



1619 Matters Welcomes Dr. Stacey Patton to Campus



Dr. Stacey Patton '96

HELENA CHEN '24

On October 13, students in English Teacher Enithie Hunter's V Form English class, 1619 Matters: Slavery and American Literature, had the opportunity to listen to Dr. Stacey Patton '96 during a research seminar on the long-lasting impacts that slavery has had on modern society. Patton argued against corporal punishment within the Black community; she also explained how many racist phenomena within society originated in 1619 with the slave trade.

That morning, the class was given a lecture on the background of Patton's research, where she drew connections between corporal punishment and the psychological effects such practices have on children who are verbally or physically abused by their parents, especially for those who are members of the African-American community. Later in the afternoon, all of the classes listened to Patton's explanation on how digital media can be used so that one's work can reach larger audiences. "She taught us how to edit videos and create online digital tools, such as timeline creators, and [use] maps digitally to better

convey our ideas," explained Kelly Lu '23.

"After listening to Patton's seminars, I was able to use data, numerical data, [and] scientific reasoning more effectively to supplement my arguments and convince people that might initially disagree upon my ideas," said Debanshi Misra '23. The talk's discussion of the usage of data was quite engaging; for instance, the seminar helped spark Lu's interest in digital media. Patton explained that she stopped assigning essays in the university courses she teaches; rather, she assigns video or digital media assignments so that students can adapt towards showing their understanding on a digital platform instead of the more traditional and almost old-fashioned method of writing essays. Lu believes that we as a generation have moved beyond the more traditional method of writing essays, so she is eager to learn the usage of digital media to better showcase her understanding of certain topics.

Both Misra and Lu agreed that their experiences in Pat-

ton's seminar enhanced their understanding in the 1619 Matters class. *The 1619 Project: A New Origin Story*, the class reading, explores slavery in the United States and the long-lasting impact that the institution has had on contemporary American society. In class, Hunter constantly mentions that history is fluid, so events that occurred in the past will continue to affect society even in the current day. "The seminar serves as an opportunity for me to gain a stronger realization that a change is necessary in our current society, as Patton provided a really modern context that is more relatable than past historical events. Patton's analyses [of] corporal punishment helps me vividly visualize the impact slavery has on today's society," Misra said.

At the end of the seminar, both Lu and Misra claimed that "it was very lovely meeting Patton." They were glad to be given the opportunity to have such exposure and will use the information learnt from this seminar for their future studies.

Courtesy of Spare the Kids

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Friday Afternoon Big Red Farm Markets Return

HELENA CHEN '24
NICHOLE JIN '24

Each Friday, the Big Red Farm organizes a farmer's market in front of the Kirby Arts Center where they sell their goods and produce including hot sauce, fresh vegetables, and honey. The market, organized by Farm Manager Ian MacDonald, is run by students who are participants in the Big Red Farm co-curricular this Fall Term.

"[The market is] more about connecting with the Lawrenceville community rather than making sales," MacDonald said. While hosting the market each week is helpful in raising money for the farm's budget, the experience of selling the goods is enjoyable as well. "I like to see people enjoy the food we produce at the farm, and I love seeing the farm crew feel a sense of reward when their hard work puts a smile on someone's face," he explained.

This is not to say that organizing the market does not come with its fair share of challenges. "It's a very time-consuming event...It takes a good amount of effort to get everything here on campus, set it all up, and have it look nice," MacDonald said. He especially spends a significant portion of time working to ensure that the stand is "attractive," because "people always like their food to look good."

Alistair Lam '23, a member of the Big Red Farm crew and the School's Sustainability Representative, shares a similar view on the farmer's market, believing it to be a "good way to connect with the community." Aside from that, he feels that the market allows the Big Red Farm to become more accessible to the students and faculty. "It's not often that people get to walk out to the farm, so the market makes it convenient for anyone to drop by and take a look at the pro-

duce we've grown and harvested," Lam said.

Claire Chow '24 echoed this sentiment, viewing the farmer's market as a "fun experience" because the Big Red Farm crew has the opportunity to talk to students, faculty, and even parents on campus about their work. "We try to make our presentation as visually appealing as possible, but even if it doesn't turn out well, the products we sell make up for it," she said.

One of their most popular products is the Big Red Farm hot sauce, which is made from peppers grown by the farm crew. MacDonald noted that another successful product this year was tomatoes, as they "finally got the timing right" for planting them. The farm also has three beehives for producing honey. "We're even hoping to make maple syrup this winter using the maple from the trees on campus," Lam noted.

From a sustainability standpoint, the farm crew makes sure to implement environmentally-friendly practices. By avoiding all chemicals and chemical fertilizers, the Big Red Farm volunteers are preserving the quality of the farm's soil and practicing regenerative agriculture. "This is because there is a whole system of amazing microbial life inside the soil that we cannot see, which is essential for plant growth and maintaining healthy soil," Lam elaborated.

Chow noted that the farm's sustainable practices also "inspire the school community" as a whole to make an effort in becoming more sustainable.

Still, the Big Red Farm's main goal is to provide food for the School's dining halls. "I don't want to reduce the amount of produce that goes to the dining hall by expanding the market, so I think we'll keep it the way it is," MacDonald elaborated.

Latinos Unidos

Sophie Cheng '25 writes about Language Tables with Latinos Unidos, where students have the opportunity to converse and practice their Spanish with classmates.



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Rebel Against Traditional Publishing

Sofia Carlisi '24 makes an interesting point about the publishing industry and how to reject its hegemony: fan fiction.



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Fly, Philly, Fly!

There's been a buzz in the city of brotherly love this year. Simran Rath '26 chronicles the meteoric rise of Philadelphia's flagship sports teams: the NFL's Eagles, the NBA's 76ers, and the NHL's Flyers.



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Dog of the Week (Oscar!) Reese Abromavage '23



Editorial

Hocoprosal: The Performance of a Lifetime (or term, really)

With Homecoming just weeks away, we students brace ourselves for an inundation of Instagram-worthy Homecoming proposals (colloquially known as Hocoprosals). From puns on poster boards to elaborate fruit loop arrangements, students engage in public—and oftentimes absurd—stunts to ask a partner to the dance. Yet, this phenomenon did not originate at Lawrenceville; elaborate school dance proposals have been a national trend for over a decade.

2001 saw the first mention in a major newspaper of a high school dance proposal, when The Dallas Morning News ran a promposal story in their May 21 edition. The story detailed a high school senior's elaborate scheme, which included an Adam Sandler song parody, a guitar, a long-stem white rose, and a video camera to capture the event. Since then, dance proposals—and the means for recording them—have persisted and evolved.

Meanwhile, Lawrenceville Hocoprosals entail a careful and detailed procedure. Every proposal is captured through image or video via iPhone and submitted to @lvill_studentlife on Instagram. The result is a multitude of permanent photographic and video evidence of upcoming Homecoming dates. These stunts necessitate at least some theatricality; they are, by nature, performative. But this performativity can distill a complex human relationship into a one-sided image—as if we need an objective and public affirmation of an emotional connection between two individuals through a floppy poster. The highly public, performative nature of such proposals creates pressure to make one's date a spectacle; the event itself falls to the wayside as all attention shifts to flashy signs and wordplay.

Nevertheless, the nature of these proposals reflects a general shift towards a more performative culture across all areas of student life at the School. For many individuals, especially those at the selective and competitive enclave we lovingly

call Lawrenceville, college admission is one's overarching goal. An increasingly competitive college admissions landscape calls for a new type of student—one who can not only present objective evidence of their success and initiative, but also fit these accomplishments into the Common Application's format. Encapsulating one's identity within 650 words and achievements within the incomprehensibly short Activities Section blurbs reduces the high school experience to a list of 100-character titles and 150-character descriptions. Students increasingly spend more of their time manufacturing a complete resume that shows their initiative and leadership—regardless of whether these qualities and activities actually exist or are meaningful to them.

Just look at Lawrenceville's bloated club list. Instead of spending time engaging with existing clubs and organizations, students often create near-duplicate clubs that end up doing little more than appear on the bottom of one's Common Application. Many of these clubs rarely even meet. Their function is performative—much like a Hocoprosal. You don't need an elaborate proposal to ask someone to Homecoming to prove the strength of your relationship with someone or be president of a club to demonstrate passion for a hobby, but the modern world increasingly demands objective evidence to justify the existence of each of our experiences.

This same mentality of performativity and falsity carries over to the classroom. Why read a book when you can just skim the great SparkNotes summaries? Stretched thin by sports and club leadership, many students reason that as long as they appear as if they have read an assigned text, they will earn the same Harkness grade as their peers. As long as we perform well enough—or, display enough of our robust vocabulary and Harkness fillers—we believe that we can cover up our utter lack of knowledge and understanding. We have succumbed to a

culture of sustenance on superficial, performative engagement.

We must concede that there is no way to completely eliminate performativity—it pervades all cultures, not just Lawrenceville's. In our current age, where empirical evidence and data govern our perception of truth, objective markers and performativity are essential in establishing credibility. Still, we can reap the benefits of performative culture while mitigating its drawbacks. The modern age requires some level of self-marketing and performance, whether it be for college admissions or presenting oneself in the professional world. High school's performative culture—superficial as it is—prepares us for this reality. As long as we are aware of this fact, we can turn our performances into something genuinely meaningful by engaging deeply beyond the surface. A goal-oriented Lawrentian may start a philanthropic club to pad his or her college résumé, but they can truly enact positive change through these efforts—what starts as a performance can become a genuine passion, or, at the very least, create some sort of impact.

Performativity's ability to extend beyond just appearances can actually spark genuine engagement. Despite the triviality of Hoco proposals, the Board is by no means calling to revoke this tradition, nor dismissing previous Hocoprosals. As long as we realize the absurdity of our performances and maintain honesty about our intentions, performative culture can be a vehicle of good. If we can make our performative culture realize the optimistic interpretation of writer Kurt Vonnegut's statement, "We are what we pretend to be, so we must be careful about what we pretend to be," we may be able to see our desires to look good translate into real change.

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

Evaluating Our Evaluation System

On Good Grades... or Lopsided Learning?

NATHAN LUO '25

As I walk around campus, I can't help but overhear comments like "Man, I cannot believe the grade I just got on that test!" or "I need to get a good grade in this class." I've found that at Lawrenceville, we tend to obsess over the grades that we receive—and I say we because I'm guilty of this, too. We use our grades to assess ourselves, frantically speculating on how these numbers can affect our futures. Yet I've found among my peers that interims, which consist solely of feedback without any grades, rarely generate the same amount of stress that graded assignments do. The disparity between these two reactions begs the question: are grades really a helpful, or even accurate, evaluation of our intelligence?

Our student body's stances on grading can be placed into one of two main categories. Some disregard their actual GPA; they focus on maintaining a steady progression and are satisfied as long as they learn and improve. On the other hand, others are overly concerned about the numbers themselves, striving for consistently high marks that will give them the overall term grade they desire. Unfortunately, among Lawrentians, the latter mentality is more prevalent.

When we work merely for the grade, we err on the side of caution, playing it safe rather than embracing academic challenges for ourselves. For example, a Lawrentian may choose to take Precalculus AB over Precalculus BC not because they lack inter-

est in math, but because they fear receiving a lower grade in a more difficult course. This decision to relinquish the opportunity to take a more challenging course deprives students of the experience of learning. We don't learn through low effort and repeated success; rather, we learn through working hard and making mistakes. When we make mistakes, we analyze the reason we misstepped, and therefore make an effort to reconstruct our understanding of the concept. Dutch designer Marcel Wanders said that "doing a good project in school should be forbidden...students have to make as many mistakes as possible, and learn from [them]." Mistakes made through embracing challenges help us grow our knowledge and understanding of what we're learning.

Yet this lack of risk-taking is not the only detriment that stems from a strict "good-grade" mentality. Oftentimes, students focus so heavily on earning good grades that their entire approach to learning changes; instead of working to achieve a deep, long-term understanding of the concepts at hand, they merely focus on being able to regurgitate information for just long enough to pass a test. In other words, our learning takes a backseat to short-term memory, which then expires—I can't count the number of times

that I've been unable to help an Underperformer in a class because I just couldn't remember the concept at hand. Our learning should

college admissions. The grades-to-success pipeline seems straightforward in our minds: getting good grades means going

to a good college, which means achieving what we want to achieve in life. Yet rarely do we stop to think: What happens once we actually get into college? Exemplary grades may play a part in receiving that acceptance letter, but getting into college isn't the be all and end all—we need to use and build upon the knowledge that we have developed in high school to actually succeed in our endeavors. Beyond higher education however, in the broader scope of life, there is more to leading a prosperous existence than grades. Former Google Executive Laszlo Bock said that "GPA scores are worthless as a criteria for hiring [as] they do not predict anything." While high numerical grades indicate an ability to succeed on academic assessments, they indicate nothing about other critical skills like communication, independence, or sociability.

Nevertheless, I believe that Lawrenceville's interim system does an exemplary job

in fostering a healthy mindset towards learning. Interims help us understand exactly how we can improve. If you look at your recent interim, you will see the four categories Lawrenceville uses to evaluate its students: "Thoughtfully prepares for class," "Effectively engages with classmates," "Willingly embraces challenges," and "Actively responds to feedback." While end-of-term report cards use grades, the interim uses behavior-based benchmarks and comments to evaluate one's class performance. When one reads an interim, their impression of the feedback isn't obstructed by a glaringly obvious letter grade stamped at the bottom. Rather, they can sincerely engage in the comments that their teachers have given them and reflect on the ways that they can move forward in the class. Interims de-emphasize the importance of the grade itself while emphasizing the importance of the habits and performance that can get you such a grade in the first place. And do not fear: as one responds to the feedback and improves in the class, the good grade will follow.

While Lawrenceville gives us the tools to be active agents in our learning, we often disregard these tools. As Lawrentians, we need to shift our focus from our grades to our learning, prioritizing improvement over constant success. The next time you walk around campus complaining about how you could have gotten a better grade, remind yourself that your grades do not determine your capabilities as a student. What matters most is how you digest and respond to feedback to facilitate your own learning.



Emily Pan '24 / THE LAWRENCE

prioritize comprehension and the ability to build on prior ideas, which is simply impossible with such a style of memorization.

The objective that fuels this desire to get good grades may vary, but many of our peers would probably answer the same way:

Dogs of the Week: Part Two (Fake Twins)

Luna
Jasmine Zhang '23



Happy
Tiffany Wen '23



Lunch with Latinos Unidos

SOPHIE CHENG '25

Lawrenceville's Latinos Unidos club hosts weekly meetings to provide Latinx students, as well as those who take Spanish, an opportunity to practice their language and express their own culture. Co-Presidents Camila Aguirre '23 and Josue Ramos '24 sought a friendly environment in which people could practice Spanish with very low stakes.

While promoting inclusion and awareness of Latinx culture on campus, Aguirre encourages increasing the representation of Latinx students. "I think affinity groups are always important to have on campus because [they allow] students with shared experiences to come together, but also enables students from different backgrounds to learn from the cultures of their peers," she said. Aguirre recommends that all Spanish-taking students get involved with this club. "We try to take students' Spanish outside of the classroom through *Almuerzo en Español*." She strongly believes that the Latinos Unidos club supports the preservation of Hispanic culture outside of the School's Spanish classrooms, and it also fosters the expansion of knowledge about Latinx culture at Lawrenceville. Spanish teachers Josefina Ayllon-Ayllon and Lizabel Monica consistently work alongside the Latinos Unidos Council to plan upcoming events and issue funds to execute objectives and goals.

Diego Nunez '25 describes his time at Latinos Unidos meetings as "nice to have a group [he] can



Latinos Unidos Language Table

Sonia Lackey '25/THE LAWRENCE

associate [himself] with and be a part of." Unlike his experiences in Spanish class, Nunez appreciates the little to no stress of participating in the club, and he finds it comforting that he can speak Spanish with fellow students and teachers in the same way he would speak to his own family when at home. He has and plans to continue participating in the Latinos Unidos club because he is grateful to represent his community and culture. He

concluded, "I have realized that being away from my family has separated me from my roots, and these meetings have assisted me to rediscover and reconnect me to my culture and background."

Sonia Lackey '25, another attendee of the event, began attending these meals last year at the recommendation of her Spanish 3 teacher. While she finds that "the teachers speak very quickly" at times, she appreciates how the lunches have allowed her to "get much better at speaking and listening." While she herself is not a member of the Latinx community, she enjoys conversing with her peers about "really anything, from classes to life," which is quite different from the discussions she typically had in her Spanish classes. She looks forward to continuing to see people "show up to support their friends" at the meals.



Camila Aguirre '23 and Josue Ramos '24

Sonia Lackey '25/THE LAWRENCE

Lawrenceville Alumni Panel: Careers in STEM

ANGEL XIN '26

Last Friday, Lawrenceville students participated in the first iteration of the Career Series, a once-a-term program dedicated to giving students a fuller exposure to different potential career fields. The theme for the first career panel was STEM, and students were joined by five Lawrenceville alumni who work in their respective fields.

Despite all working in STEM related fields, the panelists follow various career paths. The alumni included a founder of a startup company dedicated to tutoring girls in coding, an administrator for United Airlines, a senior director from Johnson & Johnson, and many more. The panelists covered a variety of broad topics, from how different positions will have a drastic impact on career goals to the distinctions between working in a larger and a smaller corporation in the STEM field.

Churan Xu '25, a new III Former, said that the event offered Lawrenceville students



Alumni Career Series

Courtesy of The Lawrenceville School

an incredibly educational space where she could interact with and learn from highly successful individuals. For Xu, the best part of the event was getting to have one-on-one conversations with the various alumni who attended. The alumni were "super approachable" and gave her individualized comments on how she should plan

her high school career in order to prepare for a future career. She also noted how "the bond between the alumni" seemed very tight and special. Some of the panelists graduated in similar years and had known each other during their time at Lawrenceville, and despite not having been students at Lawrenceville for a long time,

they all seemed close even today. Furthermore, the panelists collectively agreed that Lawrenceville's education helps students develop a "better working ethic" and "stress coping mechanism" that were useful skills for them while they were in college, as well as during their careers. Xu also had some suggestions to improve

the event. Most speakers hold "administrative positions" that require less direct knowledge about STEM subjects, so it would be better if there could be more "technical professionals" at future panels, she said.

The most important message Xu learned from this event is to never be afraid of exploring new things. One of the alumni "in the engineering field has switched 10 jobs...and another switched to academia from investment banking," she said. In fact, the majority of these accomplished alumni did not think that they were going to end up eventually working in the STEM field. From learning about the diverse ways to approach STEM—administration, academia, and business—Xu found comfort in knowing that "pursuing a very different major in undergrad doesn't necessarily hinder your success in STEM." All in all, Xu found the event to be extremely informative, and she looks forward to attending future career series events hosted by our Student Council.

Favorite Fall Films: An Autumn Movie Rec List

MIRA PONNAMBALAM '26

ANGEL XIN '26

English poet John Keats called the fall the “season of mists and mellow fruitfulness.” Besides the reddening leaves, pumpkin spice lattes, and cool weather, the fall is also the time of year for Halloween, elections, and students returning to school. Anyone looking for a movie or show to fit these themes must look no further, for we have compiled a list of our fall favorites!

In the movie *Flipped*, Juli falls in love with Bryce at first sight. However, Bryce has always avoided Juli. Juli is strong-willed and free-spirited; Bryce is tactful and quiet; they seem like polar opposites—two parallel lines that would never intertwine. Or will they?

I love this movie because it shows the innocence of first love and the infinite possibilities associated with forming relationships. Fall covers the first term of a school year and represents new beginnings, just like when Juli and Bryce first meet. It is the time of year to meet and interact with new people!

The movie *Senior Year* is another perfect movie with a back-to-school theme. Stephanie Conway falls into a coma right before her high school prom, and 20 years later, she wakes up, hoping to claim her status as prom queen. Her struggle with her new body and old mentality creates a story to both laugh and cry to.

This movie matches the autumn spirit—as the protagonist navigates her high school life, we Lawrentians

navigate through ours. This movie addresses several high school problems such as popularity, social connections, and academics, and it is a perfect comedy to enjoy with a cup of pumpkin spice latte.

Another recommendation is the television series *Heartstopper*, a coming-of-age show based on a popular graphic novel. In the show, Charlie Spring faces severe bullying after he is outed, while Nick Nelson struggles with his own LGBTQ+ identity.

This series is one of the few shows that depicts young LGBTQ+ romances. In addition to its amazing character development, its scenes are constructed wonderfully. The golden shades of the lighting, the colors used to portray the characters, and the depiction of the refined and subtle emotion between the two boys is especially fitting and warming to the heart on an autumn day.

With elections occurring in the fall, politics become critically important. The Netflix original film *Don't Look Up* is an allegory for the current climate crisis. This political comedy addresses problems within the current political system and the greed associated with power, noting the conflicts between the economy and the environment. Its plot is interesting, its lessons are crucial, and Leonardo DiCaprio is even in the cast—what more is there to ask for? Don't forget—the fall season is also election season, and some of us Lawrentians are eligible to vote! Make sure to make your voice heard—every vote counts.



Watching Halloween movies

Courtesy of *The Wrangler*

No list of fall movies would be complete without Halloween movies. Halloween movies can be funny, heartwarming, or terrifying, depending on your preference, and I just can't get enough of them.

Some people find joy in being completely terrified. *The Shining*, a psychological horror movie from the 1980s, may not let you sleep easy at night, but it is a terrifying joy to watch. Jack Torrance, his wife Wendy, and his son Danny travel to an isolated hotel after Jack becomes its winter caretaker. However, once they settle in, strange supernatural forces are at play in the hotel.

The Shining is truly bone-chilling, which makes it a perfect

movie to get into the Halloween mood. Jack Torrance famously says that “[all] work and no play makes Jack a dull boy.” Similarly, to avoid this “dull” fate, we Lawrentians may explore this spine-chilling film.

The more recent horror movie, *Us*, starring Lupita Nyong'o, leaves viewers on the edge of their seats and truly demonstrates what makes watching horror movies so fun. A family finds themselves haunted by their doppelgangers during a trip to the beach. *Us* is filled with shocking twists and turns, and the way the film reflects reality is horrifying, making it the perfect movie for Halloween.

However, not everyone likes

horror movies. The comedic and slightly morbid media about the Addams Family would be a better fit for some.

Whether they are in the cartoons from the New Yorker, the black and white 1960s TV show, or the 90s movies, *The Addams Family* is a joy to watch. There's even a musical about them that Lawrenceville put on just last year! The wonderful thing about the Addams Family is that despite their strange, ghastly nature they are truly a perfect family. Enjoy the quirks of the Addams Family, in one of the older shows, movies, or even the upcoming Netflix show *Wednesday*, which will be released on November 23.

Rebel Against Traditional Publishing

SOFIA CARLISI '24

When I was in elementary school, a high schooler came and talked to us in our auditorium. He was the author of a series of children's books that he had both written and illustrated, and I remember how he said he always dreamed of seeing his name in a Barnes & Noble, sharing shelf space with his favorite novels. I watched him hold his book, an actual published book, in awe; he told us that we all could take something that we love and make it our job, make it real. The boy had something to his name, a tangible object that screamed, “I was here!” or “I existed and created something to be proud of.”

I remember sitting on the cold auditorium floor of my elementary school and wanting what he had: the respectability of being an author. I was one and the same as this high schooler, this author, for I wanted my name somewhere, to take something I was good at and make a living from it. Friends, family, and even people I don't know would see my name while browsing for books, and they would know that I could write. I wanted to write something worthy of being bought and sold. I wanted to have done something.

For years afterward, I always wrote with a goal in mind: to get published. I knew that my middle school dystopian society stories would never be read by anyone but my mother and me, but I wrote them to hone my skills. I was preparing for when I was older, so when a great idea hit me, I could

finally take what I love and make it a career. I lost sight of writing just for the sake of loving writing. I could never consider myself an actual writer until I had a tangible book to show for my work or until I had made money off of my

hobby.

This philosophy of mine played directly into the capitalism that the traditional publishing industry thrives on. Although many authors write because they want to and find it fun, there is always a monetary end goal. The desire for fame and hope to get rich doing what they love keeps so many going, even when the chances of financial success in the field are less than 0.005 percent.

On the flip side of writing is being a reader. Books are expensive. Many new hardcover books cost nearly 30 dollars for a single copy. Reading, thus,

becomes a socioeconomic issue: if one has no disposable income to buy books and lives far away from the nearest public library, they might not

have access to the reading material they desire. As both writers and readers, how do we rebel against the capitalistic hand manipulating publishing? Two words: fan fiction.

Fan fiction, though, has garnered quite a bad reputation. People often use the saying, “this is written like fan fiction” to criticize books with

lackluster

protagonists. As a common example, many people write and read fan fiction about the imagined relationship between the characters Remus Lupin and Sirius Black from the *Harry Potter* series, a “ship” known as “Wolfstar.”

Fan fiction, though, has garnered quite a bad reputation. People often use the saying, “this is written like fan fiction” to criticize books with lackluster protagonists. As a common example, many people write and read fan fiction about the imagined relationship between the characters Remus Lupin and Sirius Black from the *Harry Potter* series, a “ship” known as “Wolfstar.”

Writers also do not write fan fiction with the hope of being published. Although some fics, like the *After Series* by Anna Todd, were picked up by traditional publishers, the vast majority never will be. Primarily because many fics are written in worlds copyrighted by other authors, there is simply no possibility of getting published as a “real” book. This, however, is the beauty of fan fiction! It exists for no reason other than because people love to write and love the characters they are writing about.

Fan fiction is also accessible. Sites like AO3 are non-commercial and non-profit. They never ask readers or writers to do anything but enjoy its content. It costs no money to write or read fics, and they all exist on the same platforms. If one has access to a phone and Wi-Fi, they also have access to millions of fics on platforms like AO3, Wattpad, and fanfiction.net—for free.

Fan fiction connects people from all over the globe who love the same characters and the same relationships. Its very nature counteracts the mindset of pursuing monetary gain while ultimately losing sight of passion in the process.

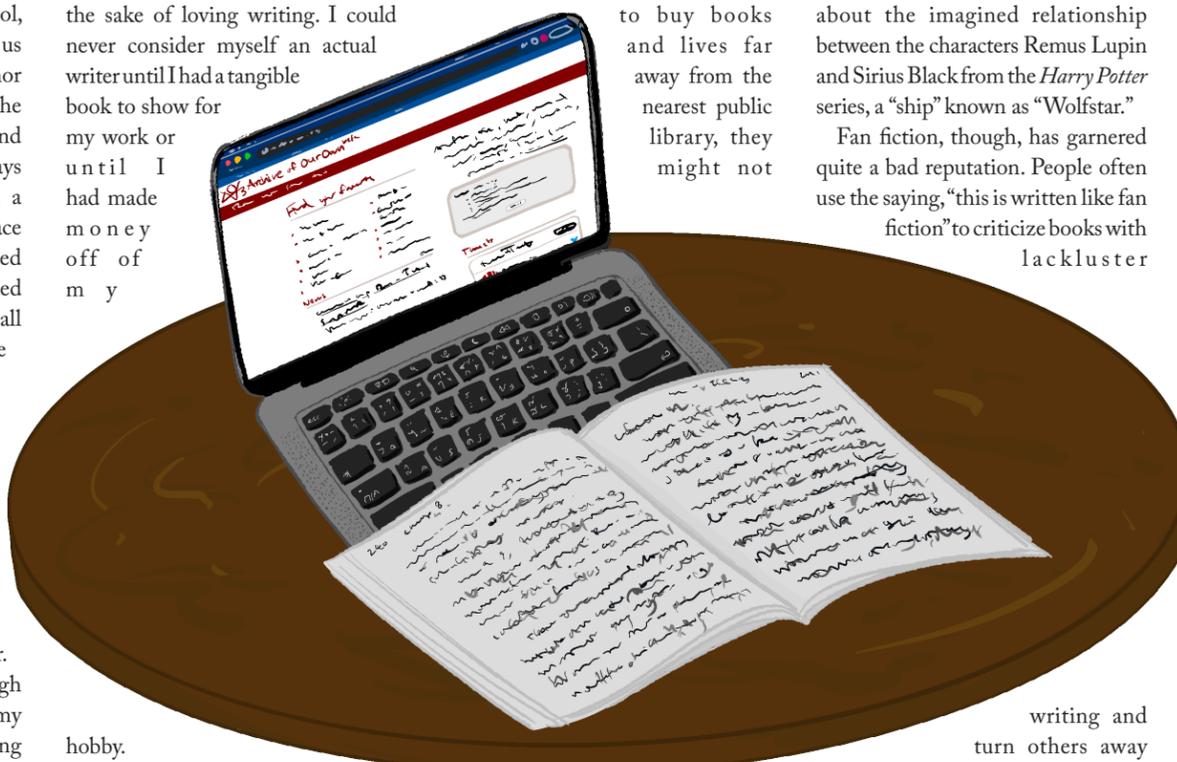
Mimie Pinpakornkul '25 / THE LAWRENCE

view fan fiction as poorly written smut or the fantasies of teenage girls hoping to fall in love with Harry Styles. Often, people poke fun at those who both read and write it.

But what is fan fiction, if not a platform for people to write solely because they want to? Fan fiction writers usually publish under pen names; thus, people do not put their work on the internet to get famous. Take, for example, the second-most-liked fic on Archive of Our Own, a popular fan fiction platform usually shortened to AO3, called *All the*

writing and turn others away from reading them. Many view fan fiction as poorly written smut or the fantasies of teenage girls hoping to fall in love with Harry Styles. Often, people poke fun at those who both read and write it.

But what is fan fiction, if not a platform for people to write solely because they want to? Fan fiction writers usually publish under pen names; thus, people do not put their work on the internet to get famous. Take, for example, the second-most-liked fic on Archive of Our Own, a popular fan fiction platform usually shortened to AO3, called *All the*



A Collection of Historical Fiction Recs

SONIA IVANCIC '25

The Agency by Y.S. Lee

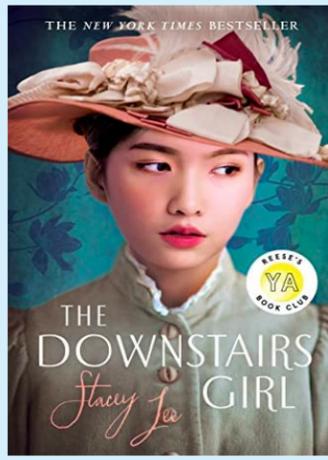


The Agency Cover

Courtesy of Penguin Random House

When I found this delightful four-part series, it seemed too good to be true. These novels satisfy any reader's cravings for mystery, romance, history, and strong and diverse female characters. The series follows Mary Lang, a half-British, half-Chinese young lady living in 1850s London. The novel quickly introduces her history in a couple of chapters: Mary was orphaned at a young age, sentenced as a thief, and saved from death by the headmistresses at Miss Scrimshaw's Academy for Girls. The life of a lower-class mixed-race lady, or of any lower-class woman, for that matter, is by no means sugarcoated. These books turn the romanticized 19th century England on its head, exposing the brutality that many faced. The books are not all dark, however. It is soon revealed that the headmistresses at the academy run a solely female-run detective agency and hire Mary for her intelligence, courage, and strength as a fighter. Each book presents Mary with a new and thought-provoking case. What's most satisfying is the series' interconnected mysteries, sweet romance, and the way Mary's assignments inevitably bring out parts of her past she has learned to hide.

The Downstairs Girl by Stacey Lee

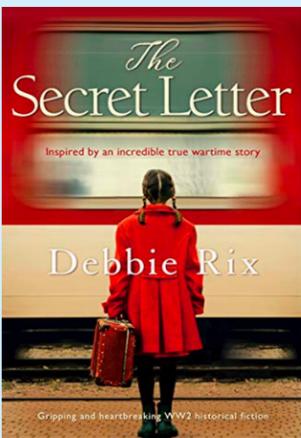


The Downstairs Girl Cover

Courtesy of Amazon

This novel is another 19th century story with a rare Asian protagonist in an expanse of predominantly Caucasian historical fiction novels. Set in Atlanta, Georgia, readers follow Jo Kuan, another spunky and fierce female character, similar to Mary Lang in many ways. Rather than a detective (although there is a mystery for our protagonist to solve), Jo works as a lady's maid for the daughter of an extremely rich man in Atlanta. However, Jo's real talent lies in her prolific writing, which she composes at night while living beneath the home of a family who runs a newspaper. Jo overhears their need for an advice columnist and anonymously submits her ingenious, often scandalous, snippets to the paper. Readers truly understand Jo's talent because Lee's actual writing in the novel is equally laced with stunning metaphors. Many middle grade and young adult books focus on creating a strong plot for their young readers to stay engaged. This novel does not only engage readers by addressing the complex connection of gender and racial rights during the time, but its complex composition makes you want to turn many of the sentences over in your mind just to admire how eloquently Lee writes.

The Secret Letter by Debbie Rix



The Secret Letter Cover

Courtesy of Amazon

What really set this WWII novel apart for me is the beautiful descriptions of the story's idyllic settings. While most war stories are set in desolate and violent settings, in this story of Magda and Imogen, Rix weaves a tapestry that conjures Magda's family farm in Newcastle, England that keeps both girls safe from bombs. The novel seems like an innocent girlhood narration, and I found myself developing a fondness for sweet, little Magda through the detailed descriptions of her simple life. While her chapters were no less entertaining and charming, Imogen, was quite an unlikable character as a child, and so I did not form the same connection with her as I did with Magda. As the war progresses and the girls grow older, the idyllic scenery slowly begins to morph without the reader's knowing. Magda's chapters illustrate a fascinating and little-known perspective of living in Germany during Hitler's reign: from the Nazis forcing their citizens to hang Swastikas on Christmas trees rather than ornaments to Magda's parents' wariness for her rebellious outlook. I found myself warming up to the now-older Imogen, who was sent to war-stricken London and Paris as part of. I found myself warming up to the now-older Imogen, who was sent to war-stricken London and Paris as part of the Women's Royal Naval Service, unveiling the significant contributions these women had in the British forces. While both perspectives were equally captivating, the women's stories did not intertwine until the very end, making me wait for when this interaction would occur. I thoroughly enjoyed this unique book, though the not-so-perfect ending immediately doused its charming feel with the harsh reality that very few war stories end happily.

The Things We Cannot Say by Kelly Rimmer



The Things We Cannot Say Cover

Courtesy of Amazon

Like *The Secret Letter*, this WWII novel is told in dual perspectives. However, one of the perspectives is from a mother, Alice, who lives with her son Eddie, who is on the autistic spectrum, in the present day. The addition of Alice to this book creates a unique twist, since few young adult novels feature adult characters. Through Alice, Rimmer addresses many stereotypes that children on the autistic spectrum face. The second perspective is of Alice's grandmother, Alina Dziak, who lives on a small farm in Trzebinia, Poland in the year 1939. Alina is introduced to readers as a sweet, rather spoiled, girl with a simple life. She and Tomasz Slaski, the doctor's son, have always known they would marry. Just after Tomasz leaves for university in Warsaw, the Nazis invade Poland and Trzebinia, conducting mass murders before annexing the area into Nazi Germany. Life on the farm is hard, but Alina's family tries to stay as quiet and unobserved as possible. However, something happens that makes their discretion impossible, and Alina's world is turned upside down over and over again across a very short span of time. The relatively slow pace of the book suddenly shifts to a frantic, as identities are swapped and lost, people are killed, and a secret is buried for over 80 years. Back in the present, Alice's dearly loved grandmother has a stroke and sets Alice on a path to uncover this secret before it's too late.

Grant Shueh: The Man Who Does it All

ARYA VISHWAKARMA '25

Grant Shueh '23 wears many hats: internationally-lauded composer and pianist, topical winner of the National High School Poetry Contest, Lawrenceville Performing Arts Camp Head Counselor, and President of the Allegro Council, to name a few. These experiences have made him a role model to Lawrentians in the arts, particularly those who share his passion for music. A classically trained musician turned genre-crossing improvisationalist, his story is that of finding joy in the creative process.

While meeting me for lunch, he

gestured to his sandwich as a metaphor for his busy life: "My favorite Abbott sandwich has rye bread, turkey breast, tomatoes, and pesto. It's like a good musical ensemble—the rye is the bass, the foundation of the beat, and the pesto is the melody." Adjusting his double-handed grip on the concoction, he remarked, "I'm the conductor, holding it all together." It's clear from his expansive list of accomplishments that Shueh excels at "holding it all together"; his aptitude for leading initiatives gives him a talent for organization influenced by his work as a composer.

However, this musician prefers the cultivated chaos of jazz to rigid musical

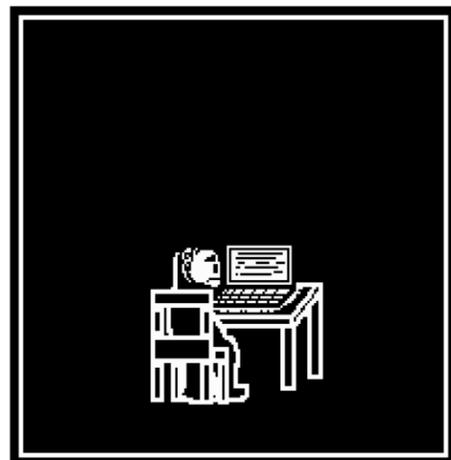
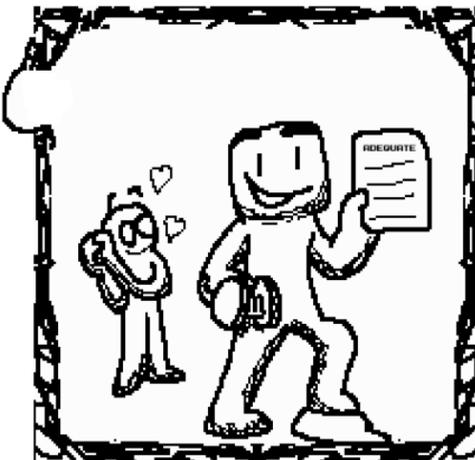


Andrew Boanoh '23 / THE LAWRENCE

structure, bemoaning that "baroque music was meant to be improvisatory." In fact, his favorite music class that he's taken at Lawrenceville is Jazz Improv (JI), a "truly unique experience." (He would like to shout out Satvik Dasariraju '23, a former JI classmate, comparable overachiever, and "GOAT.") Shueh has an optimistic view of improvisation at Lawrenceville, pointing out how it's "built into Foundations of Music when students are taught to compose." Furthermore, he and Henry Metz '24 performed an improvisation at this October's Midday Music recital, which usually features western classical music.

Shueh aims to change the hesitant attitude towards improvisation, seeing this fixation as limiting to both performers and audiences. This year, he hopes to foster casual, approachable "jam sessions," creating collaborative experiences that get Lawrentians excited about original music. Even if you are unfamiliar with this branch of the arts, Shueh hopes that you'll consider getting involved with music at Lawrenceville this year and has many suggestions for doing so. He recommends joining an ensemble, applying for the Allegro Council, or reaching out to him or Director of Music Robert Palmer—they'll be sure to keep an ear out for you.

EXPECTATIONS FAR AWAY.



ZACHARY KALAFAER '24

How to: Weekend At Lawrenceville

JACKIE WILLIAMS '24
FEATURES ASSOCIATE

Weekends at Lawrenceville tend to provide a pause from the frantic energy produced in a six-day week. While many day students venture home to have a day of normalcy, boarders are left on campus and must decide how to spend their precious weekend. While some choose to take it easy, others may find joy in jampacking their free time—the options are endless.

Most boarders have developed a healthy weekend routine that balances productivity with social activity. While boarder Bryce Langdon '24 likes to spend time with friends on Saturdays, he uses Sundays to catch up on or get ahead of work and still finds some time to relax. Langdon, along with many other Lawrentians, prefers to do his work in the Bunn Library on Sundays since he generally gets distracted while in his room. The library serves as a quiet setting to complete assignments, but also doubles as a social center, allowing collaboration among peers. After rewarding himself for the time spent at “The Lib,” he always plays some video games with his friends or watches a few YouTube videos before hopping into the shower and heading to bed for school the next morning. Langdon believes that “it doesn't feel like a real weekend when there is only one night during the whole week where [he isn't] stressed about work,” but also contends that “the Saturday classes make Saturday night more rewarding.”

Maddie Rygh '23 is into her fourth year at boarding school, so she has weekends down to a simple routine. Rygh usually travels home for a portion of the weekend to work as a barista at a local restaurant in her town. After work, she comes back to campus and always finds time to sleep, as this is how she winds down and relaxes. While it may seem as though there is no time left for her to complete the piling homework assignments that come with V Form Fall, Rygh actually does her work “three days before the due date at 5:00 AM.” Her early rising prevents the frantic stress one might have when attempting to complete all homework due on Monday and allows her to do her favorite weekend activity: sleep.

Along with the majority of Lawrentians, a common weekend for Lily Hager '24 is spent doing

homework, spending time with friends, and catching up on sleep. When Hager is not going on runs or watching TikToks in her room, she takes advantage of the school's close proximity to Princeton, visiting key landmarks of the town like Halo Pub, a local ice cream shop, or browsing for clothes in Urban Outfitters or LuLuLemon. For special occasions, Hager and friends dine in Teresa's Cafe or Witherspoon Grill for a nice off-campus meal to celebrate the completion of another week. Hager also notes that she finds “virtually no time to actually relax” on campus due to the overwhelming cycle of Saturday sports schedules and Sunday's overload of homework, however, when given a few free hours, Hager finds joy in just “doing nothing.”

Eloise Widener '26 has only had a handful of weekends since she began at Lawrenceville just over a month ago, but she already knows how to spend her time. Widener likes to go home to New York City on the longer weekends with days off, but if it is an ordinary one-and-a-half day break, she will remain on campus to hang out with friends at the social events that Saturday evening. The following Sunday, if Widener chooses to return home, she usually completes her homework on the hour-long train to and from campus. If she stays on campus, her Sunday work begins around 1:00 PM and the rest of the day is spent relaxing, which for her, is “using [her] phone way too much.” Overall, Widener likes weekends because she is “able to socialize with [her] friends and [she doesn't] have a structured schedule which allows [her] to spend time at home when a getaway is needed.”

For West Violich-Mecklenburg '25, weekends are taken as an opportunity to unwind and relax before the upcoming week. Violich has enjoyed spending the sunnier days this fall playing tennis and golfing with friends on campus, while still finding the time to complete homework assignments in the library. When day is done, Violich relaxes by watching football and other shows with his Housemates, including a House favorite: The Bachelor. Violich may enjoy the weekend, but he voices that he is “not a huge fan of Saturday classes” and hopes that they are excluded from the future schedule so the weekend can be more relaxed.



Saturday Night Dance

Cindy Shum '24/THE LAWRENCE

Checking in on Mental Health: Managing Stress at Lawrenceville

ELLIE TURCHETTA '25

Lawrenceville, as an academically rigorous and socially demanding school, can often induce stress for many students on campus. Whether it's an important paper, a difficult test, or a sticky social situation, each day at Lawrenceville brings different sources of stress that end up affecting students' mental health. The middle of October, especially, can often be a time when students stop focusing on their mental health to prioritize school, sports, and other activities.

If you've read any article about mental health, you hear the same mantra over and over: create a balance, have people to talk to, and prioritize self care. But with Lawrenceville's high expectations and busy schedule, doing these three things can be difficult.

First, create a balance. Along with the rigorous curriculum that Lawrenceville boasts, the social climate of boarding school can be difficult. Both of these factors create an environment where it is difficult to thrive unless you have a personal system of organization. In general, students acknowledge the level of rigor that the school has and agree that the balance is hard to find as a result. Lyla Petito '25, a new III Former who has worked to adjust to Lawrenceville's atmosphere, said, “I think teachers give a lot of homework each night, and not a lot of it [is] busy work, it's actually difficult work. While I understand it's beneficial to my learning, as a new student coming into Lawrenceville, especially in the beginning of my [III Form] year, balancing that work along with sports and mental health can be really difficult.”

ways to spend her time. While there might not be as much time to socialize, there is less academic stress. As a whole, managing the balance between school and relaxation gets easier with time and experience.

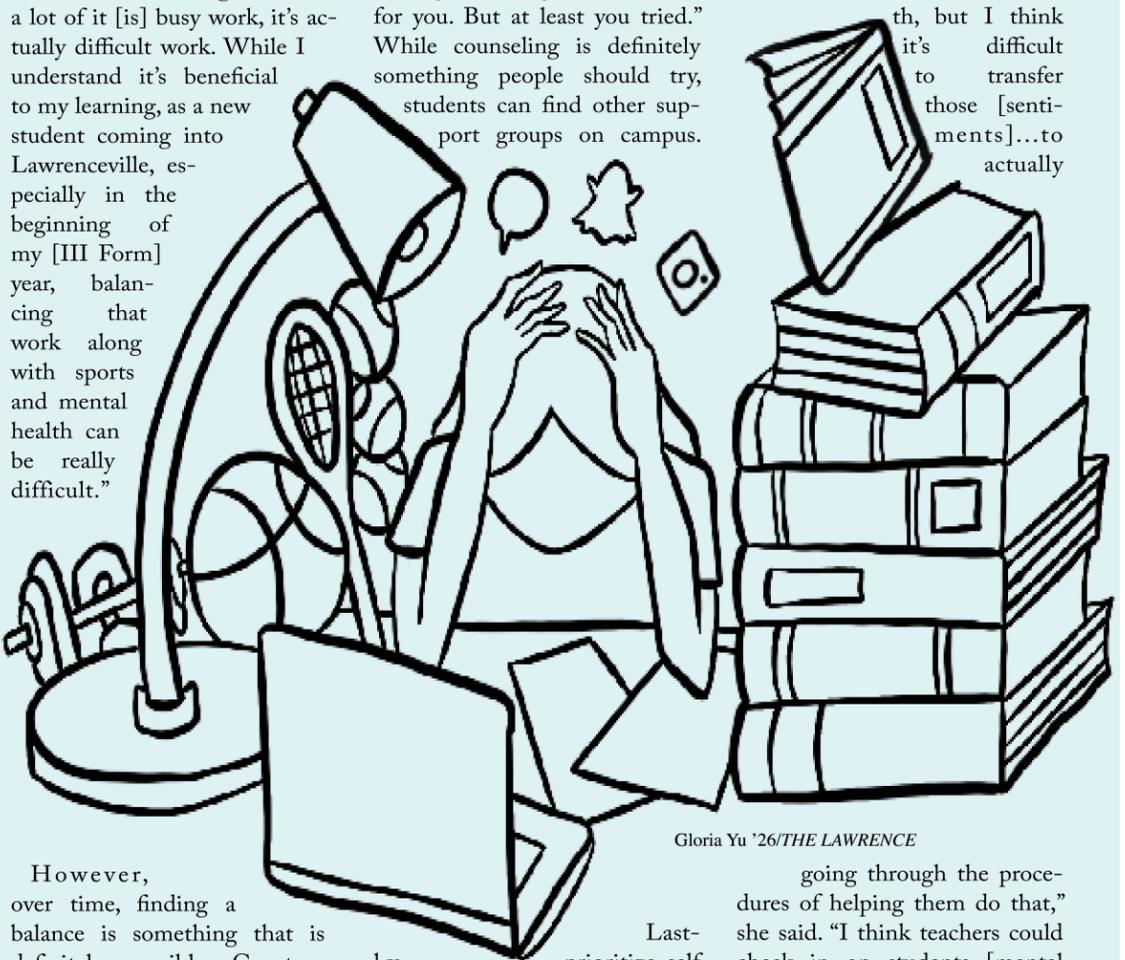
Second, have people to talk to: a helpful resource on campus for students is the School's counseling services. While for some this works well, others don't find it as good of a fit. Although for Marlow Mellquist '25, counseling was not the right permanent fit, she said that counseling is “a good resource to have, and [she] might definitely go again spontaneously.”

Still, many students on campus don't take advantage of the counseling services. “There's some amount of fear about going to the counselors, not [caused by] judgment from peers but how the interaction will go,” Sharp said, “I think that's definitely gotten better over the course of my experience at Lawrenceville, but I think there should be more of an open relationship between counselors and students. There is still definitely some sort of trepidation.” Although that initial jump can be scary, taking it can be very helpful and create another support system for students. “A lot more people should at least try the counselors,” Sharp said, “If you try them and it doesn't work, you can say it didn't work for you. But at least you tried.” While counseling is definitely something people should try, students can find other support groups on campus.

light is really helpful.” Overall, Lawrentians seem to know how to find relaxation, even if it is for a short amount of time. However, all three students agreed that they do not get enough time to relax during the day. Sharp and Petito feel that our daily lives are taken up by the constant feeling of needing to work. Petito noted, “We get lost stressing about work we have to do or athletics we have to compete in, and we feel that we should fill up the little frames of time that we get with studying or athletics instead of relaxing. I think we should take advantage of that free time more to relax and unwind because it will encourage us to do our work.”

While both the administration and students know how stressful Lawrenceville is, the question still remains: should the School give more time for students to focus on their mental health? The answer is a resounding yes. Mellquist thought that the no homework weekends that were put in place were super helpful and should be in place for every weekend. “During the week, at any school you're going to have to stress but the weekend should be yours,” she said.

Petito offered an alternative view of how Lawrenceville approaches mental health as a whole. “I think Lawrenceville can go around and say that they care about students' mental health, but I think it's difficult to transfer those [sentiments]...to actually



Gloria Yu '26/THE LAWRENCE

However, over time, finding a balance is something that is definitely possible. Constance Sharp '24 notes that this year has been her “best year managing [stress] so far. [II Form] year it crumbled, and [III Form] year was a constant up and down, but [she] thinks it's all part of the learning process of learning how to manage stress.” She finds that doing homework earlier before study hall and going to bed early are more productive

going through the procedures of helping them do that,” she said. “I think teachers could check in on students [mental health] more...instead of just academic checks. It'll help everyone accommodate each other.” Overall, mental health is definitely something on students' minds every day. While there are times when everyone struggles, taking the time to find what works for you is the best way to a happy and healthy Lawrenceville year.

Similarly, Petito found that “getting that minor exercise in and taking in natural air and

Haunted Harkness Hallucinations

SOPHIE BILANIN '26

A student is woken by silence. The eerie quietness of her room shoots fear into her veins, pumping sensation through her blood and into her shaking hands. Goosebumps race down her arms as though a chill has swept under the bedsheets. She turns to check the time; upon realizing, the color drains from her cheeks: it is 9:08 AM. The student rolls out of bed and falls to the ground, her nose hitting the floor with a crack. She can smell something tangy, metallic. Blood drips from her nostrils, but she cannot afford to stop. Ringing echoes through her skull. It grows louder with each second as she grabs her books and backpack. The door slams shut behind her, and she gasps, realizing that she forgot her phone and key fob. How will she ever get back in her room without the public safety app? Yet the student must persevere. She races down the empty

hall; flickering overhead lights cast shadows on the walls and illuminate the terrors of the first-floor Dawes House common room.

She has forgotten her shoes; rocks slice the bottoms of her feet as she sprints across The Bowl. Red footprints mark her path to the Kirby Math and Science Center. The student finally makes it to the building's entrance. She arrives at her classroom with only seconds to spare before the bell rings. The fresh cuts on her feet sting upon contact with the carpet. She sinks into her desk chair, pulls her knees to her chest, and hides her head to avoid the glares aimed at her disheveled hair and clothes. A math test is placed upside down in front of her; she stares at the blank paper. The student's heart-beat pulses in her fingers as she grips her pencil tighter and tighter. Her efforts are in vain—her hand will not stop shaking. She flips the paper, but the questions are an incoherent blur. The words and

numbers dance around the paper, laughing at her, taunting her. Their voices overwhelm the ringing in her ears, and begin to shout.

A piece of stray hair covers the student's eye, pulling her away from her thoughts. She moves to push it behind her ear, only for the lock to fall into her hand. Eyes widened in horror, she runs her hands through her hair as strands begin to fall from her head onto the desk. Soon, her fingernails run over nothing but her bare scalp. The student opens her mouth and screams. She spills her soul out of her vocal cords in an awful, ear-splitting scream. She doesn't stop screaming when a group of figures from Public Safety enters the room and lifts her from the chair. She doesn't stop screaming as 14 pairs of eyes watch the figures drag her away, gazes darkened with disgust and judgment.

"...Excuse me? Hello?!" A voice interrupts her dream, and the student slowly wakes to find herself

in the true nightmare: a Harkness discussion. She can hear the stifled laughter from her classmates as the teacher storms across the room to where she is sitting. She has escaped being late to class,

getting locked out of her room, failing a math test, and humiliating herself completely, only for her to miss the dance this Saturday night because of a detention. She sighs and accepts her fate.



Aileen Ryu '25/THE LAWRENCE

The Lawrence Crossword: Halloween Edition

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61	62	63				64				65				
66						67				68				
69						70				71				

- 41. High five, for one
- 42. Popular tune around Halloween (2 words)
- 47. U-turn from WNW
- 48. "We ____ World"
- 49. Burn without a flame
- 51. Super Mario Bros. Video game console, for short
- 52. Sheep fur?
- 55. Suffix with huevos ranch__
- 56. Halloween grinner
- 61. Halloween quaff
- 64. "Believe ____ Not!"
- 65. "That clears things up!"
- 66. "Living faith will last in the ____ of the blackest storm" - Gandhi
- 67. Raison d'____
- 68. Birthstone of someone born on Halloween
- 69. Much of Santa's mail
- 70. Hourglass contents
- 71. Chuck who coached the Steelers to four Super Bowl victories
- 7. The number of the last amendment in the Bill of Rights
- 8. What 27-Down tries not to do
- 9. Fizzy drink (2 words)
- 10. Injured
- 11. Autumn preceder (Fr.)
- 12. Aliens by another name (abbr.)
- 13. How-____ (diy books)
- 21. Ray ____ who build McDonald's into a giant
- 22. Jazz great Fitzgerald
- 25. Plowed the field
- 26. "Relax, soldier!"
- 27. Friendly ghost
- 28. "Yo, dude!"
- 29. Bill Clinton's vice president
- 30. "It's ____ business"
- 31. ____/____ about (approximately)
- 33. Forerunners of CDs
- 36. Book of medical conditions
- 37. Thumbs-up votes
- 39. Trio after "Q"
- 43. Stymies
- 44. US commission to fight discrimination (abbr.)
- 45. Participated in an ugly campaign
- 46. Triceratops, rinos, and bulls have them
- 50. Skin moisturizer
- 53. Migrants in "The Grapes of Wrath"
- 54. Led Zeppelin's "Who ____ Love"
- 56. "Surely you ____!"
- 57. Bereft, old-style
- 58. Hockey Hall of Famer Phil, to his fans
- 59. Not imaginary
- 60. Carter of "Gimme a Break!"
- 61. Rare type of Leukemia that occurs in middle age
- 62. "Halloween ____" (1983 flick)
- 63. Dentist's degree.

Down

CLAIRE CHOW '24

Across

- 1. Vampires can turn into them
- 5. The pets of witches
- 9. What are ghost costumes made of
- 14. Shape of Earth's orbit
- 15. Libya and Qatar are members of it (abbr.)

16. "I'm ____ lunch"

- 17. Jeans brand
- 18. Eye catching or glamorous in Persian, Arabic, Turkish, or Kurdish
- 19. Important prom purchase
- 20. Said on Halloween (3 words)
- 23. Schubert's "the ____ King"
- 24. Call from a damsel in distress
- 25. Tic-____-Toe

28. His co-pilot was a Wookiee

- 32. Kubrick Film based on a Nobokov book
- 34. "Mr. Blue Sky" rock group
- 35. Stan Surprise treat with sticks through them (2 words)
- 38. Bela Lugosi's role in "The Ghost of Frankenstein"
- 40. Suffix with fruct-

The first person to email a completed, correct photo to both ekim23@lawrenceville.org and ajung23@lawrenceville.org will receive a mystery prize!

Fly, Philly, Fly! Philadelphia's Newfound Sporting Success

SIMRAN RATH '26

The city of Philadelphia is united more than ever now due to the recent successes of the city's various sports teams. This new era of Philadelphia sports is more than impressive, with the Philadelphia Phillies participating in the Major League Baseball (MLB) playoffs for the first time since 2011, the Philadelphia 76ers (Sixers) ready to kick off the basketball season with vigor, and the Philadelphia Eagles boasting an absolutely exceptional win-loss record of 6-0. These successes not only unite Philadelphian athletes, but also the millions of Philly sports fans living in and around the City of Brotherly Love.

Philadelphia baseball is in full swing this season. After a tough start, the Phillies persevered through difficult games and channeled their determination into winning streaks on the field. Earlier this month, the Phillies worked hard to secure the third and final wild-card spot in the National League, a subdivision of Major League Baseball, guaranteeing their position in the postseason for the first time in eleven years. In their first series, the Phillies swept the St. Louis Cardinals with two consecutive wins. Philadelphian pride only intensified when the Phillies then beat the Atlanta Braves, the reigning World Series champions, winning three out of four games in the matchup. With an unbelievable mid-season comeback, the Phillies not only made the playoffs, won the Wild-Card Series and the National League Division Series, but also claimed a position in the ongoing National League Championship Series against the San Diego Padres. Fans were ecstatic throughout every moment of gameplay, to the point where Fox Sports Reporter Ken Rosenthal received several noise-level warning notifications from his

phone at the games. Phillies right-fielder Bryce Harper, fondly referred to as MV3 due to his talent and uniform number, commented that the Phillies "have the best fans in baseball" and reflected that he's "never heard a stadium louder than that."

The newly recruited Phillies manager, Rob Thomson, also described the liveliness of the fans as "incredible," noting that this energy "helps the players so much. It motivates them. It gives them confidence. It was a really special couple of days." The fans' love for their favorite athletes only improved the Phillies' performance and mindset, helping forge an unbreakable bond between the two groups.

Meanwhile, the Philadelphia 76ers are gearing up for another NBA season, looking to make the playoffs for the sixth year in a row. Their absolutely stacked team roster, including top players like Joel Embiid and James Harden, puts the team in a position to continue their recent successes. Sixers coach Glen Anton "Doc" Rivers hopes to match the intensity of the team's 16-game win streak in 2018 and urges the team to prioritize "better play" in this year's NBA season.

Tyrese Maxey, a point guard and shooting guard for the Sixers, feels a deep-rooted sense of appreciation for his teammates-turned-friends. He explained that his younger cousin is fascinated by Embiid and always wants to talk to him. Recently, Maxey told his cousin that if "[Embiid] answers, I will let you talk to him." Embiid

did answer Maxey's call and he "[talked] to [Maxey's cousin] about video games and life for 15 minutes." Maxey remarks that "[Embiid] is precious with his time. For him to take 15 minutes out of his day to talk to my little cousin, I just really appreciate him." The unity between these players sparked from the 76ers'

excellent dynamic.

Joel Embiid also supported his fellow Philadelphian athletes by showing up to the Phillies' baseball games. These special connections drive athletes from entirely different sports to cheer each other on with respect and friendship. Philadelphia sports brought these two athletes together and built a connection that will last both of their lives. The relationship

between the Philadelphia 76ers' team members is unparalleled. I am excited to see how this sense of



Lola Afari Martinson '26 / THE LAWRENCE

teamwork and brotherhood translates into the rest of this new basketball season.

The Philadelphia Eagles began the 2022-23 American football season with a fervent strength unmatched by all other teams in the NFL. The Eagles' strong defensive strategy and the players' talented performance have clearly served the team

well; at the time of this writing, the Eagles have won all six of their games this season. This spectacular team most recently faced their division rivals, the Dallas Cowboys. The team worked hard to seize the win, ultimately defeating the Cowboys by nine points with their 26-17 win. Describing the crowd as electric is, believe it or not, an understatement. Fans swarmed the stadium in a sea of emerald green, reaching from head to toe.

Eagles coach Nick Sirianni expressed that the fans are one of the most important aspects of the game of football when he stated, "Man, these fans are awesome. This is such a great sports town, and we appreciate the heck out of 'em. I mean, it was special."

Even former Dallas Cowboys coach Jason Barrett called the Philadelphia Eagles "the best team in football." Sirianni echoed this statement during a recent press conference, explaining, "our greatest motivation is each other." Fans and rivals of the Philadelphia Eagles alike are excited to see what Philly has in store for the remainder of the football season.

Despite their reputation as the most rambunctious and zealous fans in America, all Philadelphia sports fans add to the excitement and thrill for the athletes. The mutual attachment to the game and the city forges bonds between very diverse groups of Philadelphia-loving individuals, allowing fans to set personal values aside and respect everyone who appreciates sports, whether it be baseball, basketball, or football. That is the magic of sports—forming a family of thousands from the shared ideals of teamwork, strength, and love.

Merrill Scholars Picks

	Grant Shueh	Daniel Zhu	Victor Zhu	Jasmine Zhang	Yewon Chang	Tiffany Wen	Ashley Wang
name for findles' bike?	boanoh	yewon	findles' bike	yellow	whodunit	MIA	wya
favorite word	boanoh	yewon	word	appalling	audacity	coffee!	no
why merrill?	boanoh	yewon	to look scholarly	ovid	bees	starbucks	library overdue notice