



COMMENCEMENT SPECIAL

Excerpt From Baccalaureate Speech

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

It is every generation's responsibility to face and take responsibility for profoundly important questions such as these, and your turn is at hand.

Echoing my remarks to the Cum Laude inductees the other evening, you leave here with great talents and disciplined habits of mind that you have developed over time and that will serve you well. You all have various combinations of persuasive writing, effective public speaking, the ability to see elegant solutions to complex math problems, the knack for seeing nuance in a poem or interpreting patterns in scientific data.

But you also leave here challenged by our Mission Statement "to lead a life of integrity and high purpose;" in other words, to live a principled life, a just life, and one that focuses on something far loftier than your own self-interest. And we see this in you already.

If we have learned nothing in the past 15 months as a School, we have learned that we can respond to crisis, we can demonstrate resilience and innovation, and if we maintain our hope and optimism, and if we are willing to work at it, we can think big and get things done. After all, we responded to a global pandemic with masks, PCR tests, Zoom classes and hybrid teaching, and a huge dose of gritty determination, and we got it done.

We responded to an historic racial reckoning that occurred at the national level and right here on this campus. We have a great deal more work to do, but while we were handling a pandemic, we launched a comprehensive DEI strategic planning process that many of you were a part of. The plan will be released to the entire community later this month on Juneteenth, but the important thing is that we did not wait to unveil the document to launch many of the critically important initiatives that we knew from the start needed to happen and that are now incorporated into the plan. We moved ahead right away with administrative restructuring, faculty and staff workshops and student leadership training in implicit bias, a more complete strategy for recruitment and retention of faculty of color, and the just recently announced Hutchins Center for Race and Social Justice at Lawrenceville—we are doing a search for the new Executive Director as we speak. So as I say, we have learned this year just how much we can accomplish when we put our minds to it, and when we believe in the cause.

Wang '21 Delivers Valedictory Address

CHELSEA WANG '21

My middle school didn't hand out failing grades, but I got just about the lowest grade possible in seventh grade science. I wish I could blame it on the teacher or say that the concepts simply didn't click for me. However, the truth is that I was just an awful, awful student. If a lab entailed a dissection, I left the classroom and refused to return. Whenever an experiment involved any vaguely edible substance, I ate it. I actually spent most of class time staring at my teacher's sweat stains.

Understandably, Lawrenceville placed me on the waitlist when I applied in eighth grade. For a bit, my parents and family friends treated me with an uneasy delicateness, as if a careless word could shatter me in my sensitive state.

They really shouldn't have. I was totally fine. In fact, I was almost relieved that I didn't have to go to Lawrenceville, where I would be surrounded by geniuses who actually finished their experiments instead of eating them. Staying in Shanghai for all of high school seemed like the much better and much more manageable option.

In freshman year, I got it together. I was no longer failing science. In fact, I did quite well. At the last minute, I decided to apply to Lawrenceville again, somehow still yearning for the excitement of boarding life.

When I got in, I was excited, but also very, very nervous, as most of us here probably were. I was scared of living half the world away from my family. I was scared of making friends as a new [III Former]. But mostly, I was scared of being "a small fish in a big pond."

You've probably all heard that expression. In an educational context, it means being an unremarkable student among a high-achieving peer group. Straightforward enough.

But I want to get deeper into that ecological metaphor. Our School is a pond, and we are all fish. The metaphor implies that we must all be in competition with each other. In ecological terms, that means we struggle for the same limited resources and stand a lower chance of survival if we don't win that struggle. But is that really the case here? Are we all so identical that we vie for the exact same thing? And when that is true, how far behind do we really fall when we don't win?

Lawrenceville is an ecosystem where the answers to all of these questions are "not really." It's quite a biodiverse pond, where all the different species of fish occupy unique niches and play different ecological roles. When I arrived, I was struck by not only the extent but also the variety of my peers' talents. While Gabby [Medina'21] is writing a two-hour screenplay for a coming-of-age fantasy, Alper [Canberk'21] is running computer simulations of the natural selection of neural networks, whatever that means. I couldn't possibly compete with Shepard [Jiang '21] in the pool or with Evelyn



Valedictorian Chelsea Wang.

Courtesy of The Lawrenceville School

[Dugan '21] on the stage, but I don't have to. My role is to cheer them on from the bleachers and the audience while I occupy my own niche. And Lawrenceville is a big pond, with more algae and plankton than its fish could possibly consume. When people do share the same interests, they have access to an incredible range of resources to pursue them. If Lawrenceville is a pond, then we are all incredibly lucky fish that don't need to compete much for survival.

However, competition is not the only kind of ecological relationship, and we do ourselves a disservice in overlooking the others. I want to talk about mutualism: symbiotic relationships that benefit both organisms. Flowers feed bees with nectar, and bees spread their pollen. Sea anemones protect clownfish from predators, while clownfish attract prey for them. When I look back on my life at Lawrenceville, I don't remember seeing other people as competition to beat out or obstacles to overcome. What I remember is Arata spending his busy afternoons teaching me the bass lines of "Too Young to Die" and "Piano Man." I remember Zack [Finacchio '21] making huge study guides, sending them to our entire history class, and saving my grade. I remember Rachele [Cho '21] tirelessly putting my duvet back inside its cover every time I did my laundry and rescuing me from my own utter incompetence. I remember Lawrentians unfailingly reaching beyond the boundaries of their duties and taking each other by the hand, every chance they had.

But when I zoom out from the Lawrenceville pond, I find a different world, where human interaction seems to be premised on competition. The education system ranks children by quantitative measures of their academic achievements and teaches them to treat learning like a race. Workers

compete for employment, and businesses for profit. Our very way of life has become a competition for wealth, for power, and for status. In every case, there are winners and losers. Some own the equivalent of the GDP of Algeria. Others starve.

I would be idealistic to think that the "real world" is the collaborative ecosystem that Lawrenceville is. But I'm perfectly rational to believe that it can be, for the same reasons that Lawrenceville is.

With each scientific advancement, humans have continuously pushed the planet's carrying capacity. We've migrated, built, and farmed. We've developed anesthesia, antibiotics, and vaccines. Our food production has far outpaced our consumption and population expansion. Over and over, we've proven that when there isn't enough to go around, we make enough. We've shown that resource scarcity can be overcome. And if the world is an ecosystem in itself, and if scarcity is what necessitates competition, then we can overcome competition itself. Nobody needs to win or lose in the game of life if we have the capacity to provide a good life for everyone.

For all the competition in the world, I also find encouraging examples of mutualism, big and small. In the wake of the Atlanta shooting, the stunning support that I witnessed from non-Asian people, both within our community and beyond, reaffirmed to me humanity's extraordinary capacity for empathy. As they processed tragedy after tragedy, Black Americans inspired their fellow citizens to vocally strive for justice with their resilience and courage. Strangers take the time to give each other directions, even when they're in a hurry. On public transportation, people give their seats to pregnant and elderly strangers, not out of obligation but out of kindness. Even within Lawrenceville, I

find powerful examples of selfless service to the world. As the pandemic swept through the country, Danica [Bajaj '21] juggled the local community's needs alongside her own. With another Lawrenceville alumnus, she founded NJ/PA Helping Hands to help community members with grocery delivery, academic tutoring, and virtual companionship. Competitive constructs may guide our lives, but the human instinct always tends toward mutualism.

For proof of the selfless love that humans give to each other, I need to look no further than my very best friends: [V Formers] Mason [Du], whose hugs have been the cure to my every bout of sadness; Petra [Kovacs], whose dance parties reminded me to be a stupid teenager every now and then; and Christine [Cheng], who contains more love in her body than I knew humans were capable of. And then there's someone who hates the word "deserve," but who deserves to be standing here, giving this speech with me, or maybe instead of me. Kylan Tatum [21], you are the greatest gift that Lawrenceville has given me.

Maybe I was a little fish in a big pond, or maybe I was a big fish after all. Frankly, it doesn't matter. The simple truth is that I was a happy fish in a beautiful pond with more food than I could eat, among a School of compassionate, driven, and brilliant fish who give as much as they take, who have taught me lesson after lesson, who will now swim into the world and continue to love with all their might. Through House and Harkness, Lawrenceville has indeed challenged a diverse community of promising young people to lead lives of learning, integrity, and high purpose. And each of you have inspired the best in me, and no doubt the best in each other, to seek the best for all. Thank you. It's been an honor.

Finding Home and Happiness in a Pandemic

Christine Addo '23 recounts her discovery of what happiness is and how to achieve it at Lawrenceville.



Lawrenceville Made Me Listen (and I Loved It)

Student Body President, Soleil Saint Cyr '21, reflects on one of the greatest lessons that Lawrenceville has taught her: listening.



Big Red Boys Lacrosse: A Season to Remember

Andrew Boanoh '23 recaps Big Red Varsity Lacrosse's electric 2021 campaign.





THE LAWRENCE

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CORRECTIONS

Readers who notice errors should contact the Managing Editor at cli22@lawrenceville.org.

Photo of the Week: Cindy Shum '24



This Sunday, the class of 2021 will graduate, leaving Lawrenceville behind as each individual student moves into the next part of their life. Most have achieved their objective of attending a university. However, while opportunities for higher education are undoubtedly an important goal of attending Lawrenceville, cherishing our four years here—regardless of how they may translate to future success—still holds merits, since our high school experience is not simply a stepping stone for our future endeavors.

Oftentimes, we adopt the mentality that Lawrenceville life revolves around just trying to “get through” our time here, as if we are just trying to make it past that next deadline or benchmark. For example, the phrase, “I’m just trying to get through this next [test, class, or week]” often echoes through the halls of classrooms and Houses. When we say such things, we assert the view of our education as merely something to be completed to achieve the grand goal of being admitted to college rather than something to be experienced. Considering all of the time, money, and sacrifices that go into a Lawrenceville education, moving through high school with the sole purpose of gaining advantages in college admission is an ineffective use of resources.

Our tendency to complain further illustrates how we as students have a generally negative attitude towards life at Lawrenceville. Complaining about classes, finals, major assignments, or more classic incon-

veniences is probably the most common way people start conversations on campus. We do this because everyone can relate to that feeling of being stressed and unhappy. But while we know that our stress is universal, why don’t we feel the same about actually enjoying and valuing our experiences here? Although we undoubtedly all value certain parts of our time here, we don’t express our appreciation nearly as often as we complain.

Yes, Lawrenceville is challenging. Studying the derivatives of trigonometric functions while your essay on the Cold War is due an hour after that very same math test can be overwhelming. But that’s the experience we all signed up for when we applied to this school.

Lawrenceville academics, athletics, and extracurriculars are classified as “elite” because they’re difficult and thus meant to fuel growth, which cannot occur without discomfort. In essence, a Lawrenceville education is meant to challenge us, and experiencing challenges is a large part of attending Lawrenceville. Therefore, we shouldn’t simply “power through” these challenges because we’re trying to go to a higher-learning institution; instead, we need to shift our mindset to recognize that facing these challenges is not only a privilege, but also a rewarding experience.

For instance, some students seek to develop their Harkness skills purely because in-class participation makes up a large portion of their grades, and therefore has an influence on their college applica-

tions. Recently, several V Formers, reflecting on the effectiveness of various class activities, agreed that during the Spring Term of their V Form year, they felt that Harkness reflections were no longer purposeful—what was the point of trying to further improve their Harkness skills if they no longer received a grade for their efforts? This type of pessimistic thinking needs to be adjusted; while “Harkness” may be a boarding school-specific term, the skills learned through discussion are still important, even when we are no longer striving for a high participation grade. The skills that Harkness teaches—listening, forming logical arguments, taking constructive criticism, and understanding one topic from multiple perspectives—are valuable and do not exist solely within the Lawrenceville bubble. When we get to the “end goal”—for many, admission into a university—there is still value to being here, even if the effort we put into Lawrenceville classes does not directly translate into tangible future success.

Most students, at some point, are guilty of carrying the attitude that our purpose for attending is solely to graduate. The Lawrenceville experience is finite, a fact that has become all the more obvious after the Covid-19 pandemic’s impact on the past few terms. So, with members of the V Form going their separate ways, underformers are now preparing for their next year; hopefully we students make a more conscious effort to truly experience and value our time in the Lawrenceville community.

Exploration, Relationships, and Community: The Importance of Club Participation at Lawrenceville

LUKE PARK '24

At the start of my Fall Term, I, along with everyone else at the School, received an 11 page document with information on 100 or so clubs. Considering this, when I asked my friends what clubs they had chosen, I was surprised to hear that not many people had signed up for any. In fact, there seemed to be a strange hesitancy towards participation in clubs. Admittedly, I too neglected to sign up for certain clubs and leadership positions out of fear of being rejected due to my status as a II Former. What we failed to realize, though, is that extracurriculars complete the Lawrenceville experience. To all the rising III Formers, this is a message to learn from our mistakes and take advantage of Lawrenceville’s diverse clubs for the rest of your time at the School.

In all fairness, this past year has been difficult for everyone, which to some extent justifies our lack of club engagement thus far. Clubs have had to improvise and adapt to the onset of a virtual and hybrid school system, which caused a decrease in activity for many clubs. More importantly, the pandemic resulted in a virtual, rather than in-person, club night, which did not give students a proper exposure to club offerings. How-

ever, we have adapted. Faculty advisors and student leaders alike have worked incredibly hard to adapt creative solutions, such as the implementation of Discord and Talkshop for enhanced communication in the Programming Club and the usage of frequent virtual seminars in the Creative Writing Club. We must take responsibility and acknowledge that to a large extent, we have indeed had opportunities of which we did not take full advantage.

With that being said, it is crucial that we pay more attention to the benefits of extracurriculars; the first of which is their outstanding level of variety and the opportunity they give us to expand our horizons. Personally, although I had little prior knowledge about philosophy, I randomly signed up for the Philosophy Club at the beginning of the year. I was pleasantly surprised when I found myself having productive and thought-provoking discussions with my peers, and ultimately came to take away more from the experience than I would have if I

joined another club concerning a subject I was already interested in. For example, we had a discussion involving immortality, pondering what it would be like to achieve immortality and the consequenc-

to your interests, but also provide you with interesting new angles of approaching them. For instance, I’ve always been invested in writing, but had little to no experience writing comedically. When I joined Spilled Milk just for fun, I had a really enjoyable experience learning the ins and outs of satirical writing. As

I learned, signing up for a club just for the heck of it can lead you to something fascinating, so I think we should all put ourselves out there a bit more when possible, as cliché as that may sound.

Increasing investment into extracurricular activities also allows us to forge strong bonds within smaller communities. Extracurriculars can help you form communities with people in subjects you lack prior experience in and can even play a vital role in helping you

learn about, and develop a profound love for, a subject. Earlier this term, I accidentally signed



Susan Lee '23/THE LAWRENCE

es of doing so. Similarly, clubs not only give you the chance to learn about new topics that are similar

Remembering the “Forgotten Year”

Maturing into a Lawrentian

YEWON CHANG '23

As I watch rain droplets trickle down my window from the comfort of my second-floor dorm room in Stanley, memories of this tumultuous past year, from the pandemic to virtual Harknessing, wash over me. Only a few days remain before my III Form year—my very first year at Lawrenceville—comes to an end. I don't feel as frightened by the uncertainties of my upcoming IV Form year as many of my peers do; instead, I feel excited about what is yet to come. The endless changes and chaos I have faced this year have helped me grow into a more mature and self-aware Lawrentian, truly prepared for my final two years of school.

I peer down through the worn window panes and catch a glimpse of my House porch. In September, I first stepped onto those rickety steps with cardboard boxes slipping out of my arms and anxiety coursing through me. I felt increasingly isolated from the rest of this utterly alien community which I had barely gotten to know through online classes and an informal in-person orientation. However, as the two-week quarantine came to an end, so did my loneliness. Come October, I found myself swept up by a plethora of dance parties and ice cream feeds in 40-degree weather on that once-frightening porch. Despite the omnipresent barrier of social distancing and mask-wearing, the whirl of Stanley fun drew me closer and closer to my Housemates. Slowly, I

began to open up. I learned how to be both a better listener to friends more vulnerable and accepting of help than I was; and, in return, I found an ever-understanding, ever-present support system.

If I squint beyond the expanse of the Crescent, I can see the distant, blurred rooftops of the red-bricked academic buildings I always sprint to in the early mornings, trying not to spill my cup of coffee. Between the cracks of the rust-colored walls of Woods Memorial Hall, my class of 12 discussed the anagnorisis of Oedipus Rex, examining how to pause and consider the subtle yet definitive transformation from our past to current surroundings. Under the snowy-white clocktower of Pop, I metamorphosed from a girl terrified of embarrassing herself with her strange Spanish accent to one spontaneously performing two-minute monologues. Behind the glass panels of Noyes, I had once sat silently on a corner sofa, focusing more on how to craft a witty statement as my distant classmates masterfully pirouetted from the global silver trade to European revolutions. Now, I sit at the mahogany table and truly hear what others have to say—

—I listen, observe, and contribute as we fit puzzle pieces together to further our understanding of the topic. Throughout these months, my fellow III Formers and I have helped one another become simply more willing Lawrentians—more willing to be self-aware, more willing to venture out of our comfort zones, and more

silence and blank stares from my formerly lively classmates. Unable to handle the stress of taking classes from 11:00 PM to 3:00 AM and the isolation of my room, I let myself drift away from my friends and family, instead of suffocating on my own. Soon, I found myself questioning why I had ever chosen to come to Lawrenceville during a pandemic.

But now, the grass of the Stanley backyard, once littered with late autumn frost, shines with bright spring dew. I remember sprinting onto that backyard in March and finally finding the answer to my hopeless winter question. Knowing that my bitter, solitary lifestyle during the Winter Term was simply unsustainable, I decided that I would refuse to continue letting my quarantine stress fester on its own for this

Spring Term. Instead, I continuously reached out to my classmates, friends, and teachers for their advice and support. I learned how to spend time for myself—I allocated time for both Zoom meetings with my friends and for my strange coping strategies, ranging from knitting to making origami cranes. After seeing how I adapted better to my first quarantine in the spring, I realized that the previously infuriating back-

and-forth switch between online to in-person classes from time zone to time zone and country to country had actually benefited me more. This constant transitioning pushed me to understand how I could best adjust to the dynamic, everchanging Lawrenceville experience—how I could embrace and adapt to an endless cycle of developments and challenges as they come. In being pushed to my very limits, I developed a more balanced, flexible version of myself—one still not fully, but far better, prepared for the stressful changes and challenges that await me in my IV Form and V Form years.

To dismiss our III Form year as the “forgotten” year would dismiss all that we have both struggled through and learned. This tumultuous year has pushed us to look within and test our limits; it has pushed us to recognize our full potential amid a series of disasters. In the face of countless uncertainties—an ever-present, deadly pandemic, an approaching IV Form year, and an incomplete reopening plan for next year—we can take comfort in two absolute certainties: we are halfway done, and we have embarked on our journey to explore who we can become in our final two years at this school.

The drizzle intensifies into a downpour. Still, I can make out the distant outline of the Lawrenceville campus. And the giddiness subsides to quiet comfort, for the brick buildings will forever remain my constant: an unchanging, perfect backdrop for future personal growth.



Sara Chiang '23/THE LAWRENCE

willing to learn together.

If I lean back, I can just make out the beginning of the Stanley backyard, where I lugged my suitcases to depart for Seoul in late November. I am suddenly reminded of all the difficulties of my virtual winter. Whatever positive lessons of self-improvement I had learned in the fall had dissipated as I bitterly trudged through online classes filled with

Finding Home and Happiness During a Pandemic

AWO ADDO '23

I was giddy when the plane touched down. Shaking off the lingering sense of nausea, I dragged my carry-on bag out of the overhead compartment and fidgeted with the handle. Once I finally dragged my suitcases into my room, I had a sense of optimism so strong that nothing weaker than the force of major assignments week could have shaken it. I spent the weekend unpacking and attending House meetings. Then, it was right into quarantine classes. Those two weeks of virtual classes from a wooden chair and desk were drain-

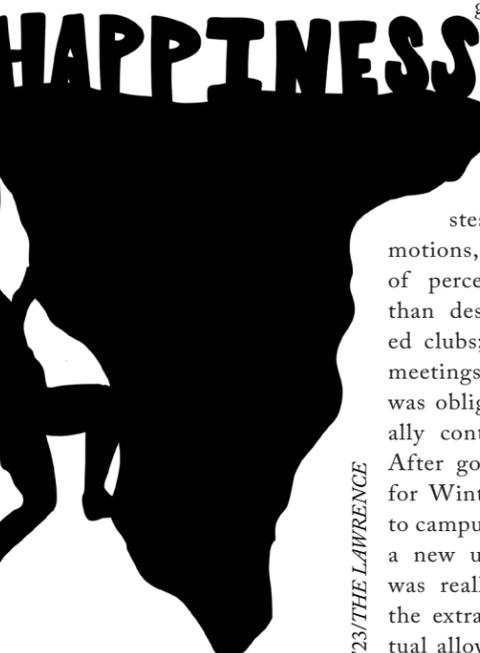
It's safe to say that while we were all struggling, most of my problems were of my own making.

ing; we had to deal with all of the disadvantages of learning through a screen while having none of the freedom of being at home. However, I frequently thought about the international students on the Remote Learning Option who were in completely different time zones, going to school in the dead of the

night. It's safe to say that while we were all struggling, most of my problems were of my own making. I believed that once I was back on campus, I would be content again. Of course, I knew Lawrenceville was far from perfect and even antagonizing at times, but I truly believed being on campus would bring me the motivation and drive that the spring quarantine had sucked out of me. This misplaced belief was the most egregious mistake I made this year, not pulling that all-nighter to write my religion final.

My biggest mistake was believing that the Lawrenceville campus would be some magical place capable of fixing me up without my having to lift a finger. I thought that being on campus would instill some sense of purpose in me and forcefully steer me on a path to success, both in my academic and personal life. Burdened by these unrealistic expectations, I was burnt out quickly. I lost motivation, and I stopped seeing the point of doing things. I couldn't find the purpose in attending club meetings or doing an extra

set of practice problems to study for a test. In retrospect, believing that Lawrenceville would make me happy was, ironically



Sara Chiang '23/THE LAWRENCE

enough, the roughest stage of my Lawrenceville career.

Returning to campus in the spring could have been the experience that I had hoped for if I had realized that no external force could make me permanently content. If I had started to put myself first and do things that made me happy as opposed

to waiting for *something* to make me happy, this fall would have been an amazing term, and I would have been actively involved and excited to do things:

getting a negative memo would pull me into a state of resignation for a day, but earning myself a positive one could make my week. Instead, I went through the motions, doing things because of perceived necessity rather than desire. I blindly attended clubs; I went to the Zoom meetings because I felt that I was obliged to, but I didn't really contribute to discussions. After going completely virtual for Winter Term, I came back to campus for Spring Term with a new understanding of what was really important: me. All the extra time from being virtual allowed me to think about what went wrong during my Fall Term and why my outlook on life at Lawrenceville was so backward. The echo of “take time for yourself” when there wasn't really much time to do so felt like a mockery during the Fall Term. I was tired and unmotivated during that time. Granted, I still feel that way sometimes, but now I know

to ask for an extension when I need one. I know that sometimes you can give up doing a night of Spanish homework to climb into bed an hour earlier. Now I know that at an institution like Lawrenceville, happiness and comfort aren't given to me. *I need to take the initiative,*

Now I know that at an institution like Lawrenceville, happiness and comfort aren't given to me. I need to take the initiative, I need to make time to take care of myself.

I need to make time to take care of myself.

III Form year is often known as the “filler year” of high school. Yet, for me, my III Form year has taught me how to navigate life here at Lawrenceville, no matter how unconventional and strange things may get. Out of all the classes I've taken and all the ones that I will take, none have taught me or ever will be able to teach me what I learned this year—put yourself first, and the rest will follow.

The Class of 2021 Reflects

Overcoming Obstacles and Conquering Insecurity

JUPITER HUANG '21
CO-OPINIONS EDITOR
OF THE 140TH BOARD

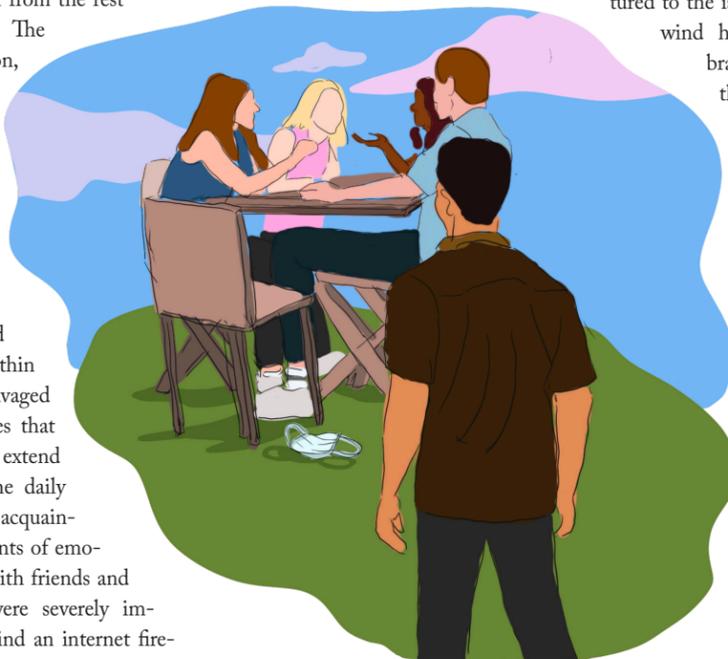
Dusk creeps slowly onto the Abbott patio, tinting the blades of grass with pale orange as a film of violet spreads across the sky. The ornamental twists of metal shudder as a measly six of diamonds gets slammed atop a round table. I absolutely suck at Palace. I lean on the cold, hard chair, pushing my back into the gaps between the rungs, and stare at the top of the tent, following the spread of its whiteness with my gaze. For a split second, I lean forward and lose my bearings entirely. I blink and wonder how I had gotten here to this most routine of dinners. I sit down with the same group of friends, chat, joke around, get destroyed in cards—rinse and repeat. But this snapshot in time, like so many others this Spring Term, felt so fundamentally distant from the new norm that Covid-19 imposed upon us.

Scouring the depths of my memory from before the pandemic ravaged large parts of the globe, I can barely recall the ins and outs of everyday Lawrenceville life. My IV Form year felt like a blur, a muddled haze of classes and assignments intermingled with random and sparse moments of clarity: working on a song in a friend's room, or learning from a V Former that using peanut butter to wok-fry Irwin noodles gave it the taste of a Northern Chinese dish. For the large part, every second felt rushed, as I focused perpetually on the next thing ahead, and rarely on what I was actu-

ally doing. The start of the pandemic in March only exacerbated the chaos: a mad dash to secure flights back home, and then, donning a raincoat, goggles, N95 mask, and gloves, braving the stifling flight home in a plane packed full of wary strangers. I quarantined not once, but twice, and found myself utterly cut off from the rest of Lawrenceville. The imposed isolation, not to mention an uncontrolled eruption of eczema that left me sleepless at night and in constant pain during the day, led to a miserable spring and summer. Within this new virus-ravaged world, the lifelines that we Lawrentians extend to each other (the daily interactions with acquaintances and moments of emotional closeness with friends and teachers alike) were severely impeded. Stuck behind an internet firewall, where conversations came in the form of texts that took a minute each to load, I had little to distract myself from the physical and mental ordeal that constituted my present, an emptiness filled with the minor exception of voice calls (to the few friends I must thank for their absolutely perplexing sleep schedules).

Fast forward to the fall of V Form year, and seeds of normalcy began to grow again. I had found a treatment

for my condition that worked, and despite the stringent guidelines designed to protect the student body, I, like so many others, found many moments of human connection that brought into our lives profound and genuine warmth. I can still vividly picture a cold, fall evening in the garden outside of



the Hilton Garden Inn when a few friends and I were guessing imitations of the mannerisms of classmates and teachers (rather poorly, I might add). Little did we know that, upon waving goodbye the following week, two of us would be stuck back in Asia for the spring. Indeed, the initial spring weather of near-constant rain reflected the somberness of the occasion: most

of us were back, though largely kept separate for contact tracing purposes. Thus, when different cohorts were finally allowed to interact, the experience felt undeniably cathartic. That early spring day, through one route or the other, the same group of friends seated around the Abbott table ventured to the island on the pond, the wind howling, whipping up branches, and rippling the water around us. Though we all had our hands in our coat pockets, instinctively stomping on the ground once in a while, the awkward circle we had formed at the edge of the water seemed to insulate us from the frigid air. That first instant of togetherness might have seemed mundane by the standards of pre-Covid life, but the palpable enormity of sharing that space, both physically and emotionally, could not have been more special.

At least initially, socializing during the time of Covid-19 often took genuine effort, and in many ways, still does. It takes planning and creativity to work around the limitations imposed upon us by the reality of living during a pandemic, but this, as I have realized, is not the exception to the rule. Even in a

normal year, it genuinely takes a lot of hard work just to grasp a few instances, here and there, that shine within the muddled mess of our memories; whether that's organizing a movie in GCAD, orchestrating a surprise party, or convincing people to put off their assignments to do something fun, it's not easy to find moments of genuine connection between people, and moreover, to recognize that they've happened. That's especially true given our highly goal-oriented rhythms of life: working for a particular grade, a spot on the team, or getting "that" position on a club. In the everyday chaos, it's easy to lose sight of why we are here: to learn, but more importantly, to live. If this pandemic has taught me anything, it's that the moments when I'm aware of the minutiae of Lawrenceville life, the beauty of the campus, and grander still, the beauty of the people who occupy it, are what will really stick with me as I walk out of the Lawrenceville gates. Only when we are devoid of something do we truly understand how much it means to us, and I am in some ways grateful that Covid-19, by robbing us of the intensity of love and connection that we used to take for granted, has illuminated just how much I depend on this campus to bring together the people I care about. The magic of Lawrenceville, for me, really stems from the gorgeous sparks of friendship it helps ignite. And I'd be more than happy to lose some more card games if it means that the precious flame shared by me and my friends keeps burning.

Confronting Real World Issues Step by Step

ERIC MORAIS '21
MANAGING EDITOR
OF THE 140TH BOARD

The past year has been a whirlwind in the news. Our student community has read about these current events, ranging from a once-in-a-century pandemic to one of the most extensive racial and social justice reckonings in recent memory. However, I have also followed news that has not directly impacted our Lawrenceville bubble, and was deeply influenced by the cultural genocide of Uighurs happening in Xinjiang, China.

When exposed to issues such as these, many people desperately want to show their support. However, they often attempt to create grand impacts without fully understanding how to do so, leading to failure and discouragement from trying something else. With

I believe there is immense value in knowing exactly who you are impacting with your act of service, and adjusting the what of the service accordingly.

the treatment of Uighurs, many expect to somehow impact the situation on a macroscale and sway the Chinese Communist Party into stopping the genocide. They quickly realize that is not realistic, and they give up trying to do something, claiming that they



aren't "qualified" enough. However, I believe that failure should not prevent us from contributing something to the cause, but rather motivate us to look for more achievable goals. If I decide to advocate for a cause I strongly believe in, the best approach is to center the scope

of my efforts onto an area where I can help make tangible change. While I know that there are some aspects of the problem that are simply out of my reach, I am still capable of helping make a tangible impact on smaller groups.

This summer, I will be working with a small group called the Uighur NextGen Project, consisting of local high schoolers and college students. The team leaders have formed a relationship with the leader of a gym in Turkey, a nation with a high Uighur population outside of

as speaking English. An added benefit is that students spend more time in the gym and less

If more people do their respective parts and focus on targeted service in their communities, we will eventually be able to attain more large-scale impacts.

time on the streets, where they are susceptible to targeted violence. However, the gym regularly faces substantial obstacles such as having very high

maintenance costs, in addition to having very complicated licensing processes. In response to these issues, the Uighur NextGen Project team aims to complete two major fundraising campaigns this summer. Everyone involved in the

Xinjiang. This gym is a valuable resource for the children within that community, as it serves as a site for them to learn boxing, among other sports, and to develop important skills such

project understands that we are only impacting a small community out of a larger population that is greatly in need. However, in the process of beginning my work with the team, I have reflected on what value our work holds. I believe there is immense value in knowing exactly who you are impacting with your act of service, and adjusting the *what* of the service accordingly. Rather than making our objective something vague like "raising awareness" by "speaking out," our work is very tangible. We can have a direct impact on the kids in the gym and, by extension, their families.

Based on my experiences, I believe that service should not be focused on virtue signaling and half-heartedly hoping to tackle large problems such as "putting an immediate end to the genocide of Uighurs"; rather, emphasis should be put on concrete changes that we can implement, no matter how small-scale they are. After all, if more people do their respective parts and focus on targeted service in their communities, we will eventually be able to attain more large-scale impacts.

Shaved Heads at St. Baldrick's

CALLUM SHARMA '23
& JASMINE ZHANG '23

This past Saturday, May 29, the student body gathered in the Lavino Field House to attend the culmination of the School's sixth annual fundraiser for the St. Baldrick's Foundation. Alongside dance performances, speakers, and "Minute to Win It" games with Student Council, this event featured IV Formers Kenny Baek, Brooks English, Quincy Leung, Tyler Mininno, Lucas Osborne, and Amelie Wickham, along with Praachi Chakraborty '23 and Aiden Mellon '23, all of whom had their hair cut and donated to Children with Hair Loss, an organization that makes wigs for kids. In addition, Director of College Counseling Jeffrey Durso-Finley P'13 '14 '19 '22 and Alyssa Roberts '24 had their hair cut on May 26 during school meeting.

The St. Baldrick's Foundation is an organization with the mission of fighting childhood cancer. Each year, Lawrenceville gathers as a community to raise money for the foundation. Normally, the student body would gather for an in-person St. Baldrick's school meeting, followed by a week of fundraising. This year, the event took place over the course of one week, which started with a school meeting kick-off, during which past participants shared why they chose to participate and their personal experiences with cancer. In addition, both Durso-Finley and Roberts had their hair cut and donated during school meeting. Throughout the rest of the week, students and faculty could donate online or through donation buckets that were set up outside the Abbott Dining Room and Irwin Dining Center. A few days after the initial kick-off, the Saturday night event concluded the fundraising. Last year, the School was able to surpass its goal of \$20,000, raising a total

sum of \$22,700. This year, the School raised \$14,445.

Durso-Finley, who had his head shaved by his son, Garrett Durso-Finley '22, decided to participate "to offer [his] support for an incredibly important cause." In doing so, he hopes raising awareness and "showing that we care as a school about trying to defeat something so devastating" will continue to contribute to the culture and spirit of the student body.

"Every time I look in the mirror it reminds me of the empathy and kindness that exists in the student body at Lawrenceville—I'll be back next year and every year," Durso-Finley said.

Mellon, who also participated in St. Baldrick's last year, "wanted to continue this charitable tradition. It's a good cause and an important community event." He raised a substantial \$777, a success for him and the charity. "St. Baldrick's is important to me as the people suffering from pediatric diseases are [the same] age as us; I feel [that through participation in this event] I can better understand their struggle and want to do something to help prevent or alleviate it."

English, who shaved his head, "wanted to encourage a strong sense of charity." Many students attended to watch their peers get their hair cut. "It was cool to see how many people showed up to help support the event," he said, "The atmosphere was lively as all of Lawrenceville showed their encouragement for the charity." English was glad he was able to raise money for this cause, saying, "The direct impact I had on these children [who are] struggling with cancer was very meaningful to me, as I have always firmly believed in this charity."

Overall, both students and faculty showed eagerness to participate. "Cancer touches everyone, so when you participate and contribute you can support everyone," Durso-Finley said.

2021-22 Student Council Representatives Selected

EMMA KIM '23
& CLAIRE JIANG '24

This past Saturday, IV Formers Manoc Joa-Griffith, Zoha Khan, Michael Sotirescu, Scarlett Tapiero, and Tesia Thomas were announced as the 2021-22 Student Council Athletics, Diversity, Sustainability, Arts, and Community Service Representatives, respectively. They will work alongside IV Formers Vice President of Honor and Discipline Sophie Guettel, Vice President of Academics Arthur Li, and Vice President of Social Life Delaney Musgrave, as well as School President Annie Katz.

Joa-Griffith will be a prefect in Raymond House during the upcoming school year. He has played on the Boys Varsity Soccer team and has run on the Boys Indoor and Outdoor Varsity Track team. As the new Athletics Representative, he hopes to "bring back the hype...and advertise games that are not usually seen." He wants to spotlight sports that don't get a lot of attention to encourage players and help people to learn more about the sport. "You [might] watch this sport [during your II Form] year, and you're like 'wow, this is really cool, let me try it out next year,'" Joa-Griffith said in reference to his plans. Athletics as a whole holds a special place in Joa-Griffith's heart. "They remind me of my dad," he said, "and are just a way for me to relax and de-stress."

Khan is currently a member of the School's Diversity Council (DivCo) and is the Editor-In-Chief of *In the Margins*, a publication that focuses on the intersection between discussion about identity and art. She hopes to "democratize and delegate diversity, equity, and inclusion (DEI) work," adding that DEI event planning "should be open to the entire student body for participation. Oftentimes, it's up to DivCo to organize every DEI event, [when] DivCo's main function [is] to be a resource for [the] administration." Lastly, Khan hopes to increase overall DEI participation in and out of the classroom, like "increasing [II Form] outreach in DEI



2021-2022 Student Council Representatives. Courtesy of The Lawrenceville School

work [by]...encouraging more conversations in [II Form] classrooms."

Sotirescu will be a prefect in Cleve House during the upcoming school year and is a current Co-Sports Editor for *The Lawrence*, president of the Food Committee, and leader of the Sustainability Council. His platform's goal is to make environmental stewardship more inclusive. He said, "There's a general notion around sustainability that if you don't have traditional involvement, then...You don't feel like it affects you or you need to do anything about sustainability." He hopes to involve students in being "good citizens of the earth" through initiatives that build awareness over a long time period.

Tapiero is the Social Representative of Kirby House, a member of the competitive Lawrenceville Dance Team, and a contributor to the campus publications *LMag* and *The Abstract*. Next year, she hopes to re-introduce on-campus arts events like the Spring Dance Concert. Tapiero also hopes to start low-stake arts classes for students who are too busy to take full-term courses. She said, "As someone who would love to take more arts classes, it's hard to find time to organize your schedule that way...I want to make more arts events where people who love to do arts can come together, like pottery classes in the Bowl." For Tapiero, her decision to apply for Arts

Representative was rooted in making "sure [she] was giving back to that community and actively represent[ing] the arts community and [its] needs."

Thomas was the Community Service Representative of Cromwell House and is a member of the Humanitarian Aid Society. As an II Former, she developed a rudimentary robotics curriculum in Tanzania and taught students using kits she had purchased through fundraising. These experiences taught her the importance of long term service in making a meaningful impact. In terms of implementing her goals at Lawrenceville, Thomas "aims to make service more meaningful in a number of ways." Concerning Lawrenceville Community Action Projects, Thomas hopes to have students learn more about the systemic issues in the communities that they are helping, adding an educational component to the program. "I want our students to learn who we're serving, why we're serving, and how we should effectively serve them," Thomas said.

Sotirescu looks forward to the new school year, but he recognizes that the pandemic will still have an impact on next year, saying, "We're still taking all of this with a grain of salt, as it's a dynamic situation. As a member of the Student Council, we're really conscious about Covid[-19] next year, but we're generally very optimistic."

Class of 2021 Matriculation

Congratulations to the members of the Class of 2021, who will attend the following institutions:

American University
Amherst College
Babson College
Bates College
Bentley University
Bocconi University
Bowdoin College
Brown University
Bucknell University
California Institute of Technology
Carleton College
Carnegie Mellon University
Case Western Reserve University
Chapman University
Claremont McKenna College
Colby College
Colgate University

Colorado College
Columbia University
Cornell University
Curry College
Dartmouth College
Davidson College
Dickinson College
Duke Kunshan University
Duke University
Elon University
Emerson College
Emory University
Franklin & Marshall College
George Washington University
Georgetown University
Georgia Institute of Technology
Gettysburg College
Hamilton College
Harvard University
Haverford College
High Point University
Howard University
Indiana University (Bloomington)

Johns Hopkins University
Lafayette College
Lehigh University
Marymount
Manhattan College
Massachusetts Institute of Technology
Morehouse College
New York University
Northeastern University
Northwestern University
Pennsylvania State University (Abington)
Pennsylvania State University (Main Campus)
Pepperdine University
Pomona College
Princeton University
Providence College
Purdue University
Saint Joseph's University
Santa Clara University
Skidmore College
Southern Methodist University
Spelman College

St. Olaf College
Stanford University
Stonehill College
Syracuse University
The College of Saint Scholastica
The University of Edinburgh
Trinity College
Tufts University
Tulane University
Union College
United States Naval Academy
University of Amsterdam
University of British Columbia
University of California (Berkeley)
University of Chicago
University of Colorado Boulder
University of Connecticut
University of Denver
University of Miami
University of Michigan
University of North

Carolina at Chapel Hill
University of Oxford
University of Pennsylvania
University of Pittsburgh (Main Campus)
University of Richmond
University of Southern California
University of St Andrews
University of Utah
University of Virginia (Main Campus)
University of Wisconsin (Madison)
Virginia Wesleyan University
Wake Forest University
Washington and Lee University
Washington University in St Louis
Wellesley College
Wesleyan University
Williams College
Worcester Polytechnic Institute

THE JAMESE. BLAKE PRIZE: For excellence in technical theatre. Presented to Benjamin Edward Polaski.

PERFORMING ARTS DEPARTMENT PRIZE: For excellence in leadership. Presented to Eleni Lefakis.

JEAN S. STEPHENS PERFORMING ARTS DEPARTMENT PRIZE: For excellence in creativity in the performing arts. Presented to Katherine Weishen Li.

THE PETER CANDLER PERIWIG AWARD: For significant contribution and extraordinary dedication to the dramatic arts at Lawrenceville. This award was established in 1904, and renamed in honor of the longtime director of dramatic arts at Lawrenceville. Presented to Zachary Matthew Finacchio.

THE MUSIC DEPARTMENT PRIZE: For excellence in leadership and for significant contribution and extraordinary dedication to this art form. Presented to Nolan Goldwin Lee.

THE MUSIC DEPARTMENT PRIZE: For general excellence in vocal performance. Presented to Anjali Kumar.

THE ADDISON H. GERY, JR. JAZZ PRIZE: Awarded to that member of the Fifth Form whose talent, energy, and performance skills have brought recognition to the medium of jazz in the school community. In addition to a cash prize, this award makes funds available for books and recordings of jazz in the library in the name of the recipient. Presented to William Roger Atkinson.

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

THE R. JACK GARVER VISUAL ARTS DEPARTMENT PRIZE: This award goes to a senior who has continually extended himself or herself. Presented to Brian Ruan Tan.

VISUAL ART DEPARTMENT PRIZE: Given to that Fifth Form student who has exhibited extraordinary skill and dedication as a filmmaker. Presented to Pashmina Ali Khan.

THE VISUAL ART DEPARTMENT FACULTY AWARD: Given to that student who has distinguished herself or himself in the arts through dedicated studio work and the pursuit of knowledge. Presented to Ankita Vaishnavi Suri.

THE ENGLISH DEPARTMENT PRIZE FOR GENERAL EXCELLENCE: Presented to Ria Bindra McDonald.

THE ENGLISH DEPARTMENT PRIZE FOR ACHIEVEMENT IN CREATIVE WRITING: Presented to Christine Cheng.

THE HENRY C. WOODS, JR. CRITICAL WRITING AWARD: This award is given for the best essay for an English elective this year. It is given in honor of the outstanding contributions of Henry C. Woods, Jr., Class of 1940, who has by his unparalleled benefactions and long, distinguished service to the School as teacher, department chair, coach and trustee, transformed Lawrenceville for the best. Presented to Kristen Quingyan Li.

THE OWEN C. SMITH POETRY PRIZE: Established in

1986 by a gift from Owen C. Smith, Class of 1959, for excellence in the study of poetry. Presented to Katelyn Ge.

THE RELIGIOUS LIFE PRIZE: The Religious Life Prize is given to that Fourth or Fifth Form student who best serves the School community through his/her energetic and imaginative commitment to religious life at Lawrenceville. The Religious Life Prize is given to that student who best demonstrates and exemplifies an active, open, and respectful engagement based on her/his religious understanding and practice. Presented to Ava Christina Boxley Conyer and Danica Kaur Bajaj.

THE RELIGION & PHILOSOPHY DEPARTMENT PRIZE: Awarded in exceptional circumstances to a student who demonstrates through academic work a special and significant contribution to religious studies. Presented to Scarlet Anneliese Sherr.

THE JAMES SIPPLE AWARD: Given in honor of Dr. James Sipple, accomplished scholar and past chair of the Religion & Philosophy Department, to the student who displays excellence in the area of religion with the writing of superior papers dealing with religious content. Presented to Caroline Ellen Foster.

THE JOHN W. GARTNER PRIZE: Awarded to that student who has shown the greatest devotion to the study of French for at least two years. In addition to the cash prize, books relating to the study of French will be given to the School library in the recipient's name. Presented to Jasmine Bright.

THE JOHN P. PHELPS, JR. PRIZE: For accomplishment in the study of Spanish. Presented to Kylan Ming Tatum.

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

THE CHINESE LANGUAGE PRIZE: For accomplishment in the study of Chinese. Presented to William Roger Atkinson.

INDEPENDENCE FOUNDATION PRIZE: Awarded for the best two or more years work in the study of history. Presented to Kylan Ming Tatum.

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

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

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

WALKER W. STEVENSON, JR. PRIZE: To honor a member of the class who has most distinguished himself or herself by the achievement of excellence in the study of

economics. Presented to Kristen Quingyan Li.

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

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

VIRTUS, SEMPER VIRIDIS AWARD: Awarded to a student who embodies the mission of The Lawrenceville School by leading a life of learning, integrity, and high purpose while inspiring the best in each and seeking the best for all.. Presented to Sunjay Riener and Caroline Foster.

ALDO LEOPOLDECOLOGY PRIZE: Presented in memory of conservationist Aldo Leopold, alumnus of the Class of 1905, for outstanding contributions to ecology and sustainability at Lawrenceville. Presented to Maia Josephine Hawkins-Litvin.

EXCELLENCE IN DANCE AWARD: Presented to Evelyn Patricia Dugan.

THE HENRY AND JANIE WOODS PRIZE FOR RESEARCH SCIENCE: Awarded to the outstanding student in research science in memory of Mr. and Mrs. Woods, staunch supporters of science education at Lawrenceville. Presented to Alper Canberk and Ellie Hwa-Young Shin.

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

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

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

EXCELLENCE IN INSTRUMENTAL PERFORMANCE: For general excellence in instrumental performance. Presented to Katelyn Ge.

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

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

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

THE RICHARD H. ROBIN-

SON PRIZE: Awarded annually to that student who has shown the most conscientious and persistent effort in the field of publications and who, by faithfulness and initiative, has contributed most toward gaining the highest possible standards in this line of activity. Presented to Isabelle Zehui Lee.

THE CLASS OF 1995 JOURNALISM AWARD: For achieving a level of journalistic quality achieved by The Lawrence of 1995. Presented to *The Lawrence* 140.

THE COLIN SULLIVAN AWARD: A special prize for remarkable effort and expertise in the service of *The Lawrence*. Presented to Eric Goulart Morais.

LAWRENCEVILLE COMMUNITY SERVICE AWARD: Presented annually to a Fifth Former who has demonstrated an outstanding commitment to community service and a deep concern for the needs of others and the quality of life in our communities. Presented to Lauren Ann McKinnon.

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

THE NICK GUSZBEST MALE ATHLETE AWARD: Given annually to that member of the senior class who exhibits in two or more sports the highest degree of leadership, sportsmanship, and skill. It is awarded in honor of Nicholas F. Gusz, director of Athletics at Lawrenceville from June 1966 to July 1984. Presented to Andrew Marcus Friedman.

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

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

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

THE ADAM and MACKELLAR VIOLICH AWARD: Given annually to two members of the Fifth Form who have demonstrated the qualities of an athlete and scholar on the playing field, as well as in the classroom, and who have earned a minimum of three letters in at least two different sports. Presented to William Conner Murray and Paige Gillen.

THE NEW JERSEY INDEPENDENT SCHOOLS ATHLETIC ASSOCIATION: The Nick Gusz Male Scholar Athlete

award and the Jan Baker Female Scholar Athlete are awarded annually to the top male and female scholar-athletes in New Jersey for their academic and athletic achievements. Lawrenceville's nominees were TJ Semptimphelter and Miranda Cai.

THE EDWARD SUTLIFF BRAINARD PRIZE: Given to a Fifth Form student whom the faculty holds in the highest esteem. Presented to Danica Kaur Bajaj.

THE KATHLEEN WALLACE AWARD: Awarded to the best one-year Fifth Form student. Presented to Charles McCague Hoban.

THE DIRECTOR'S AWARD: Awarded to a member of the senior class, who in the opinion of the Director of the Fifth Form and Fifth Form Housemasters, has contributed significantly to the style and tone of the Form through his/her energy and spirit. Presented to Soleil Celine Saint-Cyr.

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

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

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

THE ANDREW T. GOOD-YEAR CLASS OF 1983 AWARD: A special merit award to a student who has demonstrated unusual courage in overcoming adversity. Presented to Miles Maximillian Sylvester.

THE MAX MAXWELL AWARD: This award was established by the African American-Latino Alliance in honor of Mr. Max Maxwell, former Master of English, for his dedication in helping students inside and outside the classroom. It is given annually to a senior who has demonstrated a dedication to diversity in his or her career at Lawrenceville. Presented to Ijeamaka Achebe.

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

SCHOLARS PRIZE: Awarded to the outstanding scholar of the Fifth Form. Presented to Alper Canberk.

THE AURELIAN HONOR SOCIETY AWARD: Given to that member of the class who is outstanding in sterling character, high scholarship, and forceful leadership – qualities upon which the Aurelian Honor Society was founded at Yale University in 1910. Presented to John Frederick Weaver III.

A Former Harkness Warrior's Journey Towards Listening

SOLEIL SAINT-CYR '21

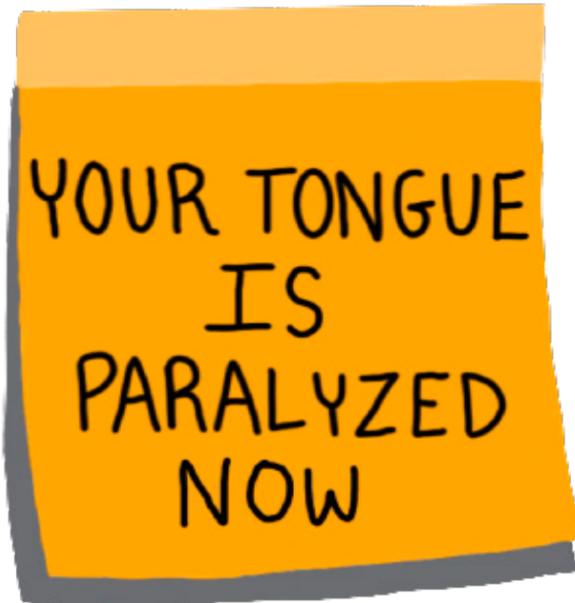
As much as I tried to shirk off the title, if you shared a class with me during my II Form year, you knew me as a "Harkness warrior." My brain works such that questions and comments provoke an instinctive, highly reactionary response, forcing words out of my mouth and into the classroom space until my voice is the only one to be heard. I would deepen my pitch, raise my volume, or repeat what I intended to say over and over until I was heard, until I got some external signal that what I had to say registered with people. My modus operandi became a worsened problem with the hand-raising-less culture of Harkness teaching and learning. The shooting up of my hand, biting of my tongue, and teacher's discretion, which was required in middle school, no longer barred my desire to speak—the limits on contribution at the Harkness table were endless.

Interspersed throughout my first round or two of interims and term comments were urges to "ask more questions" to the group and to "monitor my participation" in spite of my eagerness to contribute. So, I tried. Really hard. In one Cultural Studies class, History Teacher Dana Kooistra H'14 '20 P'20 gave us all poker chips, and each time we wanted to speak during our class discussion we had to turn in a chip. One other student and I were given

the fewest (two, to be exact), while the other students had totals of five or six. I squirmed in my rolling seat, trying to suppress my natural reactions, but it only took me 15 minutes before I looked down and had no more chips left on my desk. Another time, during a critique in Art Fellow Stuart Robertson's '11 Foundations of Art class, he discretely slipped me an orange Post-It note that simply said, "Your tongue is paralyzed now."

For the rest of my II Form year, I tried out many other strategies. I tried negative reinforcement by playing with a rubber band I kept on my wrist, and I tried deep breathing when I felt as though I was compelled to speak. There was even a period of months during which I jotted down every interrupting thought during class discussions, hoping that writing would satiate my nagging urges to speak.

I continued trying to find ways to suppress my voice up until my IV Form year, when, during a small group discussion of our all-school



ANUSHKA CHINTAMANENI '23/ THE LAWRENCE

reading, the group was asked, "When was the last time when you felt truly heard?" When the person next to me described his experience having a serious conversation with his mother and feeling as though she truly took what he had to say at face value, I was overcome by the desire to make someone else feel the same validation and relief as he did after that tough conversation.

I do not mean to say that I had never listened to others before I

came to Lawrenceville, but rather that I had an inability to absorb without contributing. I didn't know that sometimes, the best thing to do when someone shares a piece of themselves is to say "wow," or maybe nothing at all. For others, listening can empower another person, it can relieve them of a burden or allow them to feel as though they've truly communicated and transferred their thoughts and feelings. For me, the aspiring listener, my motivation to hear others and the world around me for what it is has opened doors to friendships and other relationships alike, as I can now express my care for others through heightened attention.

When we think of Harkness, we often picture open discussion and debate, the constant sharing of ideas and perspectives. However, what comes hand-in-hand with this sharing of thoughts is the act of listening to them. While trying

to learn plays on the lacrosse field; soliciting student voices as School President; receiving many a loving, but silencing, look or comment from a teacher; and building relationships in which my friends share intimate details of their lives with me, I've trained myself to listen throughout my four years here. Lawrenceville has made me, for all

"Lawrenceville has made me, for all the talking I have done and will surely continue to do, a better listener."

the talking I have done and will surely continue to do, a better listener. After four years of trying to listen, it's sometimes hard to feel like I've made any sort of tangible progress. But it's the times when I find myself sitting in silent contemplation, immersed in the words coming out of another's mouth, and the times where I walk to the Irwin Dining Center for breakfast and I make a conscious choice to listen to the birds singing, when I remember how far I've come.

The Best and Worst of the Best For All Agreement

QUINN THIERFELDER '22

I pride myself on the fact that I am a moral, well-intentioned, and law-abiding citizen; I do not jaywalk, I rarely exceed the speed limit, and I never litter. I am no scofflaw and thus, I was shocked when I

"I am no scofflaw, and thus, I was shocked when I received not one, but two BFA strikes within the short span of this past April."

received not one, but two BFA strikes within the short span of this April. Although the Best for All Agreement is, presumably, effective in ensuring the health of the School and our wider community, the agreement is stifling and, at times, very difficult to follow. Between the demands of classes, clubs, and sports, there were a few days this term on which I didn't even have time to grab lunch, let alone jog across campus to drop off a bottle of my saliva. Thus, I faced the negative consequences of violating the Best for All Agreement, and my good name and character were sullied with strikes. Al-

though the rigidity of the Best For All Agreement frustrates me, I have discovered a few silver linings within the agreement. So, here they are: Presenting The Best and Worst of BFA.

Let's get the bad stuff out of the way first. In addition to introducing many new inconveniences into our busy lives, the worst of the Best For All Agreement lies in the fact that it propagates lying across the student body, and thus it is slowly but surely corrupting the entire Lawrenceville community. Every morning, every member of the Lawrenceville community is required to log into the Duty App to fill out a "Covid-Safe Pass" that monitors their symptoms. This practice has much use, as it reduces the likelihood that someone infected with Covid-19 might expose other members of the School community to the virus. I am grateful that the School took the time to implement such a practice that keeps us safe; however, every morning, I feel a pang of anger and shame when I must assess one symptom in particular: fatigue. Since

the very first minute that I entered Lawrenceville's gates, I have been fatigued. Lawrenceville is, by nature, an extremely demanding and exhausting place. Over the course of my three years at this school, I have grown to appreciate the sounds of casual walking-down-the-hallway banter: "I am

ing new or worsening symptoms of fatigue. Nonetheless, in order to attend class in person, we must state not only that we are nowhere near collapsing from exhaustion but that we, in fact, are not experiencing any fatigue whatsoever. Therefore, every time you pass a fellow student, you

are, in reality, looking at the face of a liar. However, it is not the student's fault; the system made us this way! In order to attend our classes in person and escape solitary confinement in our bedrooms, we must surrender our morals, slap some concealer over our under-eye bags, and lie. Therefore, by forcing students to deny their exhaustion in order to attend classes, the Covid-Safe Passes (and, by extension, the Best for All Agreement) is raising a generation of pseudologues.

However, there is some good that lies in the Best For All Agreement. During my first two years at Lawrenceville, I often experienced FOMO, or the fear of missing out. Every afternoon and evening, I had to choose between secluding myself

to do work or socializing on campus. When I prioritized homework over spending time with my friends, I was sadly subjected to FOMO. However, thanks to the Best For All Agreement, I no longer experience this feeling! I no longer worry about missing fun all-school dances or the gossip that will be spilled in Kirby House room 201, for socially distant all-school-dances are not fun, and my friends and I are not allowed to gather in dorm rooms! When you know that no one is having fun, you never feel like you are missing out.

Even better, the Best For All Agreement has done wonders for my body. Thanks to the no-eating-in-academic-buildings policy and my frequent sprinting across campus to drop off my Covid-19 test before the testing tent closes, I have never looked better!

Finally, the BFA agreement makes me feel a little less alone. In an unpredictable world, it is nice to be able to rely on receiving an 8:00 AM "Good Morning" text from the Duty App reminding me to fill out my symptom tracker. Even if the Covid-Safe Pass is corrupting me, it is nice to know that it cares how I am doing.

Although I am excited to bid adieu to the Best for All Agreement, I am grateful for its existence, as it allowed our community to reunite in person for the Fall and Spring Terms. I am optimistic about a BFA-less future; however, until then, I have my fingers crossed that I will not receive a third strike and become placed on censure during this home stretch to the end of the year.



RANIA SHAH '23/ THE LAWRENCE

so exhausted; I stayed up all night finishing my essay," followed by the inevitable, "You think you're tired?! I haven't slept in a week!" Exhaustion at Lawrenceville is unavoidable, and I think it's fair to say that every student is, at all times, experienc-

Faculty Tributes

Celebrating & Honoring Lawrenceville's Departing Faculty

In The Lawrence's Commencement Issue, the Features section pays tribute to faculty and staff, providing students the opportunity to celebrate members of the community who will be leaving at the end of the academic year.



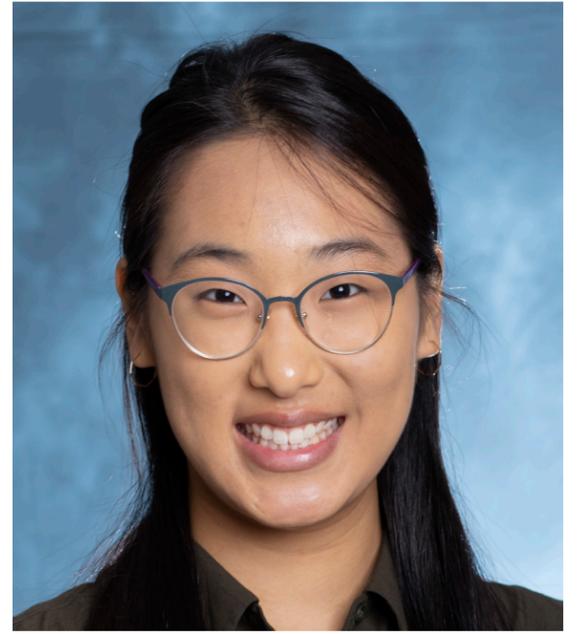
Katie Chaput.

Courtesy of The Lawrenceville School



Elizabeth McCall P'04.

Courtesy of The Lawrenceville School



Anna Kim.

Courtesy of The Lawrenceville School

Katie Chaput

English Teacher and Girls Varsity Cross Country Coach

ALLISON HAWORTH '22 & KATE MCCANN '22

The sticky, humid air hung in the sky on that hot August day as we, a few members of the Freshman Five, trudged towards our meeting spot in front of the Lavino Field House. When we turned the corner around Boys Lower, the football team, the geese, and the small huddle of girls came into view. As we approached the huddle, I scanned for a lady I'd never met before, Mrs. Chaput. She smiled a smile that said more than a thousand words could have, and with that, I knew she would become one of my people: someone I knew I could go to for anything, big or small, and someone who would always have my back.

I'll always remember the little things: the long runs on the canal, hill repeats in the rain, setting up camp at good ol' Holmdel in anticipation of the struggle up the Bowl; getting stuck in traffic, singing in the van, and begging for help with grammar as we ran through Rosedale Park; swinging by consult for a quick laugh, way-too-quickly paced pre-meet runs, and turning the last corner of the race, finish line in sight, knowing that she would be there cheering us on. Not only would she be at the finish line, but she would also be at the mile mark, the two mile mark, AND the finish line to jot down our times, screaming words of encouragement. It might not seem that Mrs. Chaput's voice against the crowd could possibly mean that much, but hearing it coming from her and knowing that she 100 percent believed in us, knew what we were capable of, and would always have our backs made all the difference.

It's rare to have a coach who runs alongside you, day in and day out, taking every step with you as you push yourself and grow stronger. But for Mrs. Chaput, it was hardly ever a question of if she was running with us, but instead a question of whom she would be running with. She brought positive energy so contagious that you couldn't help but smile and forget the bad grade you'd gotten on your essay the period before or the looming history project due the next day. When I think of cross country, I immediately think of Mrs. Chaput's kindness and love for running. And beyond her presence as an involved coach who loved to run with us, Mrs. Chaput is one of the most supportive people I've ever met. She saw potential inside every one of us and was determined to help us work hard to unlock it. Running is hard both physically and mentally; not only did Mrs. Chaput help me to become the best runner I could be through workouts and race day prep, but she also helped me become mentally stronger and reinforced the value of believing in myself. So far at Lawrenceville, Mrs. Chaput's been with me every step of the way. As she and Dr. Chaput head on a new journey, I'm going to miss those encouraging steps by my side. Yet, because of Mrs. Chaput, I know that I'm prepared and capable.

Elizabeth McCall P'04

Assistant Director of Library Services

TIFFANY YEUNG '22

During my III Form year at Lawrenceville, I struggled a lot, to say the least. Everything about III Form year was new to me: the House, my classes, my teachers, and my advisor, Mrs. McCall. However, I would soon find that Mrs. McCall was my most trustworthy and valuable resource—someone whom I could always turn to. It also just so happened that the Bunn Library was the one place I spent most of my time in, studying and spending time with my friends, so I quickly became familiar with her presence.

Some of my favorite memories from last year were our weekly advisory group lunches on Mondays. Not only did the food from Irwin Dining Center taste extra delicious on Mondays, but I was able to spend time with my advisory group and Mrs. McCall, which was always entertaining. We often shared our roses, buds, and thorns of the week and talked about our classes that day. I began to notice that Mrs. McCall always cared about what her advisees were up to. Whether I played a tennis match a few days before or turned in a big history essay on that past Saturday, Mrs. McCall always remembered and asked me how it went. She created a welcoming space for me to share my thoughts, and I am very grateful for that.

Once the pandemic hit, Mrs. McCall took even more initiatives to check in on her advisees. I faced obstacles more challenging than I ever had to overcome during the hybrid Fall and Winter Terms, and Mrs. McCall consistently responded promptly to my texts and emails to help ease my stresses. Our advisory meetings also became the highlight of my week—she always knew how to fill up the inevitable awkward silences during virtual advisory meetings.

In addition to being a caring, thoughtful advisor, I have gotten to know Mrs. McCall as the MVP of the Library. She helps countless students find sources for their papers and books to read for fun in Bunn, in addition to helping her advisees with whatever they need. I remember once needing to use the Library's resources in more depth for a history paper but having virtually no idea how to surf its online catalogues. In classic Tiffany fashion, I waited until the last few days before the due date to finish my paper. Knowing how stressed I was, Mrs. McCall took the time to meet with me on a Sunday afternoon for a few hours to help me navigate the library's online resources. Her willingness to work with me and genuine care for my well-being truly stood out to me, and this is just one of the many examples of how she has provided support to students throughout her time at this school.

Mrs. McCall, thank you for everything that you do for the Lawrenceville community and in the Library. You have been the most fantastic advisor I could ask for, and I could not have survived these past two years without you. Congratulations on your retirement! I will miss you so much.

Anna Kim

English Teaching Fellow

CAMPBELL FITZHUGH '22

I was lucky enough to join McClellan House at the same time that Anna Kim, or AK, became a duty affiliate and an English fellow. At first, she was rather scary. I was a little intimidated, to be honest, by how intelligent and driven she was, but that changed as I got to know her. She has such a kind soul and cares so much about her students and the girls in the House. I remember walking into the tea room one Friday night when she was on duty and immediately engaging in a long discussion ranging from political issues to the different types of literature we had read. She was so easy to talk to, and our Friday night chats became a weekly tradition no matter how much homework I knew I would have to inevitably wake up early to do. She had so many interesting things to share and taught me so many different things, from academics to the different perspectives that there can be on one issue. She has impacted me so much by inspiring my drive to become more educated on various topics in the world. She is not afraid to ask questions or challenge things on campus, which I admire greatly.

I was even luckier when she became my English teacher for our poetry unit in the Fall Term. AK was the one who pushed me to send in one of my poems to a publication on campus and inspired me to start writing more for myself rather than just for my classes. AK's unconventional-ity is something I also admire about her. When we first started getting to know her in the House, I remember calling her "Ma'am," a habit that I developed growing up in North Carolina. Her response was, "Call me 'Captain,'" as her English students do, and Captain Kim became her title, much to the amusement of everyone in the House.

Captain Kim is a living legend, and her legacy left on the Pan-Asian Alliance, the sustainability work on campus, the English department, McClellan House, and the Lawrenceville administration will not be forgotten. Captain, you have touched the hearts of all your students and Lawrenceville as a whole.

Thank you so much for being an inspiration to everyone on campus and pushing us to do our best in and outside the classroom. Thank you for challenging us to learn more and pursue our interests with more vigor than before. Thank you for the thumb wars, which I won, by the way, and thank you for the Friday night chats. Lawrenceville will not be the same without you but know that you are leaving the School better than you found it. I wish you could stay—we all do—but even with your absence, you will continue to inspire us every day, and we are confident that you will do great things in this next chapter of your life. Thank you for all that you have contributed to this community. Weigh anchor and good luck!

Faculty Tributes



Erik Chaput H'20.

Courtesy of The Lawrenceville School

Erik Chaput H'20

History Teacher & Griswold Assistant Head of House

CONNOR KILGALLON '22

"Root beer!" Who knew one man could love root beer so much? Not I. When I first arrived at Griswold House, I was introduced to a variety of new faces, a prospect that for many, me included, can often feel daunting. In the early days of moving into the House, however, one person stood out for his casual wit that always managed to relieve the tension in even the most stressful of times. I had arrived less than half an hour prior when I went to the common room to grab a glass of water. Both Dr. Chaput and Mr. Cuniff had introduced themselves when I first came in, but I hadn't really interacted with them thus far. Nonetheless, as I walked down the hallway, passing by this still unfamiliar adult, I was startled when he suddenly shouted, "DOME!"

I looked around, and there was no one else he could be talking to. I stood there thinking, Why did this guy just yell that? Is this a common occurrence? And who in the world is Dome? Unsurprisingly, I still haven't found the answer to that first question, even after my two years here. However, the second answer is yes, he yells often, and the third answer warrants a whole essay of its own. All jokes aside, Dr. Chaput might be the hardest working person I have ever met. Between several history classes, indoor and outdoor track, his being the Assistant Head of Griswold, and his three energetic young boys, I simply cannot fathom how he finds time to sleep. He has accomplished so much and affected so many people across many unique disciplines. There were times when I would come down to check in and see Dr. Cha-

put sitting in the tea room, toiling away at a track roster or some history-related work, only for me to come back down, two hours later, to find him in the same position, focus unbroken. If there were ever a physical example to prove the validity of "hard work pays off," it would be Dr. Chaput. His dedication is contagious and has rubbed off on me and others. If I grow up and have half as much passion for what I do as he obviously does, I would count myself lucky. I think I speak for everyone who has worked with him in any capacity when I say thank you. Thank you for being an indispensable Head of House, a reliable advisor, and someone who never fails to brighten everyone's day. You will be missed greatly next year, although I am sure you will continue to impact those around you in many great ways. Make sure to visit—Ben and I will keep a root beer in the fridge for when you do.

Sara Tucker

Director of Financial Aid & Associate Dean of Admission

CLAIRE JIANG '24

I remember being very uncertain and a little bit nervous when I applied to Lawrenceville. However, I found that the admissions team made the process much easier for my family and me. It's amazing to think about how hard each person on the admissions staff works to welcome new students and foster a warm and welcoming Lawrenceville community for all. The great work would not have been possible without Ms. Tucker, Lawrenceville's Director of Financial Aid. Ms. Tucker's contributions to the School are evident everywhere I go. She has worked at Lawrenceville now for over 20 years and has an extensive background in admissions work, having been the Dean of Admission and Financial Aid at the Latin School in Chicago,

as well as serving in the same roles at the Cranbrook Schools in Michigan. Ms. Tucker is also a day advisor and duty affiliate in the Reynolds House. Mr. Richardson, the current Dean of Admissions, has worked very closely with Ms. Tucker over the past years. Richardson has known Tucker since 2012, and explained, "Within the independent school world, you will not find someone more committed to the financial aid profession than Sara Tucker." Richardson emphasized that her role requires an extensive amount of skill, including "careful planning, close attention to detail, and a keen ability to analyze each family's unique financial situation." In addition to possessing these skills, Mr. Richardson expressed that Ms. Tucker is "honest and empathetic. She

understands both numbers and people. This combination of hard and soft skills is not easy to find, especially in the admission and financial aid profession." He added that Ms. Tucker deserves much praise for her work at Lawrenceville, saying, "Simply put, she is one of the best in the business." From knitting clothing for her colleagues' children to ensure that all students receive the chance to get a quality education, Ms. Tucker has done so much to better the lives of others. As Mr. Richardson said, "So many people are consumed with their own lives, but Sara is so often thinking about others." Ms. Tucker, thank you for the extensive contributions you have made to Lawrenceville. Mr. Richardson put it best: "Sara has left an indelible mark on so many Lawrenceville students and families and will be greatly missed as she begins her retirement."



Sara Tucker.

Courtesy of The Lawrenceville School



Cara Hyson P'14 '16.

Courtesy of The Lawrenceville School

Cara Hyson P'14 '16

History Teacher & Director of Student Clubs

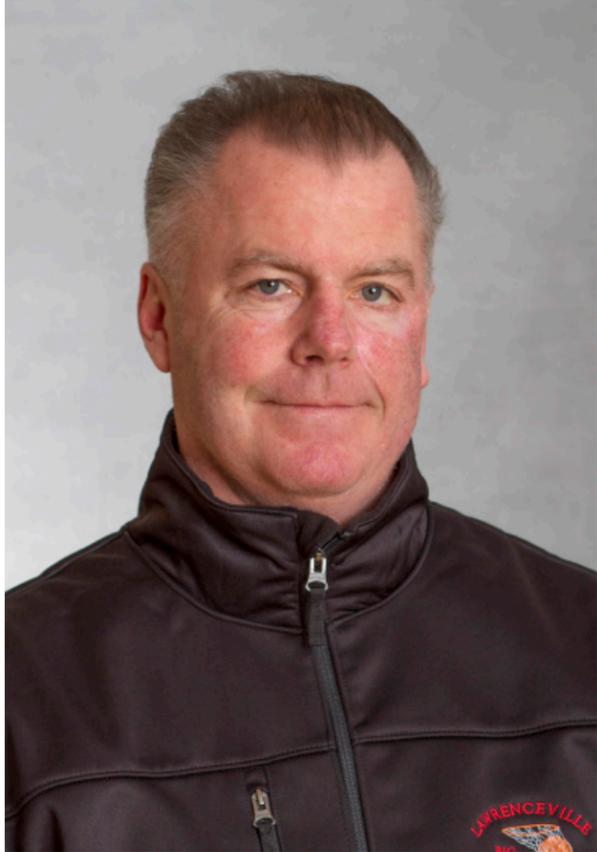
FRANKIE WEIL '21

Any student of Mrs. Cara Hyson will attest to the liveliness of her classroom on any given day. I can still recall a winter afternoon during my III Form year, during which my Forces that Shaped the Modern World class wanted to surprise one of our classmates on his birthday. We decided that it would be a grand idea to hide under the Harkness table and jump out to sing "Happy Birthday" once he walked through the door. To our amusement, five minutes had soon gone by, but our classmate had yet to arrive. Mrs. Hyson, committed to teaching coursework as much as she was to the surprise, thus began the lesson while the whole class was still underneath the table! Eventually, the birthday boy arrived, and we all had a good laugh and agreed that we would never forget that class.

For me, the memory of that day epitomizes Mrs. Hyson's fun-loving spirit in creating a learning environment that goes beyond the boundaries of the expected Lawrenceville classroom. Colorfully adorned with maps on each wall, Mrs. Hyson's classroom—virtual or not—is a portal into history where she brings to life ancient history and current events alike. Whether in Forces that Shaped the Modern World, Middle East: Myth and History, Russia, Capstone, or Model Arab League, I have always been struck by how Mrs. Hyson magically engages and immerses a class in course material through all sorts of different mediums. One regular day in Middle East: Myth and History, for example, could consist of an op-ed from that morning's *New York Times*, a clip or two from a CNN or *Al Jazeera* interview, a primary source analysis of an ancient text, and a discussion

on the Sykes-Picot treaty followed by raw footage of tensions rising in the West Bank. Her genuine passion for what she teaches so evidently shines through from class to class and does not go unnoticed by her students. Mrs. Hyson has been incredibly involved with life on campus, taking on the roles of Director of Student Clubs, advisor to various clubs, and Commissioner of Boys House Basketball during the Winter Term. As one of Mrs. Hyson's advisees in the Reynolds House, I have been so lucky to have her guidance and support, whether it be through offering academic advice, being a voice of reason and calm throughout the college process, or just chatting about books and long weekends. Mrs. Hyson, I cannot thank you enough for everything you have taught me in and out of the classroom. Thank you for all you have done for Lawrenceville over these past 14 years!

Faculty Tributes



Ron Kane '83 P'20.

Courtesy of The Lawrenceville School

Ron Kane '83 P'20

English Teacher & Boys Varsity Basketball Coach

KYLE HUYGHUE '22

Some of my first memories as a II Former include seeing Coach Kane's energetic personality come to life as he screamed out the plays to the Boys Varsity Basketball team, and as he supported his student golf players at matches. His voice always seemed to cut through the loud sea of fans who were cheering for their own teams. On the court, he was rambunctious, but off the court, he was just Mr. Kane, the funny, calm, and loving teacher that always gave you a wave with a smile. I'll never forget when on Red and White Night, Mr. Kane came out riding his scooter in his usual black and gray suit with a goofy smile on his face. The way Mr. Kane radiated positive energy truly made me want to join the Boys Varsity Basketball team, as he was head coach. Luckily enough, in my III Form year,

I had the privilege of not only being coached by Mr. Kane, but also working with him during his last season of coaching basketball at Lawrenceville. Even during my II Form year, I knew of Coach Kane's legacy: He has coached and supported an array of successful players for decades. I'm proud to say that he definitely lived up to his legacy, as it followed him wherever he went. At each game, in classic Coach Kane style, he would call the referee by his first name and jokingly heckle them, as he apparently personally knew every referee in the Northeast. Every opposing team's coach would shake his hand with a smile, knowing they were coaching next to a legend.

Off the court, Coach Kane held this same legendary reputation. Whether you saw him cracking jokes with Mr. Hyson in Woods Memorial Hall, or randomly play-

ing golf and practicing his putt in front of Kinnan House, Coach Kane always had the same smile on his face. He taught me what true positivity means and how far a positive mindset can carry you. He showed me how to rise up when needed and become a leader among a team full of leaders. Lastly, and maybe most importantly, Coach Kane showed me not only how to ride a scooter at an older age, but how to do so in style.

There isn't any other faculty member like Mr. Kane. He put his love for Lawrenceville into everything he did. When I think of Lawrenceville, Coach's red face as he screams out for me to put my hands up on defense always pops into my head. Coach Kane, you have impacted so many students in a positive way over the last 20+ years you have been teaching. From the court to the greens to the classroom, Lawrenceville will never forget the legacy of Coach Ronnie Kane.

William Richardson

Dean of Admission

PIPER HARRELL '22 & AMELIE WICKHAM '22

Mr. Richardson was the first person I ever met at Lawrenceville; little did I know then that he would soon become one of the most influential people in my life.

It all started with my admissions interview, which felt more like a conversation with a friend. Soon, I was sitting in the Heely Room during one of the first few weeks of my II Form year, as he went around the room naming students' parents, dogs, and siblings with no hint of difficulty. To this day, this moment remains one of the most incredible things I have ever witnessed, and I remember thinking, "Wow, this man really cares so much about each of our applications that he remembered all of these details?"

I never doubted for a second that I could go to him for help or advice on anything. Being with his family has made campus feel like a second home to me. Walking around the Irwin Dining Center and holding hands with his daughter, Lila, or watching his son, James, smile as I waved at him in the stroller always made me feel as if I was back home with my younger siblings. Throughout the past three years, Mr. Richardson has always met me with a smile and supported me through my Lawrenceville journey. Whether it was his cheering from the sides of a tennis match or soccer game or meeting up with me at Gingered Peach with his kids, Mr. Richardson helped encourage and support me through every high and low I faced at Lawrenceville.

He has a unique way of connecting with kids from all over the world. Not only did Mr. Richardson help make Lawrenceville into the amazing place it is today by helping select each and every incoming Lawrentian, he also made sure each of us had continuous support and care far past the limits of his responsibilities. It was never part of his job description to ask about my sisters or my dog, or how athletics were going, but he did every time I saw him. When I found out he was leaving, I could not believe what I was hearing, and all I could think about was how much I would miss him and his presence on campus. Even though Mr. Richardson will be greatly missed at Lawrenceville, I know this decision is best for him and his family, and I am so excited to hear about this next phase in his and his family's lives!



William Richardson.

Courtesy of The Lawrenceville School



Amethyst King.

Courtesy of The Lawrenceville School

Amethyst King

History Teaching Fellow

HADLEY FLANAGAN '22

When I first arrived at Carter House, a lot of buzz surrounded the new fellow who was joining our duty team. From the first moment she stepped on campus, Ms. King made a big impact on our lives. I remember hearing everyone talk about how much they enjoyed having her as a teacher and how kind she was. This year, I was lucky enough to have Ms. King as my advisor, and I finally understood why everyone loved her so much. At the beginning of every advisory meeting, we were greeted with a giant smile and enthusiastic questions from Ms. King that made me look forward to these gatherings. This term, everyone in Carter longs for Thursday nights—the day when

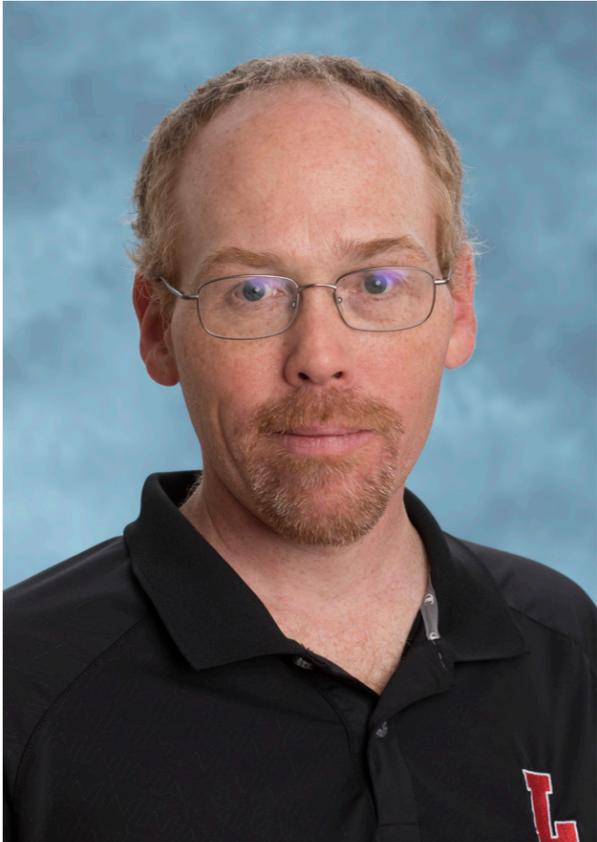
Ms. King is finally on duty. From 7:00 PM onwards, the duty desk is surrounded by a sea of students talking to Ms. King, and on many occasions she has had to remind us that study hall is starting because we are all so caught up in our conversations with her. Now, part of my schedule includes stopping by Ms. King's classroom before history class, just so that I can have another opportunity to talk with her.

Ms. King made Carter a place where everyone feels comfortable and supported. She constantly checked up on all the girls in the House, and her genuineness made her a trusted confidant to many. We will all remember her kindness and warm spirit that made Carter feel so special. She will be missed,

not by only me, but by everyone who had the wonderful opportunity to interact with her in and out of the classroom.

Whether it's eating IHOP pancakes at the duty desk, talking about Yubo, or receiving some of your sage advice, the fun memories we shared and the lessons you have given me will stay close to my heart. Thank you for always motivating me as an advisor to work my hardest, and thank you for always being there as a friend to listen to me rant. Ms. King, you have made Lawrenceville truly feel like home over the past two years. While I wish you could stay, I am incredibly excited to hear about all the adventures you will have at THINK Global School, and don't be surprised if I suddenly transfer next year!

Faculty Tributes



Darcy Brewer P'14 '16.

Courtesy of The Lawrenceville School

Darcy Brewer P'14'16

Science Teacher and Boys JV Ice Hockey Coach

NOAH LAZAR '23

My first time meeting Mr. Brewer was through a Zoom screen this past Fall Term. As he showed us around his classroom in the Kirby Math and Science Center (KMSC), his Kandao camera followed his voice, rotating around in circles. Like most teachers, Mr. Brewer initially struggled to figure out this new technology, but he eventually learned how to work the camera.

As a new III Former, especially on Zoom, I worried about the difficulty of initially connecting with teachers. However, I never found this problem with Mr. Brewer. While teaching our class about the normal force or at-

tempting to show us a demonstration of toy cars in motion, he was never one to miss an opportunity to crack a joke or tell a hockey story. He never failed to make our class laugh, and he consistently established a comfortable atmosphere. Despite the many limitations of hybrid learning, Mr. Brewer created a dynamic classroom environment that stretched beyond his room in KMSC into the virtual Zoom space, optimizing the experience for our entire class.

This year, which was so different from any other I have experienced, one lesson I have learned above all is to not take things for granted. Mr. Brewer is a teacher who consistently supports anyone who needs it, and I

took this quality for granted. In hindsight, I now realize how helpful he was to my learning and development as a student. Mr. Brewer's willingness to share a laugh quickly made challenging topics easier to understand. I don't doubt that his positive attitude towards his job and his students has shaped countless other Lawrentians over the past 10 years while teaching at Lawrenceville. I can say he has had a great impact on me.

The whole Lawrenceville community, myself included, will miss Mr. Brewer as a teacher, advisor, coach, mentor, and comedian next year. The School will have a void to fill on campus and on the ice next year. I wish you the best of luck in your future endeavors and thank you.

Harry Flaherty

History Teacher and Varsity Football Head Coach

**DREW FRIEDMAN '21
& BOB FISH '21**

Playing Lawrenceville football for Coach Flaherty ("Coach") has been an incredibly formative experience and has taught me life lessons that I will carry with me forever. Arriving at Lawrenceville as a II Former, I found an immediate community within the football team.

Coach Flaherty has fostered a team spirit in which every player supports and encourages one another. He has assembled a coaching staff that is knowledgeable and experienced, shares his values, and is insistent on every player bringing their best performance to each practice, meeting, and game. One message that Coach Flaherty emphasized throughout my time in the program was staying neutral regardless of circumstance.

Whether we were up or down on the scoreboard, we were the same team.

In a football game, there is a lot that is out of your control. Whether it be the referees misjudging the game or twisting an ankle on the first snap of the game, your teammates are constantly relying on you to stay focused on the task at hand and face the challenges presented to you. Coach Flaherty has taught us that your attitude and effort can always be controlled and that a man is judged by how he acts in times of adversity.

Coach's wisdom has not only shaped me as a player, but has also helped me in my academic and social pursuits, and I believe it will continue to do so well beyond the gates of Lawrenceville. I know I am fortunate for my time with a man as outstanding as Coach

Flaherty. He has been an incredible role model, mentor, and advisor, and for that, I am most grateful. He will be missed.

The lessons Coach Flaherty has taught me over the last four years go far beyond the football field. He has not only pushed me to become a better athlete, but also to become a better person. His constant reminders to stay neutral whenever my emotions got the best of me in practice and games are something I have incorporated into everyday life. Coach Flaherty always made attitude and effort the focal point of our game, ensuring that we only focus on the aspects of the game that we can control. From the day I took my first steps on the Lawrenceville football field, Coach Flaherty has always believed in my athletic ability and my character. Thank



Harry Flaherty.

Courtesy of The Lawrenceville School

Chris Hyson P'14 '16

English Teacher and Boys Varsity Cross Country Coach

**MICHAEL SOTIRESCU '22
CO-SPORTS EDITOR**

When I first walked into your classroom for II Form English, I had no idea what to expect. You were one of the veterans of the English department: one of the teachers whom everyone seemed to know and always had something to say about. After the first few classes, I quickly learned simply from the sheer amount of people that popped their head into your classroom to say "hello"—from your basketball players to your Harkness Travel students to random visitors—that you were a teacher who left an impact on his students, both inside and outside of the classroom.

Our II Form English class made so many memories; I'll never forget when a certain individual mispronounced the word 'head' in our popcorn reading of *The Odyssey* (as in, "Odysseus cut his head off"). After the class burst into laughter, you got us back on track, but the moment became a memory that we would laugh about until the end of the year—an inside joke, if you will. The best part? You were in on it. You were a teacher whom we all respected, yet one who we were all able to be our relaxed selves around at the same time.

You always managed to engage us in such a way that class never felt too routine, yet, amidst all of the fun we had, I still went on to my III Form year know-

ing how to "seamlessly integrate quotes into analysis" (a classic "Hysonism" that still lingers in my mind to this day) and how to avoid using the passive voice.

When you became my teacher again this past Fall Term, I was reminded of how much I enjoyed being in your class. Although it was virtual, I always looked forward to Advanced Poetry. You set aside class time to make sure everyone was engaged and comfortable even though we were all on Zoom, all while teaching us the differences between Emily Dickinson and Walt Whitman.

Mr. Hyson, I can't imagine my Lawrenceville experience without you. Hopefully, our paths will cross again sometime in the future.



Chris Hyson P'14 '16.

Courtesy of The Lawrenceville School

A Few Honest Words from the Class of 2021



Deskey posed in front of the Father's Building. Cindy Shum '24/THE LAWRENCE

KATE DESKEY '21

Dance has been a part of my life for as long as I can remember, and I am very grateful to have found a community here at Lawrenceville through dance. Throughout my four years here, I've taken classes, become a part of the Lawrenceville Dance Team, and choreographed and danced in the annual Spring Dance Concerts.

Somewhat unexpectedly, Lawrenceville inspired my new passion for filmmaking. After taking Video Journalism, Mr. Domb guided me to become part of L10 News. My experiences with L10 changed my life on campus and helped me find another path for myself in college and beyond. My arts journey here is representative of the immense opportunities for exploration that each person in our community is provided with. The magic of arts at Lawrenceville is that anyone can pursue whatever they are interested in.

As the Student Council Arts Representative this year, I feel honored to have been given the opportunity to support artists around campus. This year has been amazing because

I have met and helped showcase the talents of many Lawrentians through my leadership role. Although the Covid-19 pandemic made planning events much more difficult, I worked hard to organize events like Open Mic Night and All Arts Night to give artists a chance to perform and display their work. The most important part of this year was promotion—I had to make sure that as many people as possible knew about the various Periwigshops, the October and April Dance Series, Allegro Shows, publication releases, and Muse events. Through starting the Lawrenceville Arts Instagram account, working closely with the Arts Council, and leaning on other Student Council members, I aimed to raise the profile of arts on campus and help our community stay connected through art even though we were not physically together.

I am appreciative of all of the Lawrenceville community members who have embraced me and helped to make my four years of arts involvement fulfilling and memorable. Artists at Lawrenceville are truly a family, and I cannot wait to see how all of the talented people here find future success.



Du shone on stage during *Clue*. Courtesy of The Lawrenceville School

MASON DU '21

Self-consciousness is overrated. Telling you to ignore your fears and release your inhibitions is the cheesiest advice possible, but man, it's true. Coming to Lawrenceville, I had hoped to continue acting, but ended up spending my sophomore year auditioning for nothing and staying indoors, fated to hum musicals alone in my room. I missed Impulse auditions, acapella auditions, and theater tech opportunities because I made excuses for myself, saying that I wasn't feeling it or that I was

too busy. In reality, I just didn't want to embarrass myself further because I was already self-conscious about hitting every gay stereotype. I put others' perceptions of me above my own happiness, and it crushed me. Junior year was a fresh start, and I was determined to put myself out there. I auditioned for *Sweeney Todd*, and that was the start of my new life at Lawrenceville. I made new arts friends, began to take voice lessons, started doing lifetime dance, and was finally able to discover myself. I also realized that I had a knack for dance and have been exploring that

ever since. While I've continued to participate in Periwig, I've also gotten the opportunity to try Latinx hip hop and contemporary dance, all things I never thought I'd try in a million years. Getting to perform with friends has become a cornerstone of my Lawrenceville experience. Whenever I think of my happiest memories, I think of All Arts Night, *Clue*, *Sweeney Todd*, the October Dance Series, and all of my other performances. I'll forever cherish the pain, confusion, and happiness that the arts have brought me. I'll never forget the time when I slept in and bombed my Winterfest audition, or the constant panic of trying to balance all my rehearsals as I sprinted out of dance class to Abbott, then sprinted back to make 15 minutes of *Clue* rehearsal. I don't think I'll ever be able to listen to "Over the Rainbow" without remembering crying backstage with my friends during the finale of the April Dance Series. The arts have been my life at Lawrenceville, and I hope they can bring others the same joy they brought me.



Finacchio in *Clue*. Courtesy of The Lawrenceville School

ZACK FINACCHIO '21

My experience in the Periwig Club has been a lot like attending a really great musical.

I started in Periwig at the beginning of my freshman fall as a member of the first-ever II Form Tech Crew, and I think of this experience as similar to what you would encounter when you first enter the theater for a musical. The front-of-house team greets you with wide-eyed smiles, hands you a program, and guides you to your seat. In my case, the usher was Mr. Campbell, who was wearing a welding helmet and one of the most overwhelming grins I've ever seen. Instead of handing me a program and guiding me to my seat, he handed me a drill, some screws, and some plywood. He guided me through every twist and turn of freshman year in Periwig, teaching me everything from how to use a saw properly to what it meant to join a community like Periwig. He shared with us stories of Lawrenceville legends, the secret to winning kumcha tournaments, and theater history.

After getting past the ushers, you are usually met with the 'no flash photography, turn off your phones, don't eat in the theater,' spiel told in muddled character voices. In my Periwig experience, this pre-show lecture was II Form Shakespeare. It was a space where I got to learn the

rules and structure of Lawrenceville productions. Plus, Shakespearean language is just as difficult to understand as the muffled recording that usually relays pre-show information. And so on, it follows that *Urinetown* my sophomore year was like my metaphorical musical's opening number—extravagant,

enticing, and the part that takes up the most rehearsal time by far. The musical is also the first non-academic setting in which I worked with Mr. Cull, who opened my eyes to a world of new opportunities and played an integral role in shaping the actor, student, and person I am today.

Moving along, Winterfest acting and directing were like the small moments in between scenes, during which the audience gets to see the technicians at work either sprinting to move set pieces or jamming along to musical numbers backstage. Winterfest was always the best opportunity to get an inside glimpse of all the inner workings of a production, from public relations to rehearsal schedules and thematic complexities.

Other smaller events have been like the various musical numbers or scenes that fill up the rest of the show. Play readings were like the dialogue between characters, while Impulse shows added an element of comedic relief. Of course, the Winter Cabaret provided ample ballads, classic melodies, and acapella groups (shoutout Voicemale!) that parallel some of the more high-energy filler numbers. Lawrentians concerts supply the big group numbers, and my Periwig experience concludes with the performing arts banquet—a sappy, clichéd finale.

One thing to take note of, though, is

the fact that I've framed my experience in Periwig from the perspective of an audience member, not that of an actor, director, or publicist, three roles that I've played at one point or another. Quite frankly, I created my metaphor this way because the best moments I have had in Periwig have been the ones during which I stood as an observer.

Being in a production can suck. It's filled with relentless politics, faculty disagreements, backstage drama, sore throats, vitamin C supplements to soothe said sore throats, and kidney stones caused by said vitamin C supplements. However, there are few experiences more magical than sitting in a theater. One of the most important things Mr. Cull taught me is that nobody goes to the theater to see everyday life. They go to be transported into another world filled with higher-stake problems, mind-boggling spectacle, and music that perfectly underscores every emotion. It is for this very reason that Periwig has become my safe haven from the stresses of Lawrenceville. Yes, watching the chandelier fall in Broadway's *The Phantom of the Opera* was a cool experience, but it can't hold a candle to the pure elation that I feel while watching my peers thrive in their elements. My extensive time in Periwig, above all else, has given me front-row seats to the immense talent, dedication, and admirability of my peers. Never again will I get to see somebody edit and produce public relations videos at the top-tier speed and quality that Brian Tan does, or put in as much time and energy into Winterfest as Eleni Lefakis. I will never again see someone dazzle and grow the way that Gabby Medina '21 has over the past few years. Nobody will have as much enthusiasm as Anjali Kumar sholds for her voice lessons, or arrange music as intentionally and beautifully as Arata Fujii does.

At the end of the day, what I'll miss most about Periwig are the little moments in which I was able to watch my peers and recognize how much we've collectively grown and how much growth has yet to come.



A lazer-focused Barrett during rehearsal. Courtesy of The Lawrenceville School

BREANNA BARRETT '21

In 2013, I started playing percussion in the orchestra at my previous high school in Jamaica, and I was blown away by the acoustics of the instruments. In the Caribbean, we often mix classical and cultural music, so my school invited a group of Maroons, descendants of runaway slaves, to teach a group of us how to play African drums like the djembe, mid-kromanti, low kromanti, and the gumbe drum. After learning these new percussion instruments and playing alongside the group of Maroons in various concerts, musical performances became a fun hobby for me.

I've always loved playing percussion in orchestra because it is a very versatile instrument group. You could go from playing a sudden crash on the suspended cymbals to playing soft melodies on the xylophone and polishing the music with the triangle. However, after coming to Lawrenceville and joining the Philharmonic and Collegium Orchestras, I was exposed

to new perspectives in music. Through orchestra, I was able to support other students by playing the musical score for the Fall Musical, *Sweeney Todd*. The experience also gave me the opportunity to work with professional musicians who supplemented our efforts. They were able to give us helpful pointers on playing and advise us on what music is like as a profession.

My love for orchestra deepened even further when Mr. Roecle took some of us to the New York Philharmonic Orchestra performance at David Geffen Hall last year. I was speechless when they began to play "Piano Concerto in A Minor, Opus 16" by Edvard Grieg. I have never heard acoustics so majestic and jaw-dropping—the composition had me on the edge of my seat, curious to hear the next stanza. After that trip, I began to feel more passionate about classical music, and the 8:00 AM Collegium rehearsals started to hurt a little less. I am grateful and humbled to have played alongside very skilled musicians here at Lawrenceville and will forever cherish my musical growth.

What Really Goes on Inside GCAD?

GRANT SHUEH '23

Interviewing two V Formers about the Gruss Center for Art and Design (GCAD), I've recently uncovered insights far more profound than I expected. I was reminded of the potential that architectural spaces hold in facilitating self-recognition and expression; GCAD became more than just another building on campus—it became a proxy for one's overall Lawrenceville experience. Sam Boston '21 is a Kennedy House alumnus and musician from Connecticut going to Wesley College. Jack Reichert '21 is a lacrosse player from Charlottesville, Virginia headed to the University of Utah. Both of their GCAD stories became platforms through which we explored ideas like human companionship, creative freedom, and the conflict between seeking objective achievement and personal fulfillment.

In our conversation, Reichert first highlighted the freedoms of his classes in GCAD. In Architecture, music selected by students contributes to the relaxed

atmosphere of the class. "One of the students [would] play music through the speakers. We've got Frank Sinatra, Grateful Dead... we're open to anything," he said. In Interactive Storytelling, he used Twine 2.0 to create a short choose-your-own-adventure piece of fiction that involved making "a different decision with each choice." The metaphor abounds. The nature of Reichert's program parallels our lives at Lawrenceville—we all face our share of crossroads, be it the everyday decisions (should I finish my work now or during lunch right before class starts?) or the larger, high school career-shaping decisions. Jack further noted that GCAD classes foster long-lasting companionships. "My architecture teacher is [Brian Daniell H'89'06]...he's the man. I've also got a couple of buddies in the class," he said. Through describing bonding in his classes, Reichert reflected upon general

relationships as a V Former at Lawrenceville. "It's a bummer [that] I haven't made solid connections until late, but I have a bunch of friends that I'll forever keep in touch with."

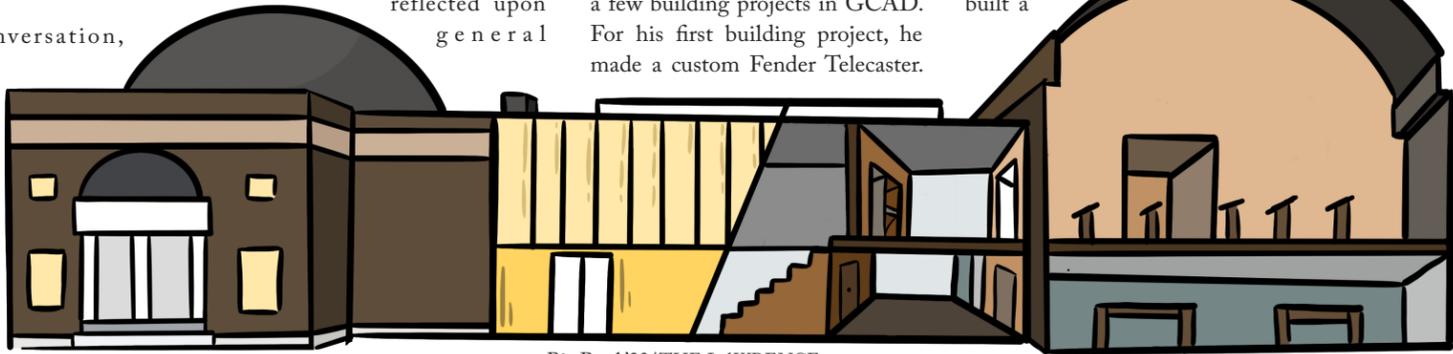
My interviews also revealed that GCAD has played a central role in helping individuals make important decisions. For Boston, the decision lay between continuing lacrosse or pursuing other passions. "I've played lacrosse since third grade, and I've always [thought that] this [was] my golden ticket [to college]. But this year...I quit lacrosse, and I've had so much time to play music in the [Edith Memorial] Chapel and work on building a guitar pedal and all these other projects—I've been so happy because of that," he said, "GCAD and [its] facilities and teachers have enabled me to follow these passions."

This year, Boston has undertaken a few building projects in GCAD. For his first building project, he made a custom Fender Telecaster.

He has never liked the plasticity of commercial Fender finishes as they "suffocate the wood and dampen the tone." Making his own guitar, he could sand it himself and pick his own parts from various sources. With the assistance of Director of Design and Fabrication Rex Brodie, Boston worked with various GCAD tools to design a unique instrument. "I was able to customize it [and] make a vintage style guitar down to specs I wanted...if I wanted to buy a guitar of that quality, I'd have to pay \$4000 at the Fender custom shop." During this process, he realized the true value of GCAD. "Facilities in GCAD were available to me, I was able to just walk in there and he was excited to help me out," he said. After soldering and designing his own guitar pedal, Boston now is working on creating a three-string bass. "This guy Tony Conrad, he built a

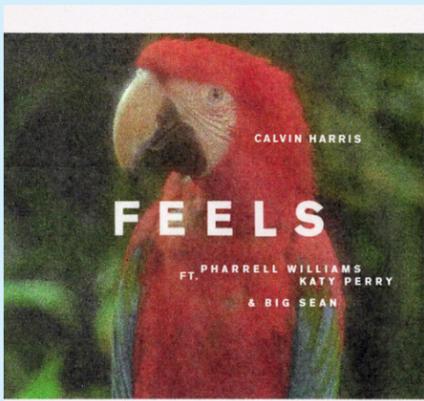
long string drone—you play it with a bow and [it] makes a low frequency droning chord. I'm building this in GCAD with Brodie. I'm using the CNC table, which is a 3D table [carver] for wood. It cuts wood into intricate shapes."

Inspired by his experiences in GCAD, Boston proceeded to spark a sort of existential contemplation in me as he discussed the ephemerality of our high school experience. He reflected, "High school is a time of exploring interests and defining your identity. Things are always changing, it's so important to embrace all those [new] ideas...if I had [continued] lacrosse, I'd be doing it for three hours a day...I thought playing lacrosse was fun [and] I do miss it...but I thought, 'does it make me happy?'" Boston also reflected on the pressures of high school. "At Lawrenceville, [there is] an expectation [that] you're supposed to do well in school, playsports, [and] be social. [In reality,] it's like the triangle of sleep, schoolwork, and social time—you can only choose two." With finite time and resources, he argued that we shouldn't waste time doing something that we don't enjoy.



Ria Patel '23/THE LAWRENCE

A Playlist for Summer (Lville 2021 Edition)



"Feels" album cover. Courtesy of IMDB

"Feels" by Calvin Harris (ft. Pharrell Williams, Katy Perry & Big Sean)

RECOMMENDED BY
MARIA SANMARTIN '22

As the *crème de la crème* of collaborators, Calvin Harris, Pharrell Williams, Katy Perry, and Big Sean delivered a perfect summer song. Listening to it, I can already see myself at the beach, under the sun and playing in the water with my friends. The lyrics talk about letting things flow and to "not be afraid to catch feels," which is precisely what one should do during the summer: de-stress and have a good time.

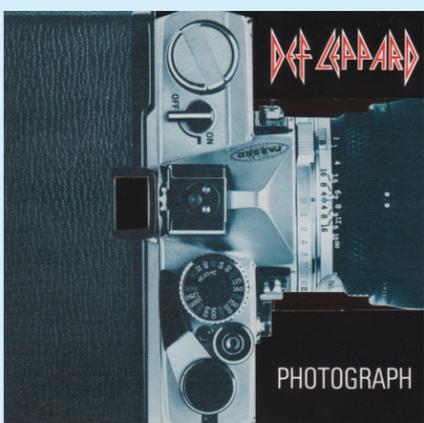


"Supercuts" album cover. Courtesy of Spotify

"Supercuts" by Jeremy Zucker

RECOMMENDED BY
JESSICA LI '23

"Supercuts" by Jeremy Zucker begins with a lighthearted, quick beat and a fun blend of acoustic guitar and percussion that will remind you of that one perfect sunny afternoon. Interestingly, in contrast to the upbeat arrangement, Zucker's lyrics have intense emotional meaning. The song is ultimately about fears: the fears of commitment, stagnancy, and disappointment. Alongside singing about his fears, Zucker expresses the will to live in the moment, making the song a perfect embodiment of the carefree summertime.



"Photograph" album cover. Courtesy of IMDB

"Photograph" by Def Leppard

RECOMMENDED BY
CAROLINE BEDNAR '22

An iconic '80s staple, "Photograph" has an upbeat pulse and striking guitar melodies. It is undeniably energizing, and the song is perfect to get you excited for any summer adventures ahead.

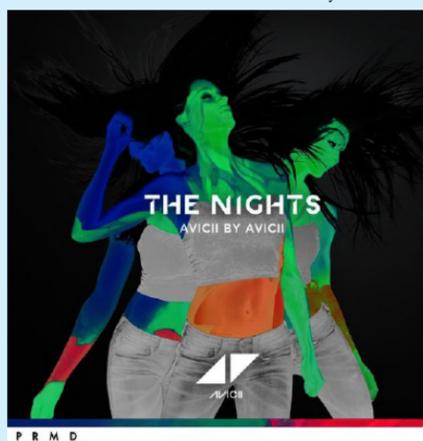


Machina Vremeni in concert. Courtesy of Youtube

"My friend is the best at playing the blues" by Mashina Vremeni

RECOMMENDED BY
SOFIYA BELOVICH '22

Translated as "My friend is the best at playing the blues," this song was composed in the 1990s by Machina Vremeni, a famous Russian band. The keyboard intro grabs your attention from the get-go and gets you up and moving. Through its funky blues vibe, the song makes me excited for the little details in summer life, like preparing to go to the beach with your friends or getting ready for a fun night out. The lyrics talk about letting go of the world and focusing solely on the blues, which is precisely the mentality one should adopt for the next three months.



"The Nights" album cover. Courtesy of Myspace

"The Nights" by Avicii

RECOMMENDED BY
KIERAN YEATMAN-BIGGS '24

"The Nights" by Avicii reminds me of the old summers before the Covid-19 pandemic. The beat drops and the prominent EDM style make this song one to jump and dance to. It makes me want to live my summer to the fullest. Avicii wrote this song as an ode to his father, relaying a mindset of gratitude that we can apply to our own lives. The Lawrenceville experience is an amazing opportunity given to us by our parents and the Lawrenceville community; it is something we should cherish and be grateful for.



"Buttercup" album cover. Courtesy of Genius

"Buttercup" by Hippo Campus

RECOMMENDED BY
MIA HOLUB '23

I really like this song because it just reminds me so much of summer! The uplifting beat of the song takes me back to happy memories like hanging out with friends or taking trips to the beach. It never fails to boost my mood!

Big Red Boys Lacrosse: A Season to Remember

ANDREW BOANOH '23

A certain buzz is in the air this spring. Amidst the flurry of classes and clubs, Lawrenceville's various sports teams have taken to the fields, the water, and the courts to compete at the highest levels of high school athletics. Among all these groups, one has emerged as perhaps the most electrifying on campus: the Boys Varsity Lacrosse team. With a revamped program including talented new players, a newly-formed and highly experienced coaching staff, and an overall revitalized culture surrounding lacrosse at Lawrenceville, expectations could not have been higher. With all eyes on them, Big Red lacrosse undoubtedly lived up to the hype.

First-year Boys Varsity Lacrosse Head Coach Jon Posner was instrumental in this shift. Posner previously coached Culver Academy's Boys Varsity Lacrosse team, which was the best program in the country in 2019. At the outset of the season, he brought heightened expectations to the team. "I am eager to work with the young men of the lacrosse program, to help them grow as individual players and as a team, to build on a successful lacrosse history, and to continue to grow as a coach," he said during an interview at the time of his hiring.

The season started off with a bang: a resounding 11-6 win against the Penn Charter School, which set the tone for the season. However, back-to-back losses against the Haverford



Big Red huddled during their 17 - 6 defeat of the Kiski School on May 20.

Courtesy of The Lawrenceville School

and Brunswick Schools, the 15th- and 10th-ranked teams in the country, respectively, threatened to kill this spirit. Nonetheless, the team's resolve was unbroken. For Co-Captain William Upchurch '21, the fighting spirit was palpable. "We have been getting better every single day and pushing each other to be the best team possible. You can see how much this team has changed not only by the offseason, but

also through every game we've played," he said. The same sentiment rang true for Co-Captain Henry Murray '21. He added, "It's a whole new culture...a whole new team and a different level of competitiveness. It's great."

Following a disappointing loss against ninth-ranked Malvern Prep on April 23, Lawrenceville Boys Lacrosse went on an absolute tear. Their hot streak began with a command-

ing 14-2 victory over Princeton Day School, which catapulted the team into a long-awaited rematch against Brunswick on April 28. Early goals from Brooks English '22 and Hunter Chauvette '23 sent a strong message to the Bruins, who responded with two scores of their own. Brooks converted on an impressive no-look pass from DJ Clark '23, taking Big Red into halftime with a slim 3-2 lead. After the break,

Chauvette took over the game, scoring two goals in quick succession and a third after Brunswick netted a point of their own. A strong performance from keeper Timmy Piacentini '23 kept a barrage of Bruin shots out of the net and a quick finish from Clark led to a 7-6 Lawrenceville win, a massive upset and the defining moment of the season.

After Brunswick, it was win after win after win. A 9-5 home victory against St. Augustine was succeeded by a 21-3 domination of Blair. La Salle College High School and The Hun School of Princeton were next, and two wins against The Hill School saw Boys Varsity Lacrosse claim the Mid-Atlantic Prep League (MAPL) Championship in front of a packed crowd on May 22. Finally, Lawrenceville handed the Kiski School a 17-6 defeat, and Big Red took a final victory at Bergen Catholic High School, capping off a 10-game win streak that closed the season.

The future is bright for the Big Red Boys Varsity Lacrosse team. In addition to the three 2021 All-MAPL League selections—Quintan Kilrain '23, Chris Matia '23 and Tyler Mininno '22—Chauvette and Piacentini were both lauded for stellar performances at the 2021 GEICO Showcase. It's safe to assume that the team can only go up from here. Spearheaded by a new coach and culture, a spark has been lit under Lawrenceville Boys Varsity Lacrosse, and it will certainly be exciting to watch the flame grow in the coming years.

Showtime! Shohei Ohtani & the Great Bambino

CALLUM SHARMA '23

After two years in professional baseball plagued by sporadic injuries, Shohei Ohtani has completely recovered and taken Major League Baseball (MLB) by storm. From clocking 100mph pitches to hitting 22 home runs in a single season as a 21-year-old in Japan, Ohtani can do it all—he's as if Tom Brady also played linebacker and led the league in tackles. On April 26, Ohtani became the first player since Babe Ruth, and only the third in MLB history, to start a game on the mound while leading the league in home runs. World Series champion and New York Yankees legend CC Sabathia recently called Ohtani "the best baseball player [he's] ever seen." Sabathia went on to laud Ohtani for his generational two-way abilities, saying, "He can hit the ball 900 feet and throw 99 [mph] off the mound. Who else can do that?" It certainly has been a long time since this ancient game has seen a player like Ohtani, and his meteoric rise is drawing comparisons to Babe Ruth, the Great Bambino himself.

Of course, Babe Ruth is still considered the greatest hitter in MLB history. At the time of his retirement, Ruth held records for career home runs, runs batted in (RBI), bases on balls, slugging percentage, and on-base plus

slugging (OPS)—the former two have yet to be broken in the past century. Nonetheless,

Ohtani has a .924 OPS, good for 13th in the league, a .596 slugging percentage, which puts him at sixth in the league, and has stolen seven bases, a top mark. As a switch-hitter, Ohtani can see the ball from all angles, manipulating the pitcher as he

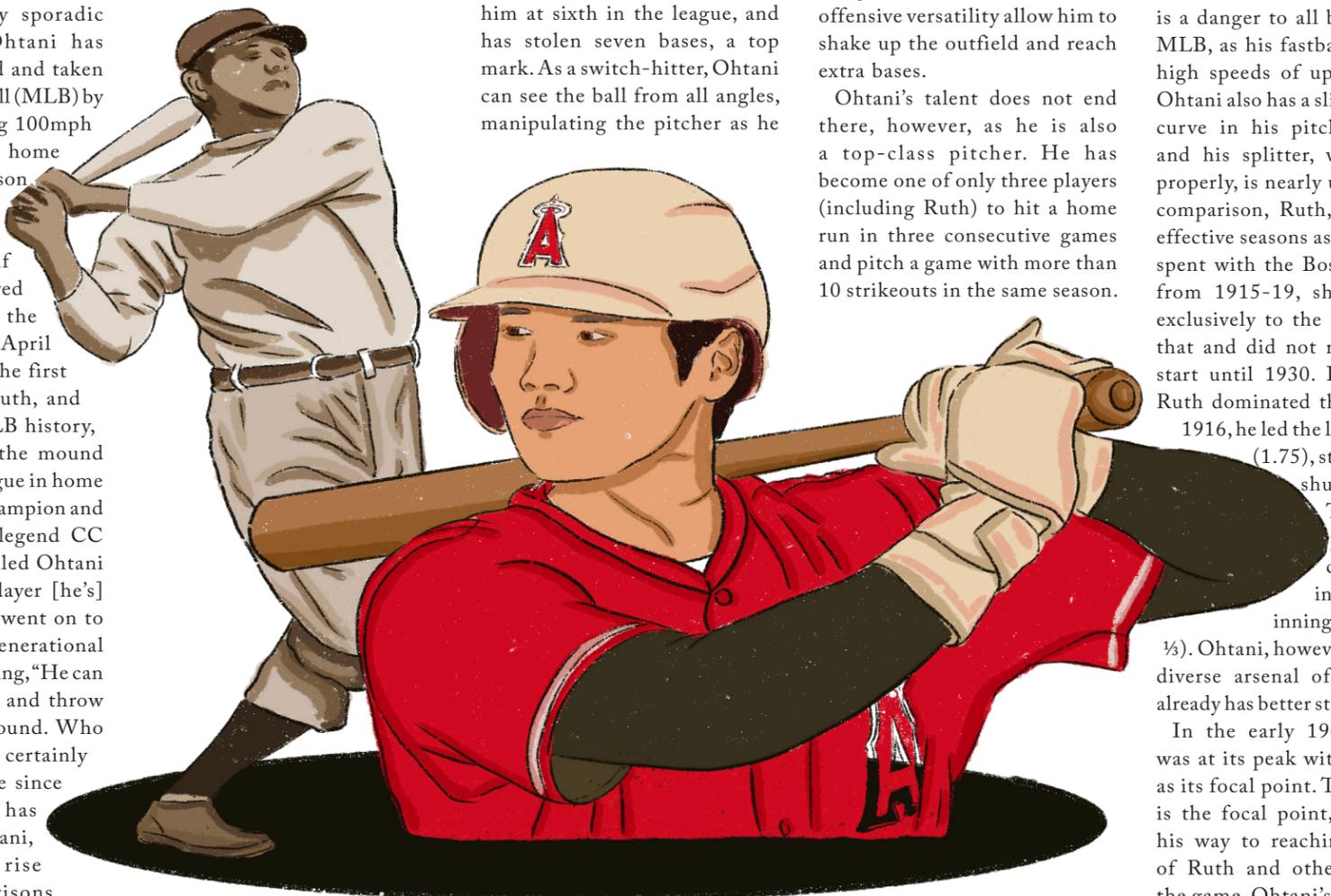
his uncanny combination of power and speed (per *The Ringer*). His athleticism and offensive versatility allow him to shake up the outfield and reach extra bases.

Ohtani's talent does not end there, however, as he is also a top-class pitcher. He has become one of only three players (including Ruth) to hit a home run in three consecutive games and pitch a game with more than 10 strikeouts in the same season.

the only player in the modern era of baseball to do so. Standing at 6'4", Ohtani's overhand pitch is a danger to all batters in the MLB, as his fastballs can reach high speeds of up to 100mph. Ohtani also has a slider and nasty curve in his pitching arsenal, and his splitter, when thrown properly, is nearly unhittable. In comparison, Ruth, whose most effective seasons as a hurler were spent with the Boston Red Sox from 1915-19, shifted almost exclusively to the outfield after that and did not make another start until 1930. In his prime, Ruth dominated the mound. In 1916, he led the league in ERA (1.75), starts (40), and shutouts (nine).

The following year, he set career highs in wins (24) and innings pitched (326 ⅓). Ohtani, however, has a more diverse arsenal of pitches and already has better stats than Ruth.

In the early 1900s, baseball was at its peak with Babe Ruth as its focal point. Today, Ohtani is the focal point, and he's on his way to reaching the levels of Ruth and other legends of the game. Ohtani's combination of powerful batting and reliable pitching is eerily reminiscent of Ruth; Ohtani's refreshing style of play is inspiring not only the Los Angeles Angels, but the MLB as a whole. He is bound to terrorize the league from both the mound and the batter's box, just as Ruth did, for years to come.



Stephanie Xu '23/THE LAWRENCE

Ohtani is heading in the right direction. Currently, Ohtani has 15 home runs—one home run shy of the league-lead behind known sluggers Fernando Tatis Jr., Ronald Acuna, and Vladimir Guerrero Jr. He's not just a home run hitter, though. As of May 31,

switches stances. In addition to his versatility, Ohtani leads the league in both barrels, the highest value type of a hard-hit batted ball, and plate appearances in infield hit rate, which is the percentage of ground balls turned into hits, demonstrating

On the mound, Ohtani has a 2.37 earned run average (ERA) in six starts, putting him among the top 20 starting pitchers in today's game. This season he has struck out more than 40 batters and allowed fewer than a dozen hits over his first five starts, becoming

New Athletic Rep Profile: Manoc Joa-Griffith

JASMINE ZHANG '23

Last Saturday, May 29, Manoc Joa-Griffith '22 was announced as the Athletic Representative for the 2021-22 Student Council. As the most improved player on the Boys Varsity Indoor Track team during his III Form year and a player on the Boys Varsity Soccer team, Joa-Griffith understands the Lawrenceville athletic environment well. Even though he was just appointed Athletic Rep, he already has many initiatives planned to ensure that Big Red Athletics comes back better than ever next year.

For his first line of initiatives, Joa-Griffith plans to meet with faculty members including Director of Athletics Tripp Welborne H'58 P'21 '24, Associate Director of Athletics Nicole Stock, and other members of the athletic department in order to discuss his plans, most of which revolve around "returning the hype to Lawrenceville [sports] games."

Due to the cancellation of interscholastic athletics in the fall, as well as Covid-19 restrictions during the spring, Joa-Griffith believes that the School needs to regain a sense of community that large athletic gatherings typically would provide. One such initiative would involve the revival of the Big Red Dog Pound, "a hype team that goes



Manoc Joa-Griffith '22.

Courtesy of The Lawrenceville School

around to various games and brings the hype up." The increase in School spirit would help to "drive the athletes and motivate people to come to the games." Furthermore, athletic events could serve as an escape for some students, as they can relax with their friends after a day's hard work.

In addition, he hopes to increase advertisement of less-watched sports games such as softball and water polo. "Obviously, sports like football and basketball have huge turnouts, but I would really like to get some more people at

other games that don't get watched as much. This would help people learn more about the game and engage with the Lawrenceville community," Joa-Griffith said.

Joa-Griffith also plans on bringing professional athletes to Lawrenceville to talk about their athletic careers. Although many of the School's teams have coaches who used to play their sport in college, "sports are [constantly] evolving," so he wants to bring in current players to give advice to and educate current athletes either through

Zoom webinars or School Meeting. Joa-Griffith believes that this will teach Lawrentians to follow rapidly changing athletic trends, as they can learn the ins and outs of the modern game.

On a similar note, Joa-Griffith hopes to incorporate sports psychology into the athletic department by having the School counseling team come around to encourage each team and give players the opportunity to talk with counselors individually—much like the strength and conditioning team do. "I know plenty of athletes [who] feel re-

ally stressed right before a meet or a game, and they have no one to talk to, [so] they end up wallowing in fear, and that stress is just really bad for their body," he said. A sports psychologist could be helpful in helping athletes de-stress, leading to better performances. However, Joa-Griffith does recognize the difficulty of implementing this initiative—it could be difficult to fit these meetings into Lawrenceville athletes' already tight schedules.

Overall, Joa-Griffith is most excited to return to a maskless Lawrenceville and once again see roaring crowds cheering their peers on. "Just having a crowd is such a morale booster. Having people there cheering you on, knowing your name, saying your number—it makes it a lot more personal," he said. The prospect of meeting with people in-person without masks is very exciting to Joa-Griffith, as he hopes new students will finally be able to get a taste of what normal life at Lawrenceville is like.

Joa stated, "I feel like this [upcoming] year is really what we make it in terms of Student Council, and we have a great platform. We're coming off a year that was fully [defined by] Covid-19, [but] now we can have full crowds bringing back that hype. I expect people are going to be very enthusiastic and ready to get back into normal Lawrenceville life."

A Look Back: The Jerry's Underdog Run

MAC DILATUSH '21

The Jerry rolled to the Violich Turf Field for the all-school dodgeball tournament on Saturday, April 24, which featured 24 competing teams. They arrived at the tournament with high spirits but tempered expectations; few among them expected to get far.

The first game pitted them against the aptly titled NoNames, who rostered ten II Formers. Prior to the beginning, Chris Crane '21 offered a rousing speech demanding "nothing short of excellence." "We're here to win," he declared, followed by a quick cheer of "Jerry!" The Jerry would do just that, quickly dispatching the II Formers and taking one step towards immortalizing themselves. A critical moment occurred towards the end of the game, when an II Former prepared a throw. Before he released the ball, Crane performed a vicious maneuver, running towards the II Former and pegging him with the ball. It would prove an omen: this was the first haymaker of the night.

The second matchup saw the Jerry face The Machine, which consisted of nine baseball players and Emmy Apfel '22. Struck by the baseball players' arm talent, no one predicted a Jerry win or even any Jerry resistance against The Machine, who quickly lived up to expectations by establishing an early lead. The Machine appeared to have the Jerry up against the wall, but furious trash talk led by the vigorous Guy Ferrera '21 compelled The Machine to make several reckless throws, which quickly turned the tide of the game. Alex Liang '21 caught one of these reckless throws, and

momentum picked up in the Jerry's favor. In any championship, a moment arrives where either the man or the moment must prove bigger. Liang understood that his team needed him, so he delivered. In one powerful motion, he struck one baseball player.

Then another.
Then another!
With two

At that point, the Jerry was locked in on one thing and one thing alone: the championship. As Matt Laws '21 said before the pivotal matchup against the heavyweight Anti Anti-Semites. "Anything less would be a

proceeded to eliminate four more opposing players during regulation. The Anti Anti-Semites hung on to force overtime, however. Per tournament rules, each team sent out three players to compete in overtime. The Jerry chose Dilatush, Liang, and

John Weaver '21, who had replaced the injured Crane. Whereas the



minutes left to go, the Jerry led The Machine 5-4. The score would hold until the end, marking a shocking comeback after the heavily favored Machine had as much as a four-man advantage in the early going. The Jerry celebrated; they screamed and cheered and shoulder bumped and screamed some more. However, their work was not done, so they prepared for the next game against The Anti Anti-Semites.

Stephanie Xu '23/THE LAWRENCE disappointment." Just before the showdown commenced, a chorus of "Jerry" reverberated around the turf. Then, tournament commissioner Gabe Gaw '21 signaled for the game to begin. Mac Dilatush '21 quickly resumed Liang's work—he struck Anti Anti-Semites player Edan Blecher '21 within the first minute and

regulation matchup was a competitive showdown, the overtime period was an absolute slaughter: Dilatush picked up another elimination, this time taking Harrison Berger '22 out, while Liang removed Blecher from the game for a second time to finish the clash. The underdog Jerry was then only one step away from reaching dodgeball immortality.

The win against the Anti Anti-Semites earned the Jerry passage to the championship game, the Super Bowl of dodgeball. There, the Jerry played the O.J. Ma DB Club for the final prize. The O.J. Ma DB Club wore sports jerseys to match their captain, Martin Ma '21, who sported a crisp O.J. Simpson jersey and eagerly proclaimed, "the juice is loose." But the Jerry players, fully embracing their underdog role, were not intimidated, and repeated their pregame ritual of chanting "Jerry!" in response. The Jerry dominated the game from start to finish, leaping out to an early lead behind strong play from Samir Khare '21, Jacqueline Chen '21, and Harrison Abromavage '21. Jasper Zhu '21 also cropped up with a valuable contribution and managed to strike a member of the O.J. Ma DB Club. The rest of the team continued their dodgeball dominance and closed out the game, winning the championship.

Every member of the Jerry rushed into an elated, stunned, and loud dog pile, with Liang and Dilatush at the bottom. The final round of celebrations took place, now accompanied by a sense of finality and satisfaction at a job well done.

The Jerry gathered for the final time to take a group photo. The spirit of the team, Jack "Jerry" Hallinan '21, was on the ground while surrounded by his teammates holding up one finger. He told his team, "That's a chip! That's a chip!" but no one needed reminding. The Jerry had done it: the team's members etched their names into the annals of dodgeball lore, immortalized by their improbable run to the promised land.

2021 V Form Athlete Tributes



Souleymane Diarra '21. Courtesy of The Lawrenceville School



Spencer Lee '21. Courtesy of The Lawrenceville School



John Weaver '21. Courtesy of The Lawrenceville School

Souleymane Diarra '21

MICHAEL SOTIRESCU '22
CO-SPORTS EDITOR

Encouraged by his prefect, Former Throwing Captain Alex Mauro '18, Boys Varsity Track & Field Captain Souleymane Diarra '21 first tried out for the throwing team during his II Form winter. Having never been on a throwing team before, Diarra didn't know what to expect. Four years later, he reflected on the memories that he had made during his time on the team.

Souley's fondest memory was his III Form Mid-Atlantic Prep League (MAPL) Championship, in which he travelled to Mercersburg Academy despite having the stomach flu. Diarra, "wanting to throw up the whole time," persevered through the soreness and threw just shy of his personal record, an impressive feat considering his pain. "I got points on the board," Diarra said, but that wasn't the most important part of the day for him; by the end of the tournament, Lawrenceville was crowned MAPL Champions. He said, "Being able to go there and support the team was awesome." Another fond memory came during his IV Form winter, during which he shattered his longtime benchmark of 35' with an excellent 36'5" toss. "It was something that I'd been working for over a year and a half," he said, adding, "the hardest part was breaking apart [technically] what I was already doing in order to improve." He also advised current student-athletes to lean on their teammates in order to deal with the highs and lows of a season, saying, "the best way to advance is by watching others," noting the importance of being willing to learn in order to improve. More so, according to him, "when you're in a slump, the best thing to do is to see other people succeed." At the end of the day, throwing is a team sport, and Diarra has always celebrated his teammates' successes as if they were his own. Diarra reflected on how his journey as a thrower was not only defined by his achievements in the shot put sector, but also by the "long-lasting friendships" he built while on the team.

Spencer Lee '21

ADRIAN CARLISI '24

Before coming to Lawrenceville, Spencer Lee '21 played many different sports, including soccer, hockey, lacrosse, baseball, and tennis. As a Lawrentian, Lee played one year of hockey and has played soccer for all four years; he now leaves the school as one of the three varsity soccer captains. Lee reflected on some of his best memories, saying he will never forget the little things: talking with guys in the locker room and riding the bus to away games were moments he will value forever. He also reflected on his last varsity soccer game as a IV Former, when Lawrenceville hosted The Hun School under the lights. He recalled the big crowd and the great win they got to conclude the season; he wished he knew that it would be his last game playing for Big Red. Lee reminisced about some of the biggest challenges during his athletic journey at Lawrenceville, saying that adjusting to the playing style of the Boys Varsity Soccer team was difficult as a III former. He explained, "I wanted to make sure that I was progressing as a player, while also helping the team improve as well."

Lee added that Coach Sean Dory was someone who significantly impacted his athletic journey at Lawrenceville. According to Lee, Dory brought new energy to the team and also helped him in the college recruitment process. Lee will go on to play soccer at Hamilton College next year and hopes to have a starting role in the fall.

Finally, Lee gave some advice to all Big Red athletes: "While it is important to improve at a game when being on a team, it is just as important...to help your teammates improve since you're only as good as your weakest player." Although he'll miss playing for the Big Red, Lee can't wait to continue his athletic journey at Hamilton.

John Weaver '21

RYAN VISICH '22

The Lawrenceville Varsity Baseball team finished the season with an impressive 14-10 record, finishing second in the Mid-Atlantic Prep League and second in the NJ Prep A Tournament. One key factor in the program's improvement is the development of the V Formers, who this year brought not only good quality of play but also a very positive attitude towards the team. One V Former who consistently brought a positive attitude to the team was John Weaver; he initially joined the program as a II Former and immediately took an interest in the sport.

As someone who was injured for the majority of the season, I had the opportunity to watch the team without playing myself. Weaver not only rallied the team during the bad times, but was also very encouraging when the team found key moments of success. Another component of Weaver's presence on the team was the fact that alongside never getting too down on himself, he would always lift players up if they were frustrated, an incredibly valuable quality to bring to a team. With so many new players joining the team this year, Weaver made it easy for the team to bond as a cohesive group—Weaver's most memorable moment throughout his Lawrenceville athletic tenure was enjoying sandwiches at Which Wich Superior Sandwiches in St. Lucie, Florida, while bonding with his team on a spring training trip. As a final statement to his teammates, Weaver stated, "If you're really passionate about [baseball], don't be afraid to put as much work into it as you can. Lawrenceville has the resources, so strive to become the player you want to become." Weaver displayed passion, resilience, and leadership throughout his four years playing for Lawrenceville baseball, and his strong character both on and off the field and will be dearly missed by the School and the team next year.

Class of 2021 Board Picks

	Ije Achebe	Guy Ferrera	Soleil Saint-Cyr	Edan Blecher	Isabelle Lee	Dare Rolfe
						
Prodest moment at Lawrenceville	Reading the last 150 pages of the book last year's fall term English final was on and writing the entire paper the day of the exam block	Creating Jack H's nickname, Jerry	Every time I went to the laundry room and miraculously had money on my FOB to pay for it	Getting off the beach squad at spring training 2018	"How is a fastball representative of baseball's out of touch culture?"	Anytime anything/anyone worked in Kennedy
Three words to describe Lville	A Fever Dream	I can't, crew	Piggybacking off that...	In my opinion	The Lawrenceville School	Anti-Anti Semitic
Life Goals	To have at most 5 tabs open at once	Owning a bouncy castle	Professional Spotify playlist curator	To enjoy mandatory English classes	Successfully edit a sports article :D	To gain weight
	Eric Morais	Maia Hawkins-Litvin	Libby Ford	Jack Hallinan	Mitchell Tung	Vivien Schmitz
						
Prodest moment at Lawrenceville	Finishing my last major assignment before realizing I have to take a make-up AP the Tuesday after graduation	Somehow never getting a detention...	Not pulling the double in Mcc house rooming cards	Becoming a self-designated coffee expert	Not doing a single thing on my house president platform	Opening my mailbox all by myself
Three words to describe Lville	Izzy took mine	Who needs Fridays??	Grove => bowl	...class this Saturday...	Wheezy outta here	S-HOUSE BEST HOUSE
Life Goals	Remember how to not leave the majority of my homework for the morning it is due	Start a paper the day it is assigned	To never again visit the slader homepage	To not be called Jerry for the rest of my life	Cook minute rice in 58 seconds	having goats