



Joshua Levine and Alan Cai
Copy Editor and Business Manager



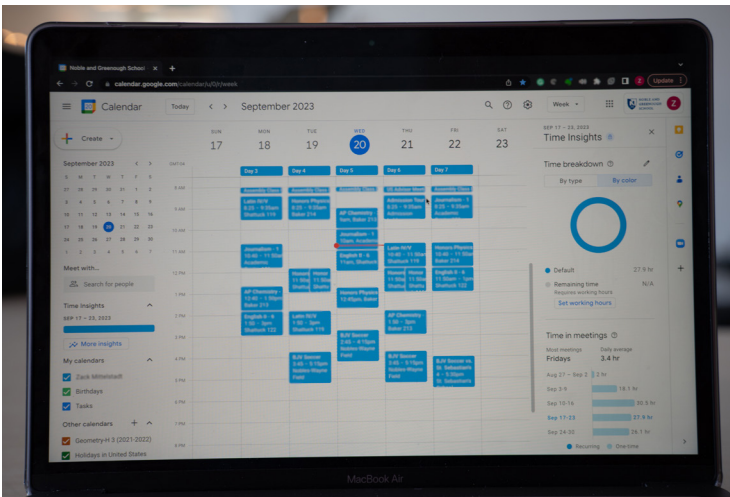
Pro: Joshua Levine

I think many of us had our doubts about the new schedule this year. I certainly did. But I’ve been pleasantly surprised in these first weeks of school by its success.

First, the longer classes have been productive. Many classes in the past few years felt rushed and jammed; classes now feel more relaxed and meaningful. One class that stood out as benefitting from the schedule changes was one from Mr. Jankey’s Honors Research Seminar course. Mr. Jankey had us analyze primary sources, write short reflections about them (with sound paragraph structure, of course), and discuss them as a group.

This activity took up the entire 70-minute block, and Mr. Jankey observantly commented at the end of the class that we could not have had a class like that in previous years. His point has stuck with me, showing how great the new schedule really is! Classes in longer blocks are usually better. We can cover more material while engaging in more extended activities. Last spring, I thought I could never sit through a lab block-length class for a his-

Pro-Con on Schedule



(Photo Credit: Zack Mittelstadt)

tory or English class, but I have quickly been proven wrong. The extra 20 minutes can make the difference between understanding a complex math problem and not having any direction.

Having less homework per night is another great outcome of the schedule. Last year, I had a day with all six classes. This included two lab blocks and a short break for lunch. Preparing for this day was a daunting task. Now, we only have to prepare for a maximum of four academic classes daily.

(continued on page 6)

Con: Alan Cai
A major change in the new schedule greeted students coming back from summer break this year. Over the past few years, Nobles has worked hard to craft a schedule that will help improve the educational experience at school. While there has been a wealth of highly controversial opinions about the new schedule, the change has proven to be problematic for student learning and education.

Overall, the new schedule hurts the educational experience of teachers and students

alike. With fewer class periods, teachers have to readjust to a new routine that offers less time for homework, therefore decreasing the amount of learning that students do at home. Thus, teachers must change their lesson plans to complete more classwork in a week, even with the same amount of class time. This forces teachers to adjust to a revised curriculum that covers less material due to the decrease in homework time for students. In some cases, this has even led to less learning and rigor in classes. For example, prior to the implementation of the new schedule, the AP Physics class, which used to cover two main topics, was reduced to only teaching a single topic over the entire year. This change was directly attributed to the new schedule. Overall, the new schedule has hurt the rigor and breadth of material covered in many classes and has put added pressure and stress on teachers, thus hurting the quality of learning. Many AP courses also have strict curriculum standards that are now more difficult for teachers to meet under the new schedule.

(continued on page 6)

Albers Saves Squirrel

Eli Schotland

Staff Writer



Dawgs aren’t the only animals at the MAC. Recently, Patrick Albers (Class I) found a squirrel in the Dawg Cage, the MAC’s weight room, and nursed it back to health.

One day, Albers and his friends were working out when they heard squeaking from the ceiling. A squirrel plummeted to the ground, landing hard. “A beam of light shone down from the heavens on Patty Albers as he rushed to help the squirrel,” Strength Coach Kevin O’Neill said. Albers placed the squirrel in a bucket and took the injured animal outside.

Unfortunately for Albers, the squirrel would not leave the bucket. Albers called a Wellesley animal shelter and asked if they could care for the squirrel. The animal shelter declined, as the squirrel was not a domestic animal. Albers then called his mom and asked if he could bring a squirrel home. She said it was fine, as long as he kept it out of her sight. Albers took the squirrel home and decided to nurse it

(continued on page 11)

Transition from Public School to Nobles

Morgan Gibson

Staff Writer



Nobles attracts a wide variety of students with different backgrounds and unique experiences. While many students come from private middle schools, such as Dedham Country Day, The Shady Hill School, and the Park School, others hail from public schools across the state. As students make the transition to a new school, particularly one as academically rigorous as Nobles, concerns may arise regarding the preparedness of students coming from public schools.

Opinions on the subject vary, with students expressing a wide range of perspectives. Abdirzak Abdulle (Class II) said, “Just coming into freshman year, I felt thrown into the school.” Echoing Abdulle’s sentiment of unpreparedness, Tahira Muhammad (Class I) said, “[It was] a

difficult transition, I felt like I was behind.” Valeria Yepes Restrepo (Class II) explained that “it’s hard to come from a school where you’re the best and then come to a school where everyone’s the best.” In contrast, Lara Sahagun (Class III) held a different perspective, feeling adequately prepared due to having taken advanced middle school classes offered by her public school. “These students’ differing experiences reveal that not all public schools are the same, as they vary tremendously in resources and opportunities. “I don’t necessarily think all public schools are created equal in regards to the transition, both in terms of social preparedness but also academic preparedness.” Class IV Dean Nora Dowley-Liebowitz said. When examining the transition

(continued on page 4)

Ms. Easterling: The New Backbone of Nobles’ highschool



(Photo Credit: Zack Mittelstadt)

Clare Struzziery

Staff Writer



On July 1, 2023, Alison Easterling officially stepped into the role of the Head of the Upper School at Nobles. Succeeding Michael Denning, who served in the position for eight years, Easterling brings decades of experience as an educator, coach, and administrator to Nobles.

Before arriving at Nobles, Easterling worked at the Lawrenceville School in Lawrenceville, New Jersey, where she taught history and coached cross country and track. When describing her early career as a teacher, Easterling said, “Every time I’ve taught I...found it intellectually stimulating. I like the relational side of it. I like the creative side of it.” Easterling chaired Lawrenceville’s History Department before becoming the Assistant Dean of Faculty, the Associate Dean of

Faculty in 2017, and finally, the Dean of Academics in 2021.

When Easterling first visited campus in December 2022, assembly was her first interaction with the Nobles community. The docket that day included announcements, a presentation by Lupercal on a Latin conference they had attended, a talk from Science Faculty Deb Harrison, and a performance from So You Think You Can’t Dance. “[The assembly] represented so many strengths in this whole community ... I was really struck by the way that it does pull the community together,” Easterling said.

Since arriving on campus, Easterling has had the opportunity to interact with students by subbing for various history classes. “There’s a lot of collaboration in the classrooms. And [it’s] evi-

(continued on page 5)

What’s Inside?

Day in the Life of Michael Timmins
(Page 12)



Changing the Pictures in the MAC
(Page 7)



How Nobles’ Printers are Innovating Sustainability at Nobles
(Page 13)



Hamas’ Terrorist Attack on Israel
(Page 10)



(Graphic Credit: Alycia Scott-Hiser)

EDITORIAL

Dear Nobles,

For the last ten years, students on *The Nobleman*—those enrolled in the Journalism class—have endured the antiquated Pass/Fail evaluation system. As the Editorial Board, we firmly assert that this entrenched practice undermines the relentless dedication of our staff and must be promptly reassessed. We view this not just in the context of our revamped schedule but through the lens of an equitable educational landscape.

This year, The Nobleman staff inherited an outmoded Pass/Fail grading system that unjustly implies a lighter workload compared to core academic classes. Our revamped schedule now aligns our class with core academic counterparts, meeting four times per seven-day cycle. The responsibilities we shoulder, from conducting interviews to crafting articles, editing content, and producing multimedia, often exceed the demands of our peers in traditional academic classes. This commitment extends beyond classroom hours, dominating our free periods during the day and encroaching on our evening study hours.

Furthermore, performing arts classes have recently shifted from Pass/Fail grades to a letter-grading system, so as to reinforce the validity of the arts department and their contributions to our community. This then begs the question: why not us, as well? Does The Nobleman not hold similar importance to the larger Nobles community? Indeed, we suspect that familiarity breeds contempt; that the frequency with which we produce content has dulled the apparent worth of our product; that when students receive a letter-grade for participating in the performing arts, while The Nobleman staff receive a “P” for contributing towards a school-wide publication, it is a spit in our faces.

An additional argument in favor of the Pass/Fail system rests on the diversity of roles and duties within our staff. We understand the challenges of equitable evaluation among different roles, from staff writers to photographers. However, this lack of standardization can be readily addressed by crafting role-specific evaluative rubrics. Such a system would afford us the bandwidth to expand beyond the binary status quo and implement a gradient that effectively recognizes the merit of our staff.

Administration: we write to you not for a pity GPA-boost but rather on behalf of our staff, who have gone unrecognized for all they have done to put this newspaper in your hands.

The path forward is clear. In this new era of education, where equity and recognition are more important than ever, it’s time for the Journalism class to be unburdened by outdated grading practices. We—the Editorial Board—call for a fair evaluation system that reflects the immense dedication and excellence of our staff. It is time to usher in a new era for The Nobleman, one where our hard work is acknowledged, celebrated, and truly assessed on its merits.

With force,
The Editors

FEATURED PHOTO



Cross Country runners stand outside the MAC on September 30th having a good time. (Photo Credit: Joshua Levine)

The NOBLEMAN

Editor-in-Chief.	Corban Shih
Managing Editors.	Mara DuBois
	Hyewon Suh
Layout Editor.	Chinua (CJ) Achebe
Multimedia Editor.	Max Daniello
Copy Editor	Joshua Levine
Business Manager	Alan Cai
Layout Staff.	Matt Anderson
	Gavin Lin
	Jonathan Tillen
Staff Writers	Emilie Andrews
	Morgan Gibson
	Owen Harrington
	Kate McLaughlin
	Nathan Nozea
	Sienna Robertson
	Emma Sawatzky
	Eli Schotland
	Clare Struzziery
Videographers	Nate Madden
	Oscar Parkinson
Photographers.	Zack Mittlestadt
	Avery Winder
Social Media Manager	Mackenzie Ellis
Staff Artist.	Wudiana Fevrier
Faculty Advisors.	Michael Polebaum
	Alycia Scott-Hiser

The Nobleman is the official student-run paper of the Noble & Greenough School. The paper recruits a diverse, dedicated, and intellectually engaged staff that creates stimulating, relevant, and exciting written and digital content. This content, while sometimes covering national and world news, will always strive to be both representative of and primarily for the Nobles community. The entire staff is cognizant of the power that The Nobleman holds, and thus each member seeks to use that power responsibly. The core editors and faculty advisors promote, foster, and enforce the following: anti-racist and anti-hate rhetoric; just, factual, honest, and respectful work that seeks to give voice to as many community members as possible; and a safe, creative, respectful class culture that enables and inspires staff to produce content they love.

Student Life

What It Takes to Be on *The Nobleman*

Matt Anderson
Layout Staff



Every spring, The Nobleman opens its doors to applicants who seek to fill its highly coveted positions. Naive, innocent sophomores—and some juniors—never realize what they’re getting into. After enduring the trials by fire, here is my insight into what it takes to be on The Nobleman.

Right off the bat, to boost your chances of being accepted onto The Nobleman’s staff, you can join Imani, Nobles’ school-wide singing group for multicultural and gospel music. The Nobleman’s Faculty Advisor Michael Polebaum, a proud Imani singer, was overheard saying, “Of course, coming to Imani helps your chances. Do you really think this is a meritocracy?”

Now that 94% of readers have stopped reading, I can warn you about the more grave dangers of The Nobleman. For prospective applicants, ensure your his-



(Photo Credit: Avery Winder)

torical and political knowledge is up to date with the last 3000 years or so. Polebaum, also an AP Euro teacher, tends to throw curveball questions into your in-person interview that largely influence your acceptance. Eli Schotland (Class II) said, “Mr. Polebaum asked me who the last emperor of the Roman Empire was. It came out of left field,

but I’m grateful I was thinking about the Romans during class earlier and knew the answer.” In the unlikely case that you survive Polebaum’s passion for history, you should begin to study for the entrance exam. Upon walking into the class, you will be handed a 50-question trivia quiz on previous editions of The Nobleman. If you find yourself below

Polebaum’s score—a 100—you are politely asked to pack your bags, leave, and never return. Not only is being on The Nobleman intellectually taxing, but it is also physically demanding. The hours are rough, and you’ll find yourself working through the night until the sun leaks through your window, much like your tears leaking onto

the latest edition of The Nobleman. After reporting not having slept in days, an anonymous Nobleman writer said, “My life has lost all meaning. I am just a cog in the machine. Mom, Dad, is that you?” (It wasn’t—rather, it was their managing editor telling them to get back to work.)

Finally, you must sharpen your poker skills if you want to survive the Friday Night Poker in the Castle study room. If you don’t know when to hold ‘em and when to fold ‘em, you may be forced to perform unspeakable chores and punishments. Indeed, I have witnessed people forced to write every article for an edition, do the editor’s laundry for the week, and even steal all of the [redacted] around campus running around in [redacted]. A former Nobleman photographer said, “They ruined me. My life has never been the same since the incident.” If you are reading this, that means it’s too late. Please heed my warnings.

Soft Starts: Nobles Teacher Edition

Eva Yu
Staff Writer



After the implementation of soft starts, many Nobles teachers got more creative with those awkward five (or seven...) minutes while students shuffle in. Some teachers asking questions of the day, while others prefer playing games like the *New York Times*’ Wordle or Spelling Bee. Each teacher has their own way to keep students entertained. However, there are some teachers that The Nobleman staff believes could get extra creative for their soft starts. Starting with *The Nobleman*’s Faculty Advisor Michael Polebaum: many community members are aware of his deep love for his orange cat, Alfred. What

better time to promote and flaunt his dear cat to a classroom full of tired history students than soft starts? Extra bonus points if you own an orange cat and can bond with him over this shared love.

If you think you’re pushing the boundaries of soft starts, just know that Bryant is right there with you.

Also, in the History and Social Science Department, Oris Bryant takes a top position on this list. Known for not always being the timeliest teacher, he’s been spotted on multiple occasions getting grapes from the Castle instead of showing up at the beginning of class. If you think

you’re pushing the boundaries of soft starts, just know that Bryant is right there with you. Occasionally, you will see him engaged in a battle against the printers, a good way to predict that a poor US History class is about to take a quiz. While not everyone’s had the privilege to take an art class with Art Faculty Betsy VanOot, those who have know that soft starts are not new in her classes. If you’re puzzling whether or not you’re in the right classroom because no one has shown up ten minutes into the period, you probably are in the right one! VanOot is famously relaxed about starting class because Vanoot herself is often missing! If you spot her running from the middle school art wing to Henderson with a laptop and a cup, there is probably a poor painting

class that started 15 minutes ago. Next up is Modern Language Faculty Amadou Seck. Anyone who’s been in his class knows that while he loves French, his favorite conversation topics

“it’s not rare to see [Strudwick’s] math class sitting awkwardly in a classroom waiting for her to come to class.”

in class are actually Model UN and his blazing passion for soccer. Walking into his class early usually means discussing a topic revolving around one of these topics. If you are one of the unfortunate souls who happen to be in his class after quitting Model UN or soccer... good luck.

Last but not least, we have beloved Class III Dean and Mathematics Faculty Jane Strudwick. Strudwick once stated that class doesn’t start unless she’s there, so it’s not rare to see her math class sitting awkwardly in a classroom waiting for her to come to class. If you think that’s the end of it, it only gets worse when Strudwick forgets her keys in the math office! The only thing more awkward than a bunch of tired math students sitting inside a classroom is a bunch of tired math students sitting outside a classroom!

While soft starts are still very new, Nobles teachers are not daunted by the challenge of coming up with new and improved (or in some cases... old and improved) ways to keep their students entertained.

What is Nobles Munching on? Weird Food Combos on Campus

Mackenzie Ellis
Social Media Manager



It’s 12:00 p.m. Your third-period class just ended, and you’re looking forward to a leisurely walk to the Castle, where you’ll find your friends and the most anticipated event of the day: lunch. In an act of haste and hunger, you check the Nobles App, and what do you find? It’s grilled cheese day! Unless you’re a die-hard grilled cheese fan, you begin to wonder what you can whip up from the many options in the cold line. Well, as an avid eater at the Castle, I’ve been able to produce a list of tested and approved lunch options for even the pickiest of eaters!

Starting off with a mix between breakfast and lunch, these two pickle-related items contain every main food group you’ll need to take on the day. Our first is an appetizer proposed by Al-

lison Park (Class II): SunButter and pickles. This snack serves as a sweet and savory precursor to our main brunch course, which is a plain bagel topped with pickles, cream cheese, and banana pepper. Suggested by Rachel Zhao (Class III), this meal is sure to satisfy our vegetarian besties and aid freshmen who are looking for a conversation starter at their lunch table.

We’ll move on to a sweeter take on a classic lunch meal... the Pulled Pork sandwich. Recommended by yours truly, this sandwich substitutes white bread with lettuce and cheese with any fruit you can find near the yogurt section. No one wants a dry sandwich, so if you’re looking to spice things up, you can also add in a sweet sauce, like jam or yo-

gurt, to give your dish a hint of freshly picked strawberry. This dish may also be a better fit for those who suffer from intense lactose intolerance, as it is essentially a reconstructed fruit salad.

After a hearty meal, you’ll want a sweet treat, but unfortunately, you’ve caught Flik on a day when no dessert option is available. Luckily, we’ve come across a

solution, suggested by two JV field hockey stars who have requested anonymity as an act of humility. For this delectable treat, pour yourself a cup of hot water. Then, start to add as many hot chocolate packets as necessary for the water to combine with the powder and form a mouthwatering, mushy brown paste. Take a quick bite, and you may notice a slight similarity to brownie batter or even chocolate cake mix! As put by Drake, this concoction includes “some badness and madness,” making it a local school delicacy.

Whether you’ve just broken free from your chemistry class or recently finished recess, a lack of creative new lunch ideas may be a crushing concern weighing on your young mind. Although this list only scratches the surface of lunch combinations, we hope it has given you a few new meals to try out.



(Photo Credit: Avery Winder)

Feature

Teachers Coming From Public v. Private to Nobles

Emilie Andrews
Staff Writer



Nobles prides itself on introducing students to a diverse body of faculty. While many new teachers come from other independent schools in New England, a multitude of faculty have spent time working in public school systems. Regardless of where they transition from, new teachers are welcomed to Nobles with a bustling first few weeks of school, as they become acquainted with students and fellow faculty. Nobles aims to make a smooth transition for all new teachers; however, it is worth noting that the experiences of those transitioning from private or public schools may vary.

Across the board, teachers from both independent and public schools highlight assembly as a key aspect of the Nobles experience. Compared to other independent schools, participating in an all-school assembly three to four times per week represents a departure from the experiences of many new faculty members. Within the assembly setting, new faculty often highlight the supportive environment. Having recently transitioned from Beaver Country Day School, English Faculty David Liebowitz said, “At Nobles, there seems to be a collec-

tive purpose and a sense of community. Whether that’s in bearing witness to assembly, or just the collective mission that seems to be central to both the faculty and student experience of Nobles.”

As Lewbowitz discussed, the collective mission of Nobles is further fulfilled through engaged, and individualized learning during class times. The school strives to keep small class sizes – often no more than 12 or 15 students. Faculty who have transitioned from both independent schools and public schools also emphasize the importance of maintaining small class sizes. English Faculty Mike Curran, who recently transitioned from the Waynflete School (Portland, ME) and previously taught at St. Sebastian’s and the Belmont Hill School, said, “It’s easy to get to know each of your students individually and get to know the classes [as] a collective...The more you teach, the more you learn that each class has its own character or personality.” Like Curran, Liebowitz said, “In discussions with smaller classes, there’s no opportunity for students to sit back and allow the conversation to take place without entering into it. There’s an intimacy in smaller classes that’s actually a really beautiful thing.”

Though many independent schools have the luxury of

small classes, public schools such as Boston Public Schools (BPS) must cater to much larger classes of around 18 to 30 students. As a requirement of the BPS institution, teachers must provide a universal learning environment for all of their students, regardless of their initial knowledge level. This requirement can prove difficult for BPS teachers: it can be nearly impossible to provide a comparable level of individual attention in larger class settings as it is with smaller ones. History Faculty Melissa Lyons (N’97) said,

“Since I don’t have 30 students in every class, I can give very individual feedback in ways that I can follow up on.”

Like Lyons, History Faculty Reginald Toussaint, who worked in Boston Public Schools for many years, said, “The small class sizes allow for a focused learning environment.”

Along with smaller classes, Nobles provides faculty with a multifaceted teaching experience. Most faculty use the Nobles “4/2” model, which allows teachers to teach four classes and help

with two extracurricular spaces. Teachers transitioning from independent schools have found this to be both a similar and distinctive experience from their prior work. Curran, whose teaching experience has typically involved both in-classroom and out-of-classroom activities, said, “As an educator, [outside of the classroom involvement] really important because you get to know a broader range of students while witnessing students’ passions and interests outside of the classroom.”

Unlike Curran, History Faculty Melissa Lyons (N’97) transitioned to Nobles from BPS approximately six years ago. Though she hasn’t participated in Nobles’ afternoon programs since her time as a student, she strives to be a part of her students’ lives outside of the classroom. Lyons said, “I don’t coach; however, one of my goals as an advisor and a teacher is to try and see every afternoon program at least once a season.” In contrast, due to the regulations and contracts governing faculty in Boston Public Schools, teachers rarely participate in sports or non-academic activities. English Faculty Jordan Evans said, “At BPS, I didn’t know any teacher-coaches. It was very hard to be both.”

The “Nobles experience,” according to faculty with experiences in both independent and

public schools put value in our community spaces. Whether in assemblies, small classes, or after-noon programs, faculty have the opportunity to make meaningful connections with their students. Though the list of noteworthy differences between the experiences of faculty transitioning from public and private schools is extensive, not all aspects provided are fairly comparable. History Faculty Reginald Toussaint, who worked in Boston Public Schools for many years, said,

“It’s not comparing apples to apples. I think they’re very different institutions. While they are both schools, their goals are very different.”

The public school teaching experience is considerably different from that of an independent school like Nobles. Contracts, student bodies, and general missions vary based on the institution. Regardless, students at any school will always be largely similar. Students are driven, and faculty recognize the same sense of purpose at both independent and public schools.

Transition to Public School from Nobles (continued)

Morgan Gibson
Staff Writer



from public school to Nobles, students often question whether attending a public school impacts their class placements. One common misconception is that students from public middle schools are automatically placed in non-honors tracks, especially in math and science classes; however, this is not the case. The Math and Science Departments are dedicated to ensuring that students have the best chance to succeed based on their prior experience and knowledge. In each department, there are three primary considerations when making placements. Mathematics Department Chair Sue Kemalian said, “We take a look at their teacher recommendation, their SSAT scores, and their transcripts, and combine all those points to try to figure out the best place for them.” Both Kemalian and Science Department Chair Jen Craft expressed the imperfections in the process and how initial placements are only the beginning of the conversation. “The placement process isn’t perfect, and so we do invite some dialogue on the placements,” Craft said. In the late spring and early summer, during New Student Registration Night, incoming students have the chance to engage in this dialogue with their parents and potential teachers. The ultimate goal of class placements is to meet students where they are

and challenge them enough to grow. “[Teachers are] holding the bar high but making sure students can jump over it,” Craft said. Determining class placements is a complex process; however, Craft, Kemalian, and others use data and their understanding of each student’s experience to decide which class will offer an appropriate level of rigor for the student.

While the academic adjustment is complex, the social transition poses another difficulty for all students, particularly those from public schools. Dowley-Liebowitz explained that, even as a teacher transferring from public school, there were noticeable differences in the environment:

“There’s a language that I had to adjust to,”

she said. Arthi Vithianathan (Class II), who attended Sharon Public Schools, said, “The entire environment changing was weird.” Dowley-Liebowitz further comments that “that sort of like unspoken code is probably a bigger piece of the transition.”

Despite all of these challenges, Nobles has systems in place to ease all new students into the transition. Director of Academic Support Heather O’Neill said, “We have tried to mitigate some of those challenges with the ONSET program.” ONSET is a free summer program that hosts short sessions on Zoom to prepare stu-

dents for their time in the Nobles Upper School. In teaching fundamental skills such as study habits, note-taking, and how to use Canvas, ONSET has been a tremendous help to many students. Olivia Golhar (Class II) said,

“Public school didn’t prepare me, but Nobles helped with the transition.”

Most teachers understand Nobles’ level of academic rigor and encourage students to seek help to ease their transition and to feel as though they do not have to “Worry Alone.” O’Neill says, “I think there’s a cultural shift for students who come from a school where maybe they didn’t talk as openly with their teachers. Here, teachers and students have great relationships and even have lunch together in the Castle.”

Even so, O’Neill commented that coming from a private school does not necessarily mean that students are better equipped for Nobles. “The transition into any school can be challenging, even for our students that come up from our middle school,” O’Neill said. Dowley-Liebowitz explained that much of students’ preparedness stems from the opportunities with which their families provided them outside of school, such as academic enrichment programs and one-on-one tutoring.

Although the transition

into Nobles may be difficult for many from public and private schools, the opportunities that Nobles provides are unmatched,

Muhammad said, “I feel like I appreciate the resources that Nobles provides more because I haven’t always had all of this.”

Darts and Laurels

Laurel to Eli Wember (Class VI) for rocking out in assembly.

Dart to the College Board for scheduling the SAT the day after FNL.

Laurel to Kyle Lukoff for engaging us in a conversation about banned books.

Dart to Kyle Lukoff for disproving his own point in the last five minutes of his presentation.

Laurel to FLIK for an extra good week of lunches the first week of admissions tours.

Dart to the Boys Soccer team for flooding the MAC.

News

Logistics of Fall Events

Kate McLaughlin
Staff Writer

On September 22 and October 6, Nobles hosted Fall Fest and Friday Night Lights (FNL). Students enjoyed games and dancing during Fall Fest, celebrating the new school year at the MAC; at FNL, crowds gathered to watch volleyball, girls soccer, and football while supporting charities. Preparation for both nights began months prior, with the Student Life Council (SLC) spearheading the planning process. Overseen by Director of Athletics Alex Gallagher (N’ 90) and Class III Dean Jane Strudwick, SLC is responsible for promoting the events through assembly announcements and videos. Many students have commitments outside of school or need encouragement to stay on campus after a week of classes, so SLC’s task is more burdensome than one might think. Regarding SLC’s role, Gallagher said, “For any community-wide social event like this, the SLC is right at the heart of it because their job is to get people to show up and inspire them to be here, be present, and be a part of it.” By increasing attendance, promotional efforts from the SLC make fall events more enjoyable. Gallagher and Strudwick

also play an essential role in organizing Fall Fest and FNL by working directly with the SLC. After members of the SLC collect feedback from their peers to enhance the student experience, Gallagher and Strudwick are responsible for materializing these ideas. “They have a really good vision for what they want to pull off, and then my job is to do whatever I can to support them and go find the opportunities that allow us to fulfill the things that they want to do,” Gallagher said. By implementing ideas from the SLC to coordinate the events, Gallagher and Strudwick help to improve the experiences of Fall Fest and FNL, particularly for the students. FLIK, Buildings and Grounds, and the Athletic department are also significant leaders in managing the events’ logistics. Gallagher and Strudwick acquired new music for this year’s Fall Fest. DJ WhySham, a former student of Class IV Dean Nora Dowley-Liebowitz at the Codman Academy Charter School, performed for the first time following student feedback concerning the previously tenured DJ. Referencing her past work, Gallagher said, “She was fantastic [...] She [was] really excited to work the event, and we’ll take feedback from the SLC and other kids. Hopefully, they’re

happy with the DJ.” Students’ reactions to DJ WhySham’s performance have been mixed to date. In addition to collecting feedback from the Nobles community, scheduling is critical for events like Fall Fest and FNL. Determining a date for Fall Fest is straightforward, since the night exclusively involves Nobles students. However, planning the FNL games entails more complicated arrangements, as the Athletic department must consider the schedules of other schools’ sports programs. For this reason, the football team often plays all-boys schools, such as St. Sebastian’s or Roxbury Latin, the latter of which they played this year at FNL. There were issues planning the girls’ soccer game this FNL, as the Girls Varsity Soccer team originally had a bye week. Still, the game was played as a result of efforts from the Athletic department. Gallagher said, “Girls Soccer was not scheduled to play on this weekend. That forced us to go out and find an opponent for them [Austin Prep] to ensure that they got their Friday Night Lights game this year.” Another crucial aspect of organizing FNL is installing the lights. Being played indoors, volleyball doesn’t require this step. Soccer and football, however, need temporary light fixtures on

Castle Field and Burr Field, respectively. Nobles Athletics works with an outside company to provide lights for FNL and ensures they are functional the night before. The Buildings and Grounds department also plays an essential role in installing the lights and the overall maintenance of the events. Furthermore, Nobles Connect, the parent and alumni organization at Nobles, is heavily involved with the fall events. The network provides volunteers to help plan and assist the night of the event, especially FNL. Volunteers collect donations for multiple charities, including Runway for Recovery, promoting breast cancer awareness; Maddie’s Promise, raising awareness for rare childhood cancer; and The Achieve Program. Proceeds collected by Nobles Connect volunteers and food truck sales contribute to these causes. “[Nobles Connect has] been a huge help to us as we’ve tried to pull off the events,” Gallagher said. The impact of volunteers extends beyond staffing Fall Fest and FNL, as their involvement helps the greater community. To ensure the success of Fall Fest and FNL, Nobles covers all event expenses. Chief Financial and Operating Officer Steve Ginsberg provides a substantial budget for the SLC and other

event planners. He supports reasonable requests, including the food that FLIK supplies. Regarding the budget, Gallagher said, “We certainly have the resources to be able to pull off what the kids would like to have and what the kids would like to do [...] The school has been very supportive.”

Events like these are important to attend, especially considering the organizational efforts that make them possible. They bring people together through school spirit and community. “Seeing the community come together, especially to help good causes, is really special and time that is always well worth spending,” Gallagher said of past fall events. Fall Fest and FNL are only possible because of logistical work from the SLC, the Athletic department, Buildings and Grounds, Nobles Connect, FLIK, and others. Gallagher said of their efforts, “It’s a lot of work, but it’s work that’s totally worth it. 100 percent.”

Ms. Easterling: The New Backbone of Nobles’ Highschool

Clare Struzziery
Staff Writer

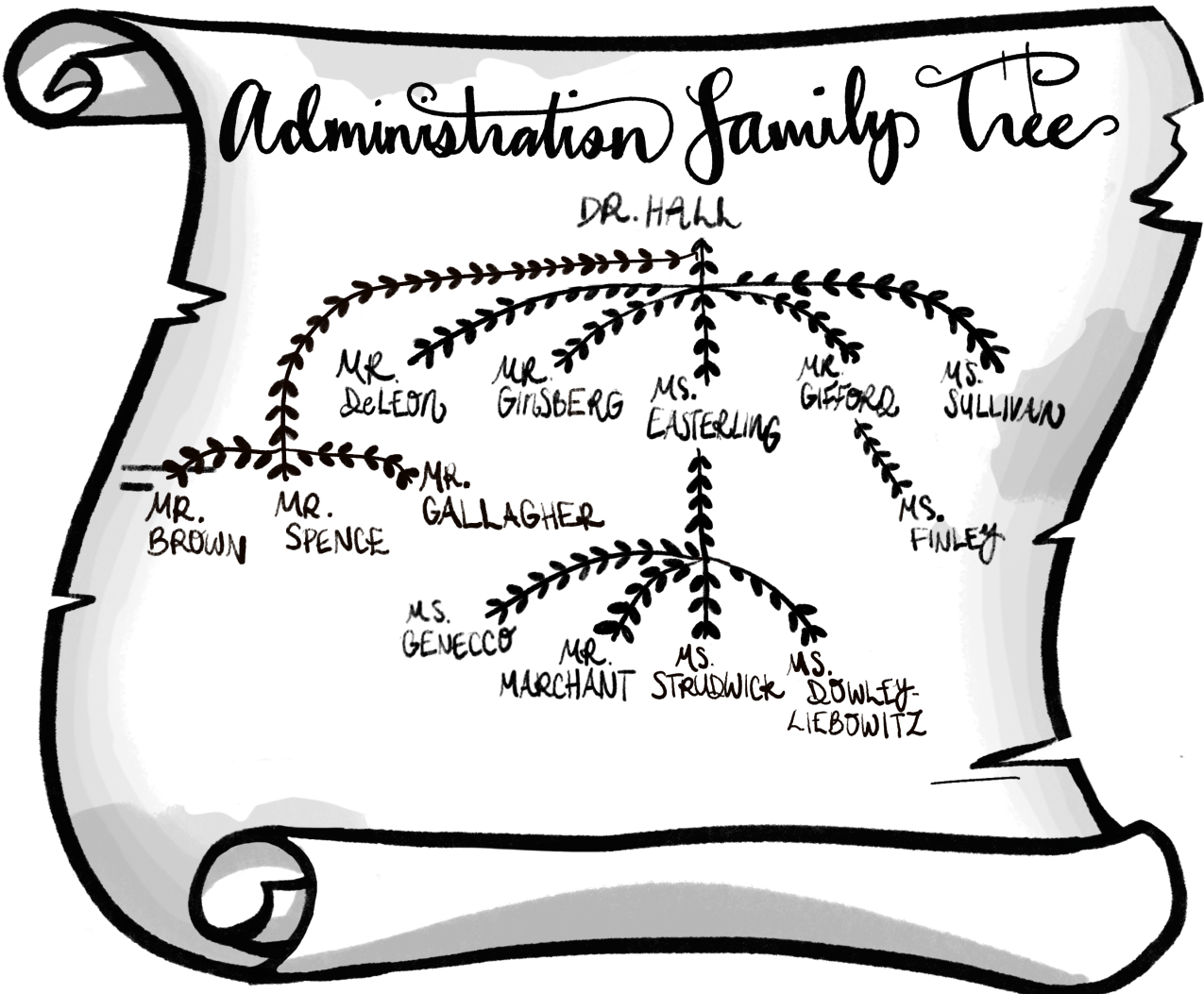
dent that [students] know how to do that, they’ve had some training and know how to collaborate effectively,” Easterling said. Of the community as a whole, Easterling said, “[Nobles] seems like a place that hopefully, most if not all students know that they’re cared for and that they have people to talk to, and I think that goes for the adults here as well. I really feel that.” Becoming the Head of the Upper School is certainly a transition for Easterling, but it is one that she feels ready for. Lawrenceville, unlike Nobles, is primarily a seven-day boarding school. Easterling, having lived in multiple dorms during her 18 years at Lawrenceville, hopes to continue involvement with boarding students. “I like being involved in the boarding side of things because it’s something that I spent so long doing and feels very natural to me,” she said. Easterling is eager to hear from a wide range of students about their experiences at Nobles.

she said. The beginning of her time in this position has been marked by a search for an understanding of the Nobles community. Easterling has joined the Nobles Feminist Coalition, Imani, and the Pickleball Club, and she also aspires to go on an Outing Club trip sometime this year. She hopes to use this information

to inform her actions as an administrator. “In my role as an administrator...[I] try to...simplify things for students and faculty where I can so they can do their good work at Nobles,” she said. When discussing the challenges Nobles is currently facing, Easterling identified two clear issues that she hopes to work

through: specialization and the use of Artificial Intelligence (AI). “Specialization in general can be a challenge for a school like ours,” Easterling said. In addition, Easterling spoke of AI’s unknown capabilities and effect on schools everywhere. She characterized the unknown of AI by saying, “it’s an invitation...even a prerog-

ative to all of us to stay curious.” Finally, Easterling recognizes the contributions of her predecessors while looking toward her goals for the future, saying, “I’m just very aware that I’m following in some big footsteps and [want] to continue the really good work that they’ve done. And then find ways to put my own stamp on it.”



(Graphic Credit: Wudiana Fevrier)

“I want to understand what Nobles is like for you, for your best friend, for your classmate who you don’t know as well, [and] for your teachers,”

Opinion

Pro-Con on Schedule (cont.)

Pro: Joshua Levine

ic classes daily. On other days, that number is only three. This is a severe downward departure in night-over-night work for students – lowering the workload by as much as 50% at times.

The new “Community Time” blocks have been a great addition to the schedule. Though I am not a member of a cappella or singing groups on campus, I understand that many other students have historically spent significant time on campus in the evenings to participate in these extracurricular activities. We have so much work and so little time; an extra free night each week will certainly help students balance their workload with their extracurricular activities.

“Many classes in the past few years felt rushed and jammed; classes now feel more relaxed and meaningful”

Affinity groups and clubs are also better supported by the new schedule in the Community Time block. This year, affinity groups may have up to three times as many meetings as in previous years. Clubs will also have more consistent meeting times

throughout the day. Gone is the Friday X-Block when everyone was too tired to attend clubs. I am excited by affinity groups and clubs’ capabilities to grow as critical facets of the Nobles community this year.

Community Time can also provide better options for students to meet with teachers and advisors. As a designated free block for students and faculty alike, setting up meetings for extra help or check-ins can easily be placed in these blocks!

The new schedule does have some flaws despite my positive perspective on it thus far. Specifically, I am still struggling with the seven-day rotation and the later end times. I liked the rhythm of a Monday-to-Friday schedule. It’s nice to know what’s happening on which day, and now, it’s practically impossible to tell a Monday from a Friday. The later end of the school day is also tough, with less time between last period and afternoon program. Feeling rushed to get down to the MAC isn’t a ton of fun.

All in all, the new schedule is an improvement. I enjoy the longer classes, and I think it generally makes sense. It will undoubtedly take some getting used to, but I think making the total adjustment shouldn’t be too hard, given some more time.

Day 7
Day 7
MS/US Separate Assemblies
Assembly Class II, 8am, Lawrence
Journalism - 1 8:25 – 9:35am Academic Center 101
Small Ensembles/Clubs & Orgs/SLC 9:35 – 10:40am
English II - 8 10:40 – 11:50am Academic Center 101
Chinese III - 1 11:50am – 1pm Baker 011
Statistics - 3 1:50 – 3pm Shattuck 002

(Graphic Credit: Gavin Lin)

Con: Alan Cai

day, makes it difficult for smooth transitions between classes and the continuation of leftover work. We’ve all been in classes where an activity or a discussion has to be carried into the next class meeting. Yet, the extended period of time between classes makes it more difficult to neatly wrap up an engaging class discussion or to ask follow-up questions on a difficult worksheet during the next class. Under the new schedule, it is far more difficult to smoothly transition from previous classes without the assurance that students fully remember relevant class content from past lessons. This may also impact the quality of class discussions and learning, leaving students confused or forcing teachers to spend more time refreshing material learned in past classes, instead of focusing on new material. Additionally, being given the ability to complete their homework more than 24 hours after taking the class may also impact the amount that students struggle with their homework.


Finally, the revamped schedule may create a degree of inequity with both peer private and public schools. Though the tangible impact remains to be seen, there is a potential inequity that exists where students at Nobles find that their school

operates in a drastically different format and class schedule than many other schools. For students starting anew, it may be a difficult transition that favors students matriculating from Pratt Middle School. Moreover, in college applications, AP courses, and other programs standardized outside of Nobles, differences caused by the new schedule may put students at a disadvantage to their peers at other schools. Even if it isn’t a disadvantage, it would still make it more difficult to compare Nobles students to students from many other schools that utilize a five-day schedule.

While benefits may exist with the introduction of an experimental new schedule, many questions remain to be answered. The uncertainty and issues that arise from this new schedule may present it as an unfavorable alternative to the schedule that was phased out. Perhaps the new schedule, with time, will evolve to ameliorate its flaws. Yet, it is vital that we are able to recognize the problems with the new schedule and work to improve it so that it can be more effective at promoting our core community standards. Continuing to revise the schedule will allow students to receive the rigorous and thoughtful education that Nobles has provided for so many decades.

Pasta Wednesday: In Memoriam

Owen Harrington
Staff Writer

 This new school year has brought about several difficult changes affecting both faculty and students alike. The printing policies have left our community divided, and the new schedule has become a point of extraordinary controversy. However, one particular change has shaken the school to its core, leaving many students dazed and confused, unsure how to move forward. The beloved tradition of Pasta Wednesday has officially come to an end, and it remains uncertain whether or not its successor, “Pasta Thursday,” can truly fill the gaping hole left behind.

The tradition of Pasta Wednesday, which, according to Classics Faculty Mark Harrington, had “been going on for at least the last 15 years,” was a mainstay of the Nobles experience. Generations of students and alumni were connected by shared memories of rushing to the Castle to load up on bread and pasta before heading off to their athletic contests. Tragically, younger student-athletes will now never be able to understand the euphoria of a hard-fought, pasta-powered victory. According to many student-athletes, however, the sensation of being burdened by surplus carbohydrates while attempting strenuous activity was occasionally unpleasant.

The original intent of Pasta Wednesday was to help stu-

dents “carbo-load” before exerting themselves in competitions; it was believed that consuming excess carbohydrates would provide athletes with more energy to use on the field. While that science remains true to an extent, the timing of an athlete’s “carbo-load” is critical in optimizing their performance. Director of Dining Services Matthew Burek said, “When you carbo-load, it needs to be at least 24 hours ahead of the event.” It was for this reason that the Athletic Department requested that the starchy meal be moved to Thursday, in order to ensure that students are fully prepared for their contests on Friday and Saturday.

For Burek and his team, this was a relatively easy change saying that he could “make it

whatever day the school needs.” He went on to explain the importance of a pasta meal, regardless of the day, as its preparation is significantly less costly than many of the other common offerings. He shared that “it’s about \$300 dollars for the pasta to get through the day as opposed to \$1,200 for a protein,” which indicates that a weekly pasta meal is likely to remain, regardless of the day.

“It’s about \$300 dollars for the pasta to get through the day as opposed to \$1,200 for a protein.”



(Photo Credit: Avery Winder)

“Maybe I just don’t hang out with people who get angry about pasta, but my friends and I are pasta friendly”

The permanence of these doughy delights may come as a disappointment to some who were hoping that Pasta Thursday

marked the beginning of the end for pasta in the Castle. Indeed, a number of these outspoken critics claim that eating the same meal every week has become monotonous, but when asked if he had grown tired of the lunch, Harrington said, “Maybe I just don’t hang out with people who get angry about pasta, but my friends and I are pasta friendly,” proving

that the prospect of penne pipes can remain exciting each week. While Thursday may be the more logical option for this valued tradition, anyone who was blessed enough to be able to experience the wonders of Pasta Wednesday in its prime can attest to its glory. Pasta Wednesday, we will forever hold you in our hearts and memories.

Athletics

A New Era of Athletes: Changing the Pictures in the MAC

Kate McLaughlin
Staff Writer



Shortly before fall pre-season, the Buildings and Grounds department mounted new banners outside the girls' and boys' locker rooms in the Morrison Athletic Center (MAC). Local artist Marc Beaupre created the work, replacing historic class pictures with images of athletes and graphics of school values. The values on the banners—determination, excellence, service, humility, inclusivity, and legacy—promote diversity in Nobles Athletics and the larger school community. Historical-

“[The class pictures] are the history of the school, but they send a tough message about this place

ly, Nobles has lacked representation for students of different backgrounds and identities as an all-male predominantly white institution. This history was reflected in the class pictures displayed outside the locker rooms for years. Director of Athletics Alex Gallagher (N’90), who was heavily involved in the commission and installation of the ban-



(Photo Credit: Avery Winder)

ners, said, “[The class pictures] are the history of the school, but they send a tough message about this place being home.” Over the years, instead of representing Nobles Athletics, the images became an unwelcome reminder of the school’s traditionalist history, especially to community members who identify differently than the graduates depicted. With the new changes, the new banners better reflect Nobles’ current community. To preserve the legacy of the graduated classes, Nobles installed a television that provides access to all class pictures in the MAC. Regarding the digital archive, Gallagher said, “Little things like this, both here and in other areas in school, send

a strong message that this is home to everybody who’s here. And we’re making the effort to make sure that the images [our community] sees on the wall represents them, their backgrounds, and what they care about.” In this way, Nobles’ history remains accessible, while the banners more accurately representing the student body are prominently displayed. Since admissions started welcoming a more diverse range of candidates in the 1990s, the administration has made similar strides towards ensuring a more equitable environment; pictures around campus were assessed to ensure accurate representation of the student body, an effort led by Head of Middle School John Gif-

ford (N’86) and Archivist and Librarian Heidi Charles. Regarding the project, Gallagher said, “[Replacing pictures with banners] has been athletics driven, but also with Mr. Gifford and Ms. Charles who are overseeing this school-wide and trying to make sure that we’re doing things that are consistent, respect the history of the school, and respect the present day of the institution.” In addition to replacing the class pictures and other images at the MAC, continued evaluation of photos on campus should drive future renovations. Chief Equity Officer Edgar De Leon (N’04) also played a role in reviewing the class pictures. In keeping with the guiding principles of his department, De

Leon took the initiative against them. He also encouraged faculty members to reflect on diversity in the school community, gaining support for the banner project. Head of School Cathy Hall and Chief Financial and Operations Officer Steve Ginsberg offered tremendous support to De Leon. “They were very supportive of this and wanted to do it right, and we’re super appreciative of that,” Gallagher said of the two. Their assistance in replacing the class pictures further underscores the school’s commitment to diversity and inclusion. So far, the community has been receptive to the banners, although faculty who worked on the project welcome more reactions. “We’re open to feedback in any way and to have conversations with folks about why we did it,” Gallagher said. The banners will remain outside the locker rooms for the next few years. However, every four or five years, the pictures will rotate to represent the new makeup of the evolving student body. Gallagher said, “We want our current students, when they walk those hallways, to see faces and people that represent them and their own backgrounds, and we think that we’ve been able to do that now, while also honoring the history of the school.”

When Simulation Becomes Reality: A Reprehensible Resolve to Fantasy Football

Emma Sawatsky
Staff Writer



As fall air becomes crisp and the leaves start to turn, a harrowing fantasy football season is at the forefront of students’ minds. Player statistics take precedence over homework, and Sunday afternoons are consecrated by the National Football League. For some, fantasy football is an inconsequential outlet for friendly competition. However, for those with a competitive edge, there is a looming threat of punishment that the league loser must survive at the season’s conclusion. It’s never too early to begin scheming for next year, so here are some ideas from the student body:

1. IHOP: Tormented by a tried and true classic, this league’s loser will spend 24 hours in an International House of Pancakes. The vanquished will summon stoicism and tenacity as they conquer each stack, for each pancake consumed reduces the sojourn by one hour. Masquerading as a pancake lover’s dream, this excruciating challenge is sure to encourage self-reflection with every bite.

2. Milk Mile: After a tumultuous fantasy season, one devastated member of your league must complete the Milk Mile. Four laps, four gallons of milk—a disastrous resolution, to say the least. Chased by haunting memories of incomplete passes, each step is fueled by the rich,

creamy beverage that went down only moments before. Obstacles abound in what is revered as the ultimate athletic contest of your Nobles career. Prior training is strongly recommended and highly encouraged before the big day.

3. Buzz Cut: Distress is omnipresent as the clippers make contact and your luscious locks cascade to the ground. For the next few months, each individual you meet will know of the poor decision-making that led you to this compromised state. Heads will turn in the halls, slack-jawed as they absorb the consequences of your failed season. Without the hair or the pride you once held sacred, you have no choice but to forge onward.

4. Heist the Nobles-Milton Trophy: A potential one-way ticket to Head of School Cathy Hall’s office, this perilous task will require stealth and speed to complete. Though students proficient in acrobatics or parkour may find an easier path to success, anyone is capable of rising to the occasion. In implicating our bitter Mustang rivals, the jury is out as to whether this is a demonstration of school spirit or the ultimate act of defiance. If you consult the administration, the latter assumption may be more plausible.

5. Ghost Pepper: Measured at 1 million Scoville heat units, the Ghost Pepper challenge truly brings the heat. Though it might sound daunting, physical pain

of this caliber will surely distract from your post-defeat emotional turmoil. As the oils diffuse into the air, crowds will gather in hazmat suits to witness this takedown. Your mind, body, and soul will transcend a new realm of suffering as you spiral into an existential crisis—death by vegetable, anyone?

6. [REDACTED]: Blindfolded, you stumble into [REDACTED] wearing nothing but [REDACTED]. Petrified and shaking, you hear a spine-chilling scream resonating from [REDACTED] to [REDACTED]. You plug your ears and continue on, knowing that you must [REDACTED] [REDACTED] for any hope of putting this disastrous fantasy

season behind you. You cry out desperately for help, but [REDACTED] and you can’t seem to [REDACTED] so you [REDACTED] before [REDACTED] can [REDACTED]. [REDACTED]! [REDACTED]! Finally, a haunting silence prevails. The deed is done.



(Photo Credit: Zack Mittelstadt)



Captains: MyAnh Pham (Class I), Brooke Lukasevicz (Class I), and Delaney Benavides (Class I)
Coaches: Kimya Charles and Hillary Valenzuela
One word to describe the team: Fun
Team rituals: Ribbons in our hair for games
Team motto: Never Back Down Never What
Season goals: To be a united team and family
Favorite team dinner: Dumplings and Boba
Favorite team dress: Frat Boys
Hype/warmup songs: “Super Freaky Girl” by Nicki Minaj
Games to look forward to: FNL, Milton
What did you wish the school knew about your team: Even though our whole team is injured, we are still kinda good! so flood rapp for FNL!!



Captains: Charlotte Hayward (Class I), Ella Berger (Class I), and Angie Feng (Class I)
Coaches: Kate Blake, Laura Bishop, Shannon Clark, and Anna Dolan
One word to describe the team: Sisterhood
Team rituals: Sharpie writing on race day, Ribbons, Stretching at the tree, FTOF (Fence Tree or Friend), Bracelets
Team motto: Joy in the journey
Season goals: Place at 3s!
Favorite team dinner: Italian
Favorite team dress: Taylor
Hype/warmup songs: “WESTWORLD” by Evan Giia, “Electric Church” by Mike Taylor
Games to look forward to: ISLs and New Englands
What did you wish the school knew about your team: Keller Hill (and we are not a cult)



Captains: Peter Nizolek (Class I), Chris Caputo (Class I), and Henry Tweedy (Class I)
Coaches: Rob Murray, Steve Jordan, Brie-El Smith
One word to describe the team: Committed
Season goals: Win a Bowl game
Favorite team dinner: Whatever Will Chiasso
Favorite team dress: Suit and tie
Hype/warmup songs: “Many Men” by 50 cent
Games to look forward to: Milton Day
What did you wish the school knew about your team:



Captains: Antonio Cosentino (Class I), Ali Coleman (Class I), and Quinn Pappendick (Class I)
Coaches: Steve Ginsberg, Chris Pratt, and Lee Popper
One word to describe the team: Handsome
Team rituals: Jersey Thursday, Cutoff Friday, Nobles Cup on days before games
Team motto: Run for yourself, run for your mates
Season goals: To win ISLs and give everything at everything
Favorite team dinner: Chicken Parm
Favorite team dress: Ties and Vests
Hype/warmup songs: “Too Hotty” by Quality Control, “Miss Alissa” by Eagles of Death Metal, “Take Me to Church” by Hozier
Games to look forward to: Sebs, Milton day, Rivers
What did you wish the school knew about your team: That we have a great team and we are one of the hardest working teams on campus

Sports Spread

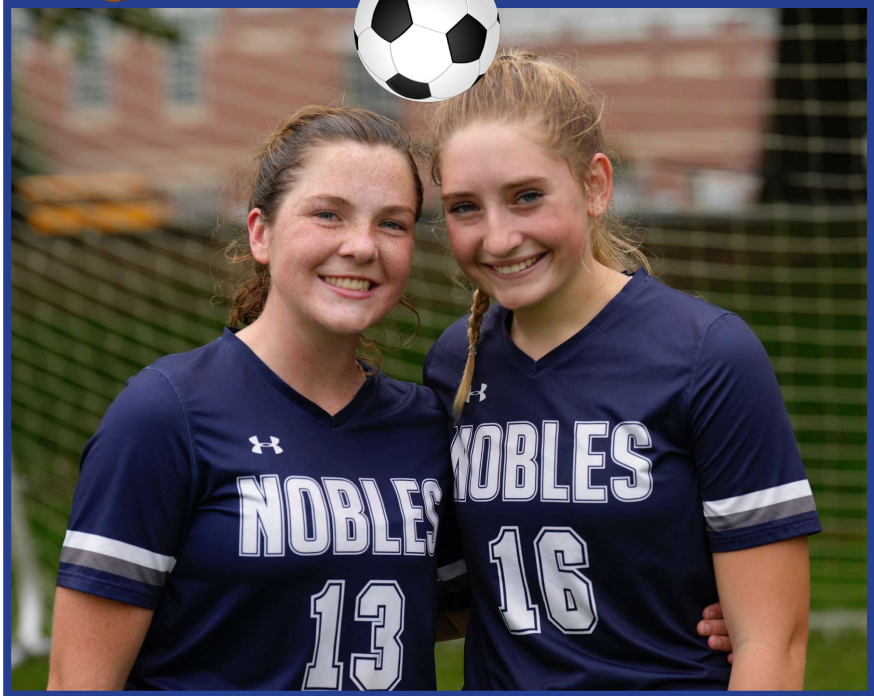


one (Class I), Owen Fitzsimmons (Class I), and
Parker, John Clark, Michael Curran, and Daniel

on orders

at

our team: How cute Forrest looks at practice



Captains: Caroline Plotner (Class I) and Catie McLane (Class I)
Coaches: Beth Reilly, Amy Joyce, and Kate Brown
One word to describe the team: Together
Team rituals: North/South, Candles, Cheer on Castle Field, Touching the Bench
Team motto: DEFY.
Season goals: Win ISLs and NEPSACs, Beat BB&N and Cowbell
Favorite team dinner: Comella's Chicken Broccoli Ziti
Favorite team dress: Twin Day and Jersey Swap
Hype/warmup songs: "I Love it When You Cry" by Steve Aoki, "A Million Dreams" from the Greatest Showman, and "Defying Gravity" from Wicked
Games to look forward to: BB&N, Worcester, Milton, FNL (Austin Prep)
What did you wish the school knew about your team: We decorate the team room in the fall

f Death

culture,



Captains: Matthew Loose (Class I), Patrick Albers (Class I), Charlie Hall (Class I), and Tim Churchill (Class I)
Coaches: David Ulrich, Bob Kern, Joe Catalano, Steven Wallis, Aaron Duphily, and George Blake
One word to describe the team: Running
Team rituals: Golden Hat, Trifecta
Team motto: Last one fast one
Season goals: Win everything and have fun while we're doing it.
Favorite team dinner: Chicky Parm
Favorite team dress: Classy
Hype/warmup songs: "Gimme Gimme Gimme" by ABBA and 'Piano Man" by Billy Joel
Games to look forward to: Away at Milton vs. Belmont Hill 10/7
What did you wish the school knew about your team: We are actually good please watch our races



Captains: Emma McNealy (Class I), Tierney Smink (Class I), and Sophia Levering (Class I)
Coaches: Maura Sullivan, Brooke Asnis, and Laine Garber
One word to describe the team: Gritty
Team rituals: Cross fire, skate house, walkout buddies, game warmup
Team motto: As One
Season goals: Win ISLs, win NEPSACs, make the team feel like home
Favorite team dinner: Steak Tips, Hibachi
Favorite team dress: Twin Day
Hype/warmup songs: "Colder Weather" by Zac Brown Band and "Contact" by Daft Punk,
Games to look forward to: Tabor, Middlesex, Governors, Andover

Student Life

Opinion: Hamas' Terrorist Attack on Israel

Eli Schotland
Staff Writer

In the Middle East, there is currently extensive conflict between the state of Israel and Hamas, an Islamic militant group governing the Palestinian territory of the Gaza Strip. The United States and European Union consider Hamas a terrorist organization, as it seeks to eliminate Israel as a state. The Hamas mission statement reads, "The Islamic Resistance Movement [Hamas] ...strives to raise the banner of Allah over every inch of Palestine... Israel will exist and will continue to exist until Islam will obliterate it, just as it obliterated others before it." So, what is happening and when did it start? Early on Saturday, October 7, Hamas fired thousands of rockets from Gaza into Israel. Hamas terrorists then attacked nearby Israeli villages, killing roughly 1,300 Israeli civilians and 27 Americans. October 7 marked the deadliest day for Jews since the Holocaust ended in 1945. Hamas also took roughly 100-150 Israeli hostages, as well as

mitigate the loss of civilian life. As a Jew, these tragic and horrifying events have impacted me personally. I have family members in Israel and in the IDF who I haven't heard from in days. I am deeply saddened and disgusted at the Israeli civilian loss of life and the unspeakable atrocities committed by Hamas. As a human being, I also feel for the innocent Palestinian civilians killed by the IDF's retaliatory strikes. I am not only furious with Hamas and their evil and pointless hatred of Israel and Jews, but I am also confused and upset by the actions of Israeli Prime Minister Benjamin Netanyahu. His corruption and prejudice have fueled Palestinian anger directed towards Israel, therefore putting Israelis at risk. His administration's refusal to compromise with Palestinian authorities other than Hamas, combined with Hamas' inherent desire for the destruction of Israel, are costing the innocent lives of both Israeli and Palestinian civilians. But Hamas attacked first. How much of the blame lies with whom? Can you quantify blame? To Nobles students: I may not know the answers, but I have



(Photo Credit: Ben Heider)

14 Americans and other foreign nationals. The Israeli government responded with a complete blockade of the Gaza Strip, demanding the release of hostages; they have also launched retaliatory rockets at Hamas military targets. More than 2,000 Palestinians have also died from the conflict so far. It is a difficult situation. However, there are some undeniable facts: Hamas has committed unjustifiable, inexcusable atrocities against innocent Israeli civilians. These terrorists have beheaded many Israelis and raped women and children. Israeli Defense Forces (IDF, Israel's military)

rockets have killed innocent Palestinian civilians. More Palestinians have been killed than Israelis. These are difficult facts to accept, but they are facts all the same. Israel has a right to protect its own people, as all countries do. To protect its people, Israel must eradicate the evil of Hamas. But Hamas' tactics have made that near-impossible without loss of civilian life, as key Hamas military targets are often located among civilian populations in the Gaza Strip. In pursuing the destruction of Hamas, Israel must walk a fine line going forward and make its best efforts to

questions and suggestions for all of you. How can we best support our Jewish community? I want us to be there for each other, to have open ears, minds, and hearts. I want us to act, think, and speak without hatred and prejudice. I want each and every one of us, Jewish or not, affected or not, to learn and to ask questions where we can. It is a sad truth that moments of calamity and tragedy are when we must grow as a community. Speak to each other with kindness. Remember that everyone has different lived experiences that influence their worldview. Choose to focus on our shared qualities, not our differences. No one should be expected to know the solution to a 75-year-long conflict that the best diplomatic minds in the world have tried and failed to solve. We are all doing our best with what we have on hand. The situation in Israel is opaque, fluid, and extremely nuanced. Many Jewish students have family or friends in Israel and may be worried or grieving. Now is the time to have compassion and empathy, and above all else, to think before you speak.

Utilizing Community Time 101

Eli Schotland
Staff Writer

Dear Readers, with the new schedule, many of you must be wondering how to fill the bountiful gift that is Community Time. There are always clubs, a cappella groups, and other options. But as a community, we've already spent our time doing those things. I've never met a single student who hasn't attended a Model UN debate or an NTC meeting. Everyone's sung in an ensemble or been to a session of Bullish Dogs.

Been there, done that. You could start a new club if you want (after all, Nobles definitely doesn't have enough), but who wants to do that? It's scary to get up in assembly, and it's a proven fact that starting a club and appointing yourself as president has never helped anyone to get into college. Alright, then, if going to a club is boring, and so is making one, then what should you do? Fear not, for we have some ideas for you. First off, gambling! This tried and true classic of Nobles recreation is the perfect occupation to fill those lazy hours.

Whether it's poker, blackjack, roulette, or craps, all that matters is that you're gambling. I advise playing for ungodly sums of money—it always ups the ante and adds a certain challenge to an otherwise boring game. Gambling teaches you about risk management, game theory, and probability skills. It's honestly surprising why no math elective is dedicated to it. I suggest using the library for your games of chance. After all, the librarians love a good game of poker. Ask Librarian Sokoll to show you their card counting skills! Another excellent idea:

don't do your homework during Community Time. Our PD curriculum emphasizes decreasing stress and spending time doing the things you love. If you don't love homework, then don't do it! Community time should be spent with the community, not doing your schoolwork. Honors Physics can wait. Is that test really worth another 50 minutes of your day? I don't think so. Go to lunch early! Honestly, with only two lunch periods a day, the earlier you can get in line, the better. Of course, if you need to scratch that productive itch in-

stead of watching Netflix (like I do in Mr. Polebaum's AP Euro class), you could always spend your community time writing a Letter to the Editor of The Nobleman. We really do need to fill pages (I wouldn't be writing this article otherwise). A Letter to the Editor is a great way to share your voice with the whole school. Trust me, absolutely everyone reads the Letters to the Editor. In fact, it's the most consistently read section of the entire paper, year after year. Write a letter! It'll definitely get published, and we absolutely care about what you have to say.

Nobles vs. Nature: Administrators in Agony

Emma Sawatsky
Staff Writer

Generations of Nobles student-athletes are bound together by one common thread: the beacon of hope that is the entrance to the Morrison Athletic Center (MAC). The promise of fresh air and exercise with friends is often what gets students through a long day of classes. This year, though, something is different. The iconic entrance to the MAC is now bereft of life, leaving a gaping hole where our cherished oak tree once was. All that remains is the all-too-familiar emblem of the Noble and Greenough School. An innocent attempt to spread school spirit? It appears not. No matter the season, this oak protected us from the pounding sun and offered shelter in the event of a downpour. On game days, its commanding and unsailable presence instilled fear in



(Photo Credit: Zack Mittelstadt)

the opposition, warning them of the hallowed ground on which they walked. However, after arriving for fall preseason this year, athletes were stopped in their tracks. Unsure how to proceed without the one true constant

in the history of Nobles athletics, students had just one question—why? One can only assume that the choice to replace the tree with the Nobles shield was not inadvertent, but instead a devious plot to cast impressionable

brains into an N-shaped mold. Our sources report that the issue arose when the administration began to feel school spirit wane. All-school events seemed to be going out of style, with less and less participation from the student body. In their eyes, kids were diminishing the honor it is to study and thrive on our Dedham campus. Corrupting Buildings and Grounds in the process, it seems the administration has launched an aggressive propaganda campaign that can only be dubbed "Nobles vs. Nature." It is not lost on the school's higher-ups that trees, as it turns out, are intrinsically related to every facet of student life. The very air we breathe is a gift from these statuesque soldiers, as is the paper on which this article is printed. It's difficult to compete with such a formidable presence, yet the administration knew that they had to make one final attempt to quell the trees' power.

Although just one tree has been decimated by navy and white so far, what's stopping the administration from continuing its rampage? The Nobles community will undoubtedly suffer if nobody steps up to challenge this malign operation. We can expect an amendment to the dress code, emphasizing that every Nobles logo must be larger than a fist. This will undoubtedly be enforced by penalty of detention, in which you will read The Guide cover-to-cover. The acres of rolling green grass are at stake—rumor has it that blue turf will soon cover the entirety of campus, as green is simply not one of our school colors. The sky, thankfully, may remain blue, though a push for permanent nighttime would better reflect the idyllic shade of Nobles navy. The administration has spoken. In overtaking the epitome of nature's power, our beloved oak tree, a shameless statement has been made.

Satire

Albers Saves Squirrel (continued)

decided to nurse it back to health. As a child, Albers owned several hamsters, so he had a cage to put the squirrel in. He stayed up with it all night, periodically giving the squirrel seeds and water with Pedialyte, as he feared the squirrel had become dehydrated. The next day, Albers tried to set the squirrel free in his yard, but “it crawled back up me onto my shoulder,” he said. “Everywhere I went, I was walking around with the squirrel,” Albers said. It even fell asleep on his shoulder! The next day, Albers realized he couldn’t keep a wild animal as a pet, so that afternoon, e drove to Grafton and dropped it off at the Tufts Animal Rescue Shelter. Reflecting on this decision, he said, “Obviously it’s sad but for the better.” The shelter called him a few days later and said the squirrel was recovering nicely

and should be fit to return to the wild within the next eight weeks. This wasn’t Albers’ first time taking care of a rodent. “I have a little bit of a history with bringing in wild animals and trying to rehabilitate them,” he said. Two years ago, he found an injured chipmunk in his driveway and successfully rehabilitated it. In addition to the hamsters he had as a kid, Albers also has a dog. I asked if the dog presented a problem with nursing the squirrel back to health, as stereotypically dogs love to chase squirrels, ande said no! It turns out the animal kingdom is at peace in the Albers household. Albers said he does not plan to become a veterinarian, but he hopes to keep caring for injured animals. He also worked at an animal shelter in Martha’s Vineyard all summer. Giving advice to future animal rescuers,



Henry Tweedy (Class I) pictured with Albers’ squirrel.
Photo Credit: Patrick Albers

Albers said, “Not everything has rabies, not everything’s gonna try and bite you...just give them a chance, and try not to freak out.” Squirrelrefuge.org recommends several additional practices for taking care of injured squirrels you may find (many of which Albers did himself). Keep children and pets (especially cats) away from the squirrel. Keep the squirrel in a quiet location at room temperature. Don’t keep the squirrel in a room that’s very dark or very bright all the time, as it can mess up their sleep cycle which can slow down recovery Finally, squirrels have a fragile respiratory

system, so try to keep them away from strong scents like perfume or cologne. If you come across an injured squirrel or similar animal, you can call the Animal Rescue League of Boston: (617) 426-9170.



Albers and his squirrel friends.
Photo Credit: AI/Photoshopped image by Ms. Scott-Hiser.

Pickleball’s Return to Afternoon Program

Eva Yu
Staff Writer

Introduced last year, pickleball is an up-and-rising sport in the Nobles community. Consisting of an afternoon program, a club, and even a make-shift court in the outdoor classroom, pickleball has definitely gained popularity. However, despite its widespread influence, the afternoon program itself doesn’t seem to share the appeal. To discover the reasoning behind the limited number of people on the team, four to be exact, the purpose and mission of the afternoon program must be explored. Faculty Advisor of the Pickleball and Walk afternoon

program, Talya Sokoll, said, “The reasoning behind offering [the afternoon program] is to have more opportunities for athletics...that are not gendered so that if kids want an option that’s non-gendered, they now have one.” Although it started as Pickleball, Walk, and Climb last year, Sokoll said that rock climbing was hard to organize, so it became Pickleball avnd Walk this year. The walking portion is offered to promote mindfulness and allow for a more relaxing experience. Yisen Gu (Class I), who was a member of the afternoon program last year and served as former captain of the competitive team. He now leads the club, explaining that, while he enjoys playing pickleball, walking isn’t as interesting.

Rachel Zhao (Class III), who recently switched into the program, shares different sentiments., Zhao said,

“I think the walking adds to the afternoon program, because walking is pretty nice. You get to go outside, get close to nature, touch some grass, be a kid.”

When asked why he started a Pickleball club despite there already being an afternoon program, Gu said, “It’s for people who are more busy in the afternoon because most people don’t want to commit their afternoon

program to pickleball. So it provides a good way for people to enjoy pickleball during the school day or during a free block.” However, Zhao, states that for her, pickleball was actually a low-commitment afternoon program that provided her with enough time to get other things done in her day. She said, “I personally have a very busy schedule outside of school, and classes are hard at Nobles.I tried managing soccer for a while but I forgot how much work went into managing a varsity team. Pickleball and Walk only requires about 30-45 minutes of commitment a day.” For many freshmen and sophomores who can’t take an exempt, pickleball might seem like a great option for how relaxed it is.

For some juniors or seniors, who also have the option to take an exempt instead of playing an afternoon program, they might not want to dedicate a whole afternoon program season to pickleball. This may be the reason that there is a rise in interest in pickleball, but the decline in members of the afternoon program. However, from Zhao’s experience with pickleball, it becomes clear the importance of having such an afternoon program at Nobles. Not only does it provide a gender-neutral environment, but also a relaxed atmosphere for busy and stressed students. So while there might not be a lot of members on the team this year, pickleball remains a relevant and important afternoon program.

Sixies to Seniors: Is the Middle School Worth It?

Nathan Nozea
Staff Writer

For the last century, the Middle School has been an integral part of the Nobles community. Whether through their performances at assembly or solar car races in the spring, the middle schoolers’ sheer energy and creativity constantly add a fresh twist to campus. Despite its impact, some students question the need for middle school, wondering if it truly prepares students for the Upper School. Many students believe that it does. When discussing her middle school experience, Ekene Madu (Class III) said, “When I first got to Nobles, I was very reserved. I didn’t even want to ask for help...and now, I don’t really think twice about asking teachers [to meet] outside of class hours.” In addition to helping middle school students build confidence outside of the classroom, Madu also believes the middle school prepares students to develop study habits that prove beneficial later on. One of those habits

she specifically referred to was utilizing the planner, which middle schoolers are required to do. While some may have found the regular planning tiresome, Madu appreciates the middle school’s enforcement of the rule, saying, “I still use a planner every day...it’s part of my daily routine.” The Middle School also helps students become more comfortable with Nobles’ environment and students’ peers. Alex Mitchell (Class IV) said, “[Because of the middle school] I can initiate friendships easier now.” Valerie Lane (Class II) echoes this sentiment. “I didn’t have a super hard transition into high school...because I had a comfortable group of friends coming out of middle school... it was more so a luxury [making friends] rather than a necessity,” Lane said. Despite the measures Nobles takes to ensure that the transition from the Middle School to the Upper School is as seamless as possible, a few challenges still arise. This includes the sudden increase in free time. In the Middle School, students have a very structured schedule, leav-

ing no time for free periods. As a result, when they enter the Upper School, many former middle schoolers find themselves at a loss on how to use their newfound free-time effectively.

“The whole scheduling curriculum thing where they’re guiding you every day of what you should be doing is [tossed] out the window,”

Mitchell said. Another significant change for many middle schoolers going into the Upper School was the length of the school day. Chidubum Chukwu (Class II) said “[because of longer practices, homework] readings, especially the HHC [freshman history course History of the Human Community] ones, really tripped me up each night. I would be working [very late] on them... in the middle school, we didn’t have to do a lot [of readings].” All of these changes that former middle schoolers expe-



Photo Credit: Ben Heider

rience when transitioning to the Upper School highlight some of the key issues within the academic and social experience offered by the middle school. For example, because the middle school is much more structured than the Upper School, social interaction between the middle school and Upper School can be limited. Anran Liu (Class III) said, “You’re almost always in the [Pratt Middle School] building. You don’t have freedom. It’s kind of hard to get around and see new people.” This structured time also prevents middle schoolers from meeting and collaborating with certain clubs, particularly affinity groups. Madu said, “Half of the time, I wanted to go to [the Black Student Union (BSU)], but when BSU met, I would be 30 minutes

into my afternoon activity.” By reducing the accessibility of these spaces for middle school students, the middle school inhibits students from building relationships with their older peers and discourages them from discussing core aspects of their identity. All in all, while middle school does certainly prepare you for the Upper School experience, there are still some challenges and issues that need to be addressed. Hopefully, through the new schedule implemented, some of these problems can finally be resolved. To the middle schoolers reading this article, don’t be afraid to move up into Upper School. While there will inevitably be some changes in the transition, don’t fear this change—rather, embrace it.

Feature

Michael Timmins: The Man, The Myth, The Legend

Gavin Lin
Layout Staff



6:40 a.m. - Michael Timmins (Class I) wakes up.
7:15 a.m. - Timmins arrives at school in time for breakfast. Some days he arrives as early as 6:00 a.m. to get in a morning workout before hitting the Morrison Athletic Center (MAC) showers and walking up to breakfast in the Castle. Most days, Timmins grabs a plate of pancakes or French toast, paired with a side of bacon or tater tots. He also makes sure he arrives in time to order what he describes as a “fantastic” omelet from Jim, the omelet chef.
7:45 a.m. - Timmins meanders over to Lawrence Auditorium, where he listens to students and teachers present their announcements, stories, and performances. In fact, many of you might remember that Timmins performed an exquisite juggling routine to start the school year! After the day’s assembly, he explains his favorite part. “I really like[d] Jordan Julian’s guitar SZA performance. It was really nice,” he says. As a fellow musician, Timmins always enjoys listening to and supporting the performances of his classmates and peers.
8:30 a.m. - Timmins locks in and finishes his AP Physics

homework in the library. He also meets with Mathematics Faculty Edward Harvey during his second morning free block.
10:40 a.m. - Timmins heads off to his first class of the day: AP Environmental Science. During the class, he listens intently to Ms. Harrison’s discussion of bird migration between climates.
11:50 a.m. - After Enviro, Timmins attends his favorite class: Creative Writing. During free writing, Timmins chooses to write about his love for his hometown, Somerville. Timmins also participates numerous times during the class, raising his hand and sharing his insights into the topics being discussed.
1:00 p.m. - Timmins goes to lunch, where he makes a delicious chicken ziti bowl. After cleaning up, he moves out to the Beach to play frisbee with some friends.
1:50 p.m. - Timmins confronts AP Physics, where he learns about cross products between vectors, an example being the best tilt for a solar panel to receive optimal sunlight. Before the end of class, Timmins spends 10-15 minutes reading his new Ernest Hemingway novel, The Snows of Kilimanjaro and Other Stories. As an avid reader, Timmins says, “[Reading helps me clear the] headache from the problems.”
3:00 p.m. - Timmins moves into

the large part of the library, where he meets up with friends and hangs out before going to practice. In the fall, you can expect to see Timmins running laps with the cross country team. In the winter, Timmins is likely in The Lister Crew Training Center, preparing for the spring rowing season. If it’s the spring, Timmins can be found rowing out on the water at the nearby Stoller Boat-house 10 minutes from Nobles.

5:00 p.m. - Timmins hops in his car to start the 40 minute journey home.
When I asked Timmins about advice he would share to anyone reading the article, Timmins said, “[Be sure] to express yourself.” Something about Timmins that always shines through is his approachable and kind-hearted personality. He can always find a way to strike up a conversation with just about

anyone he comes across and has

“[Be sure] to express yourself”

the ability to brighten someone’s day with a small gesture. Whether on or off campus, Timmins consistently presents his best self to all the communities with which he engages. Thank goodness for Michael Timmins.



Michael attends a class in the library
(Photo Credit: Avery Winder)

What’s Nobles Orientation All About?

Sienna Robertson
Staff Writer



It’s the eve of Nobles orientation, which means new beginnings. Whether a student is entering the doors to the main campus for their first or hundredth time, the first day is a frightening one. The new school year is officially upon the Noble and Greenough School. Orientation looked drastically different for each of the different classes, and looking at the experience with hindsight allows students to decipher what orientation was all about.

In their retreat, seniors shared personal stories from their lived experiences. This activity was “very vulnerable,” Delaney Benvides (Class I) said. “[I was] very surprised to see that people were sharing things about them I’d never heard before.” The retreat also made lasting changes in students’ sentiments toward each other. “I heard some intimate, depressing, really sad stories that gave me a lot of empathy for other people,” Benvides said. She added that she is very grateful for the retreat’s ability to strengthen the bond between seniors. “[The retreat] really made a connection between different

parts [of the grade],” she says.

“[The retreat] really made a connection between different parts [of the grade]”

Freshmen will recall interactions with new people, faculty, and community members, perhaps eliciting anxiety or nervousness. “This is a new school and a new class,” Class IV Dean Nora Dowley-Liebowitz said. The same can be said for freshmen who went

to Pratt Middle School. “There are 62 new people that are going to mix up your social groups; it’s going to mix up your experience. The Upper School is not the Middle School, so there are new rules, new systems,” she said.

As students continue to visualize their orientation experience, they may start to cringe at the embarrassing fun facts that they told everyone in their group during the retreat icebreakers. This little step in orientation is actually a bigger necessity than it seems to be. “[Icebreakers are]

will make sure that when new kids come in, they know what they’re allowed to do and what they’re not allowed to do,” Afagla said. Chris Yoo (Class IV), being a new freshman himself, agrees with Afagla. “It’s very important to establish rules, especially for people that are new to the school because you can’t really enforce those rules if you don’t talk to them,” he said. Afagla and Yoo are in line with the administration’s idea of how this presentation was meant to be perceived. “The Six Rules represent what [administration’s] expectations are for the year, and I think that having a community that is hearing the same message is important,” said Dean of Student Engagement Mark Spence. Along with Spence, Dowley-Liebowitz said, “You’ve got access to so much opportunity and privilege but you also have to be a community member, and being a community member means that you engage in and understand that there’s a set of expectations that we believe in.”

Nobles recognizes that orientation can always be better, whether that means more snacks for the freshman or a tweak in the activity lineups. The administration is welcoming suggestions from the community about how they can improve orientation for students. “If people have suggestions or want to help, I’d be very open to it,” Dowley-Liebowitz said.

With all of the corny ice-breaker sessions out of the way, have a fantastic year, Nobles!

“[I was] very surprised to see that people were sharing things about them I’d never heard be-

always the most painful part, but you can’t jump into a full day of programming with a group of 125 new people, and not learn some names,” Dowley-Liebowitz said. The ebb and flow of the class dynamic begins at orientation, and getting to know who students will be spending the rest of their high school career with is essential to class camaraderie.

Students can remember that day two of orientation included the “Top Six Rules” presentation by this year’s class deans. According to Abigail Afagla (Class IV), the directness of the administration during this announcement was a positive thing. “It



(Photo Credit: Zack Mittelstadt)

News

How Printers are Innovating Sustainability at Nobles

Emilie Andrews
Staff Writer



In past years, printing at Nobles has been a drain of both paper and finances. When strolling through Computer Street or glancing over at the library printers, one would notice enormous reams of paper spilling onto the floor. While there is nothing particularly special about changing the printers this year, the old system was long in need of an update. Chief Technology Officer and Computer Science Department Chair Devareaux Brown described the Comput-

er Science Department's views on the former printing system, saying, "If you talk to anybody who works in [Information Systems and Support (ISS)], [they would say] it's like a leak you have in your house that you put up with because you need water. But it's never really efficient." Though the previous printing system lacked productivity, it offered the benefit of not necessitating new software installations for students or faculty. However, this often led to system malfunctions, which required time-consuming testing, as printing reliability varied across in-

dividual systems. In contrast, the new PaperCut software establishes a standardized system, streamlining troubleshooting. Senior Information Technology Support Specialist Jake Bonenfant said, "Before, I was pretty familiar with all the things that could possibly happen," Bonenfant said. "Now that I'm learning what could possibly happen here, that list is much smaller." The PaperCut technology is a long-term solution: once students and faculty have downloaded the software to their computers, they can print for the rest of their time at Nobles. While adjustments to the systems may emerge, the basis of the programming will stay the same. The new PaperCut system also facilitates a quick and easy printing process. In the past, the printing to a particular printer required a physical presence or an unreliable online connection. Now, a print submitted into the system can be picked up at any school printer within 16 hours. If someone no longer wishes to complete the print, they can simply remove it from the queue. The 16-hour window also allows for prints to be ready promptly: if a student or faculty member wishes to print quickly before a class, they can send a job to the printer and have it prepared once they arrive.

The PaperCut system also introduces a semester-based budget for students that allocates \$20.00 each for black-and-white printing and color printing. One black-and-white print "costs" \$0.01, and one color print "costs" \$0.10. Though the budgeting concept may seem daunting at first, it is intended to promote greater awareness among students regarding their printing habits and the number of prints they generate — no student is permitted to exceed 2,000 black-and-white prints and 200 color prints per semester, however, no student will be charged for exceeding the budget. "If you actually hit the 2000-page mark, we might need to have a conversation about what you're doing," Brown said. Nonetheless, the budgeting numbers serve as a means to acknowledge the volume of prints being completed. Careless printing can significantly contribute to paper consumption at Nobles, and this additional reminder is an important step in reducing waste. Senior Information Technology Support Specialist Jake Bonenfant said, "It's not something we're trying to cast blame for. It's just that this [new] system [...] creates enough friction to prevent that kind of quick loss." The new printing system is just the beginning of a larger

conversation about sustainability at Nobles. In the first month of school, Brown has recorded the production of around 107,000 prints, consuming approximately eight trees' worth of paper. Though the numbers are disheartening, they represent a positive change when compared to Brown's approximation of 130,000 prints each month last year. Though teachers are not being actively encouraged to use online technologies, being aware of the waste created by printing allows our community to print more efficiently and sustainably. ISS is hard at work to make this new system successful, and accessible for the Nobles community. As the software continues to be developed, new, exciting updates are expected to continue establishing a long-term printing system. However, until then, the community can expect Papercut to be a long-term solution for printing. Brown said, "What we are trying to do is streamline printing through Papercut's management software. The system allows us to try to be more sustainable, as well as financially responsible for school." While the new printing software has many new advantages, it can be challenging for many to install. Fortunately, Computer Street is always available to help, no appointment is needed.



(Photo Credit: Avery Winder)

Accessibility of Dinner at Nobles

Owen Harrington
Staff Writer



Whether you are a five-day boarder who dines in the Castle three times a day or a day student who has never stayed for dinner, we have all heard a great deal about the polarizing changes to the Castle meals this year. Prices have increased again for both breakfast and dinner, sign-ups are more strictly enforced, and the old Castle is now closed during dinner. These changes have been the topic of much discussion, and while they may seem arbitrary at first, the reasoning behind them is sound, and they are necessary to allow FLIK to continue to offer the highest quality that they can, for each and every meal. Although they are getting significantly more attention this year, changes to dinner and other meals are not an uncommon occurrence. This year marked the third price increase to dinner in the past three years, as it had risen from \$5 in 2020, to \$6 in 2021, and now \$8 this year. In addition, the newly implemented QR code system is replacing the dinner check-list and proctor, which have only existed for the last three years. The new restriction of allowing students to eat dinner in only the new Castle is a completely new change; however, it serves only to help enforce the preexisting rules. The need for stronger enforcement of these rules became evident towards the end of last year, as a significant number of

students began staying for dinner regardless of whether or not they had signed up before 3 p.m. This put significant pressure on FLIK, who, without adequate notice, was unable to feed everyone that was arriving and expecting food. When asked about the uptick in students staying for dinner, Director of Dining Services Matthew Burek said, "What ended up happening was that there [were] a lot of students who either didn't plan or just forgot to sign up so we went from having an average of 120 meals a night at the beginning of the year to pushing 200 to 220 meals each night by the end of the year." The old Castle in particular became a haven for these students, as it allowed them to sit out of sight from the proctor on duty. By closing off this space and implementing a more streamlined system for students to keep their reservations, FLIK and the school aim to reduce the number of students trying to dine without prior sign-up. Even with everyone following the rules and making their reservations before 3 p.m., FLIK still faces the challenges plaguing the food service industry as a whole. According to the United States Department of Agriculture, food prices have risen over 18 percent since 2020, with costs in certain categories, such as eggs, increasing by 32 percent in the same time period. These costs are only projected to increase. Burke commented on this, saying, "I have to put variety in the menu, but that all comes at a



(Photo Credit: Avery Winder)

cost...I have a bit of a hard time with that because I have to provide according to the budget." The only viable solution to the rising costs was to raise the price of both breakfast and dinner, allowing FLIK to continue providing a highly quality and varied menu. **"I have to put variety in the menu, but that all comes at a cost."** That being said, food is only a portion of FLIK's total operating costs, which are dwarfed by labor costs. The United States

Chamber of Commerce reported that the cost of consistent labor in the service industry has risen at a faster rate than any other industry, forcing employers such as FLIK to pay more in order to stay adequately staffed. "Dinner is particularly difficult, because if we suddenly have more dinner sign-ups than we were expecting,

then we need more labor to prepare all of those meals, and there needs to be some kind of incentive to stay late," Burek said. The food service industry is filled with unexpected hurdles and rapid changes that make Burke and his team's jobs very challenging. Despite this, they are always working as hard as possible to ensure the highest quality for each and every student, keeping them powered throughout the day. It is our job as members of this community to thank FLIK for all that they do by abiding by these new rules and remembering to sign up for meals on time because doing so truly does make a difference.

"I have a bit of a hard time with that because I have to provide according to the budget."

Feature

Sniped: Who is Mr. Heider?

Morgan Gibson
Staff Writer



Who is the man behind the lens? A tall, bespectacled man materializes, snaps a picture or video, and vanishes just as quickly as he appeared. From phenomenal videos in assembly to captivating Instagram images, there is one man behind all of these: Ben Heider. “Heider is a storyteller who brings to life all the wonderful things that students and faculty and staff are doing, and he does it in such a way that is also really visually beautiful and emotionally evocative,” Assistant Director of Communications Kim Neal said. Heider, a fellow member of the Communications Department, oversees the majority of the school’s multimedia. Though the Nobles community is familiar with Heider’s work, the man himself remains a mystery. Heider hails from Dayton, Ohio, and graduated from Boston College in 2012 as a film major, though he initially pursued physics. Heider said, “I thought I wanted to be an engineer—after a couple of years of that, I wasn’t passionate about it, I wasn’t enjoying the classes, I wasn’t motivated to stick with it. But I loved making films.” After taking an Intro to Filmmaking class in his junior

year, Heider focused on film from then on. “My senior year, I took ten film classes,” Heider said. After graduating, Heider moved to Los Angeles to pursue freelance videography. He took on a variety of work, from traveling to Peru for a documentary on gold mining to taking on miscellaneous jobs sourced through Craigslist. During this time, Heider also worked in the music industry, where he crewed the music video for “Scream and Shout” by Britney Spears and Will.i.am. “I helped set up the green screen and sound. [Britney Spears] came in with this huge crew, sat down, did one take of the song, and left,” Heider said. He also helped create a behind-the-scenes video for the band KARMEN. Though Heider could have continued freelance work, he chose to return to Boston due to his family and then-girlfriend, now wife, residing there. In 2014, Heider’s girlfriend’s mother saw a job opening at Nobles and shared it with him. Heider was at JFK airport, en route to shoot a wedding in Nantucket, when he sent in his application. Heider said, “I finish the application, send it off. Fifteen minutes later, getting a snack before getting on my flight to Boston, I get a phone call from Dedham, Massachusetts.” The call was from former Com-

munications Department Chair Heather Sullivan, who asked him if he would like to come in for an interview. The next day, the two spoke, and Sullivan extended a job offer to Heider immediately. Although many know Heider for his amazing photos, he didn’t begin his journey as a photographer. “I didn’t go to school for photography, but I’ve sort of fallen into it. I’ve only ever taken one photography class,” Heider said. One of Heider’s main responsibilities is to capture promotional multimedia; his ability to capture unique moments within the community is an immense asset to the marketing team. Dean of Faculty Maura Sullivan said, “He just increases our ability to advertise our school and different areas of our school in a really cool way.” Considering the professional quality that characterizes Heider’s videos, some have jokingly asked, “Why does he work here? Why Nobles?” In response, Heider explained that he highly values the exceptional community of Nobles. “I enjoy the variety of the work and being able to shoot really exceptional students and being able to see my colleagues teach in a way that I don’t remember I experienced as a high schooler,” Heider said. Some might characterize working with multimedia as monoto-

nous, but Heider explained that it is not “boringly so,” and it instead allows him to continuously grow and learn from previous works. The Nobles community stipulates that there is something special about Heider and his photos. When looking for subjects, Heider often focuses on emotion. “[I shoot] until I get a facial expression, body expression, and position that is dynamic, or energetic, or whatever emotion I’m trying to capture,” Heider said. Furthermore, he spoke about shooting at eye level, rather than from above, highlighting the significant impact this position has on his work. Heider said, “Oftentimes, people shoot photos [as] they are standing straight up, whereas I am always crouching down to get to eye level—or table level—in a classroom.” From the perspective of others in the community, Heider showcases different points of view in both a literal and figurative sense. Neal emphasized Heider’s remarkable abilities as a photographer. “[Heider] take[s] something ordinary and make it extraordinary,” she said. Neal posits that Heider’s relationships with students and the community are prevalent in his work. “He cultivates relationships with the students, and he actually knows their names, so I think that when he is represent-

ing people, there’s an existing relationship there. That comes out of a caring place,” Neal said. Despite being most well-known for his photos and videos, Heider is a hugely multifaceted community member. When asked to describe him, Sullivan spoke about the larger impact that Heider has in the community outside of videography and said, “[He is] a hugely talented guy. He was hired to do a certain job, and yet he has involved himself in other areas.” Having played Ultimate Frisbee in college, Heider is an assistant coach for Nobles’ Ultimate team and loves adventure sports, such as backcountry skiing, surfing, biking, and swimming. Heider adds tremendous value to the Nobles community and has a true talent for capturing moments through photos and videos. Neal said, “What’s amazing to me is that he’s been here for almost 10 years now. And he’s constantly finding new ways to tell a lot of similar stories. And he’s just very thoughtful and intentional about doing that.” Capturing moments one click at a time, his humility and kindness know no bounds, and Nobles is incredibly lucky that Heider and his family call our campus home.

Get to Know the New Faculty at Nobles

Nathan Nozea
Staff Writer



As the new school year begins to settle, students may have noticed that the halls look a little bit more distinct than usual. Corridors usually swarming with students are now also populated with new faculty. Unfortunately, given the sheer number of class offerings at Nobles, many of these new faculty will remain out of the spotlight to a majority of the student body. Despite this, each of these new faculty members bring unique stories and talents to the community that deserve to be shared. This year, the English Department welcomed three new faculty members. First, Jordan Evans, who has been teaching high school English for 15 years, has joined Nobles from thayer academy. An outdoors enthusiast, Evans spends much of her free time skiing and hiking. In her high school and college career, Evans was a passionate rower and plans to be one of the coaches for the crew team this year. Another addition this year is Mike Curran, who has taught at several Independent School League schools prior to arriving at Nobles, as well as the Waynflete School in Portland, Maine. Outside of school, Curran likes to fish, garden, and build furniture. During high school, he enjoyed music and participated in several musical groups including jazz band, orchestra, and choir. The last addition to the department is David Liebowitz, who

previously taught English at Beaver Country Day School for ten years. Liebowitz is an avid reader and also loves to watch basketball—his favorite teams include the Boston Celtics and the Providence Friars. Cooking is another



one of Liebowitz’s many hobbies, and he cannot wait for his kitchen renovation to finish so he can resume his culinary passion. The Mathematics Department has also seen two new additions. One of those is Aaron Duphily, who teaches a wide variety of math classes at Nobles, including Honors Algebra II, Statistics, and AP AB Calculus. Before Nobles, Duphily taught across New England, including at Deerfield Academy. Although Duphily loves the time he spent there, he does appreciate the fact that Nobles has both day students and borders, as he believes the combination of the two allows for a more unique school environment. In addition to math, Duphily loves anything to do with nature, including sports such as running and skiing. Back in high school, Duphily was also a massive rock and roll fan—he especially enjoyed alternative rock. Duphily is currently coaching the Boys’ Varsity Cross Country Team and plans to coach the Varsity Skiing Team in the winter. Now in her 20th year of teaching, Jennifer Youk See is another new addition to the math department. Unlike many of the teachers at Nobles, Youk See teaches in both the Mida unique perspective on the differences between the two sects. Youk See has a wide breadth of interests, including skiing, sewing, Spartan races, digital photography, and traveling. As a high school student, she loved volleyball, and she is now coaching the Junior Varsity Volleyball Team this fall. The science department has some new faces as well. Cur-

rently serving as a Science Fellow, Laine Garber recently earned her undergraduate degree from Yale in December of 2022. After she graduated, Garber traveled to Rwanda to study health education for seven months. During her



time there, Garber immersed herself in the Rwandan culture and gained first-hand experience in the teaching field. Garber is currently coaching the Varsity Field Hockey team and plans to coach Girls’ Junior Varsity Basketball in the winter. Another new member of the science department is Michael Ewins. While Ewins first began his teaching career in Bethesda, Maryland, he spent the last 15 years teaching at BB&N. Similar to Liebowitz, Ewins loves to cook and eat food. He also heavily enjoys construction: he has built two kitchens and two bathrooms. Traveling is another big passion of Ewins—he has studied mountain gorillas in Rwanda, anacondas in Bolivia, and elephants in Laos. As for middle school faculty, new Assistant Head of Middle School Anne DiAdamo serves as the new assistant head of the Middle School, and she recently graduated from college in May 2023. DiAdamo loves to travel and dreams of visiting tourist spots such as Spain or New York. All of the talents showcased by these new faculty members makes it clear that a new era is being ushered into the Nobles community. Dean of Faculty Maura Sullivan said “[the new faculty are] a great group of people...they’re diverse in ages, they’re diverse in their disciplines...[they’re] a group that is going to leave a lasting impression [at Nobles].” Clearly, these new faculty members will be here to stay, and only time will tell the lasting imprints they will leave on the Nobles community. (Photo Credits: Avery Winder)

Student Life

A+ for Effort: Leniency towards Seniors?

Sienna Robertson
Staff Writer



Senior Fall is officially upon us. It is a time when twelve years of a student's educational career culminates into just one quarter. Every year, high school students across the country worry about the college process. A

(Photo Credit: Zach Mittelstadt)



study from last year by The Princeton Review showed that 74% of the 14,000 students surveyed were stressed about their college applications. Though undisclosed in the study, there were likely many factors that contributed to their anxiety including but not limited to, household income, location, legacy, and education. Though Nobles' curriculum emphasizes college

preparedness, the stress of applying to higher education institutions does not vanish. How will Nobles handle the trials and tribulations of this college application season?

In addition to the many essays applicants must write, there are also many curricular responsibilities. English Faculty Alden Mauck said, "[With] the sort of frenetic quality and anxiety about senior electives, the first quarter is obviously worse for the kids than [for] me."

A lot of the chaos during Senior Fall is largely due to a shift in students' application strategies. "Everybody's either applying early action or early decision, or even if they're putting it off a little bit, they're putting it off to early decision two," Mauck said. The college process was not always this way. "The percentage of kids who, by the middle of January, already have at least one college to go to is a percentage that's almost unimaginable to when I was in high school, or even when I first started teaching," Mauck said.

The new schedule may also impact the senior workload relative to the college process. "I imagine that with the depth of work that we're doing with the longer blocks, my hope is that everyone feels a little bit more confident and maybe even more ahead of the curve than normal," History

Faculty Hannah Puckett said. The intense workload and numerous challenges that come

"Kids will say, 'I need to get an A in order to get into college'. That is not true for any of them. They do not need an A in one class in order to get into college."

with being a senior in the first quarter are daunting. So far, students like Valentina Chukwu (Class I) have experienced the stress firsthand this quarter. "I want A's. I need to actually try this first quarter. I also need to try to get those essays in, and I'm doing a music portfolio for double bass... there's a lot of things," she said. But what is the significance of this first quarter? For early action and early decision applicants, the application deadline is November 1, so students must send their grades from the first quarter. This means that the seniors must put their best foot forward in their classes, which can be frightening.

Luckily though, their teachers want to see them succeed. "I will do everything possible to give the kids the best possi-

ble grade that I can for the first quarter," Mauck said. Although she's stated that she finds rounding grades quite arbitrary, "I'm more likely to round up and give students the benefit of the doubt because I realized that it's a really challenging time," Puckett said. She also made it clear that she never rounds up grades except under very clear conditions: "I never round-up in the quarters, except for seniors, because I think that your grade is your grade. But for seniors, I will give the benefit of the doubt if they're showing engagement," she said. Both Mauck and Puckett place an emphasis on allowing flexibility for seniors during this time, as long as they continue demonstrating commitment to their work.

Overcoming the difficulties of applying to institutions is not a task that seniors have to do alone. Mauck said. Fortunately, Nobles seniors have access to an entire team of college counselors who are willing to assist with all aspects of applications. This privilege is a rarity compared to many students in the United States, so students who feel lost should know that they have multiple hands ready to help them out. As Senior Fall kicks off with a bang, we can all look forward to Senior Spring as the light at the end of the tunnel!

Styles Change, the Nobles Dress Code Remains

Clare Struzziery
Staff Writer



At the end of every summer, Nobles students can count on the administration making changes to the dress code – for better or for worse. Scrutinizing students anticipate changes to the logo rule or the Great Jogger Controversy. Over the past year, changes to the dress code have sparked passionate debates among members of the community. This is not the first time there has been conflict surrounding these rules. In fact, ever since Nobles became co-ed in 1974, the dress code has been an ever-evolving, often controversial set of parameters that has reflected both the administration's values and societal norms for the time period.

During the first century of the school's existence, boys wore dress pants, a jacket, and a tie. When girls were admitted in 1974, they were permitted to wear sweaters, dresses, and skirts with blouses. Sneakers were prohibited for both genders. The 1974-1975 edition of the Nobles Guide says,

"The school considers it important that each student appear neat and clean at all times"

In the mid-1980s, the "Thanksgiving Rule" was implemented. This allowed female students to wear "dress pants" during the colder months of the

year, from Thanksgiving to March break. "Dungarees," "painter overalls," and "jean-cut corduroys" were all strictly prohibited. Eventually, in 1992, this rule was abolished, and female students were allowed to wear pants all year long. History faculty Melissa Lyons (N '97) remembers this change as momentous, saying: "As a student, that was huge... just because I was cold."

Male students also experienced a drastic change in 1992 when Head of School Richard Baker made jackets no longer mandatory. 1992 marked the first time in Nobles' 126 year history without this requirement. Though students celebrated the change, some would say that the former policy had some practical advantages. Classics Faculty Mark Harrington said, "All the [male students and teachers] had pockets full of little stubs and chalk because we had chalkboards back then."

The fashion trends of the 1990s and 2000s also gave rise to eccentric rules governing the clothing of female students. The "lasagna strap rule" dictated that "if you were a [female student] and you had something

that had a strap, it had to be the width of lasagna," Harrington said. "Couldn't be spaghetti." Another new rule was implemented to regulate skirt length. The 2011-2012 edition of the Nobles Guide said, "skirts cannot be shorter than 6" above the knees," the length of a US dollar bill.

In 2002, the tie requirement for male students was dropped.



(Photo Credit: Nobles archive)

With this amendment, the final remnant of the original Nobles dress code that stood for over one hundred years disappeared. This particular change marked the beginning of a new era, both within and outside of school walls. Of course, there are exceptions. Harrington still wears a tie every day. "I could come not wearing a necktie, but...I feel more like a teacher doing that. For me, wearing a tie was always part of work," he said. For Class II Dean Cameron Marchant (N '02), learning how to tie a tie was an important skill he gained from Nobles.

"I learned because I had to do it every day,""

he said. Over the past decade, the Nobles dress code has become increasingly relaxed, with the allowance of blue denim and shorts, among others. However, as it

has become less strict, the dress code has also become increasingly difficult to enforce. For example, "joggers of sweatshirt material" are banned per the 2023-2024 Nobles Guide, yet "the difference between joggers and sweatpants is incredibly open to interpretation," Marchant said. In addition to being vague, the dress code brings up various ethical issues for teachers. Lyons said she worries about "not only financial issues," but also "equity issues in terms of who is getting dress coded...are kids with different sizes more likely to be dress coded?"

Students have their own issues with the dress code. To begin with, many students need to purchase an entirely new wardrobe upon their entry to Nobles. "[The] summer before seventh grade, I had to go shop

a lot and fill up my entire closet," Calleigh Brown (Class II) said. Others object on phil-

"Individuality is super important to me. So I feel like if I can't wear some clothes that I like, it's kind of hard for me to be motivated to portray a true image of myself at school."

osophical grounds. Drew Kahn (Class II) said. Others simply take issue with a certain rule. When asked if she could change anything about the dress code, Reid Hauck (Class IV) replied: "T-shirts." She would change the fact that students "can't have words on it that are bigger than a fist just because I feel like that makes it so much more boring."

The Nobles dress code is intended to be a reflection of our community's values. It has been redrafted each year to adapt to rapidly changing fashion trends, along with constantly evolving expectations of what to wear in the workplace. Marchant, looking back on his experience with the dress code as a student, said, "It's part of being a student here, and I wore that almost like a badge of honor."

Backpage

FEATURED PLAYLIST OF THE MONTH

Quotables

“I love paper. I love killing trees,” explained Angie Feng (Class I), regarding her refusal to take digital notes in math class.

“No one ever wants to sit next to me... It’s like I’m radioactive,” remarked a dejected English Faculty Jessica Brennan.

“Have y’all seen.. nevermind, you guys don’t watch TV, and I don’t either,” realized Irene Gao (Class I).

Hear Something Funny? Send it as a Quotable for our next edition!

October Playlist Ferocious Fall Frenzy: The Nobleman Editors



Check out our Instagram Page:



Memorial for Items Lost in the MAC Flood (Rest in Peace)

On October 2, 2023, Director of Athletics Alex Gallagher (N ‘90) informed the community that Nobles would cover the cost of lost items in the MAC flood. Below is a list of items lost by members of The Nobleman:

- 1 dirty sock
- 5 t-shirts
- 4 pairs of shorts
- 3 pairs of P448s
- 25 pairs of AirPods
- 2 pairs of Gucci shoes
- 8 turkey sandwiches
- 5 pairs of Ray-Ban sunglasses
- 17 2023 13” M2 MacBook Pros

