make someone both laugh and cry. Although the audience was watching me, I also loved watching them feel all the emotions and connect with the show. They were right there in Grover's Corners with all of us.

In the show, I played Mrs. Soames,

the loud and quite obnoxious woman who interrupted Emily Webb and George Gibbs's wedding. She was such a fun part to play, as there is no better feeling than making audience members laugh! I was terrified backstage, and in the weeks leading up to the show, I feared that no one would laugh at Mrs. Soames; oh, the joy I felt when they did! It is addicting, the feeling of being on stage and making people laugh, cry, or think. That feeling filled me up, and I wish I could bottle it up and never

forget it. I doubt that there's any better feeling than walking off stage with the audience's laughter at your back.

The most challenging part of the play was the quick shift between Acts II and III. I was on a high from the audience's reaction to the wedding, but now I had to be a different Mrs. Soames. I had to take all the laughter and lock it away and forget about it in order to come on stage again in Act III. In the wings, Eric Frankel '23, Barbara Odae '23, and I would shake out all our anxious energy, scratch any itches we had, and mentally prepare for the last act. We had to play characters who were simultaneously completely different yet also the same. Our characters were both deliciously human and also otherworldly. They were contradictions—dead yet so lifelike. It was a difficult combination to get right, but that was the show's beauty, I think. It was complicated, and yet so simple.

The experience of being in *Our Town* will forever stand out in my Lawrenceville career, as it allowed me to meet so many amazing people! Our cast was diverse in form and acting experience, and we all meshed well together. Each person provided a piece to the puzzle that became *Our Town!* I will miss this show, but I am excited to see what the future holds!

The Art of Ice Cream: Purple Cow

SOFIA CARLISI '24
ARTS ASSOCIATE

When Purple Cow Ice Cream opens every spring, all Lawrentians know that the frigid winter has finally come to an end. As one of the only places students can go to simply relax and enjoy themselves, Purple Cow, affectionately called "PCow," is an integral part of the Lawrenceville experience. Although many stop by for Big Red Recovery Smoothies and the famous Purple Cow flavor, most remain unaware of the history of Lville's favorite ice cream shop.

For the last 12 years, the owners of Purple Cow, Tom and Cindy Pearce, have brought joy to the school community and beyond. The couple both worked in the "corporate world for over 20 years" before opening PCow in August of 2010. Tom and Cindy had "always talked about doing something within this town," but just "weren't sure what it was" yet. The opportunity presented itself while both Tom and Cindy were "in between jobs." Inspired by the closing of a local ice cream shop, the couple wanted to take a risk and open a store of their own. Although this was "completely different than what [they] did in the past," Cindy and Tom felt buoyed by their love of this community and their commitment to bring it joy.

When Tom and Cindy were deciding where to open the new ice cream shop, "one of the reasons [they] picked this location was because of

The Lawrenceville School." The two choose a house on Main Street due to its proximity to campus and its charming front porch, which Tom "fell in love with," making it "the perfect place for an ice cream shop." After months of researching and trying different ice creams from various stores, Tom and Cindy used their newfound ice cream expertise to get the shop ready for opening. The last thing they needed was a compelling name.

Cindy knew they had to "pick [a name] people will remember." While hunting for this unique title, Tom and Cindy remembered a poem their daughter had read in kindergarten. Entitled the "Purple Cow," this poem by Gelett Burgess reads: "I never saw a Purple Cow, / I never hope to see one, / But I can tell you, anyhow, / I'd rather see than be one!" Their daughter had painted a picture of a purple cow inspired by the poem, and "that picture happened to be hanging in [their] kitchen." They had read online that a memorable company name should include a color or maybe an animal, so they thought, why not include both? Hence, the name Purple Cow Ice Cream was born.

Cindy said, "I love when the Lawrenceville kids call us PCow." The nickname makes her and Tom

feel embraced by students. The pair have always enjoyed "getting involved with The Lawrenceville

to Purple Cow and just enjoy each other's company." "You are important to us," she said. Tom and Cindy remarked that they became close with many of the students of The Lawrenceville School that frequented their shop, even specifically mentioning the names of several Lawrenceville families; Cindy said that when summer vacation comes, "It's hard when [students] leave."

Not only have Tom and Cindy fostered a deep connection with Lawrenceville students, but they have also provided an enjoyable space for all members of the community. Cindy shared with a smile that she and her husband "are people people."

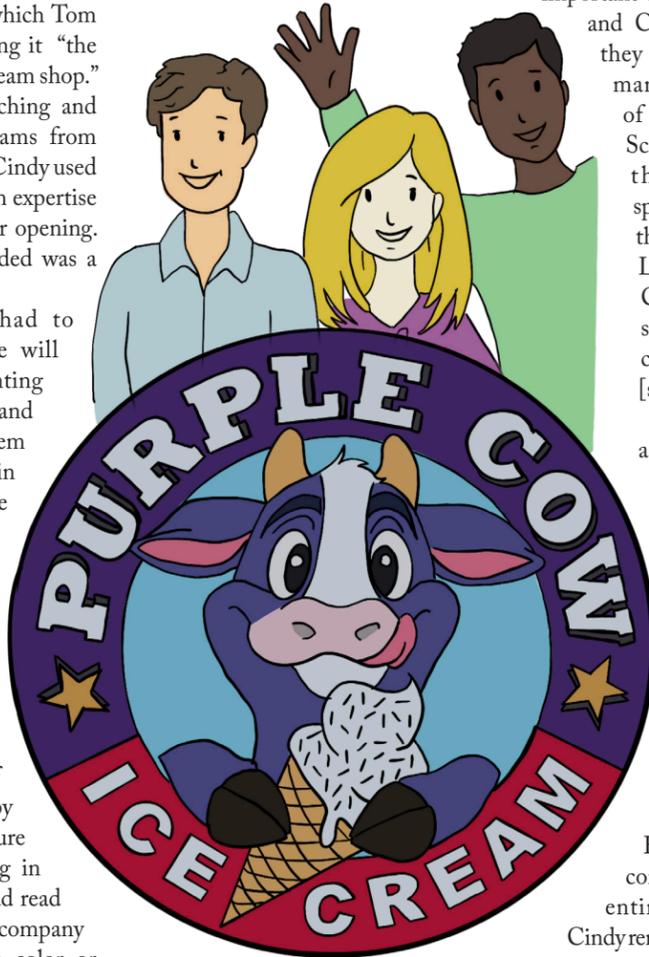
Having worked a corporate job for the entirety of her career, Cindy remarked, "I have always been with people, it's always fun to get to know so many, to the point where we know them by name, and we know what [ice cream] they like and don't like." This provides the couple a creative outlet to try and "do things that bring people in." They are always willing to bring

fresh new options to the shop, like brownie sundaes and are always open to suggestions of what people would like to see added to the menu. Bonding with people through ice cream "makes [them] feel like... a part of the community."

Another significant aspect of the Purple Cow is giving back to its community. "One of the things we do," Cindy said, "is that we have a bucket out [by the cashier], and we collect [money] for different organizations." Due to the generous donations of Purple Cow customers, "[they] can contribute at least 1,000 dollars to six different organizations every year." In the last decade, they have raised over 60,000 dollars for local charities! As citizens of Lawrenceville for 40 years, Tom and Cindy "are proud to do something for the community."

As the school year winds down, The Purple Cow would like to help make the last month fun for all Lawrentians. Starting Saturday, May 14th, and continuing through graduation day, shout out a number between one and 22 at the register after ordering your ice cream. If your number is the one pre-selected, your ice cream will be free. After each free ice cream, a new number will be selected.

Tom and Cindy have watched Lawrentians graduate year after year. Although kids leave, the impact Purple Cow has on the students never fades. Their ice cream shop represents the very best elements of the Lawrenceville experience!



Aileen Ryu '25/THE LAWRENCE

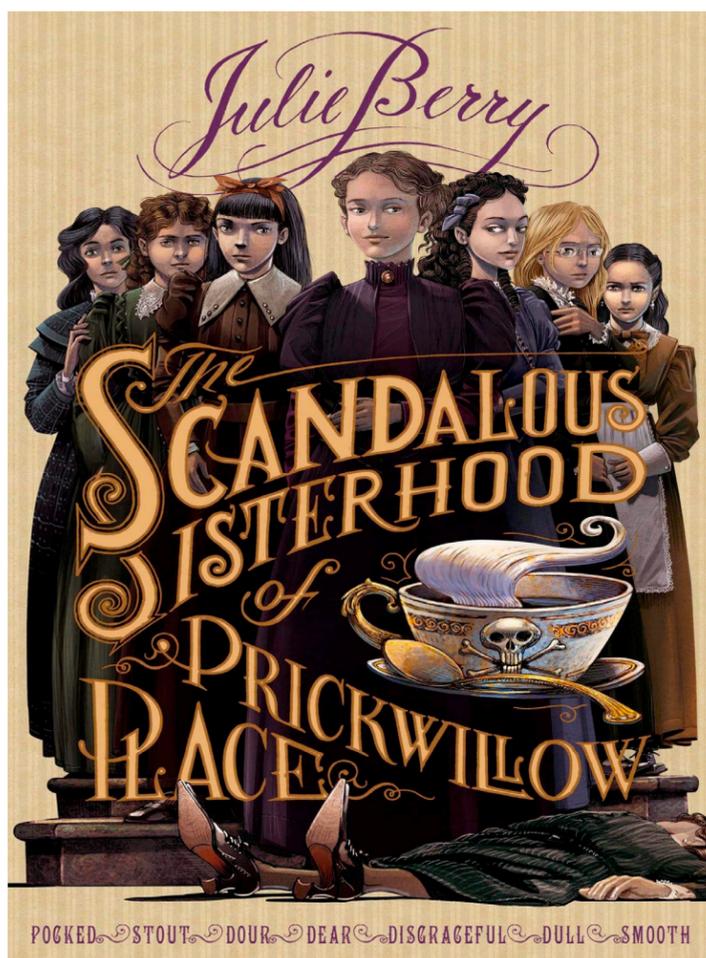
School," hosting feeds and events throughout the years. They "get to know kids and their families," and this connection is vital to the Perces. Cindy likes that Lawrentians come

The Scandalous Sisterhood of Prickwillow Place: A Review

SONIA IVANCIC '25
OPINIONS ASSOCIATE

In this not-so-classic "whodunit" mystery, Julie Berry sweeps readers into the deceptively quaint yet mystifying Victorian-era town of Ely, England on the first page of her book, *The Scandalous Sisterhood of Prickwillow Place*. Once the cover is closed, readers will be itching to read the whole book over again. This delightful novel leans in the direction of a middle-grade book, making it a breezy and charming read. Once you open the book, you are promptly acquainted with its seven scandalously delightful heroines: Dear Roberta, Disgraceful Mary Jane, Stout Alice, Smooth Kitty, Dour Elinor, Pocked Louise, and Dull Martha. It may seem hard to keep all seven of these young ladies straight, but their distinctiveness soon shines through, and you'll feel as if you've known the girls for ages. The quirky adjectives in front of their names stay with them throughout the story and serve as a constant reminder on how the world views them superficially but also shows how they can use these first impressions to their advantage. The adjectives reveal just how wrong the outer facade of a person is and how one's identity is deep and multifaceted.

Berry masterfully weaves contrast



The Scandalous Sisterhood of Prickwillow Place book cover

Courtesy of Amazon

throughout the plot, as she lures her readers into a sense of pleasantness before lashing out with an unexpected twist. For example, Ely is a seemingly ordinary, picturesque town complete with rolling farmland, cobblestone streets, and a church in the town

square. However, veiled behind this tapestry of innocence lies murderers, criminals, and a web of intricate secrets.

At the beginning of the book, we are greeted with the scene of our seven maidens eating Sunday

dinner at their small finishing school, St. Etheldreda's School for Young Ladies, which focuses on teaching upper-class grace. Brought to the school for different reasons, the girls are now in the hands of their headmistress, Constance Plackett. Bland and aggravating, Plackett guides the seven girls through the all-important skills of housewifery, Victorian etiquette, and catching a well-off husband. That is, however, only what the reader can assume, for on the very first page, our headmistress and her rather repugnant brother drop dead at dinner. Faced with this quandary, the girls believe they have no choice but to return home and get shipped off to their next finishing school. But how terrible it would be to leave friends—friends who have become sisters and closest family for another nasty headmistress and cold school! Adamant to keep together, the sisterhood turns scandalous. The seven girls decide to cover up the murders of Plackett and her brother, Aldous Godding, by burying them in the back garden. Now, they can live in total bliss, free from the confines of what Victorian-era society demands of women. They loosen their corsets, study science, burn posture-boards, and eat what they please. Their bliss, however, is quite short lived.

We follow the sisterhood as they try to convince their neighbors that nothing is wrong and that two dead people are alive and healthy.

Faking their way through a surprise birthday party, a merry strawberry social, and turning a 16 year-old girl into a 60 year-old crotchety lady are only a few of the many entertaining predicaments that the girls skillfully work around. Coupled together with trying to run a stately Victorian house, puzzling wills, money mishaps, and dashing young men coming to call, the sisterhood finds that the freedom they so wanted might just be slipping away. And then, there is the problem of the murderer, off course. Who killed Plackett and Godding? What were the two of them hiding? Will the murderer try and kill again? And could it be possible, for one of the girls in the sisterhood to be the culprit?

As these problems compound on top of one another in a dramatic culmination, readers are left with one of the most singular and satisfying historical-fiction novels of our time, a rare treasure shining through a sea of new titles. *The Scandalous Sisterhood* is a must-read, even for the oldest historical-fiction fans: a perfect balance of cheekiness, complex characters and relationships, and a plot that leaves you eagerly racing through the pages while also dreading the resolution. The only flaw is that there is no sequel; once readers close the final pages, they must bid farewell to the seven scandalously hilarious sisters they have befriended along the way.

Senior Dancers: Reflecting on Dance

YEE XIN CHER '22

After finishing my first and only season of Thirds Soccer in the fall of my II Form year, I had to make a choice for myself: either start a completely new sport or join the Lifetime Dance Program. My initial hesitancy to join the dance program stemmed from the fact that I thought Lawrenceville dance would resemble the cutthroat intensity that was portrayed in *Dance Moms*. I had been doing ballet and Latin dance for a couple of years at home, but my skill set was nowhere near the high kicks and infinite turns of those girls on TV. Despite my doubts, I ultimately decided to stick to what I knew, and ever since II Form winter, dance has been my sport.

Coming into the program, I was naturally super nervous and very out of practice, but I knew that I had a passion for dancing and choreographing that I wanted to cultivate. Thankfully, the dance program at Lawrenceville was nothing like *Dance Moms*. It has been so welcoming and given me the opportunities to improve my technique, as well as explore new dance styles like jazz and contemporary. During my III and IV Form years, I was a part of the Lawrenceville School Dance Collective, where my stamina was pushed during our four hours in the studio and seven-minute-



October Dance Series

Courtesy of *The Lawrenceville School*

long dances. Every Wednesday afternoon, Director of Dance Mr. Derrick Wilder would sing at the top of his lungs with his Whitney Houston remixes blasting on the speakers as I struggled to keep up with his endless Body By Derrick (BBD) crunches; But over time, I've felt my core getting stronger and my disdain for crunches diminishing. Dance Teacher Ms.

Kristin Devine's '10 tough stretches and across-the-floor combinations improved my flexibility greatly, while Dance Teacher Ms. Erika Mero's ballet and meditation music will never fail to make me smile. I've gotten to know and love so many amazing upperclassmen and underformers in Advanced Dance, and our bonds have only strengthened during Lawrenceville

Dance Team rehearsals, as we pass time doing TikTok dances and gossiping way longer than we should. Even outside of dance classes and rehearsals, I've spent endless hours in the dance studios improvising and learning fun online combinations with Kajal Dongre '22, memories I will forever cherish.

Taking into account all the various hours I've spent in the Kirby Arts

Center (KAC), dance has definitely been my single greatest co-curricular at Lawrenceville (especially during tech week!). I am forever grateful to everyone I've met in the dance program and to everyone who's been supportive of my performances. I hope to continue dancing in college and to come back for every dance performance to see the program's continued growth!

SCARLETT TAPIERO '22

The black and white checkered floor of the Kirby Arts Center (KAC) hypnotized me as the heat from the sweltering August sun and nerves of the first few days of my II Form year left me dizzy. I gingerly walked into the KAC café, where I thought dance sign-ups were being held, I took a seat next to a girl who seemed young enough to be a II Former just like me. "Hi! I'm Isabel, what's your name?" she bubbly exclaimed. Little did I know this very smiley ballerina would become one of my best friends. I was initially shocked to learn that Izzy Sung '22 had only ever done ballet in her life, as the majority of my dance career was filled with contemporary, modern, jazz, and tap, with only a touch of ballet. However, I would soon learn that almost every dancer in our Fall Term Advanced Dance class was quite the ballet expert, and while they all donned their pointe shoes each class, I felt isolated in my average canvas slipper riddled with holes. Struggling to keep up with their fouetté turns and painfully slow adagio, I began to lose confidence in the one passion that I felt defined me. Dance had consumed over 10 hours of my life each week in eighth grade but all of a sudden, all of my training and time felt pointless. I was back at the bottom of the food chain once again. Even Izzy, the only other II Former in this class, was able to keep up with the talented Evelyn Dugan '21 and Isabelle Lee '21 which left me feeling even more alone.

However, once accepted into the Lawrenceville Dance Team (LDT), I instantly felt welcomed into our own little "dance family." Each rehearsal



April Dance Series

Courtesy of *The Lawrenceville School*

was not without laughter, hard work, and a little bit of gossip, and soon enough, each of these girls became my closest friends. Specifically, Evelyn was one of the most generous, friendly, and inspiring dancers, who always took the time to explain a new ballet term or clap extra hard when I hit a triple turn. Even when I felt like I was falling behind in Mr. Derrick Wilder's quick-paced jazz class, she never ceased to compliment the most specific details

of my dance. Despite being virtual and missing out on so many chances to dance together, each group of LDT has remained remarkably close, and so many of my favorite Lawrenceville memories have been side-by-side with my dance sisters. Through dancing on pavement, grass, the track, and many more unexpected spots, every pep rally and All Arts Night has been the highlight of my years here. It has been the utmost privilege to follow Evelyn's

role as captain this year and perform my most proud creation: a dance to the iconic "Vogue" by Madonna in this year's April Dance Series. This performance was definitely my first and last time doing a fast-paced jazz dance in a vintage prom dress, and I wouldn't change this unique experience for the world—thank you Mr. Wilder for helping me make this vision a reality. I will cherish my customized Vogue magazine forever.

Over the past four years, not only have I gained a new sense of confidence on and off the stage, I have also discovered the best family of girls on campus. Izzy, who now is killer at all kinds of styles, understands my choreography brain like no one else, and I wouldn't have been able to successfully choreograph our LDT pieces this year without her patience amongst my crazy ideas and wild emotions. Mercedes Zobel de Ayala '22, Liz Pierre-Louis '22, Yee Xin Cher '22, and Kajal Dongre '22 not only challenge me in the studio, but brought an unparalleled sense of joy and passion to the dance community. Corinne Johnson '23 and Maansi Sharan's '24 sass and "swag" inspire me to channel this sense of confidence even through the tougher classes. Aoife Kilfeather '24 and Kiara Lam's '25 phenomenal technique continuously raise the bar for every girl in the room. Ava Jahn '24 and Natalie Moore '24—I still cannot comprehend how you two have been able to balance all of your varsity sports while still being absolutely incredible dancers and core members of the group. To the rest of our Advanced Dance class and LDT of the present and past, you are all ridiculously talented—please never stop dancing! Dance at Lawrenceville as a whole, including every club in En Corps that I haven't had the chance to dance with, has inspired me and the rest of our community in ways that no other groups on campus have. Lastly, thank you endlessly to Mr. Wilder, Ms. Erika Mero, and Ms. Kristin Devine '10, whose love and dedication to the dance program make us complete. Please don't miss me too much while I'm gone!

Big Red Boys' Golf: A Season to Remember

STAFF REPORT

Historic is, quite frankly, the only word worthy of describing the Big Red Boys' Varsity Golf team's performances this season. Closing out the season with an unprecedented four championships, the team school record, and an individual school record, the squad's grit and determination in the face of strong opposition was nothing short of admirable.

Despite the team consisting of an exceptional group of promising athletes, including 2021 all-MAPL selections Adrian Jordan '24 and Ben Gubbay '22, success did not come easily from the outset. As team member Andrew Lee '22 put it, "we got off to a slow start." The first result of the season was a disappointing defeat at the hands of the team's bitter rivals The Hill School. Coming short by a meager three strokes (259-256), the team felt that this blunder was avoidable in the grand scheme of things. Just a week later, a tough away bout at Blair Academy delivered another loss. It was after this match that the team "began to find [its] groove," according to Lee, as back to



The team poses with the Crooked Stick.

Courtesy of Ben Gubbay '22

back wins against the Peddie and Pennington Schools lit a spark that would grow into an ever-burning inferno.

Most notably was the group's performance against the Hun School of Princeton. In "an unbelievable" feat, they scored a 187, setting a School record low number of strokes. III Formers Jimmy Decillo '24 and Adrian Jordan '24 were notable per-

formers, as they both shot under par on the day.

From this height, Big Red only continued to soar. They took victory at the Leibovitz Cup vs. Peddie and the Crooked Stick vs. Hill in close matches. The team certainly had some nerves going to their season finale at the NJSIAA (New Jersey State Interscholastic Athletic Association)

State tournament. However, there were certainly some nerves, as the Blair Academy posed a strong threat to Lawrenceville's chances of taking home the cup. "We knew that our main competition at states was Blair," Gubbay '22 said, "we hadn't beat them in the regular season and they were a strong team." Alongside Blair, early-season rivals Peddie and Hun also threatened

to spoil the boys' hopes. And yet, they rose to the occasion, taking victory by a seven stroke margin and securing the NJSIAA title for the first time since 2006.

To end this special report, here is a message from Head Coach Etienne Bilodeau:

"I could not be more impressed with the favorable progression of our season, our stellar finish, and ultimately how the boys came together. While we had a unique mix of three III Formers and five V Formers, our varsity core of eight golfers has truly been 'seeking the best for all' throughout the season. I would also like to announce two things:

The Frank K. Heyniger Prize—the prize is awarded in memory of Frank K. Heyniger in recognition of his devoted service to the School and given to that member of the Lawrenceville golf squad whose attitude and performance deserves special praise. Awarded to: **Co-Captain Benjamin Gubbay.**

I would also like to congratulate both **Adrian Jordan '24 and Jimmy Decillo '24** on their appointments as captains of the 2022-23 Boys Varsity Golf team.

Athlete Profile: Manoc Joa-Griffith '22

ASHLEY LEE '23
SENIOR COLUMNIST

As the school year comes to a close, some of us are in constant sadness; the rejuvenating hot weather signals the departure of our beloved Class of 2022.

By "some of us," I mean myself. Whenever I've hung out with my V Form friends in recent weeks, I cannot help but feel sentimental. I know that moments like these are limited and that soon, I will have to sit in The Bowl, watching my friends march across stage in their beautiful white dresses.

Sports Representative Manoc Joa-Griffith '22, is one of those V Formers whom I will dearly miss. Although Joa-Griffith noted that he absolutely will not miss the "technology issues in [School Meetings]," he thinks that Lawrenceville was a vital part of his life that he was sad to leave.

In addition to being a member of the Student Council, Joa-Griffith is a valuable part of our community and frequently displays his warmth, happiness, and excitement to those around him. Joa-Griffith reflected that he will miss the "small interactions" he experienced in the Lawrenceville community, such as casual greetings, inside jokes, and everyone's "cute, smiling faces" once he gets to college.

When asked what he wouldn't miss about being on Student Council and a Lawrentian, Joa-Griffith pointed out that there was hardly anything he could think of. After pondering for a while, he firmly stated that he would not miss receiving passive-aggressive text messages communicating frustration that he didn't shout out certain athletes after school meeting.

He expressed that every athlete works hard and deserves to be recognized, but the number of meetings this year was limited, and while there were many who broke records and received prestigious awards. He had to recognize those achievements, so "it was difficult for [him] every week to choose and keep a variety of sports to announce each week." He voiced his dissatisfaction, but also his thanks to the coaches who worked with him cooperatively and respectfully. He also joked that he is relieved that his Economics and math classes are finished.

Joa-Griffith will be attending Cornell University next year and plans to run track there. Joa-Griffith is most known as a superb runner, but he is also an amazing soccer player. "I always tell people that my main sport is soccer, not track: it's my passion," he decisively stated. He indicated that he would love to pursue the sport in a club or professional setting, but that this also might lead to a greater risk of injury. Despite this, he is willing to try his hardest to continue playing soccer because "nothing makes [him] happier than playing soccer."

However, Cornell Track and Field wasn't always a guarantee for Joa-Griffith. Instead, he got in during the regular admissions round. It was only after the Cornell coach reached out to Joa-Griffith and offered him a walk-on spot on the team that he was able to continue his career

in the sport.

Reminiscing on his year on the Lawrenceville Boys' Varsity Soccer team, Joa-Griffith stated that his best sporting moment of his soccer career was this fall's Senior Day game. In this bout against The Hotchkiss School, Joa-Griffith's entire family was in attendance. He went into



Manoc Joa-Griffith '22 Alayna Ting '24/THE LAWRENCE

the game not anticipating a big win because Hotchkiss had an outstanding team. However, he ended up scoring and assisting in one of his greatest games. He remembers scoring outside the box with a thunderous effort into the bottom left corner of the goal. It was "so incredibly hype that I almost took off my shirt." He clarified that he, in fact, did not take off his shirt, but was still "maniacally screaming and jumping." In the same game, he also recalls playing the entire second half with cramps; the last half before he was about to be taken off, he assisted on the game-tying shot.

Another one of Joa-Griffith's

fond memory occurred during a 4 x 400 meter relay race, in which Lawrenceville was 150 meters behind. He started the race in fourth place, but clocked a 49-second split to defeat his opponents and finish in first place.

In reference to when Joa-Griffith broke the School Record, he said that "taking that record—it meant so much."

Joa-Griffith regretted not accomplishing some of his goals as Athletic Representative. Joa-Griffith said that he used to "get really stressed before each meet, and there were not many people [he] could talk about it with." But as the hectic year sped by, he was unable to fully execute his plans as Athletic Representative. Overall, however, Joa-Griffith was satisfied with how the year went.

Joa-Griffith also gives credit to his fellow Student Council members, expressing his heartfelt gratitude for all the support they gave him and the times other members picked up the slack. He was grateful to have made connections with students he may not have known otherwise.

Joa-Griffith advised that the next Athletic Representative delegate responsibilities to others and recruit people to help create successful activities and initiatives. He also stressed the importance of communicating with coaches and staying on top of plans. It's important to arrange things ahead of time for Dog Pound events, game schedules,

and promotions for games.

Keeping track of accomplishments, games, and off-the-field activities is critical, in terms of organization as is getting things done on time. Lawrenceville teaches most students the value and usefulness of time management. Joa-Griffith testified that especially being an athlete rep can teach one discipline and how to strengthen those skills.

Writing this piece on our school's incredible Athletic Representative, accomplished student, leader, and athlete, but most importantly, my 'bruvy,' makes me rather emotional. Joa-Griffith, with whom I had the privilege of becoming close to during our Environmental Science class will be greatly missed. The absence of his "drippy" clothes (his words, not mine) on his small penny board in front of the MacKenzie Admissions Building every morning will be felt all throughout campus next year. 'Bruvy,' you came to this school four years ago as a tiny II Former, worked your magic to make campus a little brighter, friendlier, enjoyable, hype, and now you are departing as a larger and better person who is moving on to better things. You are admirable, inspirational, and I am so proud of you. You truly are the embodiment of "hype," although I think you're going to have to branch out for more expansive vocabulary at college. Thank you so much on behalf of the school and myself. Hey next Athletic Rep—you have enormous shoes to fill. Get on those initiatives this summer!

Until next time,
Ashley Lee '23

Separation of State & Play: Inside The Murder Of Sports At The Hands of Corruption

BRYAN BOANOH '25

Not to sound like a generic Covid-era advertisement, but we are currently living in some of the most tumultuous years in recent memory. In the midst of all the craziness of a pandemic, worries of a climate crisis, and heightened tensions between global powers, it can be quite hard to look forward to the future with any kind of optimism. In a world that sometimes feels like it's unraveling by the day, sports provide an escape to billions of people across the globe. An enthralling game of football can be the perfect way to tune out the outside noise emanating from radio stations and news outlets. But what happens when this therapeutic retreat is infected with the very same issues you were trying to escape from in the first place? What happens when your favorite escape succumbs to outside corruption? What are you supposed to do when corruption

bleeds into the sports you love? On December 2, 2010, it was announced that Qatar won the privilege of hosting the 2022 FIFA World Cup. Surely, a country making a bid to host the world's biggest sporting tournament would have made sure that they were properly equipped to host such an event years in advance, right? Would it make sense for this country to be selected otherwise? Such is the case of the Qatar bid for the 2022 World Cup. FIFA awarded the rights to host the world's premier sports competition to a country greatly lacking the infrastructure to do so, in an act of obscene and transparent political pandering. In order to prepare for the world cup, Qatar has had to build seven completely new stadiums, as well as numerous hotels, roads, and airports; and migrant workers from the likes of India, Pakistan, Bangladesh, and Sri Lanka are the ones being forced to build this infrastructure.

These migrant workers have been put through inhumane conditions, working through summers where the average temperature reaches 113 degrees Fahrenheit. As of February 2021, over 6,500 migrant workers have died working on the stadiums. Will anyone truly be able to enjoy watching the World Cup in November (as opposed to the usual summer months because Qatar's climate makes a summer world cup impossible) when the players are playing on the graves of thousands of innocent human beings? Can anyone celebrate a goal with a clear conscience when the cost of human lives put up those very goalposts? Numerous investigations in the past decade since the bid have revealed that FIFA officials were bribed into voting for Qatar's bid to win. At what point does it become morally questionable to watch your favorite sport?

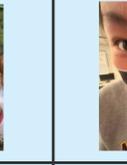
Similar to FIFA and its infatuation with Qatar, the NBA

has a long history with its ever-growing fanbase in China. From a purely business perspective, prioritizing your second largest market makes sense, but what happens when the best business decisions directly contradict the morally correct decision? In 2019, during the height of the Hong Kong protests, NBA General Manager Daryll Morey tweeted a seemingly innocent message: "Fight for freedom. Stand with Hong Kong." When this tweet caused The Chinese Basketball Association to cut ties with the Houston Rockets, the NBA had a choice between making a stand for human rights, or capitulating and protecting their brand overseas: They chose the latter. It doesn't make sense to make a stand for human rights, especially when you've rightfully let your athletes express their political views, when you could be earning more money instead. In the aftermath, Morey was forced to delete his tweet and

the NBA issued a formal apology, yet another example of pandering from the higher-ups of sports corporations.

At the end of the day, watching sports is still a favorite pastime of billions of people worldwide, and that is unlikely to change no matter what these governing bodies decide to ask. Personally, when the NBA Finals start on June 2, I'll probably be tuning in. I'll continue to write sports articles for *The Lawrence* next year and maybe even the next three years. When the World Cup does eventually start in November, I'll be following it. These are facts I'm not too arrogant to admit. Am I a hypocrite for not practicing what I preach? Probably. But I will say this. Tuning into the World Cup in December instead of July won't be the same, and knowing the reason why will make it feel just that much more hollow.

142 Board Picks

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Summer plans?	minimal sun exposure	being with your mom	being with kelly's mom	spread Falco agenda	getting a tan	staying as far away from my ipad as possible	cooking different foods!	doing nothing	muting duolingo notifications
What makes the class of '22 special?	no more lville	Isabelle Lu '22, but not in a good way...	no more cheeseburger soup	Kenny Baek	y'all know who you are	Colin Critchley	everything abt them (i will miss u all)	that they're graduating and we're not	sara xu sara xu sara xu
What are you looking forward to next year?	being stressed 24/7	senior spring	pittman	zk and cyen	seeing less yewon	Senioritis	senior spring with Kelly	vibing and suviving	seeing less trupin
	<i>Adi Jung</i> Co-Features Editor	<i>Andrew Boanoh</i> Sports Editor	<i>Autri Basu</i> Editor-In-Chief	<i>Cindy Shum</i> Photo Editor	<i>Claire Jiang</i> Copy Editor	<i>Emma Kim</i> Co-Features Editor	<i>Grant Shueh</i> Associate Editor	<i>Iris Wu</i> Co-Opinions Editor	
									
Hopes and dreams for next year?	Get into college. Any college. Have fun if time :)	fix my sleep schedule	wear toeless shoes every day	Having six classes even though im not supposed to	"finally go on that Target run and redo the office"	1. win splash 2. gather a cult following 3. win ALL the senior superlatives	have hair	destroy our schedule	
Student you're saddest to see leave	Aidan Kilfeather (kilf!) I'll miss u <3	they know who they are	everyone but Helen	Everybody...yeah	the entire class of 2022...and minh and maria	Room 311 in Reynolds' current resident	dhruv	my harvesting partner and also my big bird predecessor	
Best song for summer	"Why Can't We Be Friends" specifically in Dazed and Confused	upside down - jack johnson	practicing bach invention no. 13 for 6 hours straight	The entire Hamilton soundtrack and cry bc I can't watch them on Broadway	summertime (by gershwin)	Summer by Chloe Lilac	location	anything by kesha. but old kesha	

In Loving Memory of Jack Reid '23

On April 30, 2022, the Lawrenceville community tragically lost Jack Reid '23. Jack was a beloved member of the school community who touched all of those around him, whether as President of the Dickinson House or through his participation in The Lawrentians and the Varsity Cross Country and Track teams. As our community grieves our loss, we would like to take a moment to reflect on what Jack meant to us.



Lantern lighting service held in honor of Jack

Courtesy of The Lawrenceville School

Lilly Gessner '23

The first time I met Jack was in September of sophomore year. As Olivia and I walked over to the soccer fields, he said, 'Hey ladies, how are you?' a classy statement quite fitting for a classy man. That interaction was the first of many for us, and for many Lawrentians, a very common occurrence. Jack would relentlessly ask how everyone was, for he truly wanted to know. He heard the good and the bad and was there for people's highs and their lows. He was genuine with each interaction he made with others. He always reminded me to not take anything for granted and to remember that even in the tough days of Lawrenceville to look to all of the opportunities still left unfulfilled. He would explain to me how special of a place Lawrenceville was, a place where you can meet people from around the world that you'll never forget. Jack is what helped make Lawrenceville a better place, and none of us will ever forget his contagious laugh or the radiant smile that graced his face.

Olivia Simonian '23

It's halfway through the Fall Term, and I'm walking to Irwin by myself. In the distance, I see someone waving at me. I can't make out who it is at first, but I quickly take note of the way this person is walking, plus the fact that he's wearing a blue shirt, and I realize it's Jack Reid. I instantly smile, because I know I'm going to be greeted with a warm hello and "Hey Olivia, how's your day?" He always asked how everyone's day was. He loved to hear that his friends were doing well. I told him things were good, but as I said that, he had a weird facial expression as he looked down at my shoes, then to his. We were both wearing Nike blazers. He got so excited. We put our feet next to each other and compared our shoes and shoe sizes. It was kinda corny, but he was having fun, and so was I. From that day, any time we passed one another on our way to class or sports, we would check to see if we were both wearing Nike blazers. Every time that we were, we would high five. Whenever we weren't, Jack would get all upset, and I'd make sure to wear them the next day. Even though this doesn't seem like much to look forward to, Jack managed to make matching shoes a special moment for the both of us. I couldn't help but be happy every time that we were matching shoes, and for that, I am grateful for him. When I wear these shoes, my feet don't feel heavy. Instead, they remind me of how his face would light up every time we matched them, and that makes me happy. Thank you, JR, for making something simple as shoes into a very special memory.



Jack Reid '23

Courtesy of The Lawrenceville School

Sam Huh '23

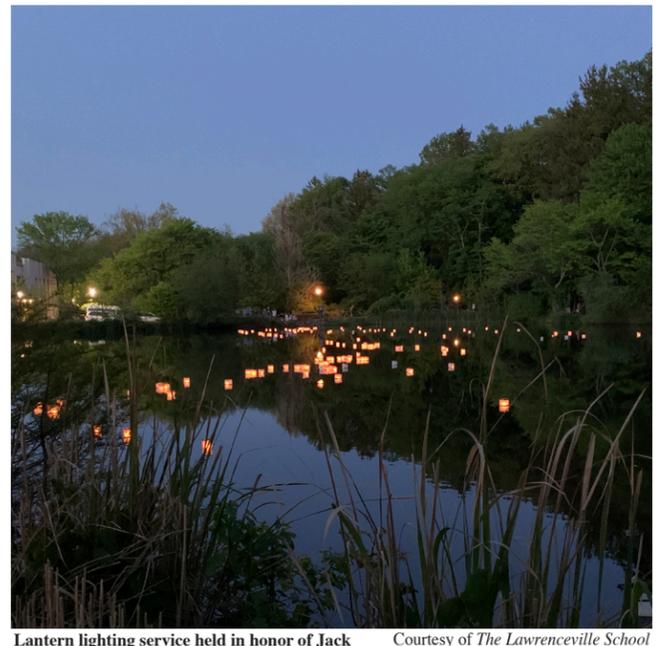
Walking up the steps of the Dickinson House for the first time, I ran into Jack, who was coming back for the Spring Term. I remember having a deep conversation with Jack that very evening; that was the first of many to follow. Over the Spring Term, Jack was by my side as I assimilated into the Lawrenceville culture. It's hard to say there's anybody who made as substantial of an impact in my time at Lawrenceville. Jack wasn't afraid to reach out. Jack wasn't afraid to try new things. Jack was always willing to pursue new options and paths. Jack was a delightful character to get to know. I'll miss him dearly, and I hope to see him again soon.

Cassie Dillard '24

Jack was the type of guy you meet once in a lifetime. He was full of so much genuine love for all of his passions: his House, running, his friends. His unique ability to form connections, his talent for public speaking, and his confidence are all traits of his that will be greatly missed. Jack's memory will live on, and I hope his spirit is at peace.

Andrew Chen '23

I'll remember our conversations from 12 to 2 AM. I'll remember our one-sided ping pong matches when you'd always insist on using the broken paddles. I'll remember your compositions in our Explorations class, where you'd race against time to showcase your music to A Period Roeckle's class. While you are not with us, our classrooms, Houses, teams, and chants will forever have you in them. There will always be a spot for you. We miss you, Jack.



Lantern lighting service held in honor of Jack

Courtesy of The Lawrenceville School