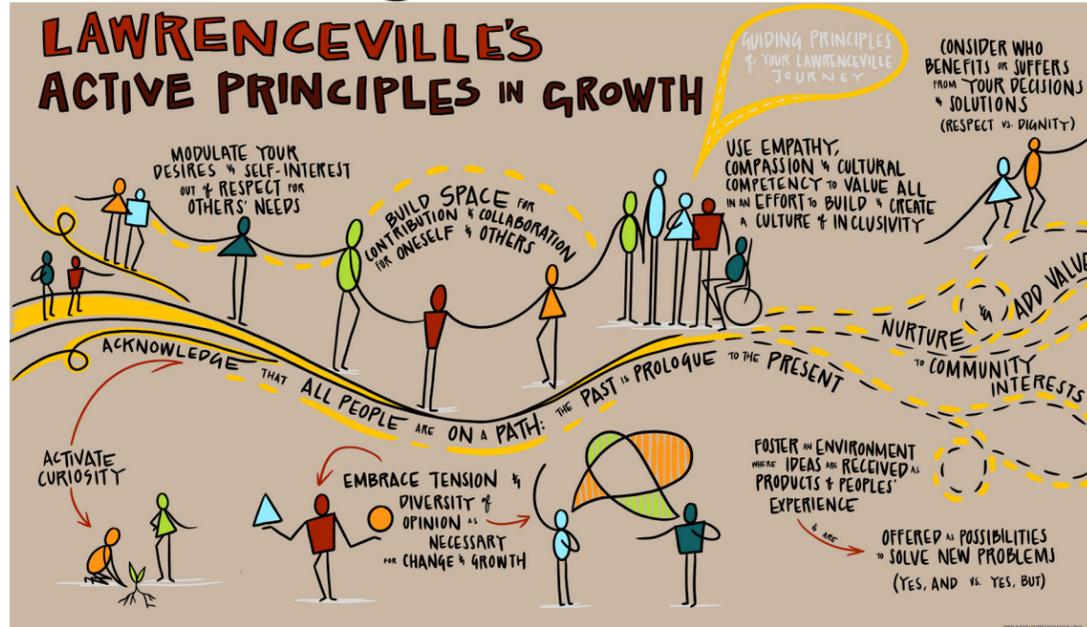




## Community Update: DEI Task Force Progress and Initiatives



Lawrenceville's Active Principles in Growth guide, designed as part of Social-Emotion Learning (SEL) development, reflect DEI and greater School goals.

Courtesy of The Lawrenceville School

**ELLIE SHIN '21  
& ASHLEY LEE '21**  
STAFF WRITERS

Lawrenceville's Diversity, Equity, and Inclusion (DEI) Task Force continues its efforts in making "recommendations aimed at increasing our overall diversity while building a more equitable sense of belonging among all community members," according to the School website.

Last spring, all members of the Lawrenceville community, including staff, faculty, parents, alumni, and students, took the National Association of Independent Schools (NAIS) Assessment of Inclusivity and Multiculturalism (AIM Survey). The survey had a 91 percent and 86 percent response rate for students and faculty respectively, making those two sample groups reliable representations of campus demographics.

The information gathered from the AIM survey allows the Task Force to "gauge and improve the inclusiveness of the School community for all members," History Master and Assistant Dean of Faculty Alison Easterling P'20 said. It will also be used to compare Lawrenceville's diversity with that of other independent schools' and expose the trends among various demographic groups regarding the emotional experience of attending the School. Faculty members learned about the AIM Survey results during their late August in-service meetings. Before the fall term concludes, the Task Force plans to hold a town hall information session, allowing students to ask any questions regarding survey results. A summary report will be written and published later in the school year.

To gather student input and share its goals, the Task Force led a Lunch

and Dialogue Explorations event last spring. For the remainder of this school year, the Task Force aims to host more Lunch and Dialogue events in its effort to increase transparency with the student body.

On the Task Force's communication with the students, Esha Akhtar '21 said, "It can be hard to always keep the student body aware and in the loop, but the School really is making an effort to improve on issues of diversity, equity, and inclusion." A lot of students on campus have expressed concerns about Lawrenceville's recruitment and retention of faculty who represent diverse races, religions, and LGBTQ+ identities, but "many of us [aren't] aware that the School has actually been taking active steps to improve this issue," she said.

This year, the Task Force has begun diversifying faculty demographics to make them reflective of the student body's. "Since students may have a harder time relating to a faculty member who is different in appearance and prior experience, we are working to form a faculty that represents the diverse student body," Co-Chair of the Recruitment, Hiring, Retentions committee Charise Hall said. To accomplish this goal, Lawrenceville is now advertising itself to many venues, such as the NAIS, New Jersey Association of Independent Schools (NJIS), and other consulting firms, to guide prospective teachers "because certain groups of candidates may not apply to Lawrenceville due to the lack of knowledge of boarding schools," Hall said.

The DEI Task Force will also focus on faculty training. In May, the DEI Task Force wrote up a report for the Board of Trustees outlining recommendations to diversify the campus, such as faculty summer

reading suggestions. As advised in the aforementioned report, the Task Force has arranged to hold several workshops for faculty about implicit bias, growth mindset, and similar topics throughout the school year. When asked about opportunities for student training, Easterling said, "The adults [faculty] are responsible, to a large extent, for the students here, [their] education, and opportunities for [them] to reflect and grow." The Task Force will currently concentrate on faculty training, since it aims to develop this dynamic between students and faculty. In the future, it will expand to include educational opportunities for students.

The administration, under the guidance of the DEI Task Force, is interested in hiring a Dean of Diversity and Inclusion position. "We're envisioning this [...] as a senior staff position that would be looking at the entire community very holistically and be doing work with many different parts of the Lawrenceville community," Easterling said.

On the improvements that can be made to the DEI Task Force, Dami Kim '20 said, "I haven't heard much about the DEI Task Force [...] There should be more transparency so that students can not only be aware of [its] goals but also provide more input."

Ndeye Thioubou '21 believes another area for improvement is "helping those who are coming from lower income communities with the adjustment to Lawrenceville."

On the program as a whole, Easterling said, "The Task Force doesn't have an end date. We're a standing committee that will ask questions, raise awareness, and eventually make movements to hopefully improve everyone's quality of life."

## School Has Donated Over \$1.5 Million to LTEF

**CHRISTINE CHENG '21**  
STAFF WRITER

This month, Head Master Steve Murray H'55 '65 '16 P'16 '21 presented \$75,000 to the Lawrence Township Education Foundation (LTEF), a \$10,000 increase in its prior annual contribution of \$65,000. As one of the major community partners of LTEF, Lawrenceville has donated annually to LTEF since 1995, bringing its total donation amount to over \$1.5 million.

For over 27 years, LTEF has been working towards "fostering excellence, creativity, and achievement" for students in Lawrence Township Public Schools, according to the LTEF website. Altogether, the foundation has contributed over \$3.8 million to the Lawrence Township by funding over 850 grants. Using money fundraised from community members, corporations, and local businesses, LTEF currently provides approximately \$200,000 annually to fund over 60 programs in all seven of the Lawrence Township Public Schools. These programs aim to create a substantial and lasting impact on students in the public school system by exposing them to innovative ways of learning.

According to LTEF Executive Director Karen Faiman, the overarching goal of the Foundation is to "promote excellence and innovation in Lawrence [Township] Public Schools, which is accomplished through fundraising events, corporate partnerships, and from partnership with the Lawrenceville School."

Through LTEF programs, Faiman hopes to enhance the education of each student by helping schools bring in new technologies that may fall outside the district budget. Often, if LTEF can demonstrate the success of a program, the district will incorporate the

program into its budget, thus creating opportunities for more programs to receive funding. For instance, after conducting several LTEF trial programs, the Lawrence Township now provides each classroom with its own SMART board and middle and high school students with their own Chromebooks.

Despite being a Board member for only three years, Faiman feels that LTEF and Lawrenceville have continued to develop their close relationship over the years. "[Lawrenceville] has always been there whenever I reach out to ask for something, and [it is] a very responsive and a very good partner to us. Over time, we've opened more channels of communication to see how we can work together more. This year, our hope is to make it even more obvious that we are partnered together and working towards a common goal," she said.

As an ex-officio member of the LTEF board, Murray acts as one of the voting members on the LTEF board and gives his input on funding decisions. A strong supporter of the LTEF's mission and the programs it funds, Murray greatly values the importance of enhancing education. "[Supporting LTEF] goes back to the early years of the town and why we really value education. [Education] is why we exist, so supporting the town also means supporting education more broadly within the town [...] It's all part of being a good neighbor," he said.

Murray looks forward to continuing Lawrenceville's relationship with LTEF in the future by expanding collaborations, specifically in the areas of Science, Technology, Engineering, and Math (STEM). "LTEF has done a lot of STEM and makerspace programs that we're delighted to support," he said.



The School has donated a total of \$1,580,000 to LTEF.

Courtesy of The Lawrenceville School

## The Other Side of Male Privilege

In her letter to the editor, Cherie Fernandes '21 explores the meaning of privilege.



## Delaney Musgrave '22 Profile

Isabelle Lee '21 outlines Delaney Musgrave's '22 journey throughout her fashion career, from pageant awards to Sherri Hill runways.



## Choate Day Recap

Grayson Miller '21 and Kyle Park '23 describe Big Red's performance at Choate Day.





## THE LAWRENCE

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- 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.



**POTW: Ally Week**

During the week, students signed the Ally Board in Irwin to show support for the LGBTQ+ community.

## Editorial

### Criticizing Our Understanding of Activism

On September 20, 2019, students all over the world walked out of class to participate in the Climate Strike. The demonstration had all the characteristics of a twenty first century protest: angry young people, colorful signs with catchy slogans, and loud, rhythmic chants. Protesting has become more and more popular, with marches and walkouts serving as the go-to methods for people to speak out against perceived political injustice. When people aren't marching in the streets, they are using social media as a means to make their voices heard. But are these methods truly forms of protesting, and are they actually making a difference?

At a certain point, conversation won't suffice and action needs to be taken. Screaming in the streets with a poster and a tagline is not productive. Recent history has shown that protesting alone does not produce change. In 2003, when millions of people voiced their opposition to the war in Iraq through protesting in the streets of New York City, the United States went to war just a few weeks later. Protestors attacked the finance industry for perpetuating economic inequality and corporate influence in government in the Occupy Wallstreet Movement, which spread to more than nine hundred cities worldwide, but the United States did not change any of its policies. The Women's March, a protest for women's rights, has had no legislative impact on the recently passed abortion bans in states such as Alabama and Missouri. The day after the Climate Strike, one of the largest and most widespread pro-

tests, the UN Climate Summit disappointed climate activists with little progress and American silence. These problems have been around for ages, yet after several attempts to continue the dialogue and raise awareness, we have made little, if any, progress. Now more than ever, the purpose of having a protest is lost because there are so many of them. The sheer number causes any resulting conversation to be superficial and fleeting.

Despite protests realistically having little impact, many protestors will label themselves with buzzwords like "woke," "humanitarian," "global citizen," or, most popularly, "activist."

Activism is the action of campaigning to bring about social and political change. While the sincerity of bringing about change is admirable, it does not characterize today's trend of protesting. While for the average American youth, the safe protest methods of today, such as school-supported marches, may be more convenient and accessible than they used to be during more turbulent times in history, they lack substance.

The effectiveness of a protest is related to the change it creates, whether in its people or in the actual topic of protest. For example, while the Occupy Wallstreet Movement did not result in any tangible policy, at a minimum it brought unprecedented attention to the state of economic inequality in the United States as a result of the sheer number of people involved, and their dedication. Those who camped out in front of major banks for several days- their tenacity displayed their devotion. And of course, if activism results in change

it is always effective. Yet, amidst the world of media activism, where it seems that everyone with an online profile can be an activist, the number of "activists" and "protests" that fulfill the criteria of bringing about change in its people or its policy is decreasing. In such a way, the current state of lackluster "activism" devalues the honest activist seeking change.

There are better, more impactful ways to promote a cause than marching and posting on social media. We can actively be a part of finding solutions through involvement with organizations that are producing change and making a difference. Instead of going to the Women's March, volunteer at Planned Parenthood. Rather than talk about a lack of civic engagement, contact your state representatives. At Lawrenceville, Young Democrats recently sought a more active involvement in solving the Climate Crisis by selling donuts and donating the proceeds to 350, an organization that aims to end fossil fuel consumption and promote renewable energy, on the day of the Climate Strike. Last year, the Young Republicans held an ice cream sale to raise money for the Purple Heart Foundation, a congressionally chartered United States war veterans organization. If every protestor acted similarly, we could make a lot more tangible progress. It may be cliché, but when it comes to activism, actions truly do speak louder than words.

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

## The Unjust Nature of Legacy Admissions

JUPITER HUANG '21

The U.S. private education system spans a complex web of historical, financial, and political influences and practices that uphold each other, with legacy admissions being one such example. Legacy students are proven to have several advantages compared to regular applicants, and yet, many institutions simply refuse to consider the fairness of this process. Simply put, the concept of legacy applications doesn't wreak havoc on the private sector of U.S. education, rather, it's a symptom of its character. Although private U.S. institutions of higher education have numerous networking goals and legal justifications that explain the legacy process, the policy of legacy admissions leads to bias, and should not be conducted by institutions that receive government subsidies.

Private schools have a host of justifications for legacy admissions, including the need for strong alumni networks, increased school spirit, and the usage of legacy as a deciding factor between students with applications of equal strength. A committee formed at Harvard University during 2017 concluded that a policy abolishing legacy admissions practices could jeopardize current and future alumni funding that benefit important university programs such as financial aid and expansion projects. Studies conducted by UCLA San Diego also

promote the connection between legacy applicants and the building of school spirit, as well as elite alumni networking. In fact, Harvard's Dean of Admissions justified legacy admissions by stating that admitting sufficient legacy students, who are presumed to have more familiarity with the institution compared to new students, helps build an overall stronger connection to the school. Finally, since alumni children tend to have

strong application profiles, when deciding between two applicants that both meet university requirements, the admissions office would naturally take into account the benefits of a legacy connection. After all, shouldn't a good university look for a student body of new attendees who exceed standards, not barely make cutoffs?

Although beneficial to a school's endowment, these arguments overlook the stark realities of the U.S. education system that render legacy admissions unnecessary and unjust. First, from the standpoint of moral obligation, private universities

must uphold the goals of the U.S. education system just as any public university should. The vast majority of public and "private" universities receive tax-cuts and are often tax-exempt. However, only six percent of public universities consider legacy as a factor in their admissions, as opposed to the 42 percent of "private" universities. Legacy admissions was first introduced to prevent large influxes of Jews into the top institutions, and to this

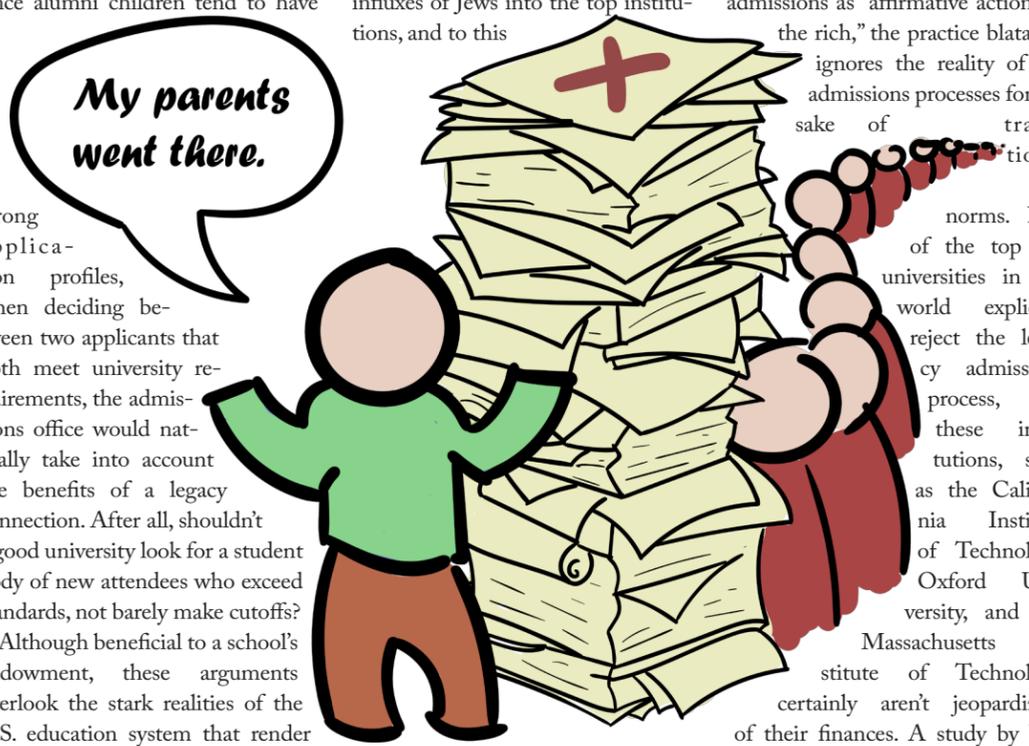
increasingly unjust, considering that these institutions receive federal benefits and in turn should promote what our government stands for: a diverse and supportive learning environment for the most qualified applicants, regardless of family history.

Furthermore, legacy admissions do not actually correlate with the financial stability of a private institution, and given the description of legacy admissions as "affirmative action for the rich," the practice blatantly ignores the reality of the admissions processes for the sake of traditional

norms. Five of the top ten universities in the world explicitly reject the legacy admissions process, and these institutions, such as the California Institute of Technology, Oxford University, and the Massachusetts Institute of Technology, certainly aren't jeopardizing of their finances. A study by U.S. News & World Report showed that legacy preferences had no statistically significant difference in donation

figures of alumni children between 1980 and 2010. For example, a steady decline in the percentage of legacy students at Yale University, has absolutely no negative impact on the growth of the school's endowments. Thus, repealing legacy admission certainly will not cripple the financial situation of a large university. Finally, the argument that legacy status merely distinguishes two equally strong applications fails in the face of statistics. A former Princeton University admissions officer stated that up to 10 percent of every class consisted of legacy students who would not have been admitted otherwise, which signifies that legacy plays a big role in weighing the merits of two applicants. Thus, there appears to be no financial necessity or reasonability in decision making connected to legacy admissions; all the while, the process does offer a ridiculous advantage to students who simply don't need a leg up.

Consequently, though plenty of justifications exist for legacy admissions, this practice betrays the furtherance of education in the U.S. It unfairly favors a group of predominantly wealthy students who do not need such unbalanced benefits from institutions, and it offers no significant financial gain. In truth, networking and the influence of the wealthy will persist as a dominant aspect of college admissions, but legacy does not need to play this part.



Jasper Zhu '21/THE LAWRENCE

day, overwhelmingly favor wealthy, white applicants. This practice seems

## Letter to the Editor: Assessing Male Privilege

CHERIE FERNANDES '21

Last week, The Lawrence Board published a consensus view regarding privilege. Noting that we're more prone to seeing the privileges we lack, the board reminded lawrentians to first examine our own privileges before considering others'.

However, I'd like to extend this concept and ask that we, in evaluating and discussing privilege, not limit our understanding to the Straight/White/Male/etc., privilege labels we are increasingly accustomed to. Dif-

*Emotional vulnerability is a privilege reserved for women.*

ferent privileges certainly exist based on identity—straight people have the privilege of acceptance in religious communities, white people have the privilege of access to media that represents their race, men don't have to sacrifice their career for motherhood, etc.

However, when we start categorizing these privileges into *X* privilege, we create this "Oppressor-Oppressed" template in which the group in the role of oppressor has all the privilege, and the Oppressed has all the disadvantages. But sometimes, narratives are far more complex than those to which a binary notion of privilege reduces them, and I think this is particularly evident in the "Man-Woman" dichotomy.

When we consider outdated gender roles, we make plain our disgust with the notion that women ought to be no more than homemakers or that they're temperamentally unsuited for demanding professions (and

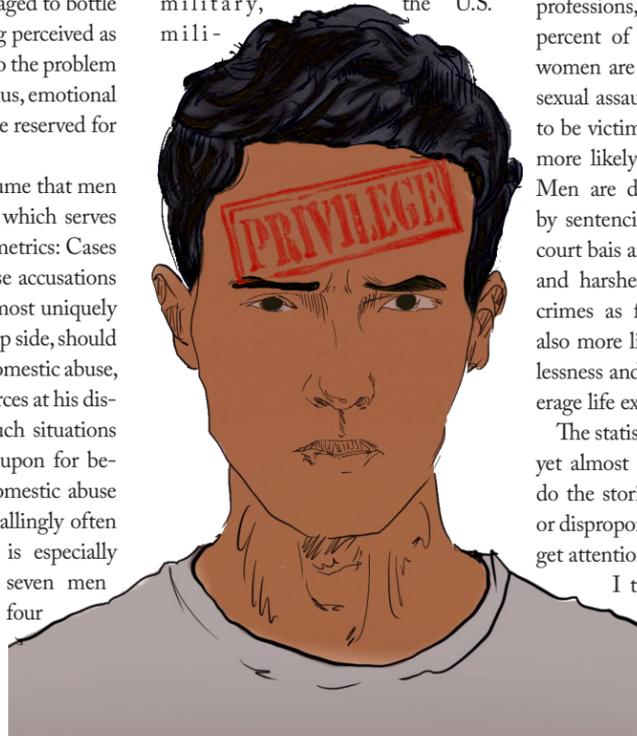
rightly so). But, the converse assumption is not so readily challenged. We still assume too often that men are less unemotional and hide weakness, that they're aggressive and not fit to nurture children. For a girl, crying is met with sympathy, whereas guys are far more likely to be admonished and told to toughen up. It's more socially acceptable for girls to share their feelings and rely on friends for comfort, whereas guys are encouraged to bottle them up for fear of being perceived as weak. This only feeds into the problem of "toxic masculinity." Thus, emotional vulnerability is a privilege reserved for women.

We also too often assume that men are naturally aggressive, which serves them poorly by several metrics: Cases of paternity fraud or false accusations of sexual misconduct almost uniquely affect men, and on the flip side, should a man be the victim of domestic abuse, there are few to no resources at his disposal. In fact, men in such situations are often looked down upon for being "weak," and male domestic abuse is played for humor appallingly often in today's media. This is especially concerning, as one in seven men (as opposed to one in four women) report having been severely physically injured by an intimate partner. Given the associations of the #MeToo movement and the way abuse is often portrayed, we tend to assume domestic violence is an issue that seldom affects men when, in reality, it's far more prevalent and far more unaddressed than many are led to believe.

Another consequence of this over-represented narrative of "aggressive, entitled man is destructive to voiceless woman" is that dads almost never gain

custody of children in the case of a legal battle, and on a smaller scale, men are rarely encouraged to fill the role of primary caretaker, with stay-at-home-dads and men entering traditional nursing/nurturing professions often subject to mockery. Outdated gender roles work both ways and can be just as damaging to men.

Did you know that, while both women and men can elect to join the military, the U.S. mili-



Min Kim '21/THE LAWRENCE

tary draft still uniquely affects men? In the event that the U.S. goes to war and requires such measures, men are the group that will be forced by the law to train and enter warzones. Is this a women's issue because women are unfairly seen as too docile to fight? Ah yes, we women are so disadvantaged because we're not being unwillingly

carted off to die en masse. No—in this situation, gender roles that portray women as precious and men as disposable put men at a disadvantage, as does the maxim of "women and children first" that is so common in times of tragedy.

Men are also disproportionately affected by veterans' issues and are the victims in 76 percent of suicides. They are hugely overrepresented in "lethal professions," accounting for over 90 percent of workplace deaths. While women are more likely to experience sexual assault, men are twice as likely to be victims of violent crime and far more likely to be victims of murder. Men are disproportionately affected by sentencing disparity and criminal court bias and regularly receive longer and harsher sentences for the same crimes as female inmates. They are also more likely to experience homelessness and have an overall lower average life expectancy.

The statistics are overwhelming and yet almost entirely unheard of. Why do the stories of issues that uniquely or disproportionately affect men never get attention?

I think it's because we as a society love having a narrative, and right now, the narrative is pro-women's rights—which is fortunate in how it's

helping women, but unfortunate in how it's suppressing what it sees as a contradictory narrative. Popular media and news outlets don't portray men's issues because they don't fit this narrative. But don't we caution against the dangers of a single story here at Lawrenceville?

The concept of "Male Privilege" reinforces the notion that the "Male Privileged—Female Disadvantaged"

story is the only one establishing women as the group facing all the barriers, discounting the story of the issues men face. This, in turn, suppresses the stories of men who would otherwise be able to weigh in on sexism, gender-related issues, the solutions. When we tell men that they have "Male Privilege," we are often telling them to stop complaining because their problems could never compare to those of the people their groups have historically repressed—and this mindset is dangerous. Alienating people and their stories, the exact opposite of what Lawrenceville, an institution that prides itself on fostering open discussion, should be trying to do.

One might be tempted to respond to all of the above with an emphatic reminder that, while men have some problems, women have it a lot worse—to which I respond: This isn't a competition for "most disadvantaged!" Women don't have to be empowered at the expense of men being suppressed. If we recognize and listen to the stories of all members of the

*Women don't have to be empowered at the expense of men being suppressed.*

community, we can work to address both women's and men's issues.

Male members of society—and male Lawrenceville students—should be able to contribute to the dialogue about sexism without being unfairly labeled "bigoted" or told to check their privilege, and I don't think we're there yet.

Case-in-point, if I had been a guy, I certainly wouldn't have risked putting my name on this article.

## Focus in Club Selection is More Important Than You Think

ALISTAIR LAM '23

Last Thursday night, my friends and I hurried to finish our dinner at the Irwin Dining Center in anticipation for Club Night. With over 40 new clubs joining the official list of 123 clubs this year, Club Night is one of the most comprehensive events for Lawrenceville's extracurriculars, ranging from current events and politics to the environment and sustainability; from intellectual and academic pursuits to visual and performing arts. As a II Former, I couldn't help but be overwhelmed by the possibilities. That night I joined 19 clubs, and many of my other

*While the advantages of joining extracurriculars are well known to the student body, should students aim for the breadth of extracurriculars or just focus on specific ones?*

freshmen friends also signed up for 10 clubs or more.

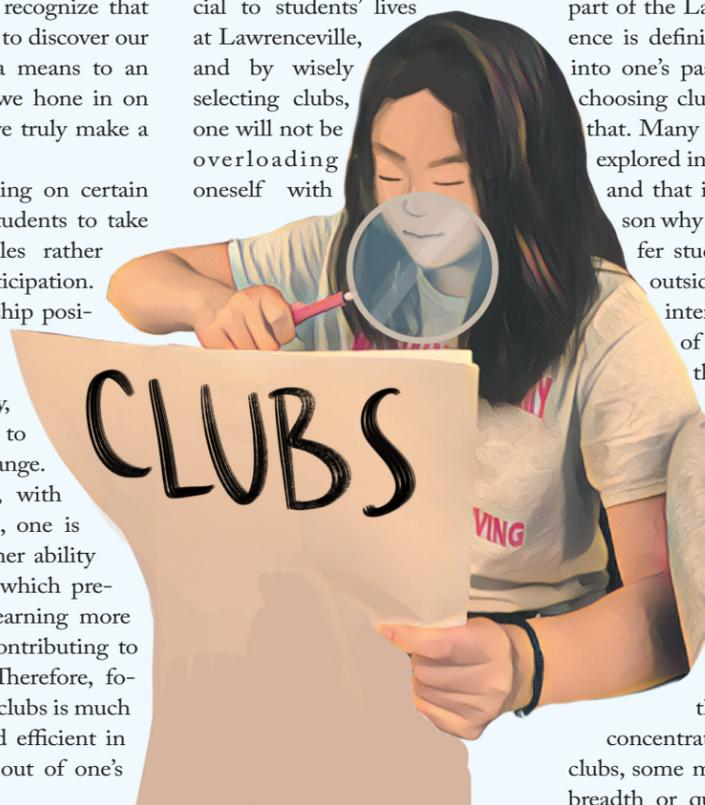
While the advantages of joining extracurriculars are well known to the student body, should students aim for the breadth of extracurriculars or just

focus on specific ones. As seen on Club Night, many students may believe that value comes in quantity with clubs accumulating over 100 people on their mailing lists. However, amidst the flurry of posters and mailing lists, we should ultimately recognize that clubs are a vehicle to discover our passions, merely a means to an end. Only when we hone in on our interests do we truly make a change.

To begin, focusing on certain clubs can allow students to take up leadership roles rather than random participation. Being in a leadership position allows for authority and, more importantly, a greater ability to guide and start change. On the contrary, with pure participation, one is limited in his or her ability to direct change, which prevents one from learning more from oneself or contributing to the community. Therefore, focusing on specific clubs is much more effective and efficient in getting the most out of one's extracurriculars.

Additionally, having a focus when joining clubs leads to better time management. As Lawrenceville is an academically demanding institute with

often challenging coursework, one would, without a doubt, be preoccupied with studies. Moreover, many students have many commitments to athletics or arts, which all require much time. Time management is thus crucial to students' lives at Lawrenceville, and by wisely selecting clubs, one will not be overloading oneself with



Jeffrey Tao '20/THE LAWRENCE

too much information and work from clubs. This can regulate stress levels, and a healthy men-

tal state ultimately benefits one's experience at Lawrenceville. As one can see, placing one's focus on certain clubs is undoubtedly the key to improved time management.

Last but not least, one vital part of the Lawrenceville experience is definitely to dive deeper into one's passions. By carefully choosing clubs one can achieve that. Many passions cannot be explored in regular classrooms, and that is precisely the reason why clubs exist—to offer students opportunities outside of class for their interests. Hence, it is of utmost importance that one participates in clubs that they truly enjoy so that one can fully utilize the resources and opportunities available in accordance with one's passions.

While many may recognize the significance of concentrating on specific clubs, some may believe that the breadth or quantity of club selection is also important. Their main argument may be that trying out more clubs allow students to explore more and newfound passions, which leads to self-dis-

covery. Therefore, it is important to keep in mind that a balance between breadth and focus is the optimal scenario. One should slowly transition from breadth to

*Do some research and discover more information about the clubs on the lists with their descriptions. Consider carefully your schedule and avoid conflicts between clubs.*

focus—trying out new clubs at first and trimming them down to a few to focus on in later years of their time at Lawrenceville.

So what are you waiting for? Do some research and discover more information about the clubs on the lists with their descriptions. Consider carefully your schedule and avoid conflicts between clubs. Contemplate what your actual passions are and place your focus on those clubs. Ask to leave clubs at an early stage—our community will certainly understand your choice. And finally: Next year at the Club Night, make smart choices as to what clubs to focus on—for only by doing so can you get the full experience of Lawrenceville's extracurriculars.

## Charlotte Bednar '22 Named #27 Best Female High School Runner

ELLIE SHIN '21  
STAFF WRITER

Last Thursday, Charlotte Bednar '22 was named #27 in the country amongst female high school cross country runners. She secured her first place win by over a minute in her first race competing for Lawrenceville at the Briarwood Invitational. "[The recognition] feels really good," Bednar said. "I could never [have expected] something that big, so I'm just really excited to even try to improve from that."

Bednar began running only four years ago, after placing well in a camp-sponsored 5K run. Not only does Bednar run long-distance, but she also plans on running indoor track this winter term and trying out for the Girls Varsity Lacrosse team this spring.

In the fall of 2018, as a freshman at The Hun School, Bednar won the Jerry Hart Cross Country Invitational, the Mercer County Championships, the New Jersey State Interscholastic Athletic Association (NJSIAA) Prep State Championship, and the Mid-Atlantic Prep League (MAPL) Championship.

On her transfer to Lawrenceville, Bednar said, "[Hun] didn't have a girls cross country team and coaches weren't that good." During her time at Hun, Bednar practiced with the boys cross country team. In comparison, Bednar said that she "likes the [Lawrenceville] cross country program a lot."

"I think [Girls Varsity Cross Country Coach Katie Chaput] is

a super good coach. She's really helped me improve my training methods and has given me really good advice for training," Bednar said.

Additionally, Bednar's sister, Caroline Bednar '22, began her Lawrenceville career as a II Former; her sister's experience was another factor influencing her transfer from Hun.

On her future endeavors, Charlotte Bednar said that she would "like to eventually get recruited for running." However, regarding her more short-term goals, she said, "I'm hoping to make it back to [the Nike Cross Nationals] again this year, around the end of the season." Last fall, Charlotte Bednar placed fourth in the Nike Cross Regionals Northeast and finished in 12th place in Nationals. Her 12th-place finish was particularly special because it made her the first New Jersey runner to place in the top 12 in the girls' Nationals race since 2012.

As a student athlete, she works to balance her course load with running. "I've been doing my work during my free and after practice, so the work [and] sports balance hasn't been bad at all," she said. Overall, Charlotte Bednar is optimistic about the rest of her time at Lawrenceville and is "especially looking forward to each running season and all the social events, like dances." While she also looks forward to partaking in student-run initiatives such as the Outing Club, she mainly hopes to "focus on [her] running."

## First-Ever Explorations Night Held

ISABELLE LEE '21  
STAFF WRITER

Students from the Lawrenceville community gathered on the terrace of the Irwin Dining Center to attend the first-ever Explorations Night from 5:30 PM to 6:45 PM this past Monday. The event was primarily organized by the Religious Life Council, and Director of Spiritual and Religious Life Sue Anne Steffey Morrow H'12 oversaw the event. Explorations organizations presented at the fair included Yoga and Mindfulness and student-run religious clubs including Hindu Student Organization, Jewish Student Organization, and Orthodox Christian Fellowship. Students also learned the process of and criteria for creating their own Explorations from the Explorations Council—a committee comprised of three members from the Religious Life Council (RLC), Anika Bagaria '20, Hamza Mian '21, and Danica Bajaj '21, and three from the Diversity Council, Esha Akhtar '21, Deven Kinney '20, and Carolyn King '20.

On the overall significance of the program, Morrow said, "Explorations gives students a chance to pause, to think, to practice their religious tradition, to observe someone else's religious tradition, to have fun, to learn, and to grow. It's also an opportunity to sit still and create spaces of quiet and reflection as well as learn about different cultures and identities."

Recognizing that religious and diversity-related clubs are often overlooked at Club Night because of the evening's hectic atmosphere, the Religious Life

Council designed a student-run event solely focused on Explorations offerings.

Although the Council members played a critical role in organizing the logistics of the event, the individual cultural clubs and religious affinity groups primarily determined how they wanted to pitch their Explorations offerings. Clubs that have experienced less coverage were also present at the fair, such as Lawrenceville

It's what it means to be a global citizen. To be able to get inside of someone else's religious tradition is a way for us to deepen our understanding of these practices and also create peace."

Expressing similar sentiments, Akhtar said, "I think Explorations Night really speaks to Lawrenceville being one big community. In this 'VILLEage,' we have students from so many different spiritual, religious, and cultural



Student-run religious and spiritual clubs shared their initiatives with the School community.

Nikita Coppisetti '22/THE LAWRENCE

Stories led by Jayden McMillan '20 and Nick Healy '20 and Fellowship of Christian Athletes led by Tim Johnson '20 and Isabelle Monaghan '20. Throughout the night, students also enjoyed a variety of snacks and refreshments as they visited the different booths.

On the importance of embracing discomfort through the program, Morrow said, "To learn about other religions and cultures is what it means to be educated.

backgrounds, so hopefully, this event promotes the idea that diversity at Lawrenceville does not have to be limited to your own background or experience and [that] there are so many other religions and experiences [...] that students are excited to share."

Reflecting on the nature of the event, Natalia Ibarra '20 said, "I enjoyed learning about various religions and cultures in a more intimate setting than Club Night."

## September Social Life: Response to Reform

SABRINA YEUNG '22  
STAFF WRITER

As this year's social representative, Maggie Ross '20 aims to diversify the Saturday night social life activities on campus, increase transparency on social life as a whole, and create more hangout spots for students around campus—her three main goals for the school year.

Ross explained that her goal of diversity is based on "taking advantage of things that we've done traditionally but also trying to bring in that new twist so that we can keep entertaining all people at the School." She added, "We can do a better job as a school [in] supporting spaces for kids to meet up with [other students] from other Houses." In this report, *The Lawrence* assesses student response to social life events and reform based on the Student Council platform for the month of September.

On the first Saturday night of each year, III through V Form students are traditionally invited to the first dance, while II Formers attend the annual II Form Skate to further bond with their classmates. This year, the dance was held at a new location: the Bath House patio behind the Bunn Library. On this decision, Ross



Students enjoy popcorn and watch the film "Lights Out" in the Bowl on Saturday night.

Lauren Recto '20/THE LAWRENCE

said, "For the traditional events like dances, inflatables nights, and skates, I am trying to add new layers to these events," citing changes such as "new DJs, new locations that have more of a hangout space, and gear or food."

Students had varying opinions about the dance's new location. Nicole Cheng '22 said that "for the Red-Out Dance, it was really smart to have the dance outside since it always gets really hot during a dance." On the other hand, Breanna Barrett '21 said, "I liked that they had glasses and necklaces for us to get [into] the party mood; however, I didn't like the

new location because it was too open and too cold."

The following Saturday, the School hosted an Open Skate and the Woodhull House hosted the End-of-Summer Bash in the Circle. In addition to the typical features of the annual Bash, such as inflatables, Woodhull introduced new activities such as a Spikeball tournament, volleyball, free Hot Karl's, and additional lawn games such as Kan Jam. On the End-of-Summer Bash, Woodhull President Ooby Udomritthiruj '21 said, "[The event] was successful; a lot of people came out [...] something that could've been better was the

lighting of the event. The one floodlight was not enough and didn't reach all parts of the event, namely the inflatables."

Lily Hooze '23 said that while she did enjoy the Woodhull outdoor activities, as a II Former, she "felt a little out of place." Campbell Fitzhugh '22 enjoyed the fact that she was able to "play volleyball [with] a ton of people whom she had never really talked to."

This past Saturday, Latinos Unidos hosted a MAPL Dance after an open mic session. Jamie Nicholson '22 reflected that "[the MAPL Dance] was awkward because the new Lawrenceville kids

didn't really know each other yet, so it [was] a bunch of schools just dancing in their own circles. It wasn't much fun if you weren't there with a big group of friends."

The alternative, and seemingly more popular, social event was Movie Night in the Bowl. Luke Trowbridge '22 said, "The movie night was really fun [...] it was a great way to have fun with my friends [...] I want more movie nights." Similarly, Lauren McKinnon '21 said that the event "was a really good activity that was different from others we have done."

On the importance and impact of social events at Lawrenceville, Ross said, "Just bringing people together is important [...] When people feel like they have someplace to go to on Saturday night, [...] they have the ability to make an impact on people [and] [...] have fun and de-stress from our crazy lives at Lawrenceville."

Considering her progress in reforming social life, Ross acknowledged, "Going into a position like this, you have an idea [and] [...] you have a platform, but it ultimately ends up molding because you realize that not everything you propose is going to work out." However, Ross added that she will "keep trying [her] best" to complete her overarching goals.

# Floyd '20 on Diversifying School Speakers at Lawrenceville

## *An Ambitious Plan to Advance Intellectual Dialogue on Campus*

ESHA AKHTAR '21

From Cellist Okorie "OKCello" Johnson to National Geographic Young Explorer Alizé Carrère, the Lawrenceville community hears from speakers with diverse backgrounds and experiences, both during and outside of school meetings. But as audience members listen to and watch these presentations, not many understand the process that students and faculty use when deciding which speakers to invite.

Even though the 2018-2019 Student Council worked closely to plan school meetings, they had little voice in choosing speakers. Faculty, alumni, and occasionally, students are responsible for organizing these events and presentations. According to Assistant Dean of Students Emilie Kosoff H'96 '00 P'19, the goal of inviting speakers is to "help us think differently" and provocatively on a range of subjects, both locally and globally.

While the speakers do represent diverse perspectives and backgrounds, Kosoff does not want a speaker who "is going to cause a firestorm" or is "someone on the extreme end of either political or social thinking." She does want to invite "those who [...] make us listen a little more deeply about some of our assumptions." Often, the student body's reaction to speakers represents the current climate of the school culture in ways that may be difficult to gauge otherwise, and these reactions can be just as much of an informative experience as listening to the speakers themselves. For example, the strong response to Dalia Mogahed's speech sparked discussion about some students feeling that conservative voices are underrepresented at Lawrenceville.

However, Student Council Diversity Representative Jax Floyd '20 has a different way of thinking. When asked about his ideas for fostering diversity and discussion this school year through school speakers, Floyd describes his plans to "invite speakers with whom



Community Day 2018.

Courtesy of The Lawrenceville School

the majority disagrees" and promote civil discourse with provocative speakers who challenge the notions that Lawrentians take as cemented fact.

"Lawrenceville needs to be in the business of educating its students with a wide variety of opinions, not indoctrinating [Lawrenceville] minds solely with the views of the majority," he said. Anticipating speakers like Cornel West, a prominent intellectual with Democratic views; Charles Murray, a fellow at the American Enterprise Institute and white nationalist; and John McWhorter, associate professor of English and Comparative Literature at Columbia University, Floyd claims Lawrenceville's speaking schedule "[teaches] us what to think instead of how to think," arguing that students at Lawrenceville are only "presented with one side of the story." Floyd believes a critical component of education is learning how to disagree, which begins with hard, uncomfortable conversations, often about issues of race and diversity. Floyd expresses that he is "willing to hear out any opinion, even if it is offensive, if it is wholehearted and sincere, with the purpose of promoting intellectual conversation on campus."

On drawing the line between offensive and hateful and bigoted, Floyd explains he "would not [...] invite white supremacists because that's not going to advance the level of dialogue or education that we're going to have on campus."

One speaker Floyd has bold ambitions of inviting is Charles Murray, a political scientist and Harvard professor who wrote *The Bell Curve*, a scientific study that offers a justification for the notion

*Floyd expresses that he is "willing to hear out any opinion, even if it is offensive, if it is wholehearted and sincerely with the purpose of promoting intellectual conversation on campus."*

that being African-American leads to intellectual inferiority relative to other races. Floyd remarks that many consider Murray a scientific racist yet emphasizes that "it would be unreasonable to characterize Charles Murray as anything but a scholar," because Murray has taught at

Harvard for the past 30 years and published several papers and books in the field of anthropology and social studies. Floyd believes that even though Murray's claims might offend people, "his coming here would directly benefit the state of intellectual discourse on campus, and challenge all of us in a healthy, productive way." Murray's rhetoric may undermine some students' presence at an elite institution like Lawrenceville. For instance, in 2017, Middlebury College in Vermont invited Charles Murray to come speak, but he was met with student protests that ultimately descended into violent riots. The administration was forced to cancel his talk, and student protestors faced disciplinary action. It's unclear what reaction Charles Murray's presence might cause in the Lawrenceville community.

To address this criticism, Floyd refers back to Headmaster Murray H'55'65 P'16'21's famous quote: "If not Lawrenceville, where? If not Lawrentians, who?" According to Floyd, "If we can't hear out the opinions with which we most vehemently disagree, even though they offend us here at Lawrenceville, we have no hope at the university level and in this democracy at large." Law-

renceville is responsible for developing the skills at the foundation of an educated, worldly citizen willing and prepared to participate and be an active member of their communities.

Paramount to the success of Floyd's ambitions is proper facilitation to ensure the conversations that may come from inviting these controversial figures is productive yet respectful. To offer proper space to unpack these speakers' assertions, Floyd envisions "gathering in the Allan P. Heely Room and letting people go," in the form of large town halls. He acknowledges the discomfort that accompanies loaded topics like the scientific racism behind supposed intellectual inferiority, but, "with proper moderation, by groups like DivCo, by the administration and proper knowledge," Floyd believes Lawrenceville is capable of fostering informed, productive discussion that can lead to personal and intellectual growth.

Often, when it comes to initiatives with diversity and identity, it can be difficult to get meaningful engagement from Lawrentians who aren't on extreme opposites of the political spectrum. Although the majority of students exhibit a sort of apathetic neutrality, Floyd believes in the power of controversy to increase interest and engagement. He explains that although the administration may push back on this, "one way to get people in the door is if they expect something interesting to happen." Students are going to be attracted to controversial opinions and controversy in general, and when they do show up, Lawrentians are going to be forced to "really critically examine the assertions" behind their beliefs and the beliefs of others.

One of Floyd's plans for school speakers at the institutional level is to set up a student committee, similar to the all-school reading committee that was created last year, to determine the lineup of speakers. His hopes would be "the ultimate goal of this school: to promote dialogue."

## My Summer Internship: Keeping the Internet Accountable

ORLANDO DUOLL '21

When most people think about an internship, they think of long hours spent fetching coffee and organizing folders; however, my internship at NewsGuard was anything but monotonous. For over a month, I worked at a news-technology startup called NewsGuard, a browser-extension and app that provides critical information about a news source's credibility and journalistic honesty.

On my first day, I was told how the app works. NewsGuard uses a point system to rate sites, deducting points out of 100 for various criteria that do not meet basic journalistic standards. If a website has a point score of 65 or above, the site receives a green rating and a label which provides background and information on the methods the site uses to publish information. When a site fails to meet the 65 point score, it receives a red "thumbs-down" rating. NewsGuard Founder and Professor at the Yale Journalism School Steven Brill believes that the work of providing a rating for the internet can be done solely by human journalists, without the use of robots or algorithms. While working without the help of artificial intelligence (AI) can be difficult, as the internet is ever-expanding, ratings must be detailed and thorough,

and for now, only humans can achieve this level of accuracy and analysis.

During my internship, I was initially tasked with compiling and printing various documents for the company; however, during my second week, I was assigned to a project with three other interns which aimed to create a comprehensive guide to debunking conspiracy theories. While the somewhat menial labor I did made me feel undervalued, I quickly realized the importance of even the smallest tasks at the company, and the entire team made me feel like everything I did had value and meaning. The app itself does not have a page for conspiracy theories; however, the purpose of the guide is to become a critical resource for journalists who frequently saw the same theories across multiple websites. Initially, my task seemed daunting; the internet has billions of websites and is constantly expanding, so this project quickly became the main focus of my work. Our team of interns worked through and analyzed the most disruptive conspiracies, such as

the Sandy Hook conspiracy theory: a series of claims surrounding the myth that the U.S. government was responsible for the Sandy Hook school shooting.

My first task was to debunk the claim



that the Sandy Hook school shooting was a hoax. I found that while parents grieved, the internet was full of speculation that had no credible evidence; part of my job was showing clear, first-hand, irrefutable facts that completely debunked the theory. Consequently, I spent many of my work days sifting

through government files or media reports online to find crucial evidence, like eyewitness statements during the Sandy Hook shooting. The result of my weeks of work was a comprehensive guide which detailed the events during and leading up to the shooting, with a series of first-hand accounts and government reports which proved that the shooting was, in fact, real. While the task proved to be rigorous, the work NewsGuard did was important, and the staff were always willing to provide guidance about how to write and find the best sources for the guide. Although I was just an intern, I felt supported by the team while doing my work, as though my work actually

mattered. I was able to select the theory I wanted to work with and was in full control of my work; I did all the background research, selected the angle with which I was going to debunk the theory, and I was able to choose what and how I wanted to write about the theory. Even early into its lifespan, the guide was a great resource for

journalists. I felt my work contributed greatly to increase the effectivity and efficiency of NewsGuard's rating process.

Although the daily work was tiring, the overall office climate was always enjoyable, and there was always someone to talk to. Every morning, the entire staff would gather for a meeting in which we would discuss a variety of topics where even low-level employees like me had the opportunity to voice their opinions directly to management and the Chief Executive Officer (CEO) of the company. For instance, a hotly debated subject was our rating system and whether we should provide a negative or positive rating to a site. Although an argument could be made for not having a rating attached to a site's label, I argued that our negative ratings provided an important warning sign to people who would enter sites with false information, and by convincing upper management with the aid of my colleagues and fellow interns, the current symbols remained. Overall, the staff at NewsGuard was incredibly receptive to all ideas put forward, and this showed me that even someone at a low position such as myself could perform valuable duties and effectively contribute important ideas to the company.

# From Pageants to Prep School: Profiling Delaney Musgrave '22



Musgrave modeling dresses from Sherri Hill



Courtesy of Delaney Musgrave '22

## ISABELLE LEE '21

At the young age of 11, Delaney Musgrave '22 sat in the audience of a beauty pageant to support her friend who was competing. While she had not previously taken an interest in pageantry, as she looked upon the dazzling girls strutting confidently across the stage, she was inspired to explore opportunities in the field. From one competition to the other, her budding interest slowly transformed into a lasting endeavor.

Like any rookie, Musgrave didn't master the "poise and wit" of a beauty queen instantaneously. Rather, it took many years of practice and experience to develop the skills and characteristics of a pageant queen. She started with smaller, local competitions in her hometown of Atlanta, Georgia, before enrolling in more large-scale international pageants.

The preparation for a pageant is an extensive process. In addition to spending a minimum of two hours a day completing her "homework"—practicing her stage walk and preparing answers for her interview questions—Musgrave had to attend multiple wardrobe fittings

and coaching sessions on a regular basis, often visiting the dress shop at least once a week. The time commitment required to be a pageant girl forced her to make sacrifices socially and academically, which resulted in her decision to not participate in pageants this upcoming year in order to focus on school and adjust to Lawrenceville before competing again. However, in the past, Musgrave frequently travelled outside of her state to participate in pageants on weekends. Adapting to this busy schedule proved to be challenging, but Musgrave's dedication, perseverance, and hard work eventually served her well. A season contestant, Musgrave has won multiple titles, including the Miss Southeastern States at the USA National Miss pageant this past year.

To participants, pageants are more than just beauty competitions. Musgrave utilizes her opportunities in the field to make friends from all over the world with similar interests. Prior to becoming a pageant girl, Musgrave mainly interacted with a small, close-knit group of friends from her high school in Georgia, but now, she "gets to meet girls from all over the place and talk

to girls in [different countries] at least once a day."

Moreover, her pageant career has landed her a part-time modeling job with Sherri Hill, where she frequently models designer evening gowns on the runway and social media. In fact, while visiting Sherri Hill's Headquarters to collect a dress for an upcoming pageant, Musgrave was approached and scouted to photograph models in the designer's show at New York Fashion Week this past year. The opportunity allowed her to not only see how a professional production is done, but it also deepened her appreciation for pageantry after witnessing the 'behind-the-scenes' of a modeling career. Musgrave realized that the "modeling world is definitely different from the pageant world in the sense that models don't have to be successful in other areas," such as communication and socialization, which contestants are evaluated on in pageant competitions. Over the course of a few decades, pageantry has evolved into more than just a showcase that accentuates a girl's physical appeal; these competitions now attest to a girl's maturity, intelligence, and adaptability. This experience al-

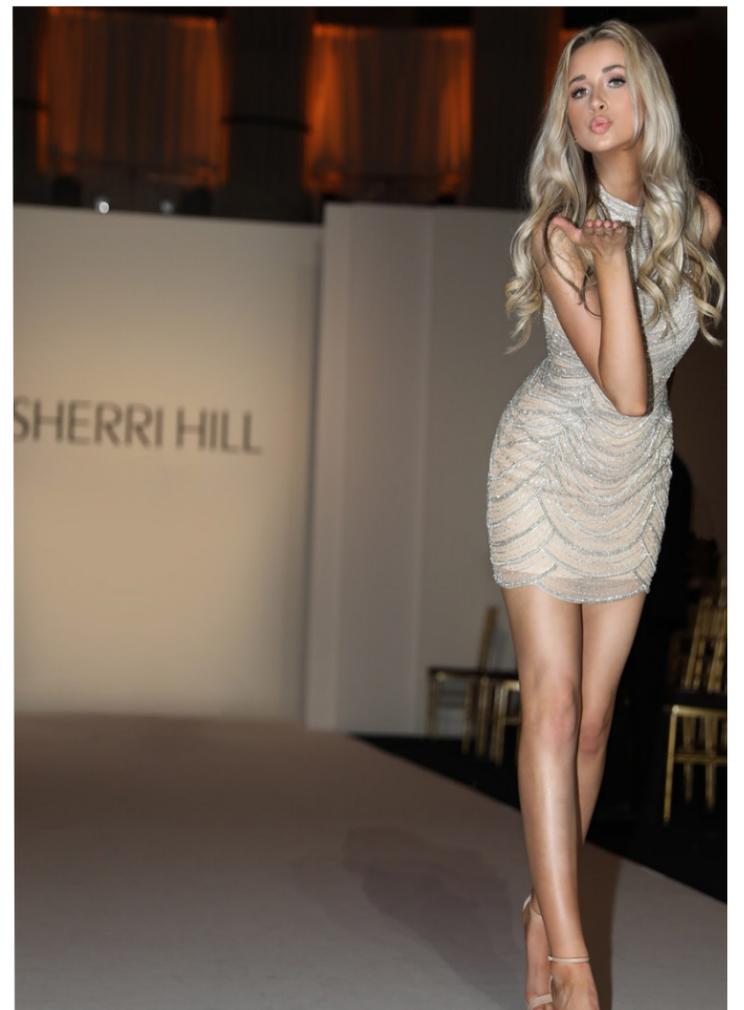
lowed her to recognize that becoming a pageant girl is not just about the looks but also about personality and character.

To Musgrave, pageantry is "more about the substance you have, and there's a lot more to a girl than what's superficial." In reality, most beauty queens are the kind of role models many people would look up to. Contrary to popular belief, pageant contestants are self-absorbed and shallow, these girls are more than just pretty faces. They possess characteristics of self-discipline, perseverance, intelligence, passion, but mostly, dedication. "These girls put their best self forward and are devoted to everything they do. They go out in their communities and make a difference because they want to help, not just to take pictures for their Instagram feed." Musgrave herself has been inspired to give back as well, frequently volunteering at the Ronald McDonald House and attending mission trips to developing countries such as Honduras.

But with all the positive lessons that pageantry teaches, the rivalry involved in competition greatly affects a contestant's self-confidence. Going into a contest, Musgrave has

definitely "felt not good enough or not nearly as prepared" as other contestants. In the world of a beauty queen, "it's inevitable that girls compare themselves to other girls," but instead of letting these self-deprecating thoughts overcome her, Musgrave views them as a "wake-up call that motivates [her] to work harder." By undergoing such experiences, Musgrave also discovered that nobody is "perfect." Although a girl may seem to have everything under control, what she portrays to the public is only the "highlight reel" of her life, devoid of the struggles and adversities she faces. Rather than portraying a false image of one's personal life, Musgrave encourages others to "be [themselves] because everyone is [his or her] own person and possesses a set of characteristics unique to his or her own. It's said a lot and it's cliché, but it's the truth."

Looking forward, Musgrave hopes to attend the Miss USA pageant. To her, the beauty contest is the "Super Bowl of pageantry," and winning such a title would not only bring immense pride and joy to her, but also to her mother, who sees Musgrave as her "personal barbie doll living out her dream" as well.



# Why "Fair Pay to Play" in College Sports Should Pass

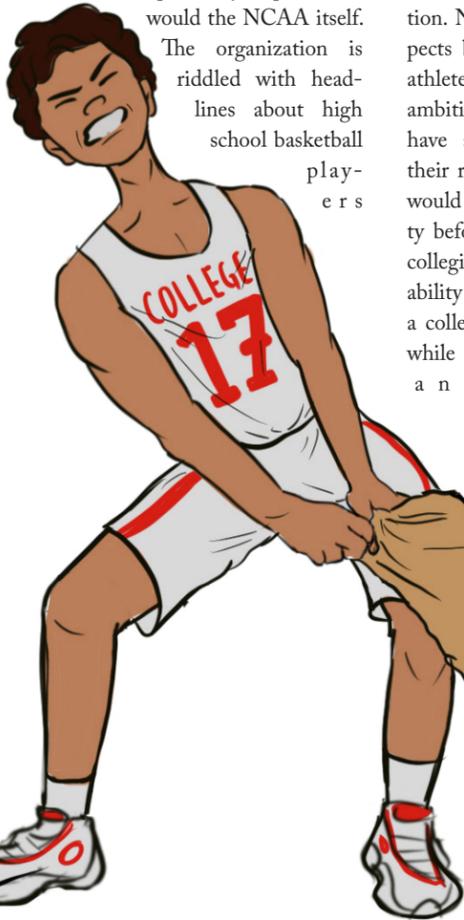
JOSHUA CIGOIANU '22

On Monday, September 2, 2019, the California State Assembly voted 72-0 in favor of the passing of a bill that would allow college athletes in many large public and private universities in the state to profit off of their own likeness, a controversy that has been contemplated before in the sporting world. This bill, dubbed "Fair Pay to Play," was unanimously passed in the state Senate that following Wednesday as well. Now, California Governor Gavin Newsom has the next month to decide whether to sign or veto this historic bill.

Currently, the National Collegiate Athletic Association (NCAA), its colleges, and the coaches of each respective program make millions of dollars off of students' incredible athletic talents at the college level. What isn't fair, however, is that the athletes generating billions of dollars in revenue do not get a share of the income. Even many athletes in high-profile sports have full athletic scholarships, this is not the case for all, as only 2% of Division I athletes receive some form of scholarship. As the situation stands today, the NCAA practically employs these athletes on free labor. In basketball, for example, they succeed in doing so by strong-arming students into attending at least one year of college, famously dubbed "the one and done rule," where they are forced to put their health on the line for no monetary compensation. This issue was most recently brought to light with New Orleans Pelicans forward Zion Williamson, who almost sustained a major knee injury when he blew through his shoe during his one year at Duke University. If put into effect, this bill

would guarantee that each and every student-athlete and their family's best interests are put first, something which, in many cases, simply means profiting over their skills and talents before going professional.

Similarly, just as college students would be positively impacted, so would the NCAA itself.



Jeffrey Tao '20/THE LAWRENCE

The organization is riddled with headlines about high school basketball players

proven why this bill is needed. Today, examples such as LaMelo Ball and R.J. Hampton show that the NCAA is missing out on having top-class talents play in college because these individuals choose to pursue immediate money and financial security instead of a severely limited college education. Not only do high profile prospects benefit, but average collegiate athletes without realistic professional ambitions do as well, as they would have an opportunity to monetize their respective talents whereas they would not have had that opportunity beforehand. With this bill, many collegiate athletes of varying ability can work towards a college education while they

and the NCAA both profit over their athletic talents.

While the benefits of this bill are abundant, the NCAA argues that its passing would give wealthier California schools the upper hand in recruiting student-athletes. This bill would mean students can be offered endorsements and payments from in-

terested programs, which means that there would no longer be a level playing field for schools trying to better their respective athletic programs. In the end, it would simply mean juggernaut programs would be able to financially incentivize players to commit to their school. At the same time, the first step to combating this danger is actually passing

college programs to give 15% of their program's annual revenue to athletes. Others have followed suit also, as politicians in South Carolina, Maryland, Colorado, and Washington have discussed similar laws, with Senator Mark Walker of North Carolina even asking for changes to federal laws.

Another big part of the NCAA's argument is that college players do get paid—with a world-class college education. This, however, is an egregiously misleading claim, since these student-athletes barely have time to focus on their academics due to their athletic commitments, which is a major concern since only around 1 in 25 college athletes will actually play professionally. As a result of many high-profile football and basketball players forgoing their final years of college to play professionally, many fail to graduate. This is evident from the fact that the majority of March Madness teams have under a 50% graduation rate, with some even at an alarming 0%, per ThinkProgress. Failing to earn a diploma can limit financial opportunities after the players' short playing careers are over.

For millions of Americans across the country, following college sports and teams is a beloved pastime. However, it is not right that the students do not receive a cent of the immense revenue they generate. This audacious, revolutionary bill is the right step toward ensuring student-athletes get what they deserve financially and that we can all continue to enjoy rivalries and big games in the future.

the bill. If it went into effect, other states would be forced to pass a similar bill to remain competitive, eventually making it a federal standard for college athletes to get paid. In fact, just two weeks after the vote regarding California's law, Senator Kevin Parker of New York proposed his own bill to make his home state not only the first to allow student-athletes to profit off their own likeness, but also the first to force

## Recruited Athlete Profile: Ashley Warren - Volleyball

ELLIE SHIN '21

Ashley Warren '20, second-year co-captain of the Girls Varsity Volleyball team, has been verbally committed to the United States Naval Academy since the summer after her eighth-grade year and signed her National Letter of Intent last fall. However, volleyball has been more than just a means of getting into college for Warren – "I gave up every other sport for it. It's pretty much my life and my world, and I wouldn't be who I am without it," she said.

Warren began playing volleyball in sixth grade after having tried it as an intramural sport. "I just fell in love with it," she said. At the time, a family friend referred Warren to East Coast (EC) Power Volleyball, so she tried out and made the top team. She has played for them every year since. Last year, Warren played for the EC Power King of Prussia 17-Steel team, the top 17U team. This winter, she's on track to make the top 18U team, 18-Royal.

Playing on the EC Power teams requires immense dedication. For Warren, the struggle is even greater, as not only does she have to balance Lawrenceville academics with Girls Varsity Volleyball and later captaining Girls Varsity Indoor Track this winter, but she also has to take part in travel team practices and tourna-



Ashley Warren '20 in action for Big Red.

Courtesy of The Lawrenceville School

ments as well. Starting in late October, the girls have to attend three practices weekly, each for three hours at a time: one hour for physical training and two hours of on-court practice. However, the practices are located one hour away from Warren's house, so each practice takes a total of more than five hours out of her day. She leaves right after Lawrenceville

sports and doesn't return home until late at night when she finally starts her homework. "That's pretty much my day," she said.

In December, the travel team begins participating in tournaments almost every weekend which causes Warren to miss countless Saturday classes. "It's really hard to get back [on Sunday night] and have to figure

out all my work," Warren said. She admitted that she struggled with time management and planning ahead in her III Form year, but luckily she "kinda got the hang of it IV Form year." If Warren makes the top EC Power team this year, she will have more tournaments than ever before, "so I'll have to be away and busy basically every weekend," she said. In order to maintain her academics, Warren utilizes the numerous plane rides and car rides to get schoolwork done. "I always prioritize the classes I'm missing the most, usually D period," she said. Even at tournaments, "I always work. Even when I'm not playing, I am in the hotel room writing a paper or doing some work," said Warren. After returning, she also makes sure to go to consult almost every day.

Besides playing for her travel team, Warren also goes on runs and works out often. "I've grown much stronger physically," she said. Warren also credits a lot of her mental growth to volleyball. The strategy, teamwork, and leadership required to participate in and captain the Lawrenceville Girls Varsity Volleyball team for two years has taught her resilience and how to keep calm under pressure. She gave the example that "you can't win everything – you just have to adapt and overcome, especially when it's a tough game or you're down a couple of points and it's the tiebreaking set

or something like that." Lessons like these have also carried over into her schoolwork, allowing Warren to improve her academics as well.

Despite being committed herself, Warren still holds high expectations and hopes for her final season on the Lawrenceville team. "I mainly want to win the [New Jersey State Interscholastic Athletic Association (NJISAA)] tournament to go out with a bang, and I want to beat our record of 15-3 from last year," she said. The team currently holds a record of 6-1. In her past three seasons at Lawrenceville, they have only made it to the NJISAA semifinals once; however, Warren looks forward to trying again.

Being a captain for two years in a row has "been a good position for [her]" because she's gotten to bond with the team more and has learned how to be a role model, she said. "I'm really honored to have this position too," said Warren. Victoria Dugan '20, Warren's co-captain of two years, said, "[Warren's] one of those teammates [who] makes you want to play better. She uses her personality on and off the court to be someone that people look up to. I'm glad I can call her my co-captain." Despite Warren's status as a committed athlete, she continues her efforts to practice and improve her game and never lets hard work get in the way of her success.

## Choate Day: Game by Game Varsity Recap

### GRAYSON MILLER '21 & KYLE PARK '23

This past Saturday, the Lawrenceville School Varsity sports teams traveled to Wallingford, Connecticut, to compete against Choate Rosemary Hall. Almost all of Lawrenceville's fall varsity sports competed, except for the Girls Varsity Water Polo Team and the Girls Varsity Tennis Team, which are spring sports at Choate. Lawrenceville controlled the fields, pool, and courts at Choate and lost only three games against Choate: football, boys soccer, and girls soccer. This is the third annual Choate Day, which started back in 2017 to expand Lawrenceville's competition to more of its peer schools in the Northeast.

### Boys Cross Country:

The Boys Varsity Cross Country Team was able to taste the sweet flavor of victory after a dominant performance at Choate winning 15-47. The first runners finish score fewer points for their respective teams, meaning that the team with the lower score wins. The Boys Varsity Cross Country Head Coach, Christopher Hyson P'14 '16 '21, praised Matej Cacik '21 after Cacik won his first race, while Co-captains Alex Pesendorfer '20 and Theo Bammi '20 finished in second and third place respectively. Cacik, Pesendorfer, and Bammi finished the race with the times of 17:26.7, 17:36.1, and 18:01.9, respectively.

### Girls Cross Country:

Lawrenceville's Girls Cross Country Team easily beat Choate with a final score of 16-46. Katie Chaput, the Girls Varsity Cross Country Head Coach, mentioned that regardless of the "tough [and] hilly course" at

Choate, the girls were able to "beat the hill that allowed them to have a successful day." Allison Haworth '22 and Tiffany Lin '20 were praised for good performances while Charlotte Bednar '23, Kate McCann '22, and Rina Takoaka '20 "did their jobs to help [the team] towards a victory." Chaput stated that the team should "work on a strong last mile and on

passing. Although our result was disappointing, I'm really glad we had the opportunity to push ourselves against Choate in this game."

### Boys Soccer:

The Boys Varsity Soccer Team lost to Choate in a hard-fought game, 0-2. In the first half, neither team scored, but Choate scored on a penal-

player was excluded. Working closely with Aidan Oster '21 on fast breaks, Tim Barry '21 scored six goals. Co-captain Henry Giangrande '20 said, "we jumped into the water ready to win. Our gritty zone defense shut Choate down, and we caught them by surprise on our counterattacks, allowing us to score 12 of our 18 goals." The team also played the New Haven

improved from years prior.

### Volleyball:

Volleyball came out on top against Choate, winning the game 3-1. Playing aggressively on offense and dominating the net on blocking, Lawrenceville got out to a quick lead. Led by Co-captains Ashley Warren '20 and Victoria Dugan '20, the team remained very composed throughout the game by playing technically and fluidly. Head Coach Katherine O'Malley H'07 said, "we lost to Choate last year, so it was great to have a good comeback... our strengths lie in our blocking and our hitting, led by Warren." In addition to Warren's strong performance, "Sara Xu ['22] had a phenomenal game, winning Lawrenceville five consecutive points off of her serving at one point." The team also defeated Lyman Hall High School, a public school-based out of Wallingford, 2-0.



Courtesy of The Lawrenceville School

staying healthy." The Girls Varsity Cross Country Team is also looking forward to having a shot at the Mid-Atlantic Prep League (MAPL) or the New Jersey Interscholastic Athletic Association (NJISAA) title later in the fall.

### Girls Soccer:

After a tough battle against Choate, the Girls Varsity Soccer Team had to conclude its away match with a 0-2 loss. Bela Ricardo '21 played an excellent game and completed multiple crosses into the box to create offensive opportunities for Lawrenceville. Unaccustomed to Choate's striker-oriented style of play, Lawrenceville's defense took time to adapt and it ultimately cost the team the game. Co-captain Carolyn McLaughlin '20 said, "I'm really proud of how hard we played and our great job

kick in the opening minutes of the second half to take the lead. While playing from behind, Lawrenceville continued to battle for the ball and kept its composure, but Choate scored another goal from distance, while Lawrenceville failed to capitalize on multiple attempts. Head Coach G. Blake Eldridge, Jr. '96 H'12 was happy with the team's overall performance and said, "we were organized, we attacked with speed, and we defended as a unit... this was our best overall performance as a team this season."

### Water Polo:

In its game against Choate, the Boys Varsity Water Polo Team defeated Choate 18-7. Using speed to its advantage, the team scored many of its goals off of fast breaks and also man-up situations when a Choate

Hydras, a water polo club based out of New Haven, defeating the Hydras 12-9.

### Football:

Lawrenceville played a tough game against Choate and lost to an extremely strong Choate team 6-43. Prior to its loss against St. Thomas More School on September, Choate had a historic run of success in New England football play for the past five years and maintained an impeccable 49-0 record. Following a 1-1 start after two home games, with a win over the Pingry School and a loss to Deerfield Academy, Lawrenceville went on the road and competed valiantly against the powerhouse opponent. Although Lawrenceville ultimately lost, the team found a positive in getting on the scoreboard as Big Red's tally of six points scored was

### Field Hockey:

The Girls Varsity Field Hockey Team got off to a quick start against Choate and scored within the first two minutes of the game. The game finished 6-0 in favor of Lawrenceville with Bella Koch '22, who netted three goals, shining on offense. Lawrenceville's defense, led by Co-captains Lizzie Huesman '20 and Grace Faircloth '20, also kept Choate scoreless. Both captains had "phenomenal defensive games," according to Head Coach Lisa Ewanchyna P'23. However, Ewanchyna noted in future games that the team's focus would be on improving areas of weakness, such as swinging the ball more often because "[it] played a lot... on the left side of the field and could have brought the ball to the right side more, which is [the team's] stronger side and the weaker side for the defense."

## Faculty Kids Picks

	Noah Pierini-Jacobs	Emma Pierini-Jacobs	Miles Eldridge	Ella Eldridge	Imogen Fogus-Selan	Oliver Fogus-Selan
What do you want to be when you grow up?	Soccer Player	I don't know	Policeman	Teacher	A Chef	Mailman
Favorite House?	McPherson	McPherson	Dickinson	Dickinson	Ice Skating Place	Lawrenceville
What do you like to watch?	Soccer	Soccer	Stinky and Dirty	Phillies	Trolls	The new Lego Movie