



## The Hopes of Homecoming

MIA KINCADE '25  
NEWS ASSOCIATE

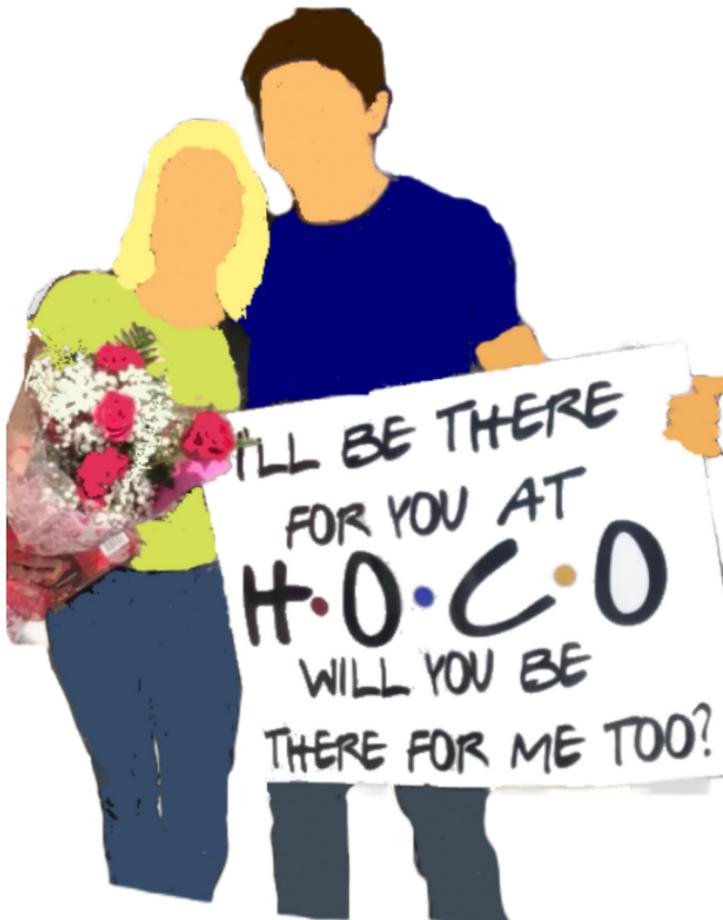
This upcoming Saturday, November 5, members of the Lawrenceville community will attend the annual Homecoming Dance after a day of many different sports events against our rival institution, The Hill School. Although attendance is not required, many of us students write Homecoming proposals to people with whom they would like to attend the dance. While last year's Homecoming was a popular event, many students have especially high hopes for the dance this year. As Kosiso Okonkwo '25 noted, the dance is "a spectacular event that really engages the student body and brings [the Lawrenceville community] together as a whole."

Often, the high burden of schoolwork and major assignments can prevent Lawrenceville students from truly enjoying their weekends on campus, but there are no classes this Saturday morning, allowing Lawrentians to focus their spirits on sports games against Hill and the Homecoming Dance. Okonkwo expressed that her friends from home go to "football games every Friday," which is why she believes that "Homecoming is one of the only times we feel like we're at a real high school."

Stephens House Prefect Allison Zhu '23 is especially eager to see all of

her prefectees "dressed up and excited, [because] there's always a great energy when everyone's getting ready and hanging out with friends." As a V Former, Zhu explained that she is "sad to have this be the last" Homecoming she

This year, the Homecoming dance will take place in the concert halls in the Clark Music Center. Many students are looking forward to this year's event's change in venue, including Claire Robbins '24, who is "very excited



attends at Lawrenceville, but she is also "mainly just pretty excited" about the event.

Charles Potter '25, a new III Former, thinks that attending the dance will "be fun and a good way to meet people." Homecoming offers a great way for students to bond with both people inside and outside of their respective Forms.

Lola Afari-Martinson '26/*THE LAWRENCE* for it not to be in the [Kirby Arts Center] Lobby again."

Because Homecoming typically falls on a weekend between Halloween and Thanksgiving, Diego Nunez '25 noted that "it's going to be a great time getting festive for the holiday season." The dance takes place only a couple weeks before Thanksgiving break, allowing students to spend quality time together before they go home for a week.

As far as creating good Homecoming proposals go, Zhu believes that there is "not an exact formula for the 'perfect proposal,' as every case depends on what the person wants, so it's best to use discretion."

Alice Kizilbash '25 expressed that she wants "to see some more HoCo proposals. They've been a little bland, [and she has] only seen one or two." Kizilbash thinks that more students should publicly propose at weekly school meetings.

On the night of the Homecoming dance, Lawrenceville students have a lot of fun getting dressed up and going out with friends. The dance offers a great way for students to unwind, relax, and enjoy their time at Lawrenceville right before major assignments and finals exam week begin.



Homecoming proposal

Courtesy of The Lawrenceville School

### Backstage Recognition

Sofia Carlisi '24 and Gloria Yu '26 recognize the people behind the scenes during the overwhelming production of *The Drowsy Chaperone*.



### Seeing Double: The Twins of Lawrenceville

Lawrenceville's favorite partners-in-crime discuss twin telepathy and forging their own paths, featuring everyone's favorite pair of twins: the Noviellos.



## Faculty Profile: Dr. Barnard

HELENA CHEN '24  
NICHOLE JIN '24  
NEWS ASSOCIATES

Scott Barnard has been teaching Latin at Lawrenceville since 2016. In addition to his role in the classroom, Barnard is also one of the Heads of Upper House and the Deputy Director of Academics and Harkness Coach. When he is not teaching a class in Pop Hall or doing duty in Upper, Barnard can be found at the field coaching the Girls' Junior Varsity Soccer team or relaxing with his wife and two kids at home.

Barnard, now in his seventh year at the School teaches Latin 3, Advanced Latin, and Introduction to Ancient Greek. "My first year here, I taught a small Latin class, and it was wonderful...I fell in love with the School, and at the end of that year, a full-time job was available," Barnard said.

One of his favorite aspects of teaching Latin is sending students to conferences hosted by the Classical Association of the Atlantic States (CAAS), an organization focused on fostering public support for the languages, civilizations, and cultures of ancient Greece and Rome. A number of Barnard's students have had the opportunity to attend the CAAS's local classics conference and "deliver papers alongside the other members of the conference." "Last month, I created a new panel at the conference just for high school kids, and we had our first ever secondary level Latin presentation," Barnard said. Students from local schools like the Peddie School and the Hun School Princeton also attended, creating a truly collaborative environment.

In his Ancient Greek class, Barnard collaborates with one of his former classmates, who now

works at the Institute for Advanced Study in Princeton, New Jersey. The institute has a large collection of untranslated Greek artifacts, specifically "stone rubbings of words carved on stones in ancient Greece." "Some of the students have a really unique opportunity to translate these stone rubbings," Barnard elaborated.

Since it is an elective course, the Ancient Greek class consists mostly of V Formers. "I want my students to understand that college acceptances are just one moment that doesn't define who they are or dictate what is going to happen later in their lives," Barnard said.

Outside of class, Barnard is the Assistant Girls' Junior Varsity Soccer Coach and coaches Junior Varsity Baseball in the Spring Term. He coached House Disc his first year at the School, as he used to be the captain of his school's Ultimate Disc team. "One of my hobbies is definitely playing frisbee or throwing around a baseball with my two kids," he said. When he's not busy coaching or playing with his kids, Barnard can also be found running or "playing lots of video games." Additionally, Barnard is the director of the New Jersey Scholars Program, which is a five-week academic program that takes place at Lawrenceville every summer.

Before joining Lawrenceville, Barnard was a teacher at Rutgers University. "I didn't like that I was doing these big lecture halls with around 200 people in my classroom, and that I didn't know what happened to them after they left my class," he said of his experience teaching there. This motivated Barnard to come to Lawrenceville, where he found that students were "more ambitious" and driven in their academics, which was "wonderfully refreshing" for him. Barnard also appreciates having more opportunities to interact with his students on a more personal level: "I feel like I know the students as a person, not just as students but as young people that are at a really exciting point in their lives."

Overall, whether it be at the Harkness table, on the soccer field, or in Upper House, Barnard has had a "wonderful" experience while at Lawrenceville.



Scott Barnard

Lucas Dimarco '24/*THE LAWRENCE*

### Champions of the World! Wooooooo!

Take a trip down memory lane with Ella Fessler '25 as she recaps Varsity Field Hockey's win in the MCT Championships.





## THE LAWRENCE

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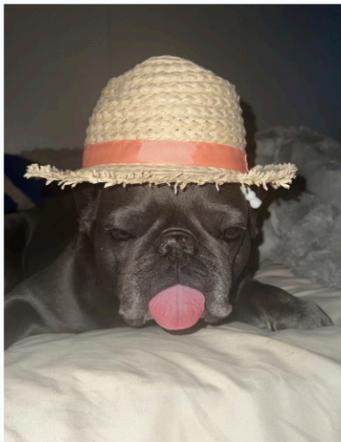
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### CORRECTIONS

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

### Dog of the Week (Frankie) Harry Lynch '23



## Editorial Rethinking Head of School Days

Few events on campus are more exhilarating than the announcement of a Head of School Day. The hopeful whispers among students, the growing rapport in the Houses, the building anticipation as the clock nears 10:15 P.M., and the dramatic climax as Head of School Steve Murray H'54 '55 '65 '16 P'16 '21 announces an HoS Day all result in an occasion that has sent entire Houses into frenzies, evoked campus-wide sighs of relief, and provided students a much-needed reprieve from the stress of Lawrenceville's rigorous curriculum. But contrary to popular opinion, HoS Days are only glorified because of the momentary excitement they cause and the fundamental appeal of a day off. As good as they might seem, HoS Days are severely flawed in their current implementation; they bring about more harm than good to The Lawrenceville School by interfering with major assessments, class syllabi, and student life.

Although students tend to make good use of the time offered by HoS Days, the holiday's typical positioning near the end of each term actually increases the workload of students and stifles productivity. HoS Days interfere with major assignments by delaying them and interfering with essential study tools such as consultation. While many see HoS Day as an opportunity to de-stress, catch up on classwork, and prepare for major assignments, they ironically create a backlog of assessments that students may not be able to adequately prepare for within the confines of a single day. This problem is only exacerbated for students with significant extracurricular and athletic commitments, as these students might not be able to fully take advantage of an HoS Day. While students with busy extracurricular schedules might prefer to use such a day to review or complete in-class major assignments, HoS Day takes away these opportunities. It is also

worth mentioning that while breaks during major assignments week sound enticing, class time often provides the best opportunities for review; the opportunity to review a test with direct teacher counsel is one that is often overlooked and one that HoS Day unfortunately restricts.

The spontaneity of HoS Day compounds upon all the aforementioned issues by adding an element of unpredictability; one that, while playing a large part in fueling campus-wide excitement, also disrupts student schedules and teacher syllabi. Since students and teachers alike are not informed of when HoS Days occur, the sudden removal of classes interferes with the scheduled flow of work. For teachers, HoS Days interfere with plans to teach important class content or host Harkness discussions about key topics. Additionally, HoS Days do not just interfere with teacher schedules; they can disrupt our routines as well. Even students who do not plan out their days in advance abide by our school's weekly routine; most Lawrentians study during their six days of classes, use Saturday afternoons to socialize and Sundays to get homework done for the following week. While weekends are anticipated long in advance and come after six days of classes, HoS Days interfere with our well-established seven-day pattern. Consequently, students may find it hard to be productive during these holidays and might even find it hard to get work done later in the week. While taking breaks is a good idea, steadily completing work and setting a good study routine may be more beneficial for student mental health and productivity than completely pausing academics for a day.

While the mystery surrounding HoS Days adds a nice element of surprise to the occasion, it also contributes to a campus-wide culture of speculation and conspiracy theories; theories along the lines of

"I overheard someone mention something about an HoS Day," or "college applications are due in the next few days, so there has to be an HoS Day tomorrow" abound as soon as somebody starts a rumor. While theorizing about HoS Days is a fun and mostly innocuous activity, we may simply be setting ourselves up for grave disappointment. The idea of an HoS Day might instill hope within students, but this hope is more often than not false. By leading students to believe in hearsay about a largely unpredictable campus event, HoS Days unintentionally demoralize them—all, just one correct prediction of an HoS Day cannot make up for the disappointment of the countless failed predictions that came before it.

It is true that HoS Days are essential to Lawrenceville's culture. Not only do they play a key role in raising student morale, but they also are a tradition continued for countless years of Lawrenceville's history. While their current organization poses significant flaws, certain changes could drastically alleviate them. In order to reduce the burden of stress and sudden rescheduling that comes with current HoS Days, their occurrence should be made known in advance to faculty; this way, teachers can better adjust their syllabi while maintaining the element of surprise for the student body. Alternatively, HoS Days can be announced weeks ahead of time; by announcing an HoS Day for the future, the announcement of the event can still be kept a surprise while giving students and faculty ample time to adjust their plans for the day. HoS Days are occasions for celebration and rest and are as vital to the Lawrenceville experience as the campus' rigorous academics. However, if kept in their current state, HoS Days will largely fail to serve as the momentous occasions they are intended to be.

*LP, EK, CJ endorse this editorial.*

## Bringing Our Arguments to Life

### How Crafting Oral Arguments Prompts Multidimensional Thinking

SABRINA OTTAWAY '25

During last few minutes of our English class last week, my teacher revealed some shocking news: The time had come for my classmates and me to participate in this year's mandatory Woodrow Wilson Speech Competition. Although the Speech Competition takes place only once each year, it is an apt diversion from the endless stack of written assignments that we typically complete over the year. Whether through the pen or the keyboard, the written word has encompassed most of the information and rhetoric we consume. It may seem that in a digitizing arena of discourse, oral communication will soon be reduced to nothing but a fleeting tradition that lacks contemporary relevance. Yet we shouldn't be so quick to dismiss the importance of public speaking. The orally discursive environment established by the Woodrow Wilson Speech Competition challenges us to extend our analytical skills beyond the typical framework of written arguments.

My English education during my II Form year trained me to present evidence and analysis that built towards a larger claim. As I prepared for the speech competition, I thought that I could continue with business as usual. I approached writing the speech just as I would any other personal essay—just with more concision. However, as I rehearsed my speech in front of my friend, I soon realized that the stark differences

between oral advocacy and written analysis called for a new approach to my argument.

Every argumentative landscape has an orator, an audience, and a purpose. The speaker is trying to convince the audience of an idea or course of action. Between these two parties are roads and roadblocks that the speaker must cross to persuade the audience to believe the message or answer the call to action. However, oral presentations insert more opportunities and obstacles for the speaker to confront. In the last 10 minutes of class before the weekend, even the most attentive students may succumb to the irresistible urge to "zone out." Your voice and body language can also become advantages or hindrances. A quiet and monotone speaking voice can detract from your message, while poor body language can isolate your audience. On the other hand, a lively and

confident speaking voice combined with an appropriate tone and speed or inviting body language can draw your peers in. Your tone and gestures are forms of non-verbal communication that you can leverage to emphasize

body language, tone, and delivery also play a role in your argument's efficacy.

Although mitigating all of these added challenges may seem like a harrowing feat, doing so enhances our critical thinking skills. Upon receiving feedback from my peers that my spoken essay was "hard to follow," I retreated to my computer to restructure my speech. I couldn't simply stick with the conventional approach that I was accustomed to. I was challenged to shift the manner by which I would explain the essential topic of my speech and progress my story. This reconstruction forced me to dissect the writing framework that I had operated under for so long and to uncover new ways to approach my message. I could no longer go on autopilot and blindly follow a learned approach to arguing.

As we take the time to reflect on different paths of thinking, we also engage with

our audience differently. We become conscious of their needs and respond to them, maintaining a fluid working relationship between ourselves and our listeners. In this heightened awareness, we find ourselves adopting more selfless approaches to argumentation.

The ability to discover new ways to speak to a concept, story, or idea can make any argument more convincing, no matter whether it's presented orally or not. Yet these skills don't just improve our ability to construct more persuasive ideas—they also translate into a greater ability to succeed in our social and personal endeavors. Converting our written arguments into oral ones trains us to avoid observing the world through a single view-point or framework. We develop the ability to judge a topic from multiple perspectives and to question our own thinking. By switching back and forth between oral to written argumentation, we become more multi-dimensional thinkers.

The Woodrow Wilson Speech Competition is the only public speaking endeavor that every Lawrentian must participate in. In light of the lack of public speaking assignments throughout your years at Lawrenceville, it may be tempting to disregard any thoughtful participation. However, the competition reinforces the most important lessons for us to succeed, both as effective rhetoricians but also as cultured thinkers. It's a challenge worth taking on.



Mimie Pinpakornkul '25 / THE LAWRENCE

# When the Political Tide Turns

## Thank You Xi, Very Cool! (or, The Chinese Economy Chaos)

WILL O'REILLY '25  
OPINIONS ASSOCIATE

In the past few decades, the American public has grown to fear what they see as a well-oiled machine of a nation slowly gaining control over the world's economy: China. With the ruling Chinese Communist Party (CCP)'s quinquennial party congress this October—in which they once again elected to keep president Xi Jinping in power until the next congress—it is a perfect time to reflect on whether this American view of China is correct. While Xi's China has intimidated the U.S. with its flexing of military power and authoritarian control, a dive into their recent economic and political failures reveals that China is not quite the mighty superpower we should be so afraid of.

When Xi was elected as vice president in 2008, he announced his "China Dream," a plan to make the country an economic superpower for years to come. This plan involved the liberalization of China's economy and the encouragement of entrepreneurship. With these policies of economic freedom in place, the Chinese market thrived off of large amounts of foreign investment and well-priced exports. Meanwhile, tech giants like Jack Ma's Alibaba took advantage of loosened market restrictions to increase their profit and global standing. Within two years, China had become the second-largest economy in the world.

Then, the 2016 economic crash happened. Ever since, China's economy has been on the decline. To prevent a repeat of said crisis, Xi decided to tighten govern-

ment control on industry. While he publicly affirmed that he wanted more economic freedom and growth in China, his own party (ironically) contradicted that promise by buying large stakes in influential domestic companies and shutting down others they deemed unimportant.

This recent crackdown on private industry has led to economic stagnation and the loss of entrepreneurial spirit within China. Consequently, the same high-flying tech billionaire Jack Ma spoke out in anger against the CCP and Xi for intervening too much in private companies. A series of retaliatory hits led to his downfall. First, Ma was summoned for questioning by CCP officials; then, the party shut down

business giants: relinquish companies to CCP control and sacrifice their growth, or face Xi's wrath.

The results of Xi's crackdown speak for themselves. With no successful entrepre-

companies. These state companies, however, are run inefficiently and lack profit incentives; as such, they are estimated to be only 80 percent as productive as private companies. The consequences of such policies have been rather dire. China's once-flourishing technology industry has increasingly lost revenue and foreign investment, especially from the US; China has not met its yearly goal of 5.5 percent growth, and is instead on track to grow less than a dismal 3 percent.

As China's economy struggles to regain its footing, its deteriorating social structure has also given the nation some grief. Xi's zero-Covid policy has not only failed China's people by unnecessarily restricting individual freedoms, but also by curbing both foreign business and tourism—significant generators

hard.

Finally, China's overreliance on other nations, specifically the U.S., confirms that it is not as powerful as it seems. While the Chinese economy has been largely import and export-based for the past few years, Xi has aimed to make China more self-reliant. Hitting the brakes on its Belt and Road Initiative that sought to economically dominate Asia and Africa, China has shifted its focus on internal growth; ultimately, the country has already cut foreign trade's stake in its economy down to just 37 percent. But focusing on economic independence is a big mistake for China, as it eliminates formerly thriving trade partnerships. Most notably, its occasionally rocky, but largely fruitful, partnership with its economic opponent, the U.S., will suffer. Now, as the U.S. itself becomes less interested in globalization and more interested in self-reliance, the one somewhat stable link between the two superpowers is nearing collapse—with great economic and political consequences. And of course, Xi's aim to rely more on domestic business while cracking down on those same domestic businesses only brings the Chinese economy closer to the breaking point.

With the looming conflict over Taiwan, many view Xi's China as an unstoppable force capable of disrupting the world order. Yet while Xi is politically stronger than ever in his control over his party and people, his policies have weakened China to a point where our fear of China can be rightfully questioned. With a faltering economy and an increasingly restless population, China could very well see debilitating social and political struggles in years to come.



the \$37 billion initial public offering (IPO) of one of Alibaba's fintech firms, Ant Financial, despite it being okayed earlier by the same officials. Finally, Ant Financial lost billions of dollars after the party forced the firm to follow new domestic anti-monopoly laws. Ma's sudden disappearance from the public gaze set a dangerous precedent for other

neers to look up to and no truly private companies in the nation, Chinese people have lost the motivation to start businesses of their own, and instead have resorted to working for the plethora of state-owned

revenue for the Chinese government—with incessant lockdowns. The loss of a major industry that annually brings 62.9 million visitors, significant foreign investment, and great profit will undoubtedly hit the Chinese economy

# Human Connection, Hanging on a by a Thread

SATHVIK SAMANT '26  
OPINIONS ASSOCIATE

Away from the throes of war and mounting civil unrest, Lawrenceville's campus with quaint red-brick buildings and tree-lined walkways remains picture-perfect as always. Students traverse the grounds from class to class, with their biggest worries being along the lines of: *Will the lines at Tsai be long? Will the Bath House have sushi?* Yet our true world expands far beyond Main Street, TJ's, and Starbucks—far beyond the grounds of our private school campus. Although Lawrenceville may seem isolated, humans across the world can connect, share experiences, and empower one another through one tool: social media.

6,426 miles away from Lawrence Township, New Jersey, the Iranian government began cracking down on already-censored social media apps this September, plunging the entire country into an information blackout ever since. These crackdowns began as a result of nationwide protests that sought justice for Mahsa Amini, a 22-year-old Kurdish-Iranian killed at the hands of the country's religious police. Amini, who was visiting family in Tehran, was arrested for improperly wearing her hijab. Physically beaten and bruised, Amini later died from her wounds, although the government claimed that underlying health

conditions were instead to blame.

Tired of the country's poor human rights record, angered Iranian citizens took to the streets with the hope to bring about change in their country. Their empowered cries, however, were met with a flurry of tear gas and bullets. These protests resulted in even more deaths of innocent Iranians. To put a nail in the coffin of their citizens' desire for freedom and justice, the Iranian government restricted access to social media platforms such as Instagram, WhatsApp, and Skype, in an effort to prevent any further demonstrations.

The power of social media lies in its ability to eliminate the barrier of physical distance; with social media, we can discover new perspectives, speak to people that we normally never could, and advocate for causes we believe in to a wider audience. Social media lends us a universal platform for our voices. Yet when access to social media is taken away, those voices—of pro-

test and prayer, peace and prosperity—fade from existence. Now Iran, a country already notorious for suppressing free speech, has taken away the voice of its people

nian voices so desperately need to be heard.

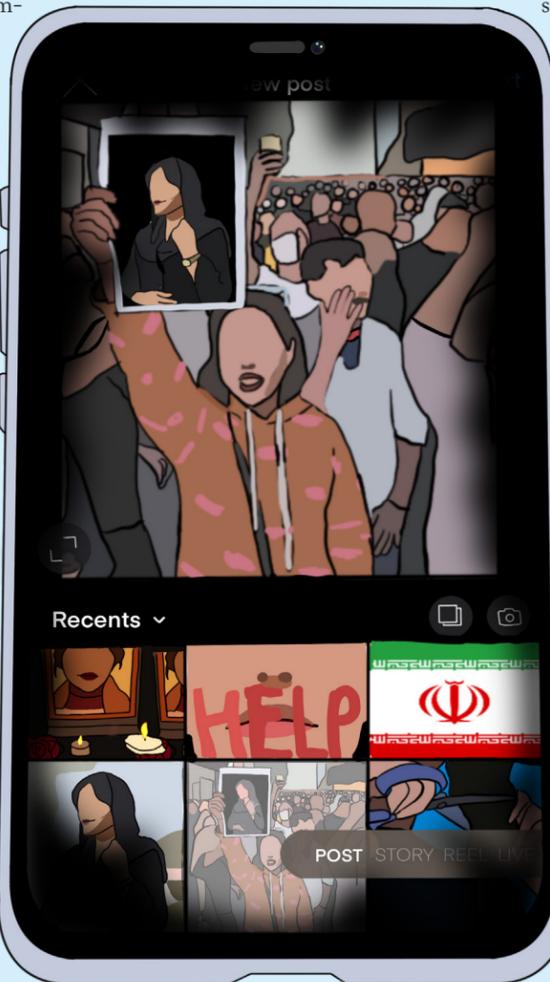
Amini's death had risen to its status as a catalyst for change in Iran through social media; upstanding citizens and journalists posted videos and information concerning her unjust death across the globe, inciting similar protests across the world. These posts further highlighted Iran's history of systematic human rights abuses and censorship, igniting the fury of foreigners and pushing other countries to impose harsher sanctions and penalties on various branches of the Iranian government. Without videos like these, however, it is far more difficult to hold the Iranian state accountable for its actions.

Amini's death is unacceptable and inhumane; the deaths of the protesters are unacceptable and inhumane; and the internet restrictions are unacceptable and inhumane. Now, Iran's strict social media ban prevents citizens from communicating with each other and communicating with those in other countries. The freedom of speech, protest, and the right to privacy—all of which we take for granted in the United States—are absent in Iran. The absence of social media as a tool for activism is deadly; without it, those who need a voice

the most don't have the platform to share it. With vital voices silenced, we Lawrentians—as we sip our Venti Pumpkin Spice Lattes and scroll through Instagram—are even less likely to take a stand, form protests of our own, and help in their fight.

Despite this suppression, the Iranian people are resilient, still organizing protests and fighting for the betterment of their country. What little information that Iranians valiantly manage to smuggle out of Iran through Virtual Private Networks (VPNs) continues to inform and anger us. With the internet still shut down in Iran, it is the human duty of every member of the globe—including us Lawrentians—to share their stories and use social media for good. With just a post, Snap, or text, we can share fundraisers, raise awareness, and press for political reform, playing our part as members of a global community.

Social media, when used for good, is a force of change; it is a catalyst of protest, essential to create real change in today's world. We might be separated from the people of Iran, but social media connects us as basic humans. The unacceptable death of Mahsa Amini and the protests that followed need global attention. With the Iranian people's voice gone when needed the most, we must ensure that we keep that connection alive.



Mimie Pinpakornul '25 / THE LAWRENCE

by restricting internet and social media access precisely when Ira-

## Halloween Party Says BOO!

KADEN LU '26

On Wednesday, October 26, Nichole Jin '24 and Liza Strong '24 hosted the Halloween Party in the Grove behind the Kirby Arts Center. During this event, Lawrentians partnered with preschool and elementary school students and operated booths. Lawrentians were able to interact with both preschool and elementary students, and those who participated were eligible to receive a One Time Event community service credit.

During the planning process for this event, Jin and Strong worked closely with Director of Community Service Elizabeth Ferguson to plan the activities and gather the materials required for the event. The two then split the planning process into different steps, including choosing and purchasing materials, setting up the event, making posters, and enlisting volunteers to help out during the event.

Jin stated that she volunteered to host this event because she wanted to get more people on campus interested in community service within the School. Not only was the goal to involve more students, she also wished to organize a fun activity where stu-

dents could work with not only their peers but also children younger than themselves. Jin was curious about "what it's like planning a campus-wide service event." Overall, the Halloween Party was an extremely fun experience for Jin that she would like to repeat in the future. If given the opportunity, she would "definitely volunteer to help host [a similar event] again."

Lawrentians who participated in this event also greatly enjoyed working with younger students. As the head of the Girls Who Code weekly community service program, Sally Lee '23 had already gotten to know many of the children attending the Halloween Party; however, she also commented, "I got to see the girls I see every Friday outside that circumstance and outside that situation and see them as Halloween buddies instead." During the entire experience, she believed that it was fun being able to interact with these children.

According to Michael Meng '26, working with the children was enjoyable and he had lots of fun going through the haunted house with the preschool student he partnered up with. Social events like these are refreshing to students and are great ways to relieve stress.



Students volunteering at the party

Courtesy of The Lawrenceville School

## Amaryllis Lopez Speaks On Radical Self Care

HELENA CHEN '24  
NICHOLE JIN '24  
NEWS ASSOCIATES

On October 12, speaker Amaryllis Lopez came to campus to hold a workshop on radical self-care in honor of Hispanic Heritage Month, an annual celebration of Latinx and Hispanic Communities that takes place from September 15 to October 15. The workshop lasted an hour and counted as an Explorations credit.

Camila Aguirre '23 was one of the students who attended Lopez's speech, which was centered around "defining self-care and how we practice it," Aguirre said. The event started with some icebreakers on what students typically do to de-stress, leading into a conversation on the history of self-care and how it related to Afro-feminist groups. Towards the end, the attendees journaled and reflected on their experience, with Lopez sharing some self-care routines for "the body, the heart, the mind, and the community," according to Aguirre.

Abigail D'Souza '24 noted that, overall, the event was focused on "redefining self-care" as something other than just bath bombs and face masks. "It's about helping people avoid seeing self-care through a capitalistic lens," she continued.

On her reason for attending the workshop, Aguirre said, "Self-care is

a very important part of my life and hearing other people's experiences with self-care would help me improve my own routine." Her favorite part of the event was the journaling at the end, which she found relaxing and "refreshing." Aguirre especially enjoyed the event because she typically does not have the

standpoint. "It was good to hear about the bodily aspect of self-care, because I usually just think of what's most refreshing for my mind," Aguirre said. Aguirre was not the only student who had not frequently considered the physical and biological aspects of self-care, as she noted how "every-



Amaryllis Lopez speaking to students

Courtesy of The Lawrenceville School

time to journal, as she is "too busy with work."

Another aspect of the workshop Aguirre found engaging was Lopez's explanation of the history of radical self-care. "It was interesting to learn that [self-care] actually originated from Afro-feminist figures, because I feel like that's something not usually talked about," she said.

Lopez also explained self-care from a biological

one was sharing their own stories and what they had learned."

D'Souza appreciated being able to hear about other people's unique self-care routines, as the workshop connected radical self-care and community. On her main takeaway from the workshop, D'Souza said, "Recognizing that your needs are important and valuable was an important truth to accept."

## Harkness Travel Programs Return

ABBY JOINER '26  
EMILY MENG '26

After last year's limited number of trips due to Covid-19 concerns, the Harkness Travel Program is ready to open up the whole globe once more! This year's program has a total of 13 spring and summer trips, including ones to Ecuador, Greece, Iceland, Morocco, and many more.

A lot of work goes on behind the scenes to make these trips a reality. Director of the Harkness Travel Program John Hughes explained that the process began with trip proposals from faculty last year. "Our faculty drive a lot of the selections based on their interests, their passions, and their educational skill sets," Hughes said. "We couldn't do this without our faculty because they're the ones who are really bringing the world to our students." Following the proposals, a travel committee reviews the suggested trips with the aim of representing Lawrenceville's academic and co-curricular offerings to the fullest while providing



Students traveling to Austria and Germany

Courtesy of The Lawrenceville School

a diverse range of trips so "every student can choose a place to experience educational travel with a theme that is of their interest," Hughes said. The committee then works throughout the summer and beginning of the school year to create opportunities for Lawrenceville students to explore the globe. As Hughes acknowledged, "Their goal is to make sure that every student who wants to travel in their time at Lawrenceville will get to do so at least once." The amount of detail

and work put into Lawrenceville's travel program is what makes the experience memorable to many.

Science Teacher Julie Mellor is the co-leader of "Morocco: Ancient Cities to the Atlas Mountains," a 2023 trip centered around religion, language, and culture. "I want students to see [the] day to day: if you lived here, if you were part of this community, this is what your life would look like," Mellor said. Morocco is rich with many cultures and beliefs, with the main focus

of the trip to see several different ways that people live within the same country. Some activities planned include an overnight trek in a mountain gorge and visiting the outskirts of the Sahara Desert, with the central portion of the trip being in the Atlas Mountains. Overall, Mellor encourages everyone to try new things, even if they seem scary. "We're going to be trying to speak to people in languages we don't know very well," she noted, "It's going to be something we've never done before, but I think that experiencing something uncomfortable with people is an incredible bonding experience."

To find out more about student's personal experiences with the Harkness Travel Programs, we interviewed Emma Kim '23. Kim shared her experience from Austria last year, recalling her hardest yet most memorable portion of the trip: backpacking up a mountain with arduous switchbacks. Kim reminisced, "It was the worst thing I've ever done in my life... We eventually just collapsed in the

middle; it was pouring rain and we were freezing...but reaching the hut after that was really fun." Although the experience felt miserable at the moment, it was one of Kim's favorite memories when she reflected on the trip. Kim summarized the trip as a very memorable experience, allowing her to become very close with other Lawrentians. In addition to becoming closer with her classmates, Kim also formed unforgettable bonds with the Austrian students they stayed with despite their language barriers. She reflected, "We liked the same things, and we'd want to go swim in the lake together, get gelato, or watch the sunset. Those are things that people everywhere like to do, regardless of what language they speak."

Her advice to prospective students is to apply for a trip that you wouldn't be able to do by yourself. Kim concluded, "During that trip, there were some points where I wanted to go home...but looking back, it's honestly the best trip I've ever been on in my life."

## Backstage Recognition: *The Drowsy Chaperone*

**SOFIA CARLISI '24**  
ARTS ASSOCIATE  
**GLORIA YU '26**  
GRAPHIC ASSOCIATE

On October 20, Lawrenceville's annual fall musical *The Drowsy Chaperone* made its grand debut. The show featured costumes that brought the roaring twenties to life, a hilarious slew of original characters, and a storyline that highlighted the love of theatre in us all. Since this past August, actors, technicians, and faculty members have worked tirelessly to bring this wonderful musical to life.

One of the most charismatic characters, Aldolpho, the self-proclaimed "king of romance," had audience members laughing from the moment he stepped on stage. Aldolpho was portrayed by Sameer Menghani '24, who had a "really fun experience" acting as this character. The musical allowed him to "get outside of his comfort zone" and explore a character whom he never thought he would have the chance to play. In the week leading up to opening night, Menghani "felt like the world was ending," but "in the end, everything ended up being amazing." Although Menghani has been an avid member of the Periwig Club since his II Form year, this commitment is "definitely not something that [he] is known for on campus." Menghani said that he loved how *The Drowsy Chaperone* allowed "people to see a different side of [him]." Menghani advised anyone who might want to try out acting that "afterward, you will look back and be grateful that you took a chance and helped to create something incredible."

As *The Drowsy Chaperone's* Production Stage Manager, Stephanie Xu '23 oversaw all backstage jobs. Xu gave us a glimpse of the hustle backstage during rehearsals and the

two performances. In the early stages of the production, Xu kept track of blocking—when actors enter and what they do during a scene. She also constantly communicated with the cast, crew, and the musical's director, Director of Theater Matthew Campbell, to ensure that everyone was on the same page. Xu mentioned that for a musical at the length of *The Drowsy Chaperone*, "there [are] about 200 to 300 light cues" that she had to call. In addition, there were cues for flies like the red, sparkly curtains, the moon, the mirror frame in the tap dancing scene, as well as for props that were manually moved, such as the greenery and the confetti streamers. The start of "Hell-Week," the week before the show where everyone involved essentially resided in the Kirby Arts Center, marked the first time when "everything starts coming together," according to Xu. It was a very stressful period of time to pull all the various departments together, but it was also the time when everyone's main priority was the musical. Xu recalled, "I would wake up and think about the musical and then go to my classes thinking about the musical, but then once that week's over, it's like all of a sudden, oh, there are no more musicals." Despite the amount of work and time put in as a stage manager, Xu said it was "very rewarding to see how [the show] comes from just being words on paper and being there when the actors read through it the first time to then seeing the actual thing come to fruition."

Amidst the excitement on stage, the flashy, eye-catching costumes served as a highlight of *The Drowsy Chaperone*. Gabrielle Lescadre, the costume designer, worked alongside Director of Tech James Cuthrell, and she shared her experience designing



The V Form Technicians

Courtesy of Frances Hsu '23

and creating the costumes for the show. Lescadre loved letting her creativity flow in her work and bringing art to the stage. Between the beginning of pre-season to approximately two weeks before the performance, creating the characters' dresses and suits function as the basis for transforming the audience into the theatrical world. Before costuming, Lescadre and Cuthrell researched fashion in the 1920s. They found inspiration in '20s showgirls and used "a lot of flashy, sparkly designs" to bring this time period to life." Designing costumes for different roles, Lescadre explained that "when you are thinking about characters, you want to put them in specific colors." For example, the Drowsy Chaperone was put in a darker maroon color to reflect her maturity as a character. In contrast, Kitty was put in light pinks

to portray her youth and femininity. The most difficult part of the process was tailoring, which, according to Lescadre, involves extreme precision. Tailoring also includes seam-ripping, a time-consuming job where one takes out every stitch on a seam one at a time. Lescadre comments humorously that "the tedious things are the things that often aren't as glamorous about costume design." The monkey costumes, for example, with the varying lengths of the pants, demanded a lot of tailoring. Additionally, there were two challenging fast costume changes in the show. In one, Eddie Newsom '23, who played Robert Martin, had to quickly change from tap shoes to roller skates, and the costume team put elastics around his shoes to accommodate for this problem. The other was when Janet, played by

Naa Kwama Ankrah '23, took off her wrap skirt and swung it around in the music number "Show Off." Making sure the set costume pieces were intact and did not fall off took some practice and adjustments. When asked about the costume that she most enjoyed designing and making, Lescadre replied "definitely Janet's wedding dress." She mentioned how "it just glistened and shined" on stage. Overall, Lescadre stated that the "*The Drowsy Chaperone* was definitely a really fun show to costume. The 1920s was so glamorous, and it was such a fun show to start my Lawrenceville costume design career off with."

*The Drowsy Chaperone* was one of those shows that had audience members engaged from the very first line, and it was only possible thanks to the hard work and dedication of so many members of the Lawrenceville community!

## The Series We All Loved: Rest In Peace, Robbie

**LOUIS PARK '26**

Big as a mountain with a bushy beard, Robbie Coltrane, who played the role of Hagrid, made a strong first impression due to his character's warmth and reliability in the *Harry Potter* movie series. He sadly passed away on October 14, 2022. The news of his death brought me back to the time when I was obsessed with the *Harry Potter* movies as a child.

The *Harry Potter* book series, first published in 1997, has gained worldwide popularity. Its first movie adaptation in 2001, *Harry Potter and the Sorcerer's Stone*, was a worldwide box office hit and was followed by eight other movies over the next 10 years. The *Harry Potter* series also remains the best-selling book series of all time, and its author J.K. Rowling holds the status of a billionaire author. *Harry Potter* has indeed captivated everyone from children to adults. The novels transcended our limits of imagination, pioneering a new path of fantasy. The motifs of magic, a multi-dimensional universe, their unforgettable tension between characters, and their surprising plot twists and perfect narratives slowly meld together into an incredible series. The real downside of the *Harry Potter* series is that it's so much fun that you

can't stop.

It is very interesting to see the growth of the three main characters in the series. The readers grew alongside the novels' protagonists, both physically and mentally. Daniel Radcliffe, for example, took on the role of Harry Potter at the age of 11 and finished his last movie, *Harry Potter and the Deathly Hallows*, at the age of 22. The lessons from the series also enabled great inner growth for those who watched the movies or read the books alongside the movies' releases. For example, *Harry Potter and the Sorcerer's Stone* teaches a very valuable lesson as soon as the characters arrive at the magic school Hogwarts. First-year students must have the Sorting Hat decide which House they will belong to. When it's Harry Potter's turn, the magic hat puts him in the Slytherin House. However, the protagonist rejects this assignment because he clearly knows that he wants to belong to Gryffindor. The lesson here is that people have the power to make their own decisions. Fate doesn't determine the future, but rather, it is one's own self does. Courage is one of the greatest values of the *Harry Potter* series. From the beginning of the series, Harry encounters all kinds of hardships and terrifying monsters like dementors, but he never crumbles in front of his fear. And when he meets Voldemort,

his most feared enemy, he doesn't hesitate at all. Harry Potter never stopped moving forward despite the ups and downs of his life.

When I first watched the series, I remember asking my parents to travel to England because the London Harry Potter Studio was the number one attraction site on my bucket list. In the past, when I watched the *Harry Potter* movies, it felt like I was in an amusement park; now, I have a different feeling about the series. Recently, the original cast for the movie series had a documentary reunion to mark its 20th anniversary. When I watched this documentary and the actors' gathering and talking, I felt my heart ache and craved to be back in time to my childhood moments. Knowing that one of the most integral characters, Hagrid, and his actor would no longer appear onscreen made my heart ache more. *Harry Potter* has grown with many people and will remain a cornerstone of my childhood. It is one of the best series of all time, and you will never regret recommending it to future generations.

Robbie Coltrane will always be in our hearts. Robbie, thanks for taking care of our childhoods.

From *Harry Potter: The Chamber of Secrets*:

"There's no Hogwarts without you, Hagrid."



Sonia Singhal '24 / THE LAWRENCE

# The Untold Story of Lawrenceville's Second Head of School

WILLIAM WANG '24  
FEATURES ASSOCIATE

Built in 1814 on land purchased for \$25, the Hamill House is the oldest building on campus. In 1885, the building was renamed after Samuel McClintock Hamill, the longest-serving Head of School in Lawrenceville's history. Born in Norristown, Pennsylvania, Hamill graduated from Washington College in 1834; in Hamill's senior year, the college's president persuaded Hamill to apply to Lawrenceville as a Latin and Greek instructor. Initially reluctant, Hamill eventually decided to apply after the president advocated on Hamill's behalf so that he could teach despite not yet having acquired the required master's degree.

Three years after Hamill was hired, Lawrenceville's second Head of School, Alexander Hamilton Phillips, sold the School to Hamill. In addition to the economic pressure from the Panic of 1837, Phillips struggled with his responsibilities both as an educator and as a husband. Enrollment had dwindled to 18 students, and Phillips' wife had been condemned to an asylum in New York. Thus, Hamill became the new owner of Lawrenceville, then aged 25, in 1837. Hamill would then serve as Lawrenceville's Head of School until 1883.

Hamill's wife, Matilda Green, the daughter of Richard M. Green (one of the School's trustees), is assumed to have provided the funds for Hamill to purchase the School. Green also played a crucial role in supporting Lawrenceville's students, many

of whom were boarders who ranged from ages 7-13. Later, when the School was refounded in memory of Green's first cousin, John Cleve Green, many of its new buildings were named after the Green family and its associates, including the Edith Memorial Chapel, Woods Memorial Hall, and all of the Circle Houses besides Hamill. Hamill hired his brother, Hugh Hamill, as co-principal. Hugh Hamill, who aided in administrative duties and served as an ordained Presbyterian minister despite being deaf, was known for being much more strict than his compassionate brother.

Hamill changed the name of the School to The Lawrenceville Classical and Commercial High School to distinguish the School from its surrounding public high schools. During his time as Head of School, Hamill adhered to Victorian principles of diligence, community, family, and Christianity. Some of his beliefs have not stood the test of time here at Lawrenceville:

"Do not let your pupils sit facing each other."

"Corporal punishment is admissible and necessary in a system of school government."

The School faced a multitude of challenges: many of the teachers, like Hamill, were recent college graduates who didn't have the ambition to pursue a career in teaching. Academics focused on memorization, and the School's administration did little to expand subject variety beyond what was expected at the time. Yet many students credited Hamill's ability as a teacher, mentor, and Head

of School as the reason for their overall enjoyable experience, with a near-guaranteed admission to Princeton University for all students. Major General Hugh Lenox Scott, former Chief of Staff of the United States Army, remarked, "The strictness, dignity, kindness, and courtesy with which we were always treated by [Samuel] and [Matilda] Hamill gave us a love and respect for them I have never seen equaled in the heads of any school."

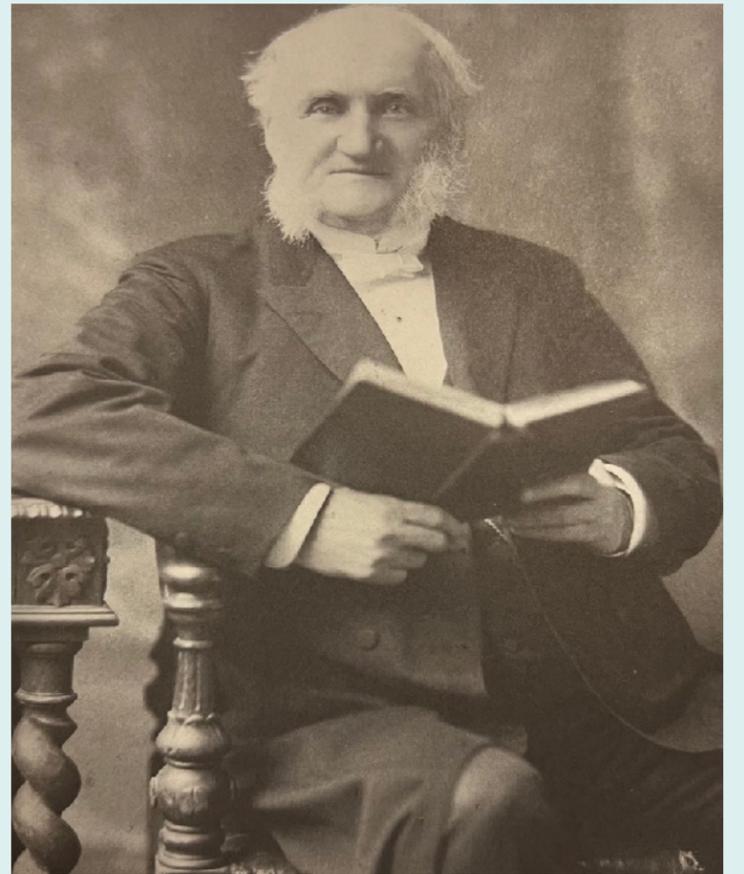
The Hamills focused on developing good manners and social poise among their students; boys were invited to informal social gatherings in the Hamill House's parlor once per week. These gatherings included games, music, storytelling, singing, and more. In addition, the Hamills developed a large portion of farmland that bordered the School's grounds to the east of Main Street. By 1846, the School had enrolled 54 boys and employed six faculty members; three years later, enrollment had increased by 14 and required Hamill to be expanded, while the School House, now known as Haskell, was similarly renovated.

Lawrenceville's improving reputation helped Hamill solidify himself as a preeminent American educator. In addition to being asked to chair a committee to report on the "Whole Subject of Instruction and Training" before the National Convention of Public Education in Philadelphia, Hamill also gave an address to the American Association for the Advancement of Education.

Hamill sold the Lawrenceville Classical and Commercial High

School to John Cleve Green's estate in 1879 for \$25,000 and resigned his position after the appointment of James Cameron Mackenzie as the new Head of School in 1883. By the time of his departure, social standards surrounding education had changed. The establishment of Episcopal Schools in response to the Second Great Awakening reached its peak and brought with it the idea of educating boys "in the closest possible approximation to that highest type of humanity—the educated Christian gentlemen,"

a far cry from Hamill's vision of Lawrenceville as both a classical and commercial school. Nonetheless, Hamill sustained Lawrenceville in an era marked by uncertainty. In his last commencement address, he remarked, "Instead of hesitating at the prospect of teaching for two years, I am here at the end of almost half a century, having retained in different relations, a continuous connection with the Institution through this long period. So little do men know of what is before them."



Samuel Hamill

Courtesy of The Bunn Library

# It's Not Summer Anymore: How to Fall at Lawrenceville

AKI LI '25

NEWS ASSOCIATE

The air smells of pumpkin spice and everything nice. The leaves crunch under your feet as you step over dying flower beds. A chill is in the air and everyone is suddenly in knitwear! And then it hits you: summer is gone, and autumn is here instead.

"What should I do?" you ask, as you panic and fret: You're not ready for cold weather, and your palms are clammy with sweat. But do not fear! Help is near. Five Lawrentians we have asked, for their tips and tricks on this coming task. I promise you, after reading this review, for sure your fall fears will all disappear.

Tenjiwe Sithole '25 and Churan Xu '25

Tenjiwe Sithole '25, a fashionista from the Carter House, started off by describing her go-to fall outfit. She explained that she's a "huge fan of knitwear and dark-washed flare jeans," adding that with a pair of Converse shoes, she would be "ready for anything."

Churan Xu '25 added that in regards to sweaters, some colors can never go wrong, as long as your clothing "makes you feel like you're the embodiment of a pumpkin spice latte."

After hearing the phrase "pumpkin spice latte," Sithole suddenly started a tangent on her hatred for this classic autumn drink. "Pumpkin spice lattes are like chai but worse," she said, "especially since they're orange." She continued to give a thorough commentary on fall festivities, describing events such as pumpkin carving to be a "waste of [her] time" and how "Halloween is overrated. We don't even get a day off!" Sithole exclaimed that Halloween is a holiday where "you still have to go to school" but also "dress up and [put on] make up." However, Sithole still plans to dress up and is currently deciding between being Buzz Lightyear or Director of Dance Derrick Wilder.

After Sithole's rant, Xu talked about her favorite fall activities. "Going to Princeton," was her favorite, as she described how there is often music-related events in downtown Princeton's Palmer Square and suggests using it as an opportunity to "chill for a fall afternoon."

Anabel Guerreiro '24

Anabel Guerreiro '24 is a boarder from Connecticut who has survived two New Jersey autumns. Unlike other Lawrentians, whose general consensus seems to be antipathy or indifference towards the season, Guerreiro loves fall, saying, "I love the leaves, I love that it's getting colder but bearably so," continuing to say that "existing in the fall is a festivity" on its own.

She has taken hundreds of photos of the fall leaves, and her current iPhone wallpaper is, in fact, a picture of the "tree close to the statue in front of Tsai [Field

House]." Guerreiro then described her idea of a perfect fall afternoon, consisting of her "[enjoying] the weather" and taking a walk listening to music.

Guerreiro suggests *evermore* by Taylor Swift to be a "top-tier" album to listen to in the fall. She also recommends Mitski songs and Hozier's debut album *Hozier* as parts of the perfect autumn playlist.

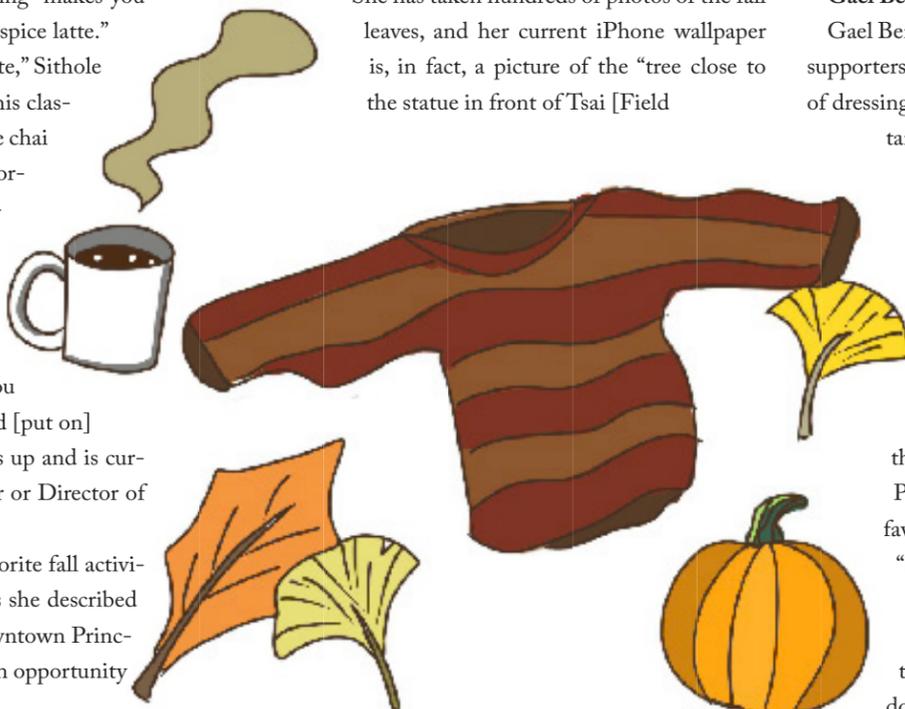
Gael Benavides '26 and Marco Pellegrini '26

Gael Benavides '26 and Marco Pellegrini '26 are both strong supporters of Halloween. Pellegrini described the importance of dressing up, stating the "Halloween spirit" to be an important part of the season. He plans on dressing up as a Founding Father, or more specifically, George Washington this year.

Benavides, also a strong believer in the Halloween spirit, described it as being "the best holiday out of all [other holidays]" because he gets to dress up and "get a lot of candy." For his costume this year, Benavides plans to dress up specifically as Joaquin Phoenix's rendition of the Joker.

Pellegrini and Benavides then explained that their favorite activity is playing soccer, and that fall is the "best season to play [in]."

After Benavides gave his thoughts on Thanksgiving being a "low-key kinda mid" holiday, he ended this interview by once again stating there was "no doubt" that Halloween is the "number one holiday."



Michelle Zhang '25 / THE LAWRENCE

# What “I’m So Stressed” Looks Like Across The Forms

**NICHOLE JIN '24  
NEW ASSOCIATE**

Students at Lawrenceville have the tough task of juggling a rigorous course load alongside significant athletic commitments and extracurricular involvement. How does this balancing act change and evolve over the course of a student's time here? Sophie Bilanin '26, Nitzza Kahlon '25, Abigail D'Souza '24, and Ava Noorchashm '23 were all asked to share their experiences with managing schoolwork and extracurricular life at various different stages in their Lawrenceville careers.

As a II Former, Bilanin feels that she has the time to participate in a number of clubs offered on campus while still effectively managing her workload and playing on the girls' varsity tennis team. “Since I only take five classes, I have the time to involve myself in more extracurriculars, so I signed up for a lot of clubs I thought were interesting,” Bilanin said. She is currently a member of the Speech and Debate and the Experiments in Psychology clubs, in addition to writing for Lawrenceville *Science Reports* and *The Lawrence*. Even on days when she has a heavier homework load, Bilanin finds that evening study hall gives her “enough time to finish [her] assignments.” This allows her to

spend the rest of her afternoons playing tennis and participating in the new clubs she signed up for. “I think [II Formers] have enough time to try new activities without getting overwhelmed by work,” Bilanin elaborated.

Kahlon, on the other hand, takes six classes while participating both in sports and extracurricular activities. Each year, Lawrenceville students must play at least two terms of interscholastic sports to be granted a sports exemption. In order to obtain an exemption for squash, Kahlon is participating in House disc this Fall term. “This [routine] can be overwhelming because on days when I have House disc, I need to go from disc straight to squash, and that takes up a lot of time,” she noted. With House disc taking place three times a week, this can be especially challenging on days when she has a heavier workload. Nevertheless Kahlon finds the school schedule to be “rather helpful. I like the Monday schedule because it's shorter, so everything feels like it's going by more quickly,” she explained, although she does wish that the lunch period was not cut short by consultation. “The time we have for lunch is also short on lab days, and it's especially harder because [III Formers] have no free

periods,” Kahlon said.

D'Souza views the free period that IV Formers get as having made a “huge difference” in reducing her workload. However, while she has a free period that is always in the middle of the day, she believes that it is more helpful to have one towards the beginning or end of the day. This way, students can have more free time “in the morning before classes or before sports.” Additionally, D'Souza believes that III Formers should have free periods as well. “Since I was a new [III Former] last year, it was hard for me to adjust to the busy schedule without having a free period...I never really got a break,” she elaborated.

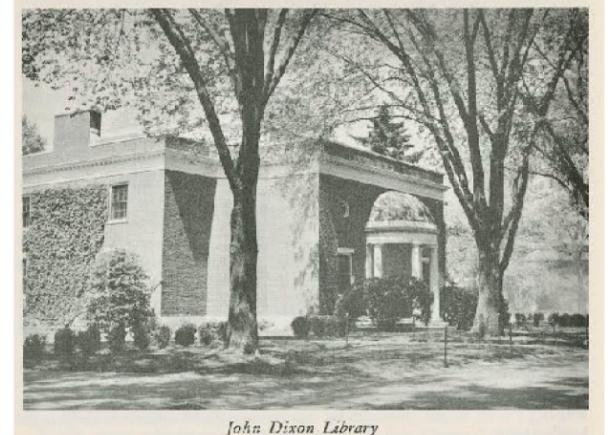
However, while D'Souza does not have to take six classes, she still has a heavier workload than her III Form year because of the increased difficulty of her courses. “Classes are definitely more time-consuming and demanding, with some being harder than others, but I do enjoy most of them,” she said. D'Souza finds that she often has to “wake up early to do homework” because she has extracurricular commitments in the afternoon and does not have enough time to complete all her assignments during study hall. As a dancer, library proctor, leader of the Catholic Students' Organization, and a

member of both the Girls Who Code club and Girls Who Code community service project, D'Souza has a busy extracurricular schedule to juggle in addition to her schoolwork. “It can be hard to manage, but I'm very passionate about all these activities, and I think Lawrenceville's extracurricular offerings have definitely allowed me to nurture that,” she said.

In addition to taking higher-level courses and taking on leadership positions within the School, V Formers also have the added responsibility of working on college applications. For Ava Noorchashm, Fall term of her V Form year has been the “most stressful” time because of the need to write college applications alongside increased course loads and a higher level of extracurricular commitment. “I co-run two clubs on campus and am a member of the Honor Council, and balancing these with my [classes] and college is definitely hard,” Noorchashm said.

An upside to being a V Former is having seniority in class choice and flexibility in course scheduling. If a V Former has a teacher from whom they want to request a college recommendation letter, the scheduling office will try to accommodate that change. “For year-long courses, [V

DAILY SCHEDULE			
WEEKDAYS			
Rising Bell	6:55	Dinner	6:15
Breakfast	7:15	Activities Hour	6:45-7:40
Chapel	8:00	Evening Study begins for Underformers	7:30**
Classes and Study	8:20-12:25	Lights Out—Lower School	9:30
Luncheon	12:30	Circle Houses	10:30
*Classes and Study Athletics	11:15-2:50		
*There are no afternoon classes on Wednesdays and Saturdays.			
**Saturdays excepted. Circle House boys engaged in activities check in at their Houses at 7:45. Starting through Friday.			
Note: During the winter and spring terms classes are shortened five minutes each.			
SUNDAYS			
Rising Bell	8:00	Evening Study begins for Underformers	7:30
Breakfast	8:30	Lights Out—Lower School	9:30
*Church	11:00	Circle Houses	10:30
Dinner	1:00		
Supper	6:00		
*Occasionally a Vesper Service at 4:00 p.m. will take the place of the regular morning Church Service.			



John Dixon Library

[ 20 ]

Student schedule from 1968-69 Courtesy of The Stephan Archives

Formers] will sometimes cut their class short so they only take it during their fall and winter in order to take something else,” Noorchashm explained. For example, she will be dropping her Honors Government courses, as this is what she hopes to pursue in college along with medicine. “I'm happy with the classes I'm

taking because I feel that they are helping me both diversify my interests and build a strong foundation for my goals in college,” she elaborated.

These four students provide insight into balancing the extracurricular and academic aspects of campus life, as well as how this balance evolves throughout one's Lawrenceville journey.

# Seeing Double: The Twins of Lawrenceville

**STEPHANIE SCHLOSS '26 AND  
ANGEL XIN '26**

Are twins naturally drawn to Lawrenceville? It may seem so, as there are more than 10 pairs on campus. Twins do a lot of sharing, bringing up some interesting questions: Do they have the same personality? Do they have twin-telepathy? Going to a boarding school where social networks expand easily, how does a twin deal with having mutual friends with his or her biological counterpart? Can people genuinely connect with another twin without having preconceived impressions from the other one they know? Is it true that all twins are the same? We sat down with three sets of twins to clear up some of these questions. Here's what we learned:

Frances Brooks '25 and Matthew Brooks '25 agree it is fantastic having a twin on campus. As they adjusted to life at Lawrenceville, having a built-in best friend made navigating boarding school more comfortable. They don't mention being a twin often, so many people are surprised to find out they are. Just being a twin has become their inside joke that adds spice to their daily life here. Since they no longer see each other all the time, their go to hangout spot is Wildflower, an excellent gluten-free Main Street option for the celiac duo. Both have quickly involved themselves in

campus life, with Frances pursuing squash and guitar and Matt performing in Impulse. When asked who the better twin was, they were surprisingly, in agreement: Frances wins.

Alex Noviello '23 and Andrew Noviello '23 have both grown as individuals and as a pair. From co-founding climate organizations to working together on research projects, they regard

their relationship as being like built in co-workers. They believe that their experience at Lawrenceville has changed their relationship with each other, for the better. They have grown to be more cooperative than competitive and attributed this development to

being members of separate Houses. The Noviellos, affectionately referred to as the 'Novis', are aware that those who aren't familiar with them have difficulties at telling them apart, and that this nickname is

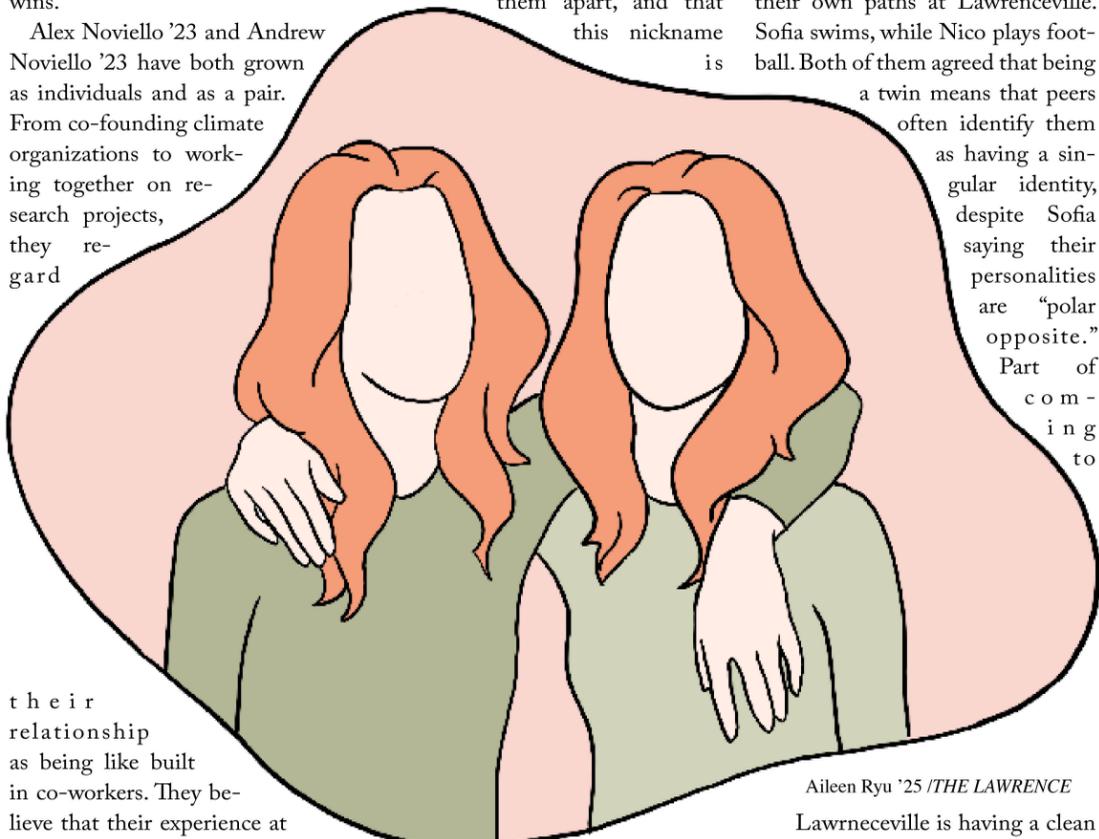
colors, while Andrew typically opts for warmer tones.

Nico Montecourt '26 and Sofia Montecourt '26, an international pair from Russia, are excited to pave their own paths at Lawrenceville. Sofia swims, while Nico plays football. Both of them agreed that being a twin means that peers

often identify them as having a singular identity, despite Sofia saying their personalities are “polar opposite.” Part of coming to

respective Houses, their twin identity acts as a quick conversation starter, which in turn evolves into conversations about themselves. The distance has given them the opportunity to find their own identity separate from each other. An interesting fact about this pair is that although they have spent their entire lives living in Russia, they were both born in the United States due to the fact that the U.S. makes it easier to register twins at birth.

Obviously—at least according to the pairs we interviewed—twins do not have the same personality, nor do they communicate telepathically. However, having a twin does give you someone to rely on. All three pairs of twins share different relationships; some are strengthened by their differences, while others are enhanced by their similarities. But their time at Lawrenceville is allowing all three pairs to grow. In the Brooks' case, they are continuing to maintain their close bond through regular visits to the Wildflower bakery; in the Noviellos' case, they have used their time at Lawrenceville to transform their relationship from competitive to collaborative; and in the Montecourts' case, they are using the distance that Lawrenceville provides to find their independent identities. In short, Lawrenceville is an ideal location for twins to thrive.



Aileen Ryu '25 / THE LAWRENCE

Lawrenceville is having a clean start; nobody knows your background and personality—which is much harder as a twin—but this new environment is bringing positivity to their relationship. In their

# Champions of the World! Woooooo! Girls Varsity Field Hockey Conquers the MCT

ELLA FESSLER '25  
SPORTS ASSOCIATE

On Thursday, October 20, Lawrenceville Girls' Varsity Field Hockey Team took home the Mercer County Tournament (MCT) trophy. Coached by Lisa Ewanchyna, Hollister Olson, and Holly Burks Becker P'06 '09 '12, these girls went from a rocky start of the season to now competing in the state championships. During their latest game, Anna Hoover '24 had two incredible goals: one during the second quarter, with an assist from Amelie Deng '24 with 5:35 seconds left, and the other during overtime with only two minutes remaining, taking home the win against Princeton Day School. When asked about how she felt about her two goals, Hoover said, "By overtime, everyone was dying, so I was just thinking about the team and did it for them."

Hayla Dora '24, a spectator, said that she was "On the edge of [her] seat the entire time...the majority of the game was neck and neck, so when [Hoover] scored the final goal, everyone

went insane." She mentioned, "It was great to show up for our girls, and winning made the day special."

more invested this year—last year we were coming off a season where we had barely any games, so we have become so

individual on the team and the coaches. Ewanchyna mentioned how after every game, the girls rewatch their plays and try to

Varsity Field Hockey team's strategy. Ewanchyna said, "When you play on a team, you have to know you're never perfect. We all know this, and looking at others' mistakes can help the entire team."

Additionally, Ewanchyna brought up the importance of games like the MCT. She emphasized how the hard matches make the girls dig deep and power through the complex teams. She speaks about the importance of "those moments when it's not just a blowout because they help us prepare for good games since you have to be gritty until the end. We love to win, but it is never an easy path." This mentality of the Girls' Varsity Field Hockey team is exceptional and has helped their success in the New Jersey Prep A League. This Lawrenceville sport has created a tight-knit group of athletes who make everlasting bonds until the end of high school and beyond. The team has come so far, but they still need the entire school community's support, so make sure to come to as many games as possible and as always, GO BIG RED!



Big Red Varsity Girls' Field Hockey poses for a post-win

Courtesy of Lilly Gessner '23

At the same time, another spectator, Grayson Salatto '25, credits Lawrenceville's winning to Hoover with a great assist from Deng.

Deng said, "We are just a lot

much closer, and I feel like it has impacted our game."

While the team has been having an incredible season, it would not be possible without the stellar work of each

make the team the best possible version of itself. Anyone who has played a varsity sport knows how important reviewing footage can be, it is thus a crucial aspect of the Girls'

## Athlete Profile: Rayce Welborne '24

AKHIL DATLA '24  
SPORTS ASSOCIATE

Lawrenceville is filled with hundreds of talented athletes, many of whom have the potential to compete at the collegiate level and beyond. But out of these hundreds, what makes a single person stand out? Their dedication? Their natural talent? Their commitment to excellence? Well, if you ever get the chance to see Rayce Welborne '24 on a soccer pitch, you will see him expressing all of these qualities. Fortunately, *The Lawrence* recently had the opportunity to understand, in greater depth, Welborne's perspective on his journey to becoming one of the best soccer players that Lawrenceville has

to offer.

Although he started playing soccer at a young age of three years old, it took until his fifth grade year for him and his family to realize his potential: "I really began solely dedicating myself to soccer around fifth grade," he said about the origins of his soccer career. "I quit all of my other sports to just pursue soccer. Even though all sports resonated with me, playing soccer just felt the most natural."

However, a high level of dedication was not the driving factor to his success. In fact, there were no single driving factors to his success, but rather a combination of many sacrifices. It should be considered, though, that he

was not the only one to make sacrifices.

Welborne's parents have aided and pushed him throughout this journey, and in doing so, have played a key role in his development. Out of the many core values that his parents instilled in him, Rayce recognizes a single quote, one that his father, Dean of Athletics Tripp Welborne P'21 '24, is supposedly always repeating as a summary of his playstyle; "hard work beats talent when talent doesn't work hard."

These events, though, were all leading to his Lawrenceville experience—the place where he was able to truly refine his game and become the more mature, seasoned player that he is now.

Welborne has played for Big Red Boys' Varsity Soccer since his II Form year, and has been a regular player in the starting eleven for the last two years. Currently, he is the team's top goal contributor—with nine goals and six assists on the season—and tomorrow's match against Hill should prove an excellent opportunity for him to add to this total.

If anything is clear about Welborne, it is that this is only the beginning of his soccer journey. He's clear about his intentions: "Moving forward, my final goal is, in fact, to play Division I college soccer." With interest from several schools across the nation, there's no doubt that he'll realize this mission.



Welborne on the field.

Courtesy of Prism Visuals

## The Drowsy Chaperone Picks

	Emily Hammond	Kwama Ankrah	Anoushka Sharma	Eric Frankel	Eddie Newsom	Sasha Mykhantso	Stephanie Xu
Favorite song from the show	love is always lovely	as we stumble along	brides lament	i remember love	monkey song	toledo slayprize	monkey monkey
Drowsy Chaperone in one word	wet	heartwarming	plumble	[unintelligible]	OHILOVEMUSICALS	gay	drowsy
Favorite show memory	when sam told everyone that he loved teal more than anything	being hit on the head by a prop flying in and stopping the whole rehearsal	breaking a bed with sameer	drinking fake brandy on stage with kwama	sam	when i couldn't find the second roller skate in the middle of the scene	bobbysbanana