



## National Merit Semifinalists Recognized

ELLIE SHIN '21  
STAFF WRITER

Last Wednesday, 16,000 high school seniors across the nation were notified of their recognition as semifinalists in the 65th annual National Merit Scholarship Program (NMSP). In October 2018, approximately 1.5 million high school juniors took the PSAT/NMSQT. The National Merit Scholarship Corporation (NMSC) recognized approximately 50,000 student scores. However, only a fraction of the recognized students became semifinalists of the program, 10 of whom were V Formers Shriya Annamaneni, Miranda Cai, Praneel Chakraborty, Aileen Cui, Ashley Duraiswamy, Vincent Huang, Dami Kim, Deven Kinney, Liana Raguso, and Nicholas Zhou.

NMSC is a nonprofit organization that was established in 1955 specifically to conduct this standardized testing recognition program. Every year, it awards more than \$30 million in scholarships to high school seniors based on their PSAT/NMSQT performance. These scholarships are funded by more than 400 educational institutions and businesses that “share the NMSC’s goals of honoring the nation’s scholastic champions and encouraging the pursuit of academic excellence,” according to the NMSC’s semifinalists announcement on September 11th.

National Merit Semifinalists must submit supplementary materials to the NMSP, which will be used in deciding finalists. Finalists are eligible to win merit scholarships including NMSC’s \$2,500 scholarships, corporate-sponsored scholarships, and college-sponsored scholarships. There are 2,500 National Merit scholarships

available this year. Every student who wins one of those becomes a certified Merit Scholar, joining a group of over 345,000 students who have earned this title. NMSP disregards identifiers such as gender, race, ethnicity, or religion. According to its website, “Merit Scholar designees are selected on the basis of their skills, accomplishments, and potential for success in rigorous college studies.” Students who do not become finalists, however, are still eligible for scholarships: the Special Scholarships are awarded to students whose academic achievements meet the requirements of certain corporate sponsors.

At Lawrenceville, several of the semifinalists conceded that they had not intentionally attempted to win recognition as a Merit Scholar at the time of the PSAT, and the email last Wednesday had come as a complete surprise. “It wasn’t even on my radar,” said Duraiswamy, “but I was also very happy upon finding out because it opened up opportunities that I hadn’t thought of for myself before.” Duraiswamy plans on discussing with her college counselor and submitting supplementary materials.

On the other hand, Annamaneni believes that the NMSP has its drawbacks. “It’s not a very holistic process; it’s all based on the score,” she said. The highest-scoring entrants in each state qualify as semifinalists, and the number of semifinalists in a state is proportional to the state’s percentage of the national total graduating high school seniors. Annamaneni herself does not plan on submitting supplementary materials. Regardless, she felt “very surprised [...] and excited” upon her notification.

The NMSC will announce the list of National Merit Scholar finalists in February and scholarship recipients soon after.

## Catching up with StuCo: Goals for the VILLEage



The School’s 2019-2020 Student Council has started achieving platform goals.

Divya Sammeta '20/ THE LAWRENCE

NOLAN LEE '21  
& CHRISTINE CHENG '21  
STAFF WRITER

Over the summer and during pre-season, Student Council collaborated to fulfill platform goals for the 2019-2020 school year.

With the new School motto of “Village,” the Student Council hopes to “emphasize the notion of family and unity within the Lawrenceville community,” according to School President Tay Gachegua '20.

Gachegua has been working to create an “Adulting Day,” which will teach students important life skills. He is also collaborating with Dean of Academics David Laws P'21'23 to revise the regrade policy, aiming to “ensure that it upholds Lawrenceville’s high academic standards,” according to Gachegua. He is also working on revitalizing school meetings with student performances and creating new social events such as the “Bowl Bash,” an all-school party in the Bowl at the end of Spring term.

Vice President of Academics Andrew Tokarski '20 is excited to create “big changes” and is “open to any recommendations or new ideas from [his] fellow students.” Through his efforts, new printers will be placed in Memorial Hall and the Noyes History Building. He will also bring food surveys to the Irwin Dining Center and has been working with Laws to create an official Major Assignments Week during Turkey Term. Finally, Tokarski is working alongside the administration to restructure the II and III Form Personal Development

Seminars.

Vice President of Honor Makayla Boxley '20 aims for more transparency and accessibility. She is working to create a system on Haiku and the Student Council website through which students can schedule an appointment with counselors at the AI Rashid Health and Wellness Center to increase accessibility. She is currently visiting all the Houses to inform students on policies.

Vice President of Social Life Maggie Ross '20 aims to diversify social events and create more form-wide events “so that everyone can always find something to do.” For instance, she will organize a Fall Festival with “booths and competitions such as pumpkin carving.”

As the Community Service Representative, Lauren Recto '20 looks forward to the creation of a Community Service Council of House representatives during the next few weeks, which will be responsible for organizing projects and keeping their respective Houses involved and informed about service opportunities. By increasing excitement and attention around community service, Recto wants to ensure that “this village is helping other villages in the best way possible.”

Arts Representative Samika Hariharan '20 has been working to increase the presence of the arts on campus. She hopes to introduce masterclasses of visual arts, dance, and theater to “engage more of the student body by giving students the opportunity to try new things.” In addition, she plans to bring back the Arts Council, which she plans to finalize by mid-October.

Finally, Hariharan is scheduling art shows later in the year.

Diversity Representative Jax Floyd’s plans to work with the Diversity, Equity, and Inclusion (DEI) Task Force to increase student input on DEI goals. One of his long-term goals extends beyond diversity: He hopes to have a student representative on the Board of Trustees to create “an avenue to voice [student] concerns in general” and “ensure that changes made at the highest level [...] be made directly for the benefit of the student body.”

As the Sustainability Representative, Sid Sharma '20 looks to further educate the community through a Haiku page with sustainable resources and more relatable speakers during school meeting. He specifically hopes to improve waste management.

Athletic Representative Savon Rawlins '20 aims to increase student liveliness at Lawrenceville’s athletic events. Rawlins hopes to start his proposed ESPN top five plays, a School sports video reel, “as soon as possible.” This short film series will consist of “the best [...] or most important plays [according to] the coaches” condensed to five minutes to be displayed during school meeting. Rawlins also wants to further promote Big Red Athletics by encouraging student performances during each sporting event.

On accomplishing Student Council’s goals this year, Gachegua said, “We all come from different backgrounds [...], so we can all bring something new to the table [...] We will have to rely on each other to make this year successful.”



Lawrenceville students selected as National Merit Scholar semifinalists.

Divya Sammeta '20/ THE LAWRENCE

### Sharpiegate: Erasing the Facts

Lucia Wetherill '21 discusses the implications that Sharpiegate and technology have on our perception of truth.

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### Harkness Travel Programs

Alice Aloo '21 and Emily Shapcott '20 reflect on their Harkness Travel experiences in Tanzania and Spain.

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### What’s Wrong With Preseason?

Sunjay Riener '21 discusses conflicts and potential solutions on fall preseason.

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## THE LAWRENCE

Class of 1968 Fund in Honor of Edward A. Robbins '68 '69 '71 - Nicholas G. Ifft '44 Fund  
- The Princeton Packet Fund (Denise L. and James B. Kilgore '66) - Michael S. Chae '86

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### CORRECTIONS

Readers who notice errors should contact the Managing Editor at sannamaneni20@lawrenceville.org.

## Quote of the Week

**"It's Figlet time lets roll."  
- Eric Zhu '20**

## Learning Opportunities Embedded in Summer Internships

**TITA TUCHINDA '20**

When you jump into the pool, your brain computes nothing but coldness. However, if you use the pool's stairs and gradually lower yourself down, the freezing sensation subsides. Slowly, you acclimate yourself to your new environment.

This summer, I had the opportunity to intern at a property management company. I imagined myself translating documents, analyzing costs and profits in Excel, or learning the art of sales and negotiations. My wishes came true, but not completely. Initially I found my job discouraging. Confusion and dissatisfaction battled for my attention as I got transferred from an engaging environment to an isolated room, doing menial tasks. I was afraid of this new place I was in. However, over the summer, I discovered that internships serve as the "pool's stairs" for your career. Internships offer students the opportunities to hold temporary job positions in an organization to gain work experience or fulfill their school's requirements. Despite the initial hopelessness, I learned how menial tasks can open the door to various learning opportunities.

On the first few days, my co-workers exposed me to the real estate world. We traveled to a Thai province, Pattaya, in order to inspect a condominium. My co-workers taught me how to examine defects in different types of rooms. The next afternoon, I had the opportunity to enter the title deeds' information into Excel and calculated

the difference between expected and real costs. Afterward, my colleague took me to the company's sale booth in a big mall. I witnessed the interactions between a saleswoman and potential buyers; she was an expert on the condominium and advertised it very well. In these three days, I acquired knowledge from multiple people and was thankful for their generosity.

All of a sudden, I got moved from the marketing department to the accounting one. I had to leave an interactive environment and sat in a secluded area. Stacks of papers captured my attention in an otherwise empty room; an accountant explained how I should organize and place documents into binders for storage. Filing thousands of tax invoices into their respective categories became my job. At first, I could not find a reason behind my transition. What mistakes could I have made without realizing? Then I decided to speak to the people around me. After asking around, my manager informed me that most marketing assignments are too "complex" for a high school student, so she believed that the accounting department's tasks would

suit my ability. I could not argue with her as my mother insisted that I should be grateful for any work the company gives me. So, I accepted my fate and began the dreaded work of mundane tasks.

In my first foreign language class this year, the teacher asked the students to reflect on their summer. I gazed in amazement the moment my classmates narrated their vacation. One



Jeffrey Tao '20/THE LAWRENCE student stood out in particular. She spoke about her internship at a famous start-up technology company in Asia. I was astounded when she talked about

## Editorial Reevaluating Our Notion of Privilege

In his convocation address, Headmaster Murray shared a story from his brother's psychology clinic about how perspectives change depending on how one draws the circle of privilege. A group of men, under court-ordered therapy for abusing women, sat down to discuss the concept of privilege. When the idea of "male privilege" was brought up, it was vehemently denied. But when the term was changed to "white male privilege," the two black men of the group immediately understood.

*The reality about the nature of privilege is that we are often keen to see privilege in which we lack.*

The logic of this thought process is interesting. Privilege, in its definition, is a concept not specific to race. Privilege may relate to wealth, family background, and other things. And yet, when viewed through the lens of race, when the notion of "white privilege" was brought up, it was the black men who understood it. They grasped this concept not because someone expounded on the concept of privilege, but because they had experienced its effects. In this instance the circle of "white" male privilege suddenly excluded them, in comparison to the circle of just "male privilege."

The reality about the nature of privilege is that we are often keen to see privilege in which we lack.

It seems that only when we are excluded from privilege, are we able to recognize and acknowledge it. Murray reminded us to "see ourselves more honestly and openly." But the immediate efficacy of our own exclusion in revealing privilege suggests our perception of it is purely relative. The nature of privilege is that it is something ingrained within us, and as a result we often find it hard to examine our own.

A common assumption we hold is that wealth and financial prosperity is a privilege.

Indeed, it is understandable that we think in such a way; in many endeavors, it plays a dictating role in our experiences. Even among students at Lawrenceville, many believe certain demographic groups to have privilege over others—we come from a spectrum of family backgrounds, upbringings, advantages, and disadvantages. Nonetheless, the fact of the matter is that we all attend one of the most expensive private schools in the country, the full tuition of which exceeds the median annual household income in the US. Lawrenceville is a bastion of privilege. And regardless of degrees or the lack of financial aid across students, every student here ultimately receives a fairly similar educational opportunity. The plain fact is that we all are privileged, compared to starving children in Sierra Leone and even to a student at Princeton High School.

As such the notion of privilege is relative in nature. By deeming both the ability to afford one of

the most expensive private schools in the country and the capacity to feed one's family as privilege, we've defined the word to encapsulate all that we desire but do not have or are excluded from. Such a general applicability of the word renders it insignificant and meaningless when one considers the definition—a special right, advantage, or immunity granted or available only to a particular person or group. Therefore, it is crucial to distinguish between what's privilege and what one lacks. While the two are not mutually ex-

*Such a general applicability of the word renders it insignificant and meaningless when one considers the definition—a special right, advantage or immunity granted or available only to a particular person or group.*

clusive, they also cannot be wholly overlapping. Furthermore, it is difficult from the inevitably limited perspective of self to discern what fits within the specificity of privilege. But at the very least, we must first acknowledge what we ourselves have, our own privileges relative to the world, before we judge the privilege of others.

*This editorial represents the consensus view of The Lawrence, Vol CXXXIX*

the incredible opportunity to analyze the company's data. Another instance where I witnessed an impressive internship was when I viewed my friend's LinkedIn profile. He has interned at a prestigious university's lab and gained scientific knowledge. Although students benefit from these "amazing internships", they can learn as much by performing menial tasks. Through handling boring job, students will understand that they won't always get what they want and had to learn the necessary mindset to deal with disappointments.

By persisting through this tedious chore, I discovered some learning opportunities along the way. I learned to deal with the disappointment of not being able to perform intellectually stimulating tasks. On a more positive note, I got to apply my time management skills which are polished from handling the pace of life at Lawrenceville. I mastered the art of working quickly and setting daily goals on how many stacks I plan to organize each day. This internship experience also gave me the opportunity to recognize the different units that constitute an organization. Social Media Strategists, Product Designers, Architects, Website Curators, and other professionals all made Ocean Property Co.Ltd. possible. I became interested

in business and bought a book to find out more about this field. Moreover, and formed several relationships with my co-workers by eating lunch with them. The eight-hours shift strengthened my work endurance and concentration. In the end, filing documents changed my perspective about the reality of a job. You don't always get to do the "glamorous" tasks if you don't have the required skill sets or experience.

The lessons I learnt from this internship experience can be applied directly to any Lawrentian's journey. More than half of the student body would agree that they have at least one unstimulating class during their Lawrenceville career. Instead of complaining or reacting negatively to these circumstances, you should open your mind to possible learning opportunities. Perhaps, you will come across interesting facts in a subject you never thought of before. Furthermore, by taking courses at Lawrenceville, you will likely encounter failures and discover what classes you like or dislike. Boring tasks can give you clues on what you don't want to do in the future. Furthermore, it can motivate you to sharpen the skills necessary to get a good job. That way, you won't regret spending your whole life performing menial tasks in exchange for salary. More importantly, the relationships you form with your classmates will enhance the collaborative skills you will use in the future. In the end, it is up to your perception on whether something is mundane or interesting. What do you choose to see?

## Sharpiegate: Erasing the Facts

### *The Value of Scientific Truth in an Increasingly Technological World*

LUCIA WETHERILL '21

Hurricane Dorian, the storm that recently wrecked the Bahamas, has managed to generate a political storm in the U.S: Sharpiegate. It all started when President Trump tweeted that “South Carolina, North Carolina, Georgia, and Alabama [would] most likely be hit (much) harder than anticipated by the storm.” Unfortunately for Trump, however, the storm was not forecasted to hit Alabama—something the Birmingham National Weather Service quickly pointed out on Twitter. Soon after, Trump revealed a map detailing the hurricane’s path. However, when members of the media zoomed in on the picture, they noticed something strange: The hurricane’s path had been altered to include Alabama—with a black sharpie. When this was pointed out, Trump’s administration only escalated the conflict. According to the *New York Times*, Commerce Secretary Wilbur Ross called Neil Jacobs, the acting administrator of the National Oceanic and Atmospheric Administration (NOAA), and “instructed Jacobs to fix the agency’s perceived contradiction of the president,” and was informed that his job depended on it. The fact that Trump lies is old news—his insistence on creating his own

reality is one familiar to the American public. From his inauguration turnout to the mere suggestion of “alternative facts,” there are objective falsehoods that have persisted in his tenure. However, “sharpiegate” and its threats against NOAA scientists suggest a far more concerning outcome for the scientific community and the country overall.

Trump’s comments puts the validity of scientific information at risk, and in turn, the very nature of the scientific process. In the case of Sharpiegate, for example, had the NOAA released a false alarm for Alabama, it would have caused undue panic and instilled a mistrust of the agency, making any future warnings less credible. When scientists present information, it is crucial to get everything correct. Science is based on facts and reasoning, and as a result, scientific conclusions are accepted as facts until proven otherwise. The scientific community discovers and reports those facts to the public, who utilizes that knowledge to advance society. That communication requires trust, which is determined by the credibility of the sci-

entists. It’s one thing to criticize the media, but it’s another thing entirely to go after the scientific community. By threatening it and attempting to destroy its credibility, Trump threatens one of the few sources of objective, unbiased information—sources of facts.



Oona Pierre '20/THE LAWRENCE

At a time where the state of information is so contentious, the nature of science’s objectivity should be preserved. As technology con-

tinues to improve and advance, the truth seems to become more elusive. Technology can be used to alter images (without the use of a sharpie, that is), videos, and convey misleading information to the public. It’s becoming difficult to tell facts from fiction, especially when we have a President who clearly favors the latter.

Yet now, more than ever, the truth is of the utmost importance. In order to get things done as a country and society, we need to be working off of the same information. We have countless issues—vaccines, GMOs, climate change—that cannot be addressed without a consistent and concrete scientific understanding of the subject itself. That type of understanding can’t happen without the facts pouring out of the scientific community.

Furthermore, science is what informs our policy decisions. The U.S. currently struggles with issues that could be handled more effectively if everyone was using the same information. The U.S. has trouble dealing with climate change, for example, because not everyone accepts the facts. President Trump has certainly

played a role in this issue; last year, he contradicted his own scientists’ findings, discrediting the scientific community and spreading doubt about climate change’s existence. Other countries seem to grapple with an unwillingness to act against climate change, but the U.S. is still fighting to acknowledge climate change, in spite of overwhelming scientific evidence. Climate change activist Greta Thunberg recently commented on this difference: “[In the U.S.], it feels like it is being discussed as something you believe in or [do] not believe in. And where I come from, it’s more like, it’s a fact.” The U.S. is a crucial step behind when time itself is of the essence. Something clearly needs to be done about climate change, but that can only happen once people accept the facts.

Thus, Trump’s attempts to compromise the integrity of the scientific community come at a dangerous time. Science exists to uncover the truth about the mechanics of the world around us, and right now, science is telling us that climate change is a real threat. There are countless problems that can be more effectively managed if the facts were universally accepted. We can’t afford to have the truth silenced, especially over something as petty as Sharpiegate.

## Minorities Within a Minority

### *Challenging the Female-Victim Nature of Sexual Assault*

ISABELLE LEE '21

Recently, the *New York Times* published an investigation disclosing the nature of sexual assault in the U.S. military. More than just a simple article, the investigation spanned beyond 3,000 words and involved in-depth reporting and personal testimonies. The report went on to be featured on several major news outlets including the BBC, NPR, and others. Sexual assault isn’t new to our country. Over the past few decades, campaigns such as the #MeToo movement have garnered much attention surrounding the topic and encouraged victims to speak out against these issues. Brett Kavanaugh’s hearings for his role as Supreme Court Justice encouraged widespread discussion, and overall the level of awareness on this topic has increased significantly. And yet, if such a topic has already been covered, why the media flurry around this investigation?

The *New York Times*’ investigation wasn’t groundbreaking because it dealt with sexual assault, but because this one pertained to men. Following the stories of six men and estimating the total number to be far greater, a social movement made to encourage the voices of the oppressed had somehow left the stories of 100,000 men behind. This leads us to a pressing reality. Amidst searching for inclusivity, aiming

to elevate the voices of the minority, it seems that we sometimes leave certain groups out in the process of defining it.

When we think of the term “sexual assault,” our minds subconsciously conceive an image of a woman. Even if we are aware that both men and women can undergo the same traumatizing experiences, our society has unknowingly created a culture that is exclusive and heavily one-sided, where certain issues skew our perception in one way. In the case of sexual assault, we defined the boundaries, where men where the perpetrators and females the oppressed. Although often the case, the *New York Times* investigation suggests a different view. Given this new information, we should come to understand that male victims deserve the same sympathy in their concerns as those given to women.

More than just the nature of an issue, the *New York Times* inves-

tigation also shows how flawed cultural conceptions can bias our view. Sexual assault took on its own cultural connotation when defining relationships in our society, one where females were the victims. This, coupled with traditional stereotypes of masculinity, led to



Jeffrey Tao '20/THE LAWRENCE

a society viewed in binary. Many of us subconsciously assumed

that sexual assault was an issue exclusive to females. Due to this public stigma and the common cultural expectation of men, the movement of sexual assault failed to truly integrate them into an inclusive community where women are encouraged to share their experiences. Although society has definitely learned to advocate against sexual assault, we have also created a selective environment where certain groups are deemed relevant to an issue, and others cast aside.

Our perception of these issues is also biased through the media, simply in the nature of those stories that are prominently featured. We are overly accustomed to having female figures dominate on topics related to this issue that many of us simply reinforce this cycle that isolates male victims. For example, when a female influencer discloses a personal story about sexual abuse, we often take to social media and encourage other women to follow in their footsteps, but seldom do we publicly invite men to do the same. Since men are rarely seen addressing this issue in the open, the lack of male influencers

and public support can discourage other victims from sharing their experiences. In short, those whose stories of oppression are relevant but act as outliers are often excluded from the wider social circle.

Thus, the real question is: how can we create an environment that not only supports female victims, but also encourages male subjects to feel safe and accepted within society as well? The stories of these six military men, among hundreds of thousands of others, serve as a shocking wake-up call for society to start taking initiative. We can start by redefining our perception of sexual assault and being more receptive to the thought that men are also part of the equation, not just women. When we frame social issues, we shouldn’t divide it into a binary system where certain groups are relegated to certain roles, because our purpose is not to set up a stark contrast between one group against the other, but rather to universally address every member within society. Ultimately, change is meant to establish a community that equally upholds all groups. This story of sexual assault isn’t unique to one social issue, but moreso a wakeup call. There are inevitably others who have been left out when their experiences didn’t fit the demographic of the oppressed. In this process, we create our own minorities within a minority.

## College Representatives Engage in Harkness With Students

LINA OLAZABAL '22  
& ASHLEY LEE '21  
STAFF WRITERS

The College Counseling Office (CCO) launched its College Visits series with 27 institutions visiting campus this week. College representatives held 20-minute Harkness discussion sessions with groups of students in Woods Memorial Hall's classrooms. Throughout the Fall Term, over 125 colleges will be invited to campus to provide information on opportunities specific to their own school. Colleges that attended this past week include Merrimack College, Ohio Wesleyan University, and Bard College.

Leading up to the visits, V Formers received a list of colleges that would be hosting Harkness discussions throughout the week. For the evening visits of the college visit series, which run from 7:00 PM to 8:00 PM, students rotate throughout the different classrooms to participate in up to three Harkness sessions.

On the purpose of the college visits to the School, Associate Director of College Counseling Alexandra Carrozza said, "They are organized to provide students the opportunity to learn about the colleges that they cannot visit easily."

On top of accessing information about the colleges not easily found online, the students may demonstrate their interest to the colleges, a factor some colleges

consider in their admissions process.

The CCO recommends V Formers to attend all three sessions of each evening's College Visits even if none of the visiting colleges are necessarily on their radar. On this recommendation, Carrozza said, "We tell them to explore. If you're already in the building, why not go to three colleges instead of one?"

The Lawrenceville community's interaction with college admission officers extends beyond these informational Harkness discussion sessions. The CCO interacts with college admission officers on these days to talk about the details of the college admissions process.

On her meeting with college admission officers, Carrozza reflected, "Especially because there are so many officers who are affiliated with different colleges [in the room], there are diverse perspectives on admissions that are useful to Lawrenceville's CCO."

Reflecting on his experience at the college visits, Darin Khan '20 said, "From the discussions and information from these visits, we could change the colleges and majors we consider, [which] changes the course of our lives."

As Fall Term progresses, the CCO will host more colleges on campus which allows V Formers to interact with various institutions to further broaden their perspectives. These visits include both evening Harkness sessions and morning interviews.

## ROTA Reaches *Hamilton*

CHRISTINE CHENG '21  
STAFF WRITER

12 Lawrentians attended a performance of *Hamilton: An American Musical* at The Kimmel Center's Forrest Theatre in Philadelphia this past Sunday at 7:00 PM. The trip was coordinated by the School's Reach Out to the Arts Program (ROTA), which strives to "expose students to world-renowned art and inspire students to be art lovers and make [art] a part of their lives," according to program coordinator Marta Napiorkowska.

Although the ROTA program has been running for close to 30 years, Napiorkowska began coordinating the ROTA program four years ago after inheriting the program from former History Master John Sauerman H'84. Since then, she has expanded ROTA to encompass a greater variety of the arts through trips to local art museums, theatrical plays, and dance performances. While Napiorkowska must work with a budget and limited number of calendar dates, she strives to find more opportunities that appeal to a broader range of students, not just those who are interested in musicals.

"Great art has the potential to elevate us beyond our everyday cares and the world's troubles. For Lawrenceville students, being in the presence of great art is enriching to their beings in ways that they don't often come across during the grind of the school day or school week," she said.

*Hamilton* tells the story of America's Founding Father Al-

exander Hamilton. With a score composed by Lin-Manuel Miranda, the music incorporates hip-hop, jazz, blues, rap, and R&B. Since its Broadway debut in August 2015, *Hamilton* has won 11 awards at the 2016 Tony Awards in addition to receiving both the 2016 Grammy Award for Best Musical Theater Album and the 2016 Pulitzer Prize for Drama.

Mackenzie Bunnell '21 has been an avid fan of the musical

to what she has been learning in her Honors United States History class. She believes that *Hamilton's* relevance to her course load is "really fun and beneficial" to her learning.

When she first heard that she had been selected to watch the show, attendee Allison Williams '21 was "really happy and excited."

On her overall impressions of the show, Williams said, "It was really cool to see the music and



Students watched *Hamilton* with School subsidized tickets, organized by ROTA.

Courtesy of Marta Napiorkowska

actors come to life through each of the director's choices—[these choices] make a scene totally different [...] The scenery, stage, and lights were incredible," she said.

Attendee Jasmine Bright '21 agreed with the above sentiments. However, she did not enjoy a "modern Fortnite dance" added to the show because she believed it "broke character."

Bunnell connected the musical

for a long time, and she enjoys listening to the soundtrack with her family. On her experiences watching *Hamilton*, Bunnell said, "It completely lived up to my expectations." Bunnell added, "One thing I find really special about *Hamilton* is how there's barely any dialogue—most of the show is just the music."

Bunnell connected the musical

## Club Night Showcases Student Initiatives

TIFFANY YEUNG '22

This past Thursday, the School hosted its annual Club Night from 6:30 PM to 7:45 PM in the Lavino Field House. New students attended from 6:30 PM to 7:00 PM, and returning students attended from 7:00 PM to 7:45 PM.

History Master and Director of Student Clubs Cara Hyson P'14 '21 described Club Night as "one of the best nights of the year because new students and even returning students get to see the incredible diversity of interests, passions, activities that Lawrenceville is involved in." She began Club Night as an effort to allow students to see all the club offerings instead of a limited number. "Because of Club Night, everyone can see what is available [...] Students are encouraged to join a club [...] [or] even create their own club," says Hyson.

Hyson said that clubs are a crucial aspect to the School because of their opportunity for student agency. She said, "When I look at Lawrenceville, I think there are four aspects to it. You've got your athletics, academics, your House, and I think clubs is the fourth pillar of Lawrenceville. You have a place where you can decide for



Student-run clubs were divided into categories including philanthropy, academics, arts, sports, and politics.

Courtesy of The Lawrenceville School

yourself how much you're going to invest in something that is important to you, and it is all up to you."

There are 150 total student-run clubs on campus, including both the official and provisional clubs. A provisional club must be active for one term, as verified by its faculty advisor, before it is added onto the official club list, which is sent to the Admissions Office and

uploaded on the Lawrenceville website.

Melting Point, created by Mac Dilatash '21 and Jack Hallinan '21, is one of the newest additions to the many publications on campus. According to Hallinan, the publication is "all about figuring out [different] truths about our world through other lenses." The two students created the publica-

tion because they "wanted a place to share more original thinking [...] and think outside of the box about culture and [...] [other] things that people don't talk enough about," Dilatash said.

The Sports and Business Club "is one of the limited ways that students can get involved in sports on campus without having to play that sport," said Kylan Tatum '21,

the president of the club. Tatum said that Club Night is important for the Sports and Business Club because it helps the club in achieving its goal of "getting new people excited about and interested in sports and the business behind sports."

As a whole, Tatum believes student initiative on campus is important because "in school, we're constantly being told that we need to be leaders, and yet we're often not given the space to explore our leadership capacities. In a classroom, the teacher leads, and on the field, the coach or the captain leads. Clubs are really the only place where all students are able to pursue their own diverse interests and initiatives."

Jack Sansbury '22 said that his favorite part of Club Night is "being able to experience every club first hand." He added, "It's really cool how so many people all over campus can connect just because of one or two clubs."

On her first Club Night, Audrey-Lillie Bing '23 said, "I enjoyed learning about [Alliance of Black Cultures] because I think it will help me feel more bonded to the black community."

Similarly, Adi Jung '23 said, "I want to join Young Democrats to become more politically active."

# From Pamplona to Catalan: Saying Yes to the Unknown

## Spain: School Year Abroad (SYA) 1 Year Program

EMILY SHAPCOTT '20

The concept of School Year Abroad (SYA) sounds insane when said plainly; it's a program that sets teenagers free for nine months to explore foreign cities while they're simultaneously going through the extreme highs and lows that come with being a young adult. It's difficult to capture the feeling of what it's like to spend IV Form year abroad in Spain. I could talk about the ample time I spent attempting to "culturally immerse" myself by drinking café con leche in local cafés, watching La Casa de Papel, learning how to make tortilla de patata or perfecting the dos besos, the customary Spanish greeting. I could write about the moments of culture shock such as religiously eating meals and snack (desayuno, almuerzo, comida, merienda and cena) at wildly different hours than we do in the United States. But none of that really explains the essence of an adrenaline-filled adventure every single day. The driving force of my exciting journey was my willingness to say yes without always knowing exactly what I was signing myself up for.

Sometime in October 2018, my host family took me to a Dani Martín concert. Spanish Punk Rock was both an unfamiliar genre and in an unfamiliar language. However, once I learned to leave my comfort zone, we laughed the whole night as we



Emily Shapcott '20 and friends posing at the Spanish coast.

danced along to blaring guitar music and cheered in accordance with a man in an awkward chicken suit who was directing the crowd from the stage. The lyrics didn't make a lot of sense to me, and I'm still not sure what a chicken had to do with anything, but nonetheless, the concert was an opportunity to create priceless memories with Eva and Maria, my host mother and sister, respectively.

Adventure sometimes came in the form of sporadic, short trips I took. Early on in the year, our school offered a day trip to Pamplona that my friends and I signed up for on a whim. "Why not?" we thought. We arrived, confident our Spanish would help us easily navigate through the city, but the street signs were predominantly in Basque. This happened to us again

in Valencia where we frequently came into contact with Valencian, a dialect of Catalan. The more I traveled, asked questions, and interacted with locals, the more I understood Spain beyond its stereotypes as a land of flamenco dancers and of speakers with strong lisps, which was essential to opening my mind to the diversity of Spain and our greater world.

In late March, I had the perfect opportunity to expand my mind. I attended a lecture on the psychology of women in the modern feminist thought for my Capstone project about intersectional feminism. I diligently took notes while Sra. Elizabeth Palacios went through gender theory. It was one of those checkpoint moments when I realized that my brain was understanding words with

Emily Shapcott '20/THE LAWRENCE

little to no effort. As soon as I started to feel confident and comfortable, a curveball came my way. In response to the idea that gender intersects with various identifiers, a Spanish man suggested that race was a minor factor in the way women view themselves relative to religion. He then asked my friend and me what we thought, as we were the only black women in the room. Encouraged by my program director to respond, I started wracking my brain for words, but none of them seemed adequate for the necessary response. How do I disagree with this man respectfully? How can I respond with such a vastly different cultural context and understanding of race? Do I have to explain my life story to the whole room? In that situation, language proficiency

wasn't enough. To communicate effectively, I needed the type of cultural competency that can sometimes take a decade to develop. Just like my idea of a singular Spain, my notion of fluency was challenged. I didn't ace my response—in fact, I fumbled over grammar that I would normally articulate with ease. But the next time I was under pressure to answer questions about my cultural experiences, the words flowed more freely and with organization. By allowing myself to get the answer to a question wrong, I made it easier for myself to get the answer right the next time. That's really what SYA is all about: being wrong until you're right. You speak dodgy Spanish until one day you're able to order coffee at a local café without thinking or recount your day to your host family with fluidity.

I decided to attend SYA to scratch an itch I had for a change of environment and habits. SYA took me not only to Zaragoza, Spain where the program is based, but also to educational explorations in Córdoba, Cadiz, Sevilla, Valencia, Barcelona, and even Paris. More importantly, I went on a journey of personal growth in which I became comfortable with being wrong in order to expand my mind. I'm so grateful that I decided to say "yes" to such a unique opportunity even though at the time there were so many unknowns about what that year might've looked like.

# Hugs and Hospitality in Mainsprings, Tanzania

## Tanzania: Leading for Change – Sustainable Development and Service

ALICE ALOO '21

After nearly missing two out of three of our flights, my group finally arrived at our destination: Mwanza, Tanzania. We were warmly welcomed by the directors of the Mainsprings School: Mr. Seth, Mr. Ojala, and Mr. Jonas. Upon our arrival, our chaperones, Instructional Services and Engagement Librarian Autumn Sinai, Science Master Greg Hansen P'08 '11, and Director of Community Service Program Rachel Cantlay P'07 '09 '11, took a photo of the group. After 18 hours of traveling, it was evident in that photo that every single one of us was exhausted. Yet, our journey to the Mainsprings School was not complete yet, as we still had a two-hour car ride in front of us. I will never forget the drive through the streets of Mwanza; I was suddenly awake when I rolled down the windows and stuck my head out. I had an unobstructed view of the mesmerizing Tanzania nightlife, the sounds of chatter amidst African music from stores along the streets, and the smell of fresh air punctuated by the aroma of good food. It was a thrilling scene. Ten minutes into the drive we passed a group of children who waved at me, but I was taken a back and missed the opportunity to wave back. I quickly embraced this Tanzanian hospitality, and in the remaining part of the



Lawrenceville and Mainspring School students going for a walk in Tanzania.

Alice Aloo '21/THE LAWRENCE

ride I waved at every single person that made eye contact with me. This trait of hospitality was something that continued when we reached the school. When we arrived, as soon as I got out of the car, I was surprised with hugs from the Mainsprings girls. Even though it was dark and they could not see our faces they hugged all of us and hugged us tight, as if they had known us for many years. A few days into the trip,

we had a meeting with the student council of the girls' school. Their council was very similar to Lawrenceville, the only difference being that they all varied in ages. In their rigorous schedule, everyone wakes up at around 5:00 AM to do chores and finish up some homework, leaves to go to school at 8:00 AM, and comes back at 4:00 PM to go to sports practice. Some of the girls participated in self-defense training,

and they would sometimes compete with other schools. Then, they would practice singing for prayers later that evening. The girls would go to bed very late, past midnight, staying up to sing and dance. Every single day, we talked to the girls, and they never gave a single complaint about their day. There was not even a trace of negativity that they showed, which was difficult to understand. I realized that they all had a dream

that they were determined to make into a reality. It was refreshing to be surrounded by hard working girls who always had a smile on their face. Their generosity underscored what we are taught here at Lawrenceville—to be open-minded, accepting, and respectful. The hospitality that welcomed me at the Mainsprings school brought back the same feeling that I felt when I first arrived on the Lawrenceville campus.

# Lawrenceville Welcomes New Fellows to Campus



From left to right: Holli Olson, Sean Dory, Anna Kim, and Amethyst King

Divya Sammeta '20/THE LAWRENCE

CHRISTINE CHENG '21 &  
CHELSEA WANG '21

## Holli Olson

Holli Olson, the newest member of Lawrenceville's Math Department and a duty master in Girls Lower, is a recent graduate from Colby College. Having majored in statistics and minored in Managerial Economics, she is currently teaching two sections of Math 3. Olson, originally from Plymouth, Vermont, has always "loved being in the outdoors;" specifically, she enjoys hiking and biking. Having been a part of the varsity field hockey team at Colby, she is currently an assistant coach for the Girls Varsity Field Hockey Team this term and looks forward to coaching Girls Junior Varsity Lacrosse in the spring.

After hearing about the BSTR Program through a program she had previously worked with, she decided to apply to BSTR to pursue her interest in teaching and helping others. Afterwards, she was immediately drawn to Lawrenceville because of its "focus on community and its ability to really bring people together in its beautiful campus." As a fellow, she hopes to be both "relatable to high school students" and to act as a good role model by spreading her values of having a positive attitude and working hard.

When Olson was young, she had always wanted to help people, and "medicine was how [she] saw that working out when [she] was younger." Though she has always been interested in STEM and medicine, she soon switched from the pre-medical track to math after discovering her love for statistics while taking the course in college. From a young age, math "always came a little bit more naturally to [her] and was just something that [she] was more confident in." As she grew up, it was even more interesting to be able to "break the stigma of women in STEM."

At Colby, she was involved in many things that can translate to a private boarding school environment. For example, as part of the varsity field hockey team in college, she is glad to continue to be involved with athletics at Lawrenceville. In addition, she worked as a dormitory community advisor, which she continues to do as part of her job in Girls Lower.

In college, she mostly helped out with teaching at local public schools as a teaching or classroom assistant, but being fully responsible for a class is new to her, so she is "still finding [her] voice in the classroom." She wants to make sure everyone feels welcome in her class by supporting her students in every possible way. Though she is the only new faculty member of the math department this year, Olson has been "welcomed with open arms." According to Olson, "[Lawrenceville] has been so lovely. Everyone is so nice here, even though I'm a new face walking around on campus."

## Sean Dory

Sean Dory joined the Lawrenceville community as a Science Fellow and is the newest addition to the Dickinson House. Having majored in Chemistry and minored in Environmental Studies at Williams College, Dory has always been "interested in sharing the things [he has] learned with others" and is currently teaching Inquiries in Biological and Environmental Sciences to II Formers. Aside from teaching, he enjoys spending time outside cycling, hiking, or playing soccer, and he is currently coaching the Boys Varsity Soccer team.

Though Dory has never pictured himself as a formal teacher, "different forms of education have always been a part of [his] life" through tutoring and working at a museum. He loves trying new things, and he first became interested in applying for the BSTR program because he saw that teaching at boarding schools would give him the opportunity to engage with the community in an all-encompassing way by connecting with students in all different aspects of life from science classrooms to soccer fields. He particularly enjoys Lawrenceville's Harkness-style learning, which allows him to focus on "creating classroom spaces with more room for conversation rather than only lecture and information sessions."

From a young age, Dory has always been interested in science and learning about how the world works. At Williams, he was involved in a variety of sustainability initiatives, one of which included "reaching out to local farms to try and get more local foods in [the school's] dining halls." His love for science eventually led him to complete his senior honors thesis on education and climate change. While at Williams, he also played for the varsity soccer team, and he looks forward to coaching soccer at Lawrenceville. While in college, Dory tutored middle and elementary school students and worked as both a teaching assistant and research assistant, but being responsible for a whole class is still new to him. "I like the excitement and uncertainty of walking into a class and kind of knowing in my mind what my plan for the day is, but still leaving enough room for the class to take it in whatever directions they want to," he said.

Dory loves the freedom of the teaching styles in the science department, where he is encouraged to "think of the bigger picture and expose students to larger systems and patterns rather than focusing on the really small details." He particularly enjoys the freedom he gets to "try and match unique student interests" to topics in class which allows the classroom environment to become more engaging and welcoming for each student.

Although new to the community, Dory looks forward to getting to know everyone better, as one of his favorite parts of Lawrenceville is its "small and passionate community." He really wants to "try new things and meet more new students to really feel a sense of place and purpose [at Lawrenceville.]"

## Anna Kim

Anna Kim joined the School as the newest member of the English Department and serves as a duty master in the McClellan House. She is currently teaching two sections of IV Formers in The Novel. Originally from Flushing, New York, Kim and her brother were the first in their family to go to college, where Kim double-majored in English and philosophy at Williams College. Growing up in a very religious and conservative household "fueled [her] interest in philosophy and going against the grain." Her willingness to observe and learn more about others also made literature one of her greatest interests.

Although she originally decided to major in psychology and philosophy, Kim found that English offered her new perspectives by expanding on the topics discussed by psychology. For example, one of her psychology classes talked a lot about the nature of curiosity in an experimental framework but it was in her English classes in which she learned to define curiosity. English allowed her to "ask questions and to not take things for granted, especially in the language we use and how we talk." Kim realized that the power of language and how it could be a driving force "to change the world."

After hearing about the benefits of the Penn Boarding School Teaching Residency Program (BSTR) from a close friend—a second-year fellow at the Loomis Chaffee School—Kim decided to apply to BSTR. After visiting Lawrenceville, she especially loved the conversation she had with Chair of the English Department Miranda Christoffersen P'14 '18 and English Master Margaret Ray regarding a class she had just shadowed, as she appreciated that they were leaving space for discussion and reflection.

While she had tutored her peers in high school, Kim did not become interested in teaching until college. There, she had a lot of teachers "who inspired and opened so many different doors [for her]," and she was driven to become a fellow by the desire to "see what better ways of teaching there were and how to best educate [herself] and others." According to Kim, students mostly attend class to learn about the material, but they "don't think about or realize how the material is being taught by each professor." Seeing and understanding the teaching process led her to become interested in teaching.

While she is still adjusting to the transition from college student to teacher, Kim loves how "passionate and committed [Lawrenceville] students are in the classroom," which explains why she hopes to not only teach her students, but also to learn from them as well. Though teaching is a huge responsibility, she enjoys how it humbles her by making her reflect on what she knows." Though it does make her feel vulnerable, she admits that "this vulnerability is what education is all about" because she can constantly keep growing and improving.

Kim is excited to be a part of the Lawrenceville community as she loves connecting and talking with people. Being at Lawrenceville has been an eye-opening experience for her, and she is eager to get to know her students and other Lawrentians better while also "pushing her own boundaries of comfort."

## Amethyst King

Amethyst King, a new fellow in the history department and a duty master in the Carter House, graduated from Columbia University with a degree in psychology and a concentration in Education Studies. She is currently teaching Forces That Shaped the Modern World and will teach U.S. History next term. Born in Topeka, Kansas, King went to high school near Atlanta, Georgia and moved to Denver, Colorado with her family. When she is not busy teaching, she enjoys doing yoga and watching Netflix.

King decided to come to Lawrenceville because she was impressed by the diversity of the student body and the House system. She also liked Lawrenceville's location because she has many friends in New York. Her friends from college who graduated from Lawrenceville also "only had good things to say" about the School. She had worked at Phillips Exeter Academy during the summer, so she was already familiar with the Harkness method. According to her, Lawrenceville provides a unique education because it is "very similar to a college," and being a teacher here is "like being a professor."

In high school, King participated in community service by helping students at a local elementary school. This would be her first experience with teaching. In college, she was a member of her sorority and a residential advisor. She was also heavily involved in student teaching for her education coursework.

King was primarily focused on psychology in college for the first couple years because it "ties into [her] interests in history," and how that influences "how people think, how people interact, and how those behaviors are shaped by context." However, a summer job in the classroom made her realize that she loved teaching and connecting with students, and "ever since then [she] knew that [she] wanted to teach." She loves making connections with students, hopes to be "the person that people come to in times of stress or trouble," and wants to "help guide them the right way." She is also excited to "see [students] in all their aspects of life," such as watching athletic competitions and music and theater performances.

King describes Lawrenceville as a supportive community. People frequently approach her to make sure that she is adjusting well, so she feels that she has "a lot of people to go to." She notes that fellows rely a lot on each other and that they are a great group. She finds Lawrenceville students' eagerness to learn to be helpful to her teaching, as it allows her to focus on teaching the course rather than managing student behavior. Transitioning from being a student to a teacher and being "the adult in the room" has been challenging for her, but the experience has been overwhelmingly positive rather than stressful. She's excited for the rest of her time here!

# Boys Soccer Comeback Falls Just Short to Hotchkiss

JACK HALLINAN '21

Right off the opening whistle of the heavily anticipated Boys Varsity Soccer match against The Hotchkiss School last Saturday, it became apparent that the match would be a fast-paced affair with plenty of chances at both ends of the field. Hotchkiss accumulated a slew of chances following kickoff, creating two opportunities inside the 18-yard box, one of which required center back Gabe Gaw '21 to stab his leg out on a goal-line clearance. After a pair of Hotchkiss corners, Lawrenceville counter-attacked effectively, progressing the ball to Co-Captain, striker Will Murray '21, who struck a low shot wide of the goal eight minutes into the first half. Not long after the missed opportunity, Spencer Lee '21 threaded a ball through to Xavier Lacoste '20, who missed wide to the left.

Hotchkiss withstood this Lawrenceville offensive spell and quickly transitioned play into its quick-footed attacking triumvirate, forcing two one-on-one saves from goalkeeper Liam Flynn '23 on consecutive Hotchkiss progressions. Ben Wilcox '20 provided Lawrenceville's next major chance, delivering a one-time cross from right-back for winger Mac Dilatush '21 in the middle of the Hotchkiss defense, heading it wide to the right. With both sides



Spencer Lee '21 (left) and Tait Mott '20 (right) in action for Big Red.

Courtesy of The Lawrenceville School

having their fair shares of scoring chances, Wilcox ensured the half ended 0-0 stopping a Hotchkiss counterattack with an aggressive slide tackle.

After a choppy ten minutes of play into the second half, a Hotchkiss forward dribbled through to the touchline and laid the ball back to an oncoming teammate at the top of the box, who opened the scoring with a first-time shot into the top-right corner of the goal. Following the goal, Lawrenceville had yet another scoring opportunity as Alex Shetye '20 received a cross to the back post, volleying it to the near post, leading to a comfortable save by the goalkeeper. Not long after the first goal, Flynn then rushed out of goal to

handle a Hotchkiss long pass over the top but failed to fully clear the ball, leaving Hotchkiss an open goal to add to its lead 15 minutes into the second half. Being two goals down, Lawrenceville attacked relentlessly, creating many chances yet without a breakthrough. With 17 minutes left in the match, the Hotchkiss right wing-back ran onto a second ball and crossed it on a dangerous diagonal back into the box, allowing a Hotchkiss attacker the opportunity to head the ball from close range, scoring Hotchkiss's third in 15 minutes.

Facing a three-goal deficit, Lawrenceville shifted up a gear in speed and intensity to finish the match. Receiving a pass into the box from Co-Captain Tait Mott '20, Murray

drew a foul and Lawrenceville was awarded a penalty, which Lacoste struck powerfully into the lower-left corner. Building off of new-found momentum, Lawrenceville attacked in numbers, ultimately opening a lane for Murray to dribble through two Hotchkiss defenders and force a one-on-one with the Hotchkiss keeper. Despite the keeper saving the initial shot, the ball was parried back into Murray's path, who capitalized on the exposed goal to cut the deficit down to one goal. While Lawrenceville played at full pace for the remaining five minutes, the spacing of Hotchkiss's defense remained tight, preventing Lawrenceville from forcing open any gaps in the center of the field. Despite bombarding the

Hotchkiss box with a succession of free-kicks and corners, Lawrenceville could not find a way through, and the match finished 3-2 in Hotchkiss' favor.

Neither team maintained possession of the ball particularly well throughout the match, typically relying on long-pass-heavy counterattacks to send the ball towards their respective forward lines. Hotchkiss made the difference by allowing the Lawrenceville midfield slightly more time possession, drawing one or both of the Lawrenceville fullbacks higher up the field, then quickly hitting long passes to one of its three forwards, causing plenty of favorable three-on-two and three-on-three situations. Mott reflected positively on the match, stating that "the surge at the end [of the match] really showed promise for how dangerous [the] team can be at any part of the game." Likewise, Murray stated the team's capacity to come back and score two goals "proved that [the team] can fight back and be competitive even at moments where it seems impossible." Lawrenceville did create a handful of promising chances, giving the team ample confidence going into upcoming games. This past Wednesday, the team played at Malvern Preparatory School, and it will face off against Choate Rosemary Hall this Saturday for the annual Choate Day.

## What's Wrong with USA Basketball?

SAMIR KHARE '21

Final Score: France 89 United States 79. As the buzzer sounded at the end of France vs. the U.S. in the quarter-finals of the International Basketball Federation (FIBA) World Cup, U.S.' tournament run came to an early end. This loss sent the U.S. into the loser's bracket where it suffered another loss to Serbia, led by Nikola Jokic and Bogdan Bogdanovic, before picking up a win against Poland in its final game. These results mean the U.S. placed seventh in the final standings of the tournament which was the team's lowest placing ever. This loss snapped the U.S.' dominant streak of 58 wins in FIBA and Olympic competitions. In hindsight, early signs of the U.S. roster's weaknesses were apparent from the beginning. Prior to the tournament, the team lost in an exhibition match to Australia and ended a streak of 78 consecutive wins in international competitions. In addition, the team barely survived a 92-91 overtime nailbiter against Turkey in the group stage of the tournament. The 2019 U.S. men's basketball team was doomed to fail from the start due to a multitude of reasons, but the big question remains: How can team U.S. fix these problems when it comes to putting together a roster for the 2020 Olympics in Tokyo?

One major reason for team U.S.' disappointing tournament exit was the lack of star talent on the roster. Big names such as LeBron James, Steph Curry, and James Harden, along with many other perennial All-Stars, pulled out of the tournament. They cited a "need for rest to prepare for the long, grueling season" as the primary

of the roster was filled with two other fringe all-stars, Khris Middleton and Donovan Mitchell, and role players such as Myles Turner, Jaylen Brown, Joe Harris, and others. This roster is a far cry from the dominant, superstar-studded rosters that the U.S. team normally assembles. The biggest weakness was the team's lack of playmakers

team U.S.' exit was its lack of experience playing under FIBA rules and team chemistry. This factor was evident as Kemba Walker stated, "It's a different game than the NBA; it's a lot more physical." FIBA also has a more lenient policy on goaltending. In addition, the duration of a FIBA game is shorter and clocks in at 40 minutes compared to the 48 minutes of an NBA game. That eight-minute difference is significant as it could have affected the timing of players, all of who have close to no experience playing internationally. Team U.S. also puts together a group of players from multiple different teams, so the chemistry of the team is lackluster compared to most of the European

teams who were more accustomed to playing together. Normally, the sheer talent of team U.S. is able to offset this absence of team chemistry, but this year's roster did not have the overwhelming talent needed to counteract this weakness.



Courtesy of nba.com

factor in their decision to withdraw. In addition, after the more elite talent withdrew, other players followed as they didn't want to lead a roster that had the potential to lose in the tournament. These withdrawals led the team to be headlined by all-star Kemba Walker, but Walker is widely considered to be the fourth-best player in the entire tournament behind names such as Giannis Antetokounmpo, Nikola Jokic, and Rudy Gobert. The team lost out on promising young talents in Jayson Tatum and Kyle Kuzma as both athletes suffered injuries that stopped their stint with the team down the stretch. The rest

and frontcourt players. Its frontcourt rotation suffered from a lack of depth as the team went small ball while only having three true big men on the roster. This weak frontcourt depth led to them being outrebounded by teams like France with Gobert leading the way. For the 2020 Olympics in Tokyo, the U.S. will look to attract superstars that pulled out of this year's FIBA cup to form a second rendition of the famous 2008 "Redeem Team." Warriors' stars Steph Curry and Draymond Green have already expressed interest in playing on the 2020 team, and more stars will soon follow.

Another factor contributing to

As other countries close the gap in talent, U.S. Basketball will have to increase its sense of urgency to find players who are accustomed to the rules of international tournaments and create a roster that can successfully play well together. With national pride on the line, change will be necessary to achieve the ultimate goal: Winning it all.

### Choate Day Schedule:

**Boys Soccer Varsity & JV 12:30 PM**

**Boys Water Polo Varsity 1:00 PM**

**Girls Cross Country Varsity 1:00 PM**

**Girls Field Hockey Varsity & JV 1:30 PM**

**Boys Cross Country Varsity 1:40 PM**

**Girls Volleyball Varsity 2:00 PM**

**Boys Football Varsity 2:30 PM**

**Girls Soccer Varsity & JV 2:30 PM**

## Girls Water Polo Defeats Penn Charter in Opener

GRAYSON MILLER '21

This past Saturday, the Lawrenceville Girls Varsity Water Polo team defeated the Penn Charter School in its first game of the season with a score of 14-8. Played in Lawrenceville's home pool, the girls exhibited a strong initial game, displaying the new skills they learned in preseason.

Coming out of the gates sharp and ready to attack in numbers, Penn Charter opened the scoring in the first 20 seconds of the game. However, Lawrenceville did not get flustered and stuck to its gameplan. Juliette Peel '22 put Lawrenceville on the board following a pass from Co-Captain Isabelle Monaghan '20. Throughout the first quarter, Lawrenceville passed well, scoring most of its goals off of buildup and assists rather than fast breaks. Nonetheless, both teams had their chances, and Penn Charter scored off of a man up situation when Monaghan was excluded for committing a foul, but Lawrenceville rebounded and scored on its next offensive possession. Lawrenceville ended the first quarter up 4-3.

In the second quarter, goal-



Isabelle Monaghan '20 and Bettina Tapiero '20 in action for Big Red.

Courtesy of The Lawrenceville School

ie Fiona Pando '21 came up with three big saves to maintain the lead for Lawrenceville. The first shot came, during a man up situation, from a Penn Charter skip shot taken outside of five meters, which Pando managed to jump at the right time to intercept the ball's difficult-to-follow trajectory. The second and third happened consecutively, during which Pando blocked a perimeter shot, and then dove from one side of the goal to the other to save a rebound shot.

In the third quarter, Lawrence-

ville separated itself from Penn Charter, scoring four goals in the latter half of the quarter. Co-Captain Bettina Tapiero '20 scored two of these four goals from her position of set, the closest player to the opponent's goal and responsible for offensive progression. Tapiero separated herself from her defender twice in the last minute of the third quarter, scoring consecutive goals for Lawrenceville.

In the fourth quarter, Penn Charter began to violate simple rules regarding when and where

the players were allowed to shoot and receive passes from, and Lawrenceville took full advantage of the opportunities these infractions presented. The first violation was a two meter violation, in which a Penn Charter player received a pass inside of the two meter zone, causing a turnover during which Vivien Schmitz '20 scored in a counter attack. Halfway through the quarter, a Penn Charter player fouled Monaghan outside of five meters, allowing Monaghan the opportunity to shoot the ball with-

out a defender, but also with no fakes. Monaghan took the shot and scored, putting Lawrenceville up 11-8. Penn Charter almost scored in another man up situation with three minutes to go in the quarter, but yet again violated the two meter rule, causing a turn over off of which Monaghan scored on a fast break from Pando's pass ahead.

Following the team's win, Tapiero said, "I was really happy with our performance. After the first quarter, the girls really found their stride and we started playing as a true team. The passing really helped [...] us score a lot of goals off of passing, not just on fast breaks."

Next week, the team plays Episcopal Academy, one of its toughest competitors. Aside from defeating Episcopal, Tapiero said that another one of the team's goals for the season is "winning [its] flight at Easterns again this year."

"As captains, Isabelle and I have also been working with the coaches a lot to incorporate the new players more and get them more playing time, because the best way to improve is to get real game play time," she said.

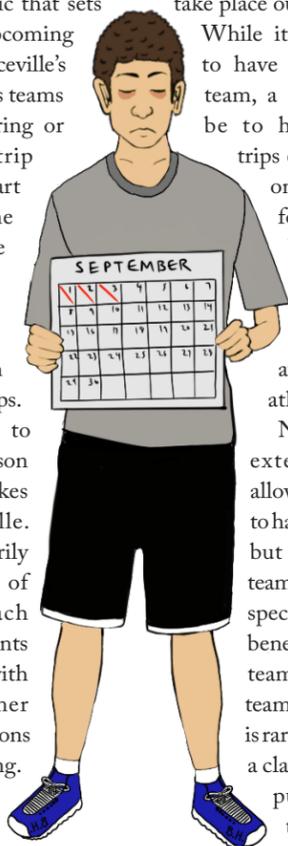
## Should the Current Preseason Format be Changed?

SUNJAY RIENER '21

Three days prior to the start of a rigorous 2019-2020 school year at Lawrenceville, dedicated student-athletes arrived on campus with their respective teams to prepare for their long seasons ahead of them. Known as preseason, this period has grown shorter in recent years, and this past preseason lasted only three official days. Most teams practiced for three to four days, while the football team practiced for two weeks. Just like football's longer preseason, I believe a longer preseason fosters greater team chemistry and better prepares teams for the hectic nine-week schedule in the Fall Term.

Lawrenceville strives to be the best version of itself in the classroom as well as on the sports fields, so naturally, the School should make the most of all opportunities to improve its sports teams. A productive preseason is a vital component of any successful fall varsity team. First, teams need to form their rosters, but also build team chemistry and

instill a good work ethic that sets the foundation for upcoming games. Many of Lawrenceville's winter and spring sports teams take time off from spring or winter break for a trip out-of-state to kickstart team bonding and the selection process. These trips allow teammates to spend much, if not all, of their time together and establish leaders within their groups. This unity is difficult to match during fall preseason because everything takes place at Lawrenceville. Teams do not necessarily need to spend a lot of free time among each other and many students are still preoccupied with finishing their summer reading or final preparations for standardized testing. A weeklong preseason would be much more effective if it were to



Jeffrey Tao '20/THE LAWRENCE

take place outside of New Jersey.

While it may be unrealistic to have trips for every fall team, a viable option could be to have teams go on trips every two years. Not only is practice critical for a team's success, but opportunities to bond off the field is equally important and should be made available to student athletes.

Not only would extending preseason allow for fall sports teams to have successful seasons, but also orienting the team's preparation towards specific goals would be beneficial. Establishing a team strategy is pivotal to teams' performances, yet it is rare to see a student sit in a classroom for any other purpose other than to learn about their courses. Developing a

strategy makes each role on the team clear to the players and allows the team to adhere to a gameplan that would make the playstyle unique and difficult to counter. Furthermore, planning the preseason to involve friendly games against teams in the area, would give teams a glimpse of solid competition before their season openers. Having to rely upon the intrasquad competition to prepare for the season can often lead to misconceptions of how strong or weak the team really is before its first game. With games against other teams, the program can not only assess potential varsity candidates, but also build a cohesion that can only be attained through spending time with the team. These delusions can be avoided by the incorporation of mutually beneficial preseason games with nearby schools that are willing to compete against Lawrenceville.

That being said, since Lawrenceville is a boarding school, there are limitations on a student's ability to attend a longer preseason,

not to mention the importance of having a restful summer break spent with family. Asking all the student-athletes to lose a significant portion of their summer appears unreasonable, especially at a boarding school. However, student-athletes are driven by their will to succeed in both venues: around the Harkness table and the playing field. In order to surpass some of Lawrenceville's local competitors who play together all summer and occasionally all year long, Lawrenceville needs to adjust its preparation to take on these schools, and any dedicated Lawrentian athlete would surely be willing to make such a sacrifice. Lastly, many public schools and European schools only have six to eight weeks of break, which makes the 12-week hiatus of a Lawrentian appear awfully long. So, why not tone down the summer break by a couple of weeks for those willing to give up their time to reconvene with friends and try to bring back some glory to Lawrenceville's fall sports programs?

## New Faculty Picks

	Amethyst King History Department	Anna Kim English Department	Hollister Olson Math Department	Elizabeth Buckles English Department	Chloe Kalna Arts Department	Sean Dory Science Department
Secret Fear	All my students just stand up and walk out of class	Choices	Sleeping in on Saturdays	Forgetting which classroom is mine	Being mistaken for a student	Wiping out on my bike over a speed bump
One thing to look forward to this year	Hill week	Watching more soccer games	Cheering the field hockey team on as they win the NJISAA Tournament	When I stop feeling new	Witnessing my students create amazing work	Cake and Ice cream in dining halls
Create a sport	Dodgeball league	Monkey bars speed sport	Bike polo hockey sticks	Varsity Napping	Roller Derby	House Synchronizwed swimming