



A Season of Giving: Anonymous Gifts of Warmth and Recreation

Owen Harrington
Staff Writer

At the start of this year, every student and faculty member was issued their own Nobles jacket regardless of their involvement in athletics. This was a welcome surprise given the weather we have experienced this fall, but many students were left questioning the origin and true purpose of this gift. The jackets were not the only surprise addition to the school. The new golf practice green at the foot of the Castle has left students asking similar questions. The answers are quite simple: both initiatives were the result of anonymous donations to the school, intended to improve a specific aspect of student life that was of particular concern to the donor. That being said, each donation had its own lifecycle that brought the idea from conception to implementation in a way that best benefited the school and satisfied the donor.

The athletic jackets were a particularly unique gift because they impacted the entire school rather than just a specific group of students. This was by design, and when asked about the inception of the idea, Director of Athletics



(Photo Credit: Zack Mittelstadt)

Alex Gallagher (N '90) said, "It was somebody who wanted to do something around the topic of gear and who wanted to do something that could potentially raise some school spirit...We definitely wanted to do something that would benefit everybody in the community. They were all in on that and enabled us to go out and buy 900 jackets to make sure that every member of the school community got one." This is a perfect example of the back-and-forth that can occur during the giving process. The donor starts with a general idea of what they want to improve, and then the school responds with what they believe the

best implementation would be to have the greatest impact on students.

The new golf facilities which consist of the green by the Castle and the simulator in the Morrison Athletic Center followed a similar process of cooperation between the school and the donors. The issue of accessibility to golf has been a challenge that has affected the Nobles Golf program for a while now. "Because making the team is pretty difficult, you have to be a pretty good golfer, and we had no resources on campus for a kid who didn't make that team and wanted to work on their game...and

maybe be able to make the team the next year," Gallagher said. This was in many ways antithetical to the Nobles belief of working hard to improve yourself, as that was simply not an option for many students who were unable to access golf outside of school. Gallagher said, "We were really lucky to have a great donor who was really interested in helping us with the simulator and a great donor who was really happy to help us with the chipping and putting green...These facilities make it so that now a kid who wants to work on their game in the off-season certainly can."

While they are still new additions, the impact on current and aspiring members of the golf team as well as any other members of the Nobles community interested in the sport will likely be significant. With the impact of these gifts, you may believe that these anonymous donations are a primary driver of change in both the Athletic Department and community as a whole, but Gallagher described them more as a nice bonus. "Our school works really hard to give me and everybody [who] runs programs at Nobles the resources to be able to try and do the

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DJ Opinions

Kate McLaughlin
Staff Writer



Following recent Nobles events like Fall Fest, student opinion about the quality of DJs has been poor. The DJ at Prom received negative feedback from Class I and Class II students, and Fall Fest collected similarly low reviews from the whole student body. Doubt surrounding the DJs at school events begs the question: What do students value in their musical entertainment? Students agreed that DJs should know their audience before they work an event, which requires proactive research about the makeup of their crowd. Science Faculty Michael Ewins, a drum and bass DJ since childhood, said, "If it's your job, you should know what you're doing. You should do your research." By understanding the audience before an event, DJs can access the songs that will connect with their audience and refrain from improvising, which often causes poor performance. "It's about the different demographics that show up...I bet we can walk into a dance here at Nobles, and we'd have very dif

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Can Nobles Students Self-Regulate their Technology Use?

Emilie Andrews
Staff Writer



Nobles' phone policies have been in place for many years, however, recent conversations about student technological engagement have sparked debate over on-campus phone rules. Both Nobles faculty and parents struggle with student cell phone use. Because student social media use and screen time are on the rise, adults have had conversations about how to handle phone use in school. Middle School and Upper School students have separate phone policies, and both are consistent with the goals and values of each smaller community.

Current Middle School students are required to abide by a strict set of rules regarding cell phones. All students who carry a phone must stow their device in

the "Phone Home," a small contained cubby area, before assembly, and it must stay in the cubby until the end of the academic day. Students are permitted to use their phones after the academic day ends, but they are asked to stay off social media and mobile games throughout the duration of the afternoon program. This is enforced through an honor code system that Middle School faculty hope students will make an effort to abide by. When discussing Middle School student opinions on cell phone policies, the Head of the Middle School John Gifford said, "I would argue it is most important that whatever the rule is, it's for everyone in that cohort. Kids wouldn't like it if some of their peers had access to their phones and other people didn't. [Our policy] works well as long as everyone

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(Photo Credit: Max Daniello)

From Charity to Celebration: The Heart of Nobles Night



(Photo Credit: Michael Dwyer)

Morgan Gibson
Staff Writer



If your parent, guardian, or even sibling mentions that they are going to a Nobles event on November 9th, chances are they are attending the annual Nobles Night, an event for everyone in the community, with the exception of students and children. Director of Development Lisa Rose said, "We like to have a community-wide event to celebrate all things Nobles." Although many students may not realize the significance or even existence of the event, for the Nobles Business Office and the wider community, it is one of the biggest nights of the year.

A common misconception about Nobles Night is the idea that it is a fundraiser. "While it is not a fundraiser, it is a night where we celebrate the collective generosity of the Nobles community and

the progress we have made with our fundraising efforts this year," Rose said. Although many other schools hold public events such as auctions to raise money, the lack of fundraising at Nobles Night stems from a place of inclusivity. Head of School Cathy Hall said, "This is not an event where we look to raise money but instead look to celebrate our community in a very inclusive way, inviting everyone who loves Nobles to join a wonderful night together." The message of the event is not, if you pay you can come, but that all are welcome to celebrate the school that they love. "We don't want people to feel like they can only come to this if they've made a gift. We want this to be an all-inclusive, all-community event," Rose said.

The celebration takes place at the beginning of the year as a way to jumpstart the cycle of giving and reassure the school that

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What's Inside?

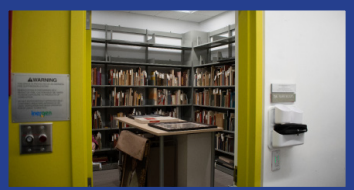
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EDITORIAL

Inflation has finally come for *The Nobleman*.

In previous years, *The Nobleman* was able to mail a print version of each edition to all families, an act that helped foster a sense of community beyond the school. However, printing has become more expensive and, in a decision made by The Nobleman’s faculty advisors, the print version will no longer be distributed to families. Several arguments support this change. First, the mailing process consumes 20% of *The Nobleman*’s budget; with rising printing costs, we cannot finance this additional fee. Second, printing additional papers takes a toll on the environment, an act that becomes increasingly difficult to justify in the era of severe climate change. That being said—we, the editors—do not support this decision.

The Nobleman holds an important role at Nobles, communicating recent news, achievements, events, and other content relevant to the student body. In previous years when the paper was mailed, *The Nobleman* informed not only students and faculty about school life, but also parents. Mailing the paper created a sense of a larger community that had a positive impact on the school. Families are often the largest donors to the school, and encouraging their engagement with the community by keeping them informed through *The Nobleman* is an investment for the administration that promises to be paid off: if parents feel up-to-date with student life, they are more likely to see the need for improvements and donations, making them more willing to donate generous gifts to the school. This would ultimately make the extra cost of mailing the paper worth the reward of retaining the involvement of every member of the community. Additionally, parents seem to enjoy the space for engagement provided by *The Nobleman*, often reading the paper more thoroughly and enthusiastically than their children. They want to see what is happening in their precious child’s school, and they want to be informed about the place in which their child spends so much time. It is no secret that the majority of printed papers end up crumpled throughout the library. As a result, without mailing the paper, it is highly unlikely that parents will receive a copy.

Introducing ads to *The Nobleman*, executed thoughtfully and in moderation, holds the potential to offer a viable and sustainable solution to the current funding challenge. Specifically, the inclusion of advertisements for Dedham’s small businesses would not only help address financial constraints but also serve as a catalyst for nurturing deeper community bonds, fostering local economic growth, and securing the newspaper’s long-term sustainability. Small businesses are the lifeblood of any community, and Dedham is no exception. These local enterprises represent the entrepreneurial spirit; by showcasing these small businesses within the pages of *The Nobleman*, we bridge the gap between the school and the local community, creating a harmonious synergy that is mutually beneficial.

The decision to cease mailing the print version of *The Nobleman*, though driven by budgetary and environmental considerations, risks severing a vital link between the school and its extended community. *The Nobleman* has long served as a bridge, not only informing students and faculty but also reaching out to parents, graduates, and family members, fostering a sense of a larger, supportive community. The long-term benefits of retaining this connection, both in terms of financial support and community engagement, should be carefully considered. Ads for small businesses within the Dedham community present a viable solution that can address these challenges effectively. Balancing these concerns while ensuring the continued dissemination of *The Nobleman* is crucial to preserving the sense of community that has been a hallmark of the school’s success.

All the best,
The Editors

WAVELENGTH

Guess the number 1-10 based on the answers to the categories below, 1 being the worst and 10 being the best, unless otherwise specified.

Castle Lunch: Herb Grilled Chicken and Pesto Cream Sauce

Sports Team Culture: BJV Basketball

Math Teacher based on Difficulty: Jane Strudwick

Building Cosmetics: Baker Science Building

Long Assembly: Free Money Game Show

Bathroom: General Castle

OG Fortnite Map Location: Anarchy Acres

The correct answer is hidden somewhere in this edition! Keep your eyes peeled.

The NOBLEMAN

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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

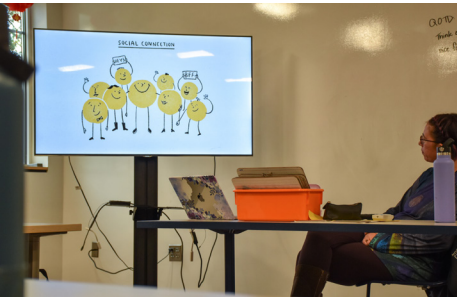
Forced Smiles for the New Happiness Junior PD Class

Kate McLaughlin
Staff Writer



This year, Class II students are required to take a condensed version of the Happiness Class as a personal development (PD) course, replacing a free period for one semester. Brought to Nobles from Yale University by Director of Psychology and Counseling Jen Hamilton, the adapted PD Happiness Class aims to address the multitude of pressures that Class II students face, including workload, college admissions, and sports recruiting. Initial feedback has not been positive, as a Class II survey reveals that 87.9% of survey takers find the class unhelpful and time-consuming. Between high workloads and stress levels, academic pressure often threatens students' mental well-being. Wellness and Personal Development Instructor Kate Harrington, alongside Hamilton, introduced the Happiness PD Class with hopes that techniques like gratitude journals would improve the present and future mental health of students. "The reason that we want to teach this course to juniors is to help them think honestly about what is going to make [them] happy and what [they] are looking for," Harrington said.

Although the course has good intentions, students have differing opinions on its effectiveness. Many students feel the class uses guilt to delegitimize the natural realities of students' lives, such as prioritizing grades and striving for academic success. Annie Lopez (Class II) said, "It's a weird and unhelpful thing to tell a room full of juniors at Nobles that getting good grades doesn't make you happy. It's pointless and honestly a little irritating." Many students feel their concerns are invalid. Similarly, others view the class as hypocritical, as it consumes time that could otherwise be used for work or socializing. Popular opinion suggests that the Happiness PD Class counterproductively steals time from students' already hectic schedules. Hamilton and Harrington believe the practices of the course outweigh the time concerns by ultimately improving well-being. Although currently straining students' aspirations, the class will teach coping skills against pressure for years to come. "Taking care of our well-being actually increases our ability to reach goals... We want students to learn that well-being and achievement are not mutually exclusive, but rather mutually reinforcing,"



(Photo Credit: Zack Mittelstadt)

Hamilton said. The new schedule also creates more free periods for students while still factoring in the Happiness PD Class. Additionally, the course fosters a relaxed atmosphere. Hamilton and Harrington ensure the class doesn't overly reprimand students for their behavior. "Hopefully, it does not feel like a huge commitment. We don't want to make this a chore, and we don't want people to feel guilty for not doing their gratitude today," Harrington said. Class II students also take issue with the emphasis on videos in the class. The teacher of Yale's Happiness Class, Laurie Santos, shares her lessons through a series of online videos. Harrington believes the lessons should remain in her voice. "She and her team put so much effort into adapting the course for high schoolers. We know the video content is very deliberate, and we want to honor

that," Harrington said. However, students find the videos repetitive to the point of being overbearing. Changes will be made to video selections for next year, but the video emphasis will stay the same. Although many dislike the Happiness PD Class, there has been some positive feedback among the criticisms. Hamilton and Harrington are known as effective and attentive teachers. Lopez said, "[Hamilton] did a good job conveying the message about happiness and mental health in a way that engages kids." Despite the challenging nature of the subject, both teachers promote a fun environment that provides students with refuge from the pressures they face at school. Many Class II students have also implemented happiness practices into their lives. Gratitude journals, an activity on appreciating aspects of life, is a prevalent technique. "Some students have reported using their gratitude journals even outside of class, which is awesome," Harrington said. Lopez reinforced their effectiveness, saying, "It's really helpful for me to come back to gratitude, especially when I'm having a tough week." Especially at Nobles, finding gratitude is critical for mental well-being. The Happiness PD Class has

much to offer Class II students. In the increasingly stressful environment of Nobles and society in general, the practices taught in the course are beneficial for easing academic and social expectations.

"It's a weird and unhelpful thing to tell a room full of juniors at Nobles that getting good grades doesn't make you happy. It's pointless and honestly a little irritating."

The novelty of the course is partially responsible for the negative feedback, as Class II students are adjusting to the curriculum change and strenuous workload of junior year. Still, students should take advantage of the opportunity to improve their well-being through experts like Santos, Hamilton, and Harrington. "My biggest hope is that students come away from this course having identified a handful of strategies they will put into practice, and then they can leave the rest," Harrington said. Whether currently taking the Happiness PD Class or looking toward the future, students should make the most of the course for their mental well-being.

Schedule Hinders Middle School Involvement

Eva Yu
Staff Writer



About half of the students in each Upper School class come up through the Middle School. And yet, once the boundary between eighth grade and ninth grade is crossed, middle school becomes a distant memory to many. With almost 500 students in the Upper School but only around 120 in the Middle School, the younger population of the community is greatly outnumbered. With the new school year welcoming a new schedule and many other school-wide changes, a problem arises: how does the Middle School fit into the puzzle of the greater Nobles community? Affinity groups and clubs are some of the most important spaces at Nobles, as they foster community and connections within the student body. With the implementation of the new schedule, small affinity groups—which historically met during an all-school free period—are now scheduled in designated small affinity spaces. However, middle schoolers no longer have this block free, and therefore cannot attend small affinity group meetings. Andrew Finkelstein (Class V) says, "Some people want to go to affinity spaces that aren't in the middle school, and that's during class or study hall, and the teachers will give us scraps and get us in trouble for going to affinity spaces, which I think is unreasonable." Michael You (Class V) shares similar

sentiments about club blocks, saying, "A lot of times, there are meetings during unofficial [chess] club times, and everyone still goes but I can't really go."

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Assistant Head of the Middle School Colette Finley says, "In the new schedule, the only overlapping Community Time happens on Wednesday mornings, so as you might imagine, there are competing priorities [such as long assembly, faculty meetings, affinity groups, and others]. The [Upper and Middle School] have their own Community Time, but Wednesday is the only overlap, other than All School Assembly, of course! Therefore, there is time allotted in the schedule for crossover events to happen, but probably not at the frequency some people are hoping for." However, it seems that middle school students weren't aware this block was allotted for overlapping events. Finkelstein said,



(Photo Credit: Avery Winder)

"I didn't even know that was a thing. I've never heard of it." Aside from the scheduling issue, middle schoolers seem to feel comfortable going to affinity spaces. Hanna Teeson (Class V) said, "I don't really go to affinity groups, but I know a lot of people that do, and people feel comfortable to go." Juli Smith (Class V) concurs, saying "Aside from the scheduling, I do feel involved with BSU." Even though scheduling might prevent middle school students from going to certain affinity spaces, efforts are being made to continue offering this support. Finley says, "While affinity or clubs might happen on Wednesday, they also happen at other community times, split [into Middle School groups and Upper School groups]. This allows students to explore with peers who are around the same age. We were

working to strike a balance of crossover because sometimes groups would prefer to meet divisionally." Many students also report feeling more involved in their classes, including math and language. Many students like You or Smith who both take Upper School classes say they enjoy learning in Pratt and having their own separate space. Smith says, "It's nice having some clubs and classes separate, and it's nice to have our own space. It can get kind of isolating when you take Upper School classes, and no one else does, though."

Even though scheduling might prevent middle school students from going to certain affinity spaces, efforts are being made to continue offering this support.

Because of how different the Upper and Middle School schedules are now, the cost of being more connected with the Upper School seems to hinder immersion and connection with the Middle School. Middle schoolers advocate for flexibility, namely in being able to attend Upper School affinity spaces as well as Middle School

ones. Finley says, "As a whole, Nobles prides itself on community. Unlike our peer schools, the middle school is more connected to the upper school by attending assembly, eating in the same dining hall, and sharing Wednesday Community Time."

"It's nice having some clubs and classes separate, and it's nice to have our own space. It can get kind of isolating when you take Upper School classes, and no one else does, though."

Middle Schoolers seem to enjoy being a strong community within themselves, but also wish for more overlaps with the Upper School. The Nobles Middle School is a very tightly knit community, and the new schedule promotes more programs for the middle school as opposed to the whole school. While the schedule might've diminished all school affinity groups and even clubs, Middle Schoolers are provided these same spaces within their smaller community. As Finley states, Nobles offers a multitude of ways to connect the Middle and Upper School outside of just affinity spaces and clubs, including but not limited to assembly, all school events, and Wednesday Community Time.

Feature

From Script to Stage: The Journey of *Three Days in the Country*

Eva Yu
Staff Writer



Last week, behind the doors of Vinik Theatre, the cast and crew of the Nobles Theatre Collective (NTC) worked hard to bring the fall mainstage—*Three Days in the Country*—to life. With shows last Wednesday, Thursday, and Friday, they showcased their hard work to the community. Adopted from the book *A Month in the Country* by Ivan Turgenev, Director of Theatre and the fall mainstage Dan Halperin said of the play: “A contemporary playwright took a meaty, but long and drawn-out, 19th-century Russian play and distilled it to an action-packed 120 minutes of dramedy.” Set in rural nineteenth-century Russia, *Three Days in the Country* fol-

lows the story of thirteen different characters as they navigate an entangled web of romance. The process of producing a NTC mainstage starts from choosing the play itself. When asked why *Three Days in the Country* was selected, Halperin said, “There are 13 roles, and all of them have meaning and important moments. It’s a style that we haven’t produced at least anytime recently, and there’s something about the melodrama of the characters’ lives that I think teenagers get.” Halperin not only chooses the play, but all other components of the fall mainstage. Choosing the title, the design, how the space should be utilized, moving the ideas from paper and into the room, and finally performing the show for an audience are all up to Halperin, the cast, and the crew.



(Photo Credit: Ben Heider)

A crucial part of every production is the casting: who gets to play what role? Halperin answers this question by looking at an individual’s overall capacity as an actor. “[We consider] how prepared, courageous, collaborative, expressive, they are during auditions. This is not specific to any role,” he says. He then tries to determine how certain actors fit with the characters, and who would be better suited to play each character. Halperin states that casting characters is challenging because there are many students who are ready to be cast, but not all will receive a role. “You’re hoping that the people that seem most prepared can fit into the most demanding roles,” he says. Halperin also has to work within the constraints of logic because of variables such as age and height. Halperin says, “You probably don’t want a really tall senior playing the kid of a really young freshman.” Halperin laments that not everyone deserving of a role can be cast, emphasizing that even if students feel disappointed in a casting decision at Nobles, this doesn’t hinder them from being brilliant actors later in life. Aside from casting the characters, the crew work hard to bring the characters to life using costumes and the set. Karina Cruz (Class I), who worked on

the costumes for this production, says, “The hardest part about doing costumes for this production is definitely the time constraints. Especially as a senior, time management and being efficient with our time is very important.” Because the play is set in nineteenth century rural Russia, Cruz and the costume team had to work with creating unusual pieces, such as bodices, which are the upper part of a woman’s dress popular in the Victorian era. To create the bodices, Cruz and her team drew from upper class attire for inspiration, and they strive to make the silhouettes as traditional and realistic as possible. Within the time constraint, Halperin and the cast and crew busied themselves with casting, designing, blocking, to moving the show into Vinik, putting the costumes on the actors, and tightening and smoothing out the entire production so that it is ready for audiences. Despite all these hardships, Halperin states that, “The most difficult part is to find the sweet spot where the students and the cast and crew are working hard to create something really special and to help them learn and grow and connect because only through big hard things do we really evolve. Balancing all of that with remembering that students have a lot of oth-



(Photo Credit: Ben Heider)

er responsibilities and this show and any show cannot take over their entire life.” While Halperin would love to work with the students for longer periods of time, he understands and recognizes the amount of academic work required of them, so he strives to find a balance between being able to produce a phenomenal performance and giving students the time to pursue other interests. For both Halperin and Cruz, the fall mainstage production was on a tight schedule. But thanks to the efforts of Halperin, the cast, and the crew, the incredible fall mainstage is presented to our community every year at the beginning of November. Being the first production of the year, the fall mainstage sets the stage for another extraordinary year with the NTC.

A Sabbatical Abroad: Adventures with Ms. Lee

Sienna Robertson
Staff Writer



An entire year to explore your most beloved interests, hobbies, and skills. This is what a full-year sabbatical can consist of, and History Faculty Nahyon Lee’s sabbatical last year was certainly that, and much more. From the United States to South Korea, Thailand, Australia, and many countries in between, Lee is back in town and ready to share about her sabbatical abroad. In order to properly follow Lee’s sabbatical expedition, we need to start in Ulsan, South Korea: Lee’s first destination. Lee described the beautiful spot where she and her family stayed, saying, “It was on the coast and we could see the beach every day.” South Korea was the Lee family’s first stop, a decision that involved their cultural roots. “My family heritage is Korean, and so is my son Min’s. I wanted him to have a better understanding of Korean culture, Korean language, and Korean food,” Lee said. In addition to being immersed in Korean lifestyles, Lee gave her son a unique schooling experience during her time in Ulsan. “I enrolled him in a British International School. The primary language spoken was English, but we lived in South Korea from the end of August to the end of the first semester, and he went to school there,” she said. Lee enjoyed the amount of diversity in the school’s atmosphere, saying, “I loved [the

school] because it was so global. His teacher was from Scotland, his teaching assistant was from Malaysia, his soccer coach was from Tunisia, [and] his classmates were from all over the world. Our neighbors who were also his classmates were from Brazil. I loved how he was exposed to so many people from around the world.” In the end, Lee was very happy with her decision to spend time in South Korea with her family. “[Min] got to celebrate Korean festivals and Korean holidays and enjoy lots of Korean food,



(Photo Credit: Nahyon Lee)

and of course, we got to travel around South Korea,” she said. Next, the Lee family made their way to Thailand where they encountered many people of differing backgrounds. “[Min] went to school in Thailand. It was

also an international school with British and French tracks...His school also had so many people from all parts of the world: different nationalities, ethnicities, and religions...just for him to have that natural exposure to the world was so wonderful,” she said. Unexpectedly, one of her son’s teachers hailed from the same state as Lee. “His teacher was from Minnesota, where I’m from,” Lee said. With much more left to go in their journey, the Lee family traveled from Thailand to Singapore, Malaysia, and Vietnam. “I was in Vietnam for the Lunar New Year, which was the first time I was in a country [while it] practiced Lunar New Year, and it was super fun,” Lee said. In addition to these countries, Lee visited friends in Australia, where she also met kind individuals during a family trip to the zoo. “In Australia, there was this family...they were Australians, but of Korean heritage,” she said. “I got permission to feed [the Kangaroos] berries from a [berry] tree...then I heard the Korean family say [in Korean], ‘I don’t know if they’re supposed to do that.’ I replied back in Korean, ‘Oh, no, I got permission. It’s okay.’ She was so surprised,” Lee said. She then went on to describe the almost immediate bond that she made with the Australian family: “We went out to dinner together, and then they invited us to their house and said, ‘Come on over’...it [was] so fun!” This family’s hospitality remains with Lee. “I don’t know how often that happens in the United States, you



(Photo Credit: Nahyon Lee)

know, and I just have so many stories like that where people [from all around the world] are just so warm and friendly,” she said. Through her journeys abroad, Lee made multiple realizations. She said, “There’s so many incredible, beautiful people all over the world to me, and just to hear their stories, where they come from, and about their heritage...everywhere I go, they’re just so warm.” She extends this appreciation to the nature of her current occupation, saying, “The reason I love teaching history is I get to teach the world, for all of its complexities.” Lee also brought pieces from her time in Prague to her AP European History class. One of her students, Phiona Nabagereka (Class II) said, “She brought [her] photos and outside fun facts about the Defenestration [of Prague]

to our AP Euro class from her sabbatical. [Her information] made it easier to remember the event, since I am a visual learner.” Now that she’s come back home, Lee has reflected on her ability to take last year abroad in the first place. I felt so guilty telling people ‘I’m here on my sabbatical’...there are so many people who work really long and hard hours everywhere in the world, and even here in the United States to that don’t ever get [a sabbatical],” she said. Lee then connected her experience to the opportunities that we as Nobles students have regarding the EXCEL programs. There is one thing that Lee wants students to know: “Don’t feel like you can’t go someplace because you don’t know the language. [EXCEL] is such a gift that Nobles gives us.”

News

Keeping It All in Order: Tessy Smith and the Registrar’s Desk

Sienna Robertson
Staff Writer



Her name is a frequent presence in the inboxes of students, faculty, and parents. She is a superhero to many, supplying students with the information they need to send in for job applications, the Registry of Motor Vehicles, and colleges. Although her name is known to many, the mystery still prevails: who is Tessy Smith?

Database Service Manager Tessy Smith’s connection to the Nobles community is deep: three of her kids were former Nobles students and are now counted among its alumni. “I’ve been at Nobles for 16 years. Before I got hired, my oldest son was a student for a year,” Smith said. Smith

described her job search: “There happened to be a job [at Nobles] online that fit my exact skill set, and it was so perfect...You get a big discount if you work at Nobles for your kids, so I was able to send off four kids, three from Nobles.” This opportunity led to Smith being regarded as a remarkably kind individual among the Nobles community.

As for her job at Nobles, Smith takes a largely behind-the-scenes role in keeping our community afloat. In her own words, her job description is “to take data and release it to people in different ways.” For example, she releases info to Noah Brauner (Class II) to aid his development of the Nobles App.

Smith enjoys her job and the

creativity that it allows. “It’s super fun. It helps people with their processes and makes processes run more smoothly,” she said. Her love for her position at Nobles is not only expressed through her words but shines through her collaboration with others. Brauner described working with Smith as a great experience. “She’s incredibly kind and always willing to do whatever is needed to connect Nobles’ systems with the app,” he said.

When asked about her favorite part about working at Nobles, Smith simply said with a smile: “It’s nice to be able to make people’s jobs easier.” Smith voices how she feels about the work she performs. “[Programming] just makes your brain always keep working and thinking of a better way to do something,” she said. Smith also described another aspect of her work that comes with being Nobles’ hero: the accessibility of her role. “I can do it from home, I can do it at Nobles; I could do it from anywhere,” Smith said. She appreciates how her job has enabled her to create and nurture relationships at Nobles. She compared her previous work experience to her current one, saying, “I have more real friends [at Nobles]. I didn’t really have real friends at my other job.” Smith wanted to leave the Nobles

community with a few words of encouragement: “You don’t have to be a specific type of person to be a programmer...I recommend it for women because I think it’s something that you could get a remote job doing...[The job] is very flexible and you can be very creative!”

Before she took her place at Nobles, Music Faculty Michael Turner was carrying out the duties that Smith performs now. “When she arrived, she immedi-

“You don’t have to be a specific type of person to be a programmer.”

ately began to take my original database and software designs to a whole new level,” Turner said. He also described her flexibility to anything thrown her way. “She is incredibly responsive to specific requests for new features or subtle tweaks to the software she manages. Over the years, she has also been tasked with adapting to newly introduced systems, like Veracross and Canvas, and ensuring that they work as seamlessly as possible,” he said. Just as it did with Noah Brauner, Smith’s radiant energy passed through Turner as well. Turner said, “Tessy does

it all and does so with remarkable grace and humor.”

Lastly, sorry to all the feline lovers out there, but Smith loves dogs! Her canine appreciation developed during the COVID-19 pandemic. “Over COVID, I found this woman who [was] looking for somebody to take care of [her] dogs. I’m a guardian for two dogs, and I was contracted to breed them each three times. My first dog had nine puppies, so I had nine puppies for eight weeks, which was really fun,” she said.

This, Nobles, is Tessy Smith. If you see her around campus, don’t forget to say hello! As Turner said, “I don’t think many students realize just how much Tessy Smith has done for the school in her time here because her work is generally behind the scenes.” Smith’s work is far from over, as well. She clarified her ever-present relationship with Nobles by claiming, “[My kids] are all graduated, but I still love Nobles. It’s a great community. I love working here. People are so nice.” Nobles is not just a place for students to connect with each other, but also with faculty and staff. Getting to meet someone with universal kindness like Tessy Smith is a rare opportunity. One simple “hello” could cause you to engage with someone you never imagined you would.



(Photo Credit: Avery Winder)

What is the Tower Collection?

Emma Sawatzky
Staff Writer



A little-known yet vital resource to our school community exists behind the Putnam Library’s Glass Room. A treasure trove of over 1,300 rare books, the Tower Collection encapsulates the rich history of bookmaking and the evolution of printing.

The Tower Collection is named in honor of Walter Tower, who is remembered by Assistant Head of School and Head of Middle School John Gifford as “a wonderful, smart, passionate man.” A literary connoisseur deeply involved in the world of printing, Tower worked as the president of the Nimrod Press. Through his experience in printing and literature, he acquired an extensive collection of rare books. Tower and his wife, June, sent three of their children to Nobles, with the youngest graduating in 1980. Years later, Tower decided that Nobles was a fitting home for a portion of his collection, and in 1999, the Tower Collection was born.

Although Tower passed away in 2019, his legacy lives on in the Nobles community through students who continue to benefit from this phenomenal resource. 24 years after Tower’s donation, history and art classes have the privilege of studying and exploring all that the Tower Collection has to offer.

Librarian Emily Tragert highlights the collection’s Gutenberg Bible page as one of the most

important artifacts in the history of printing. “It’s really cool that we have one,” Tragert said. The page is from the Book of Numbers and is one of the older artifacts in the collection, dating back to 1455. At this point, Johannes Gutenberg had just revolutionized printing technology, and the Bible page marks the beginning of ‘movable type’ as a prevalent practice. Gutenberg’s predecessors would have carved out entire pages at a time in order to print them, which was tedious and wasteful. Movable type allowed for individual letters to be reset and reused, serving as a groundbreaking development for the time.

As such, this page is one of the most valuable in the collection. Notably, though, it is not as ornately decorated as many other artifacts of its caliber. Often, people would buy an excerpt of the Gutenberg Bible in black ink and adorn the margins with drawings and musings. Although the original owner of the Tower Collection’s page is unknown, it is evident that they were a minimalistic soul: the page remains largely unmarked.

By 1493, printing had evolved leaps and bounds, and the collection’s Nuremberg Chronicle is no exception. “Printing was this new, shiny technology. And when we think about technology now, people love showing off with it, so they put together this book to show off,” Tragert said. A multifaceted resource, the Nuremberg Chronicle contains layers of religious, intellectual, and even political history. Anton



(Photo Credit: Avery Winder)

Koberger was responsible for the printing and distribution of the book, recruiting the leading humanist writers and woodcut artists to compile this masterpiece.

Evidently, the Tower Collection boasts incredible prestige: a single page of the Gutenberg Bible is worth at least \$75,000. However, the collection’s broad scope also solidifies it as an invaluable resource to the school community. “What makes it cool is that someone might want to look at Edith Wharton, and someone else might want to look at the Nuremberg Chronicle,” Tragert said.

The collection was acquired during the time of the

old library, meaning the books resided in a room not designed for their preservation. When the Putnam Library was constructed, a room with climate control and fire suppression was key in the interest of protecting the Tower Collection. A product of careful planning and meticulous design, the current setup is thought to be the best choice for the school.

Even so, the secluded nature of the Rare Books room poses the question of accessibility to the community. Most students do not know where it is, what it is, or the depth that engaging with its content could add to their academic experience. It has proven difficult

to weigh priorities in terms of the Tower Collection, understanding that while the books are meant to be used, there is inherent risk involved with exposure to environmental hazards. “It can’t just be like a regular book that you check out from the library,” said Gifford.

When taking these risks into consideration, the ultimate purpose of the donation remains a guidepost for the way in which the books are treated. This incredible resource is intended to serve the community, and Tragert and Gifford are two among many who will continue to care for the Tower Collection and uphold its considerable legacy.

News

Mr. Harrington: The Noblest Chair

Morgan Gibson
Staff Writer



The Noblest Chair, a title reserved for Nobles' longest-tenured faculty member, has been around for decades under a different name: Senior Master. Classics Faculty Mark Harrington, who has worked on campus for 48 years, currently holds the moniker. Prior to Harrington was Mathematics Faculty Richard Nickerson, who retired in 2022. Dean of Faculty Maura Sullivan said, "After Mr. Nickerson's retirement two years ago, Mr. Harrington officially took on that title. He is now the person who has been on campus the longest, so he is the Noblest teacher."

Regarding the name change, Head of School Cathy Hall knew as soon as she took her position that the previous title of "Senior Master" needed to be reformed. "The word master has for centuries been used to refer to a teacher. For example, heads of school were traditionally called "headmasters," meaning "head teacher." Of course, there are so many connections between the word "master" and systemic oppression, including slavery, so it felt time to find a better way to capture what we are trying to convey with this important and celebrated role at

Nobles." Hall said. Not only is the idea of "masters" outdated, but the title was not inclusive. Harrington said, "Senior Master is clearly masculine and not gender friendly at all." The challenge then became what to replace the previous title with. After 5 years, Hall decided upon the Noblest Chair during a meeting with the most senior graduates of the school. "Once you hit your 50th reunion at Nobles, you are considered part of The Noblest, and we invite all members of The Noblest back to campus each year for a special dinner during reunions. The Noblest are our most "tenured" graduates, so the name fit well for our most tenured faculty member." Hall said.

Over the years, there have been some key changes to the responsibilities of the Noblest Chair. Harrington said, "They [used] to collect money for the United Way. [And] at the Christmas service, at the Episcopal Church in downtown Dedham, the Senior Master would have to

read some specific reading." At present, the position of Noblest Chair only entails speaking in assembly at the beginning of the school year. "It's an honorary title and position for someone who's been here a very long time. And obviously given to school," Sullivan said. Spoken like a true Latin



(Photo credit: Ben Heider)

teacher, Harrington shed light on the school motto, Spes Sibi Quisque, and a Henry Wadsworth Longfellow Poem titled Excelsior in his address to the school.

While there are no formal responsibilities of the Noblest Chair, each teacher fills the role in a unique way. Nickerson was very hands-on in the role, frequently sharing words of wisdom in assembly, while Harrington serves in his own way, leading by example inside and outside of the classroom.

Harrington arrived at Nobles in 1975 as a Latin Teacher, months before his now wife, Mathematics Faculty Tilesy Harrington. Harrington, who attended Milton Academy and developed a love for Latin throughout high school and college, explained his passion for the language. "It's kind of a small club, you know, the people, not everybody reads Latin, and not everybody knows Latin. And I kind of like being part of the small part of the world that really likes it. I can enjoy

that," he said. When asked why he remained at Nobles, Harrington joked that he did not like job interviews but also emphasized that he was not in the profession for money. "I've never been a person who wanted to make a lot of money. You don't choose a life of service to get rich," Harrington said. Early during his time at Nobles, Harrington rose through the ranks, becoming Head Coach of Girls Varsity Hockey and the Classics Department Head relatively quickly. Harrington said that he had "everything that he needed early on" and simply enjoyed the Nobles community and ability to work alongside his best friends.

On the subject of being the Noblest Chair, Harrington said, "the title seems funny to me, [but] it's fine. I'm happy to be the Noblest faculty member." The Noblest Chair is the third chair that Harrington has held during his time at Nobles. In the past, Harrington occupied the Language Department Chair, followed by the Classics Department Chair, to finally holding the Noblest Chair, which is a testament to his impact and contributions to the school. One of Harrington's students, Val Lane (Class II) said, "I've never met someone more passionate about something than Mr. Harrington is about Latin. It's the one class that I look forward to no matter what."

Potential Changes to Our School's Phone Policy (continued)

(continued from page 1)
knows that they're in it together." In the Upper School, students are not permitted to use cell phones during assembly, and all devices must be stowed away and silenced when entering Lawrence Auditorium. However, during classes, teachers often dictate the phone policies in their classrooms. Some allow phones to be silenced on the desk, while others require phones to be away in backpacks or stowed in a charging station. Regardless of the course, it is the student's responsibility to follow the rules that their specific teacher sets forth.

Policies in both the middle and upper school have stayed the same for many years, and generally, students comply with the regulations. The obvious consensus in the Middle School is that most students would prefer to have their phones during the academic day. Most Upper school students don't have any major concerns with cell phone use, as phones are permitted throughout the ac-

ademic day and afternoon, with the exception of teacher-specific regulations during class time. Students might not necessarily see any issue with the amount of time being spent on cell phones during free periods, but many faculty members have taken note of the horde of students using cell phones in the alcoves and library rather than conversing face-to-face with friends. Gifford said, "My biggest fear is that we're going to create dependency on technology in young people and that technology use will stunt young people in their ability to interact comfortably with others."

Furthermore, it's not just faculty expressing concern about student screen time. Parents have reached out to faculty members conveying distress about managing students' cell phone usage at home. Many Middle and Upper School parents alike would prefer that the school be the "bad guy" and restrict cell phones during school hours rather than attempting to do a similar task

at home. In the Middle School, Gifford said, "I think parents are really struggling with this, and that they're worried about it. Because once you decide to buy a phone for a kid it becomes really hard to control that usage." Similarly, Head of the Upper School Allison Easterling said, "For lots of parents, much of our parenting energy is focused on regulating technology and kids' access to technology...It's very challenging, so I think parents hope that the school can help."

However, if the school were to consider a change in cell phone policies, specifically in the Upper School, Easterling would emphasize the importance of student leadership and student accountability. When discussing the chance of new changes in the policy, Easterling said, "I would really want students to buy in. Honestly, I don't think the student body would be interested in participating in something new [related to cell phone policy] unless it was student-driven.

If the SLC or prefects decided that they wanted to try something to get students on board it would be really interesting to see. But it's got to be student-driven."

As of now, it is still unclear what kinds of changes might be made down the line and how students might be able to get involved in heading those changes. Until then, it is necessary to inform the student body about both the importance and dangers of cell phones and so-

cial media usage. As new studies are released about the effects technology has on students and teens as a whole, the school's policy regarding cell phones becomes even more vital. When considering the first steps in any change regarding cell phones, Easterling said "We first need to identify the problem: what's the problem with cell phones from a student's perspective? What might student-led solutions be, and what would that look like?"



(Photo Credit: Zack Mittelstadt)

The Gift of Anonymity (continued)

Owen Harrington
Staff Writer

(Continued from page 1)
the best we can to offer the best opportunities for our kids," he said. Anonymous giving is only one way that generous donors give to the school, and while the results of these gifts may impact students more directly than oth-

er funds, they certainly are no more or less important to the operation and future of the school. These new facilities and jackets are incredibly nice resources, generously provided by individuals who truly care about the school and the well-being of its students. While we may never

know who really gifted these additions, it is important to remain grateful to them and all of the donors who ensure that Nobles has a bright future ahead. With that in mind, please continue to treat these new gifts with respect so that generations of future students can feel their posi-

tive impact and the generosity of the donors who provided them.

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Student Life

From Human to Machine: AI Art and Its Implications

Nathan Nozea
Staff Writer

Ever since the development of Artificial Intelligence (AI) tools such as ChatGPT and Adobe Generative Fill, the world has been in a constant uproar. Industries that were once deemed “safe,” such as writing or photography, are now at threat of being overrun by AI. One of the industries that has encountered the horrific impacts of AI is the art industry. Due to the creation of an AI program known as DALL-E, non-artists are able to create any generated image they want in a matter of seconds. This new AI program has threatened many professional artists in their work, as they find more and more of their clients relying on AI rather than their own personal talent. As a result, with the looming threat of the art industry’s decline, we’ll hone in on Nobles’ community artists and examine their stance on AI Art.

For the most part, many artists at Nobles view AI as a new advantage. “[AI] accelerates the research and brainstorming process. [It allows] you to have a more concrete idea of what you want to create, but it’s not necessarily doing the artwork for you either,” Chris Xue (Class I) said. Visual Arts Faculty Betsy VanOot agrees

with the idea that AI will make the process of creating art much easier. “[AI Art] is going to be a super powerful tool. You’ll be able to generate iterations of an idea really fast, and you’ll be able to refine those ideas really fast,” she said.

However, it is important to note that while AI will definitely prove to be a useful tool for artists, there is still debate over the ethics of using AI art. Unknown to many who use generative art programs, AI art often steals the styles of prominent artists online. This phenomenon causes many artists to warn others against the use of AI Art programs like DALL-E. Xue said, “[AI Art] takes pieces of original artwork and doesn’t credit the creator...it’s unfair for a lot of artists who work many hours to create a piece and spend years and a lot of money to harness their artistic abilities.”

While all artists agree that AI Art adopts certain styles for its work, some disagree on whether AI is strictly stealing from artists or taking inspiration from a certain piece. Visual Arts Faculty David Roane puts this take into perspective. “Your task as an artist is to take the universe you’ve inherited, and, from it, fashion meaning that is authentic for you. To do that you must remain open to the intervention of stimulus that is necessarily external to

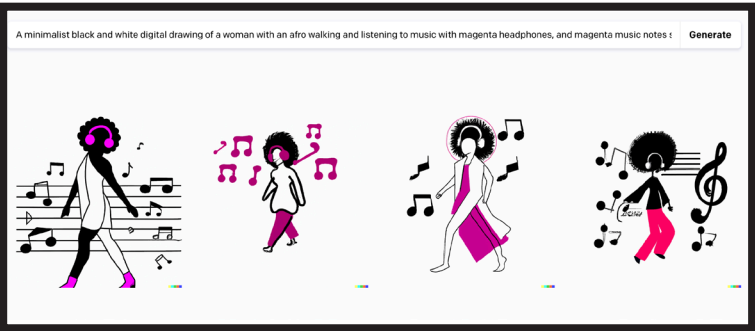
your body. AI is one such form of potential intervention, and, dare I say, inspiration,” he said. AI Art will also no doubt leave a lasting impression on those looking to get into art later in the future. Jade Qian (Class I) said, “[Because of AI] it’ll take literal seconds to [create art], which is such a huge time disparity when compared to creating traditional art...with this [time difference] people will get discouraged to create new pieces.” VanOot also posited that AI de-emphasizes the analysis of art. She said, “Someone [who uses an image generator] will come up with an image that’s generated [they will] think is cool but [likely won’t] know the cultural ramifications of the piece.”

Despite the issues AI art presents to the art industry, Nobles’ artists are hopeful that the number of artists will continue to grow despite its emergence. Mandy Chukwu (Class III) said, “[Those] who started art really young will know their value and enjoy [the process] of making art.” Adding on to Chukwu, VanOot said, “People are [still] going to be interested in painting as a tool...[AI] will broaden the spectrum of things people are doing, but it won’t impact the [art industry] that much.” Roane agrees with both of their sentiments. “The human mind is in-

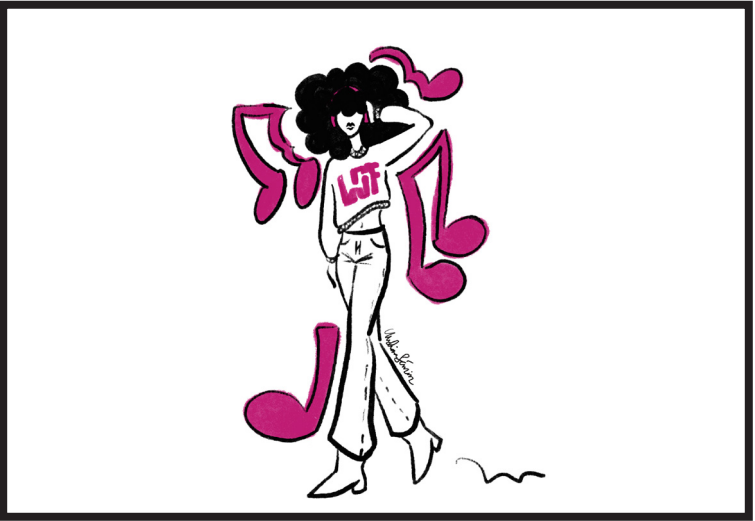
finite. In terms of potential, AI can set the floor of what you’re capable of, but your mind will always set the ceiling,” he said.

The tangible effects of AI on the art industry are still unknown. To the Nobles artists

who are scared of its impact: make sure to understand these new AI Art programs. Instead of fearing it, remember that just like a paintbrush or a pencil, AI is a tool that can be used to aid you in the process of creating art.



(Graphic Credit: AI Generated)



(Graphic Credit: Wudiana Fevrier)

From Sketchy to Smooth: A Makeover for Sketchy and McLeod

Emilie Andrews
Staff Writer

The Class I parking lot next to McLeod Field has been called “Sketchy” for many years due to its unfinished gravel surface. However, rumors have circulated that the famous lot may soon be paved. Though the rumors are true, the new plan is more nuanced than merely another paving job. Sketchy Lot and McLeod Field are on sight to be transformed into a hybrid parking and Middle School recess space. While this project is in the works, there is still much planning to be done before approval and advancements begin.

Although student and faculty parking lots have been sufficient and successful, a more reliable parking area for events is necessary. As athletics at Nobles continue to flourish, game days are increasingly popular spectating events. According to Director of Buildings and Grounds (B&G) Mike McHugh, Nobles struggles with a parking shortage 60 days every year, mostly during sporting events and larger school events. McHugh said, “There are a few events that we are “at capacity” [including] graduation, Grandparents Day, and many admissions events.” Although McLeod Field can house a slew of these cars, overflow often ends up in other areas of campus such as the lot near the turf fields or even up to the back gate.

Regardless of how many



(Photo credit: Zack Mittelstadt)

cars McLeod can safely accommodate, the field simply can’t withstand harsh weather.

“There was really a concern over how to maintain the lot in the wintertime, and how to maintain it when there is bad weather. When there is heavy rain it just becomes a muddy mess.”

McHugh said. Car tires often get stuck in the mud, causing congestion and creating harsh tire marks, tearing up the grassy

field. Several years ago, the football team used McLeod Field for practices, but due to the many uneven surfaces, the field became inoperative. When the school’s need for parking spaces grew, McLeod Field transformed into a full-time parking area.

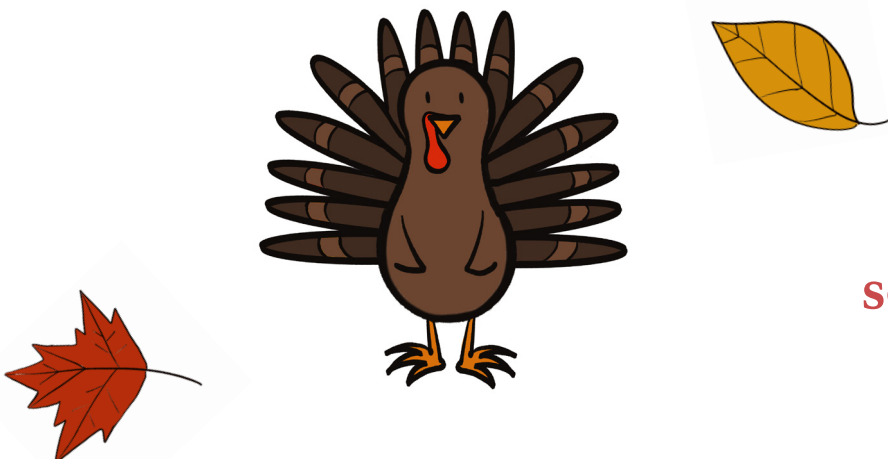
In an effort to make a more “concrete” event and student parking space, B&G has been working with the financial office to design and approve a new combined space using both Sketchy and McLeod. The future lot will be paved, and freshly lined to separate student parking from guest parking during events. Additionally, the new space will feature a Middle School play area for students to use during

the recent addition of Middle School recess. The play area will be comprised of both turf and paved spaces for field games and activities such as four square and basketball. Furthermore, the combined area will include new technological features, such as lighting and water access. Plans also incorporate a seating area for those who are just looking for another place to relax on campus.

While the community can expect the project to be completed within the coming years, many things are still unknown. Before any kind of construction can begin, the town of Dedham and Nobles’ Financial Office must approve the project. Every year, the Financial Office allots bud-

gets for upcoming projects, big and small. Chief Financial and Operating Officer Steve Ginsberg said, “This project will be paid for out of the school budget or accumulated reserves. It’s not an inexpensive project, but it’s not to the level of the [Putnam] Library.” Though the construction likely won’t begin until late summer of 2024 at the earliest, this project is something for students to have on their radar, as it could mean more accessible parking for family and friends visiting campus during crowded school events. “There is still a lot of work to be done before this project is approved. To move forward, we will still need to get the town approval, and confirm the financial piece with the board of trustees,” Ginsberg said. “But hopefully, in around the next three months, we will have a better sense of whether the project will move forward.”

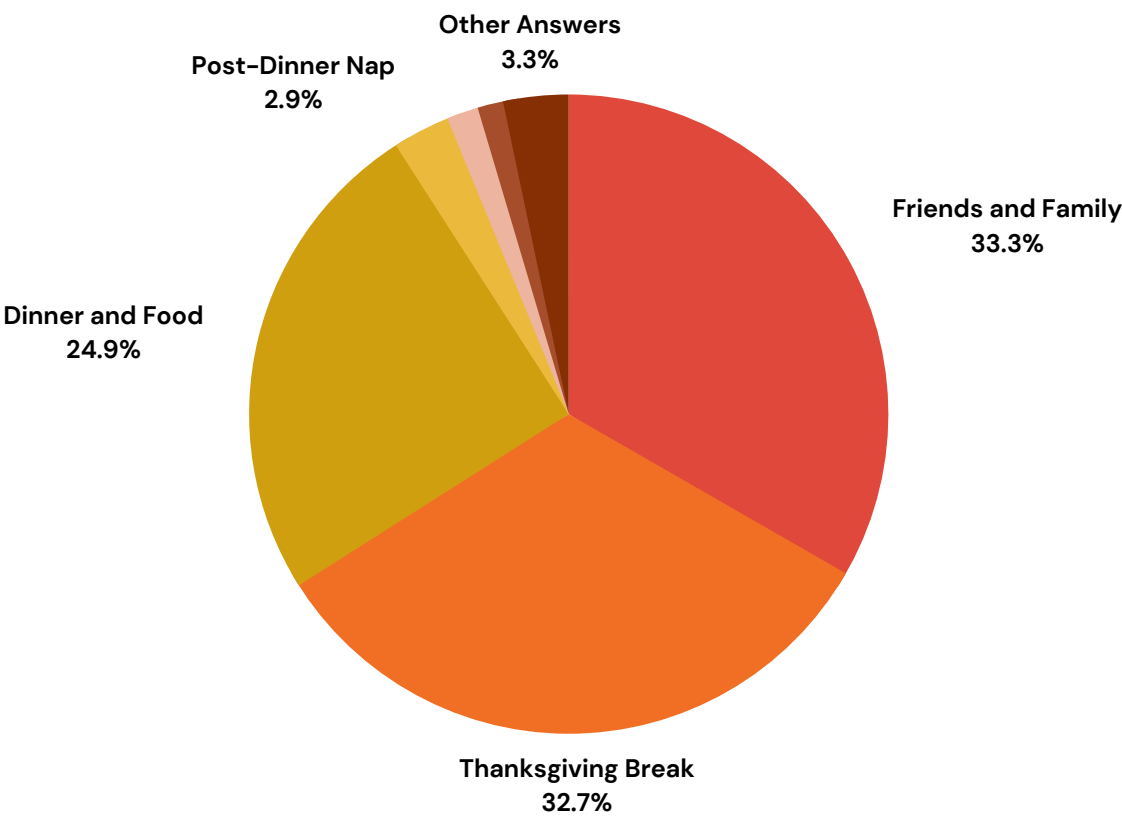
Since Sketchy is on track to be paved, many may be questioning whether or not Nobles has sufficient student parking. To debunk any concerns, campus lots contain more than sufficient space to house student transportation. Despite this fact, lots often fill up based on individual preference and convenient access to athletic afternoon programs. The new combination of Sketchy and McLeod is not designed to offer greater availability for student-preferred parking, and instead will largely be used for guests arriving on campus to watch games or participate in large events.



Thanksgiving Spread

With Thanksgiving Break around the corner, we hope you have some rest, relaxation, and most importantly, a chance to enjoy your traditions, *The Nobleman* asked our greater community

What are you MOST Excited for this Thanksgiving?



Most Popular Choice:

Friends and Family

Least Popular Choice:

Cooking for Others

Most Popular “Write In”:

Traveling

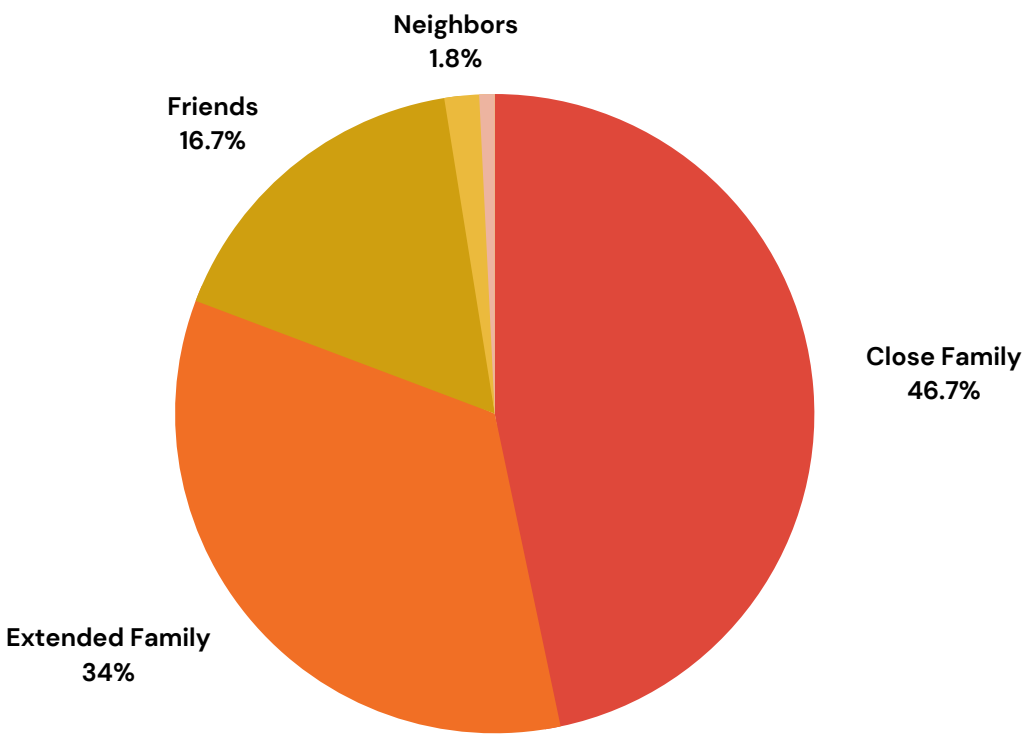
Our Favorite “Write In”:

Skiing

Our Least Favorite “Write In”:

Chess

With Whom Do You Usually Spend Thanksgiving?



Most Popular Choice:

Close Family

Least Popular Choice:

Neighbors

Most Popular “Write In”:

Dog

Our Favorite “Write In”:

Me Myself and I

Our Least Favorite “Write In”:

All Alone



ad: A Nobles Survey

r, students, teachers, and staff can finally get
feast! Considering Nobles' many cultures and
community how they spend their time off:



What is your Favorite Thanksgiving Food?

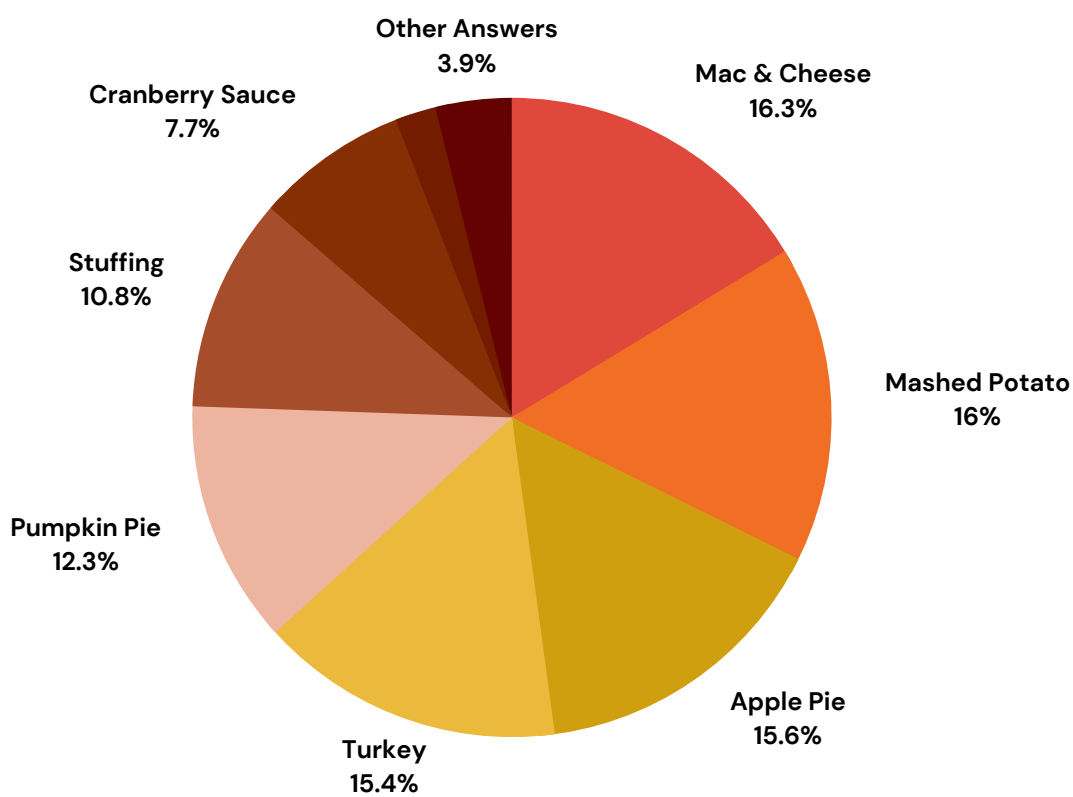
Most Popular Choice:
Mac & Cheese

Least Popular Choice:
Candied Yams

Most Popular "Write In":
Traditional/Cultural Dishes

Our Favorite "Write In":
Cheese

Our Least Favorite "Write In":
Peanuts



Best Post-Thanksgiving Dinner Activity?

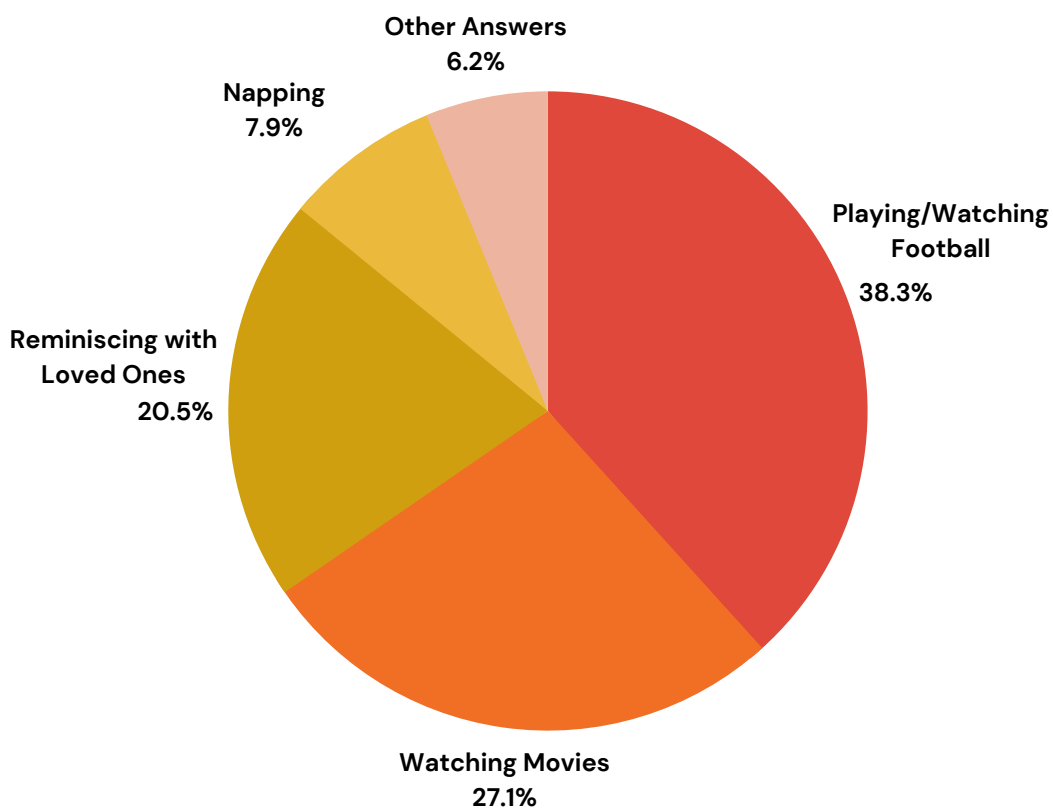
Most Popular Choice:
Playing/Watching Football

Least Popular Choice:
Napping

Most Popular "Write In":
Eating More Food

Our Favorite "Write In":
Thinking About Christmas

Our Least Favorite "Write In":
Scrolling on TikTok



Student Life

Requests and Rejections: Student Reactions to Past DJs (*cont.*)

ferent music than if we went to rural Louisiana,” Ewins said. After learning their audience before the event, talented DJs continue to excel by selecting popular songs among the crowd. Meghan Loeber (Class I) said, “Good song choices are important. They keep the vibes going.” Picking the right music ensures that the crowd continues dancing and enjoys the event, which is the ultimate goal of a DJ. Along those lines, DJs should never select songs based on their preferences. As a hired professional, personal bias towards specific genres and artists often alienates the crowd. The DJ at Fall Fest, known professionally as DJ WhySham, made

“Good song choices are important. They keep the vibes going.”

this mistake by playing unpopular music at the event, including multiple songs from Harry Styles. “God bless [Harry Styles]. He’s great. But if I hear ‘Watermelon Sugar’ one more time, I’m going to [lose it],” Ewins said of the event. Proper song selection can elevate the energy of an audience, while poor music choice can isolate the crowd. Great DJs effectively walk this line.

Another trait of a skilled DJ is the ability to read the room. After researching the audience’s demographics and choosing appropriate music, DJs should adapt to the crowd’s mood. Modifying their performance for the audience means switching out songs that won’t make the intended impression for songs that will positively transform the event’s energy. Understanding the crowd requires DJs to connect with the audience. Ewins said, “It’s part of your job to read the room. As a DJ, you need to read the room and understand what you need to do for the crowd to have a good time. I don’t know if [the DJ at Fall Fest] provided the best [atmosphere].”

“I find it really enjoyable. It’s cool how you create the experience through the music you pick.”

Additionally, the best DJs apply their creative artistry to an event’s music while catering to the audience. A new DJ on the scene, Amir Jamal (Class I), said, “DJs can be more creative instead of just playing generic music.” Although they should never perform with their interests in mind,



(Photo Credit: Ben Heider)

DJs have creative license to apply their craft and unique techniques to an audience’s interests. However, some DJs, such as DJ WhySham, use their creative license too liberally by controlling the crowd’s energy. Playing Harry Styles and other unwanted music tastes dampened the audience’s mood at Fall Fest and suffocated the room. Ewins said, “There’s another type of DJ [who says], ‘I’m the artist here. I’m going to take you on a ride, and you have to come with me,’ and that’s a different kind of performance.

That’s not a high school dance.” DJ WhySham was brought in as a replacement for longtime Nobles DJ, DJ Mike. Nobles opened up the job search to DJ WhySham this year, but it is evident that the position remains open. A House DJ, Jamal entered the industry around a year ago, learning the equipment and techniques himself. “I find it really enjoyable. It’s cool how you create the experience through the music you pick,” he said. Jamal currently DJs at house parties and plans to continue in college.

Given negative feedback about recent DJs, many students want Jamal to DJ at a Nobles event. Loeber said of DJ WhySham, “She was not a very good DJ. We should have had Amir Jamal get up there and be the DJ.” Ethan Train (Class II) agrees with Loeber. “You’re supporting a Nobles student... So I feel like that’s a great place to entertain [Jamal’s] interest,” he said. Jamal is open to the possibility of DJing at Nobles. The opportunity is a natural next step as students demand improvement in their music entertainment.

Shining a Light on Seasonal Shadows: Winter Depression at Nobles

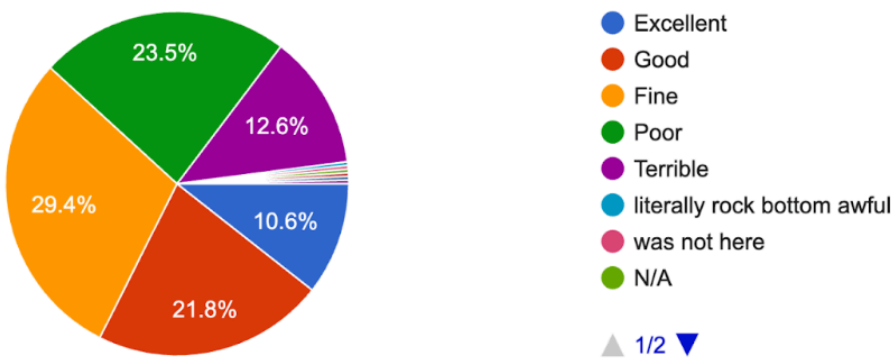
Eli Schotland
Staff Writer

As the seasons change and daylight savings time begins, many students find themselves waking up before the sun rises and getting home after it sets. The combination of limited daylight and long hours, as well as the increase in work as the year goes on, means that students’ mental health tends to decline during the winter months. Many students attribute their poor mental health during this season to “seasonal depression,” a term that gets bandied about frequently, and often inaccurately. It is important to understand what seasonal depression really is, and to investigate if it really affects students at Nobles. School Psychologist Jen Hamilton said, “Seasonal Affective Disorder (SAD) is a condition in which people start to feel down or unlike themselves when, in mid-fall and through the winter, the days become shorter and there is less daylight. It’s natural to feel that you have less energy and motivation when there is less exposure to sunlight during the day, but for some people, this effect is magnified and can affect how they think, feel, and manage daily tasks.” In order to better understand the mental health of the student body during their time at Nobles, *The Nobleman* conducted a survey that asked students to characterize their mental health during each academic quarter.

The results were clear: student mental health experiences a steep decline during the second and third quarters, or from November to mid-March. It remains unclear whether this is due to the changing seasons or the increased workload during the winter months. Students attributed the decline in mental health to both. During the winter academic quarters, the average student’s workload increases dramatically. *The Nobleman* conducted an additional survey to investigate whether the increased workload in past years has corresponded to a decline in mental health. During the first quarter, approximately 88% of students described their mental health as positive or neutral, and approximately 12% described it negatively. During the second quarter, the percentage of students who reported negative mental health increased to about 20%. In the third quarter, the number climbed to 36%. In quarter 4, student mental health significantly improved: only about 16% of students reported having poor mental health. When *The Nobleman* asked if students thought that the quar-

“The amount of work and pressure that the school puts on is the only reason that my mental health is terrible.”

Historically, how would you describe your mental health in Quarter 3?
293 responses



(Photo Credit: Eli Schotland)

ters had a direct effect on their mental health, 60% responded in the affirmative, 17% responded in the negative, and the remaining 23% were unsure. There was also a free response portion of the survey where students were asked to share their thoughts. Some students attributed their answers to their workload: “The amount of work and pressure that the school puts on is the only reason that my mental health is terrible,” one student said. Another student attributed their worsened mental health to seasonal exams. “When it is finals or midterms, the quarters get more stressful and I get worried,” they said. However, some students also blamed the seasonal changes, or a combination of the two factors, saying things like: “Seasonal depression is real,” and “The fall and winter can be brutal due to the grind and work load along with weather.” It seems that student mental


health struggles during the winter months due to a variety of factors, particularly the combination of less daylight with the increased workload. The third quarter is the longest, and the second quarter is the shortest, which compels teachers to assign more material before winter break begins. This makes midterms even harder and more stressful for many students. Whether Nobles will adjust the start and end dates of other quarters to balance students’ workload remains to be seen. Hamilton said, “Nobles’ administration is always looking for ways to support student well-being, as evidenced by the schedule overhaul that occurred this year. I know that a lot of thought has gone into the start and end dates of the quarters, including making sure to balance the length of each quarter, so I don’t think we would switch things around at this point; but we would certainly want to

hear from students what their concerns are.” As above, students are mostly concerned by how the combination of less daylight and increased workload affects their mental health. To solve this problem, Nobles could incorporate more late starts. Since assembly tends to be emptier during the winter as students concentrate on their schoolwork, it would be easier to work more late starts into the schedule, allowing students more time to rest, as well as to wake up at a reasonable time. Also, the administration should continue to provide its excellent mental health services, like therapy dogs during exams, or the Learning Center’s midterm prep meetings. It is important to remember that SAD is a condition that requires diagnosis from a professional, so if you or a friend is really struggling during the winter slog, you should reach out to your guidance counselor for help.

Satire

A New Era of NPCs: Shattuck Lockers

Gavin Lin
Layout Staff

 Tucked back against the wall unnoticed, hundreds of students walk by the Shattuck lockers every day. We've all wondered the same thing: does anyone actually use them? Fortunately, we now know the answer. A few beloved members of Class IV have recently been spotted putting the outdated lockers to use. School lockers represent an old chapter in the school's history. Gone are the days of keeping the numerous textbooks, notebooks, and other school supplies stowed away in lockers and cubbies to retrieve throughout the day. Now, there simply isn't a need to use lockers anymore, as the majority of notes and textbooks can be ac-

cessed online. However, it seems as if these new freshmen are determined to make an old trend flashy again. Merriam-Webster Dictionary defines an NPC as, "a character in a video game that does not represent and cannot be manipulated by a player." When applying this definition to real life, it is not too far-fetched to say these new freshmen may just be the embodiment of NPCs. There are a couple of guidelines you can use to determine whether or not a person is an NPC. For example, if you've ever walked by the same person multiple times in the span of a few minutes and they said "hi" to you each time, you may be able to justify calling them an NPC. Another way you can identify an NPC is if they say the same voiceline over and over again. Say some-

one tells a joke once and nobody laughs, an NPC might say the same sentence three or four times over again until someone either laughs or asks them to stop. It's not their fault, they just haven't unlocked complex dialogue yet. Whether you like these freshmen or not, it is nice to see the lockers being put to use. Is it possible the freshmen using them are unaware of Nobles' norms?? Perchance. However, without them, our community would not be the same. Who knows? Maybe someday everyone will go back to having a locker. I know if I had one, I'd use it to store the depression I get from taking four tests every week. You could also use a locker to store some snacks. With the inflated prices at the school store and Cafe 2000, buying bulk snacks to keep in a locker would




(Photo Credit:Max Daniello)

be the perfect way to save money. Overall, it's nice to see the Shattuck lockers being used again. Sure, they are being used by a bunch of NPCs, but at least they are bringing back memories of the good old times that only the oldest faculty members would know.

Who is The Best Guitarist at Nobles?

Johnathan Tillen
Layout Staff

 Following the impressive performances by Will Eckford (Class II) and Eli Wember (Class VI) in the last month, as well as a feature performed by Ariel Rabinovich (Class III) along with a few others, the Nobles community has caught a glimpse of the sheer amount of guitar talent possessed by the student body. This, however, sparks the question: who is the best guitarist at Nobles? In the first corner, standing at a staggering six foot two with outfits that often challenge the dress code, we are faced with our first contestant: Will Eckford, who has dominated the guitar scene since his debut performance during his freshman year. Eckford mostly enjoys performing rock, as well as his recent original piece. Having played the guitar for nearly seven years, Eckford has plenty of expe-

rience as a guitarist. When asked who he believes is the best guitarist at Nobles, Eckford, with a look as amused as it is enraged, says, "I think you know the answer to that."In the second corner stands Ariel Rabinovich (Class III) at

five foot two, and what he lacks in height he makes up for with his incredible performer presence. Experimenting with jazz, blues, and other forms of improvisation, Rabinovich has a wide range of talents for the assembly




(Photo Credit: Avery Winder)

stage. Rabinovich has also played guitar for around seven years and had his debut performance early Freshman year, striking many parallels to Eckford. When asked who he believes the best guitarist is, he said, "I would definitely say I am the best. Sure, Eckford and Wember are talented guys, but I don't think anything matches my presence on an assembly stage. You can't teach that." Our third contestant, the fan-favorite dark horse, reigns from Pratt Middle School. Eli Wember is a new contender, who shocked the school with his skills just a month into the year. After dabbling in drums and piano, Wember found his passion in the guitar. Acoustic, electric—it doesn't matter, as he can shred regardless of what you hand him. Another quality that characterizes Wember's talent is his love for performing. "I like performing in front of people. And every time I do it, more people come. I

think the last time I performed, there were 100 people," Wember says. Being so much younger than the high schoolers Eckford and Rabinovich, you might assume Wember is severely disadvantaged. However, you would be gravely mistaken. Wember's age motivates him even more to rule the guitar scene. When asked who he thinks is the best guitarist at Nobles, Wember says, "Me. Because I'm the youngest and probably the least experienced, and I'm assuming that they didn't perform in assembly three weeks into the first year." While these contestants continue to make names for themselves, the question remains: who is the best guitarist at Nobles? Though Wember mentions a possible assembly performance with Rabinovich, a battle of the bands or "guitar-off" for a future assembly performance may allow the community to crown an ultimate champion for the title of best guitarist.

What To Do When Your Friend Is Giving A Tour

Matt Anderson
Layout Staff

 When you see your friend giving a tour to a prospective student, there are a myriad of possible reactions, responses, and courses of action you can take. To help you out, I am going to break down the top 5 things to do when you see your friend giving a tour. Disclaimer: this list does not include the "Happy Birthday," as you're a squid if you utilize this method. 1: One classic move is congratulating them on a college acceptance or commitment. Walk up to your friend enthusiastically, and give them props for getting into a prestigious top-10 college or committing to play collegiate-level athletics at high D1 school. Serviceable options include HPY (Harvard-Princeton-Yale) and NESACs, as true Nobles students know that

those are the only schools that exist. Your positive affirmations are sure to make the applicant awestruck and the tour parents eager to send their kids here. 2: If you're a little shy and fear confrontation, try following the tour around with a notebook and pen to grade them on their tour! As a member of the Nobles community, you are responsible for ensuring the new crop of students each year is up to par with the highest standards. After all, we aren't just showing the tours around; we're testing to see if they belong here. If you find yourself giving them anything less than a perfect score, slip a note to the Admissions Office, and you can sleep soundly knowing they won't take another step on our glorious campus ever again. 3: If you're a true student-athlete, it's not a bad idea to pretend to be a sports recruiter for your respective team and pull the applicant of the tour

aside for a little chat. Give them a pep talk, say you want them to come to the MAC on the weekend for a workout, and give them your business card for future contact. It's sure to get the kid excited and allows you to cull the weak come time for tryouts. 4: Why not scare the tour a little and exaggerate some of the darker sides of being a Nobles student? Emphasize the painstaking, tear-shedding, agony-inducing amount of work we receive and the false hope of free time that is weekends. The prospective applicant will definitely have a little giggle and put on a determined look as they prepare to enter a slugfest of sheer will with some of the other brightest minds in the country to make it out of here with their sanity intact. 5: My fifth and final suggestion is to demonstrate to the tour family just how tight-knit the student body is at Nobles. What better way to do that than by walk-

ing up to your tour guide friend, giving them a friendly wave, and showing off your intense wrestling skills by gently suplexing them to the ground as a customary welcome? The tour family will surely be impressed with the athletic standards and time-hon-

ored traditions of Nobles. I have outlined five of the many things to do when you see your friends giving a tour. If you're still somehow unsure of what to say or do... just say hi to them and pretend you're normal or something.




(Photo Credit: Zack Mittelstadt)

Feature

Paul Lieberman: A Jazz Virtuoso’s Journey to Nobles

Clare Struzziery
Staff Writer

 He’s a professional re-
cording saxophonist
and flutist who has
played on over 50 al-
bums. He has spent years touring
the United States with Brazilian
jazz stars Flora Purim and Airtó
Moreira, as well as Jaimoe of the
Allman Brothers Band. He has
comprised part of “Connecticut’s
#2 Party Band,” played a regular
late-night gig in Brazilian clubs,
worked as a cruise ship musician,
and was a member of a prestigious
Rio de Janeiro horn section. Paul
Lieberman is an Artist-in-Res-
idence and the Director of the
Wind and Jazz Ensembles at No-
bles. He brings decades of expe-
rience as a musician in all kinds
of performance settings to his
work in the Music Department.
Lieberman got his start in
music in the fourth grade, when
he learned to play the flute. In
middle school, his band director
informed him that a saxophone
player was needed for the next
fall’s Jazz Band, and sent him
home for the summer with the
instrument. Young Lieberman
attempted to figure out how to
play the instrument on his own.
When asked about
his own musical back-

round, Lieberman states,
“Teaching yourself
musical instruments...
I don’t recommend it.”

Shortly after, a local church
hired him to play for a service,
and Lieberman’s decades-long
professional music career began.
Lieberman played flute
and saxophone throughout high
school, and he followed his musi-
cal aspirations to Yale University,
where he earned his Bachelor of
Arts degree in Music. Lieber-
man studied music history and
music theory in the classroom,
while also playing in the Yale
Jazz Band and “gigging” around
New Haven’s lively music scene.
In college he joined “Connecti-
cut’s #2 Party Band,” and he and
his bandmates traversed the state,
playing rock music for people to
dance to at weddings and parties.
After college, Lieberman
moved to New York City, where he
stumbled upon a vibrant Brazilian
music scene while working as a
musician in Manhattan’s Green-
wich Village. He began working
with a Brazilian “big band” called
Amazon, which led to him be-
ing invited to tour the United
States for two years with Brazilian
jazz stars Flora Purim and Airtó
Moreira. “I was the only gringo,

so I got tired of hearing people
talk in a language that I couldn’t
understand...I thought I’d better
try to learn some Portuguese,” Li-
eberman said. After beginning to
learn a new language, Lieberman
was invited to move to Brazil and
perform with one of his band-
mates, starting at a National Jazz
Festival. However, when he got
the call, Lieberman was aboard a
cruise ship on the Mediterranean,
where he had planned to stay for
the rest of the summer. His band-
mate informed him that he would
have to fly straight to Brazil from
Athens, Greece, in order to make
his performances. “So I called
my parents and said: ‘I’m mov-
ing to Brazil. And I’m not com-
ing home first,’” said Lieberman.
While in Brazil, Lieberman
performed for a wide variety of
audiences. He was a member of
the first call Rio de Janeiro horn
section, meaning that top Bra-
zilian artists called Lieberman
when they were interested in
adding a horn section to their lat-
est track. In addition, he played
Brazilian jazz in nightclubs four
nights a week from 1 a.m. to 4
a.m. Of his many performances
in the country, Lieberman said,
“I found, at the time, that Brazil-
ian audiences were more musical
than American audiences...it just
sounded like a choir, and it was
just tremendous fun.” Lieberman

then spent 10 years touring with
Jaimoe, one of the co-founders
of the Allman Brothers Band,
one of the most influential rock
bands from the American South.
However, upon his return
to the United States, Lieberman
quit music to pursue a career
in business, believing that the
musical chapter of his life was
closed forever. “When I came
back from Brazil...I quit and I
sold all my instruments. And
I went silent for six years.” Af-
ter years without picking up an
instrument, Lieberman’s wife
surprised him with a Casio key-
board from Costco as a Christ-
mas gift. He was unable to stay
away from music for any longer.
“[It had] called him back,” he said.
Lieberman returned to mu-
sic as an educator, first joining the
music faculty before receiving his
Master of Music degree in Jazz
Composition and Arranging at
the University of Massachusetts
Amherst. He arrived at Nobles 10
years ago after connecting with his
high school jazz bandmate Music
Faculty Michael Turner via social
media and has since done import-
ant work with the Wind and Jazz
Ensembles, Middle School Wind
Ensemble, and Jam Band. On
the differences between teaching
music at the middle school, high
school, and college level, Lieb-
erman says, “I think I would say

they’re the same, in that music
is about life. And what I’m really
trying to teach people is num-
ber one, to not let your fear stop
you. Number two, to learn how
to take a complicated problem
and break it down into pieces.”
Lieberman’s illustri-
ous music background has
allowed him to bring invalua-
ble experience and perspec-
tive to teaching. Turner says,

“From his first day
here, he has sought
ways to elevate the
school’s instrumental
music program and to
bring diverse forms
of music to the entire
Nobles community. At
the same time, he is
constantly searching
for ways to improve
and grow, as a musi-
cian and teacher him-
self. This is perhaps
the most essential
modeling that a ma-
suic teacher can give
their students.”

The Heart of Nobles Night (continued)

Morgan Gibson
Staff Writer

(continued from page 1)
-that fundraising goals will be
met. “When we reach our fund-
raising goals for Nobles Night, it
gives the school the confidence
that we can reach our overall an-
nual giving goals by the end of the
year, and this allows our adminis-
tration to think big for our stu-
dents,” Rose said. Special Events
Coordinator Katherine Minevitz
said, “We just say, I’m doing fes-
tive evening to celebrate novels,
we don’t say anything about the
money. The tone is Thank you for
what you’ve done.” Though there
is no fundraising during Nobles
Night, a goal of the event is to
raise about ⅓ of the annual fund
through giving prior to and after
the event through donations and
pledges. Rose said, “The tradition
of Nobles Night has set a pattern.
Our graduates expect to hear from
us in September when we kick off
our annual giving fundraising.”
Along with providing
drinks and a welcoming social
atmosphere, Nobles Night has a
brief program of events. The night
begins with a “pre-party” for vol-
unteers who are critical to the
setup of the event and the fund-
raising that takes place before
the event. President of the Board
of Trustees John Montgomery
(N ‘83) begins the night by wel-
coming everyone. From there,
a volunteer who has displayed a
commitment to helping Nobles
is presented with the Richard
T. Flood Award. Hall then gives

a speech before both the An-
nual Nobles Fund and the First
Class Fund for Faculty are intro-
duced via a Ben Heider video.
Although the event typical-
ly takes place in Rappaport Gym,
the location has varied in years
past based on significant devel-
opments in the community. For
example, when the New Castle
was constructed, Nobles Night
took place there, and attendees
were able to walk around every

part of the castle. The same is true
for the Henderson Arts Center
and the Omni when they were
constructed. Hosting the event
at an off-campus site has been
suggested, but graduates and par-
ents alike agree that Nobles is the
only place to host such a signifi-
cant event. Minevitz said, “Some
schools would have an event like
this off campus. [But] everybody
at Nobles loves to come to events
on campus, even if they’re in a

gymnasium. So the challenge is
how do you make the gymnasi-
um look not like a gymnasium?”
The gym is transformed
into a fantastic event space af-
ter months of work spearhead-
ed by Minevitz in collaboration
with Buildings and Grounds,
outside vendors, and countless
volunteers. FLIK also provides
incredible catering every year.
“If you think the food is good
at lunch, you should see it at

Nobles Night!” Minevitz said.
Nobles Night has a tremen-
dous impact on the Class I Fund
for teacher compensation and
the annual fund, which funds
every aspect of a Nobles educa-
tion and makes up about 9-12%
of the school budget. However,
more than that, Nobles Night is a
way for old friends to reconnect
and for community members to
meet each other. “[Nobles Night]
just creates camaraderie among
everybody,” Minevitz said.



(Photo Credit: Michael Dwyer)

News

Testing the Waters: the New Digital SAT

Eli Schotland
Staff Writer

Recently, the College Board—the organization in charge of administering standardized testing like AP exams and the SAT—made the important decision to move the SAT online starting in March of 2024. Traditionally, the SAT has been only paper-and-pencil. Why has the SAT shifted online? What does the digital transition entail? How does this affect students and the College Office at Nobles? This article will answer these questions and more.

Firstly, what is the SAT? The SAT, or Scholastic Aptitude Test, is a standardized test used by many colleges and universities to assess a student's academic preparedness for college or their eligibility for scholarships. It consists of four sections: Evidence-Based Reading, Writing and Language, Mathematics No-Calculator, and Mathematics Calculator. While the SAT is not the primary factor in determining whether or not a student is admitted into a college or receives a scholarship, it is often an important aspect of the college admissions process. To quote the Princeton Review: "Overall, the higher you score on the SAT...the more options for

attending and paying for college will be available to you." Since nearly every Nobles student applies to college, any change to the SAT has great relevance to the student body. So what changes have been made to the SAT?

After March 2024, the SAT will now only be administered digitally through the BlueBook app, which is free and available on most computers through the College Board website. There are several reasons for this shift. Firstly, the digital SAT will have fewer questions with the goal of shortening test-taking time. A key factor in this decision was the time required for students with extended time to complete the test. Students with extended time often had to split the test into two sessions, increasing their test-taking duration from three hours to six. In contrast, the new test will only take a little over two hours for students with regular time.

With the digital move, the SAT will also be adaptive, meaning it will respond to how the student scores on the previous section. For example, if a student performs very well on the first reading section, the second reading section will become more difficult in response to the student's skill level. Another reason for shifting the SAT to a digital format was to make students

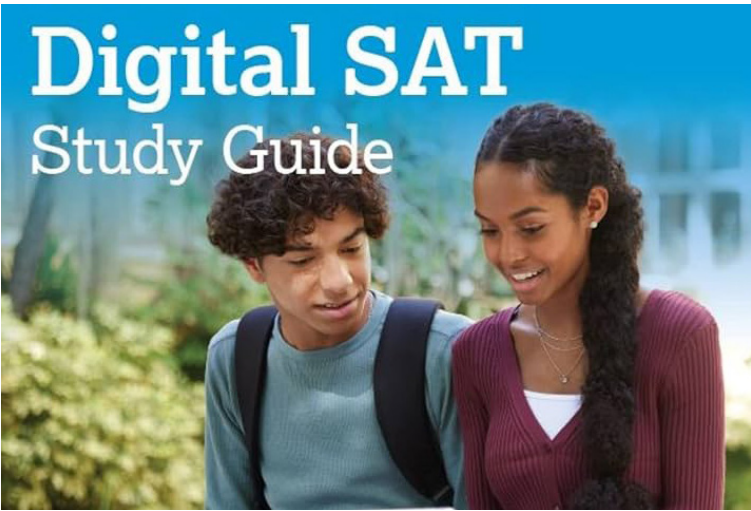
more comfortable with the layout of the test. Standardized Testing Coordinator Kimya Charles said, "Part of [moving to digital] was meeting students where they are...students who are testing now have grown up in a digital world and are much more comfortable using technology...being able to test in a way or a format that students do a lot of learning...seemed to make sense."

What are some benefits of the SAT's digital move? Firstly, students will receive their grades much faster. The original test took a long time to grade and return, whereas the new test will take much less. The shift will also reduce cheating. Since every SAT question will be random, no two digital SATs will look alike. This means that students will not be able to get information from looking at other test-takers' screens, or circulate answers, which were two major sources of cheating on the paper-and-pencil tests. Additionally, moving away from paper has an environmental benefit—no more cutting down trees. Students will also have access to a Desmos graphing calculator on the math sections, which is easier to use and has more features than the TI-84 graphing calculator typically allowed for the paper test. As for the reading section, there will be a new annotation tool that

allows students to highlight certain parts of a given passage they consider important. These shifts were made to modernize the SAT by removing unnecessary challenges that didn't serve to measure a student's intelligence well.

However, the new BlueBook system has already presented some difficulties. On October 14, 2023, the Nobles College Office administered the PSAT—a practice version of the SAT—digitally for the first time. The new digital PSAT was very buggy and caused some problems for the College Office. Charles said "there were a lot of kinks that still needed to be worked out". The problems weren't catastrophic, just frustrating. For example, the BlueBook app on

the proctors' computers incorrectly reported some students as having moved ahead to the next section too early, or lagging behind by a section. Investigation revealed that all the students were in the right section. Charles spent a lot of time during the PSAT fixing similar issues. Furthermore, she mentioned that college office personnel at other schools reported similar problems. Transitioning from a physical system to a digital one can understandably pose a challenge, and it seems there are still some lingering concerns with the digital SAT. Hopefully, by the time the SAT begins to be administered digitally, whether at Nobles or elsewhere, these issues are resolved.



(Graphic Credit: College Board)

Opinion: Why Music at Nobles is Struggling

Owen Harrington
Staff Writer

In December 2016, I entered the old Lawrence Auditorium for the very first time and was treated to a night of music that I will never forget. I can vividly recall the beautiful harmonies of the Chamber Singers followed by the uptempo performances by the Nobleonians and the Greensleeves. Despite only being in fourth grade at the time, I longed to one day perform on that stage, wearing the Nobleonians tie, surrounded by what seemed to be such a fun and talented community. I stuck with that goal, joining the Nobleonians my freshman year, and becoming its president this year. The group has cultivated some of my most meaningful friendships becoming one of my favorite parts of my Nobles experience. I've observed or been involved with the ensemble for nearly eight years now, I have seen it undergo numerous modifications, many of which guided the group in the right direction. However, I believe that a number of changes instituted this year have deeply impacted the core of the group, leaving me truly concerned about the current state of the Nobleonians and the future of Music at Nobles.

The new schedule has been great for so many reasons, but its effect on small musical ensembles like the Nobleonians and the Greensleeves has been entirely negative. Historically, these



(Graphic credit: Jonathan Tillen)

groups have met for an hour and a half every Tuesday evening, but are now only given an hour each week on Monday mornings. Any member of these ensembles will tell you that even with an hour and a half each week, groups struggled to prepare effectively for concerts, and the tremendous decrease in rehearsal time this year only makes this issue worse. In addition, the choral concert has been moved forward by nearly an entire month, from December 13th last year to November 17th this year, further exasperating the issue.

The switch from Tuesday evenings to Monday mornings also significantly impacted the special community that members of these groups were able to build. The evening rehearsals

allowed members to grab dinner together beforehand and relax without needing to worry about classes or work. Some of my favorite memories of the group came from the bonding opportunities that evening rehearsals offered, but now there is much less time for community building, and many members have to choose music over clubs that meet during those same blocks.

Making matters worse, this change was proposed to the groups at the end of last year and was met with significant backlash, yet it was still instituted. While we were assured that the modifications would make the group better, nearly every member still wishes that meetings were in the evenings. We simply no longer have the re-

hearsal time nor the community-building time that is required to make these groups so special.

There is also a proposed change to ensembles' concert attire which would force every group to wear all black, meaning that the Nobleonians could no longer sport their iconic blue and white ties which has been a tradition for decades. This is intended to eliminate the need for outfit changes during the concert, but I have never found this to be a problem, despite being in multiple ensembles each year. The outfit is a core part of the Nobleonians identity and getting rid of it would only further hurt the group at this challenging time. Some of the group's current challenges are not at all related to

changes instituted by the school, but rather the challenges faced by young singers during the COVID-19 Pandemic. For starters, the lack of organized singing during the pandemic means that many of the singers currently involved with these small ensembles, including myself, missed out on over a year of organized singing experience, reducing the complexity of the music that we are capable of performing. In addition, the pandemic occurred right around the time that many of the current performers went through their voice changes. Singing consistently throughout this process allows singers to keep their higher notes, but because people were not singing during the pandemic, there is a distinct lack of higher voices currently in the ensemble, further modifying our possible repertoire. This unbalance within the group will sort itself out with time, but is certainly not helped by the slew of other negative changes.

Music is a core part of the Nobles community, and it has shaped my entire experience at this school. It saddens me to write this piece highlighting the current challenges that the department is facing, but I truly hope that action is taken to put these ensembles back on the right track. Music has the power to change lives, and I felt that firsthand eight years ago during my first choral concert in Lawrence. I want to be able to have that same effect on future community members, and I believe that with the correct changes, we will be able to do that again.

Athletics

JV Teams: Why No Golf?

Joshua Levine
Staff Writer



The Nobles Varsity Golf team is competitive, only keeping eight or nine players each spring with no junior varsity (JV) team. Th s fall, ten students tried out for the golf team, in addition to the six returning players, meaning only three of the ten non-returners will play for the team. Th s year, the team includes trailblazer Irini Kolovos (Class I): “I’m the fi st girl on the team since 2016,” she said.

The Nobles Varsity Golf team is co-ed, as are most teams in the Independent Sports League (ISL); Middlesex is the rare example of an ISL school with a dedicated girls’ team. Th s year was Kolovos’ second time trying out for the golf team, after trying out during her junior year and, unfortunately, not making the cut. “I’m excited because I like playing golf! I’ve never played on a competitive golf team before,” Kolovos said.

However, the question still remains: why doesn’t Nobles have a JV Golf team? There’s a JV team for nearly every other sport; some–Boys’ Soccer and Basketball–even have thirds’ teams. Kolovos said, “There are defin tely enough people to form a JV Golf team at Nobles.”

The answer boils down

to a series of scheduling issues. Nobles Varsity Golf practices at Walpole Country Club, and they play their matches at Dedham Country and Polo Club. “We have real restrictions at the places we play golf [regarding] the number of tee times that they will give us,” Director of Athletics Alex Gallagher (N ’90) said. These country clubs must cater to their members, in addition to Nobles’ team, and thus, they cannot offer Nobles infin te tee times. Varsity Golf Coach Jeremy Kovacs reiterated this point: “There are very few courses that would allow us more than four tee times to play a match,” he said. Similar issues arise during practices, as the team can only have so many tee times.

These country clubs must cater to their members, in addition to Nobles’ team, and thus, they cannot offer Nobles infinite tee times.

So, it would be challenging to build a JV Golf team at Nobles without a course to play on. Nevertheless, there have been some on-campus developments that students interested in golfi g can

utilize. Specifi ally, a golf simulator in the Morrison Athletic Center (MAC) and a brand-new putting and chipping green are now available on campus. Even if students are not on the Varsity Golf team, they can use these resources.

Students wishing to tryout for Varsity Golf do face high barriers to entry when compared to other sports. “All of our kids who are currently on the roster [also] play tournament golf, and all of them, in some way, have their own coach at home,” Kovacs said. Altogether, these challenges create considerable barriers for students to play golf at Nobles; however, interested students can take advantage of the new golf resources on campus to practice, if they wish.

Still, Gallagher reiterated support for and the importance of Nobles’ JV teams. “Our JV programs are ‘both-and’ not ‘neither-or’ [programs]...[JV teams] are a place to develop kids who have a hope of making varsity, and [they are also] a level to take kids who might not have [an] interest in ever playing varsity in that sport and giving them a great team experience,” he said. JV teams serve several roles on campus for different student demographics, leading to positive experiences for all.

Another issue that arises on JV teams is the number of seniors they can carry, such as on

JV Squash and JV Tennis. Due to limited court space, the Varsity and JV Squash teams only carry nine players each, for a total of 18 boys and 18 girls in the program. These restrictions can sometimes cause issues, such as during the 2021-2022 winter season when many seniors tried out for JV Squash. “If a senior is not taking a spot from an underclassman, we allow them to play JV sports,” Gallagher said. That year, many seniors could not play squash due to the number of interested underclassmen. Gallagher said, “Th s year, our tennis model is

going to be very similar to our squash model, for the first time.” In past years, the JV Tennis teams have carried as many players who wereinterested in playing, but that policy will last no longer.

All in all, Nobles’ JV athletic programs are critical in helping develop younger athletes while providing a supportive team environment for students of all levels. That being said, JV Golf won’t come any time soon, given the physical space constraints the team faces.



The new chipping and putting green near the Castle.

(Photo Credit: Avery Winder)

A New Indoor Swimming Pool: The MAC Flood

Alan Cai
Business Manger



On the last day of September, water rushed across portions of the Morrison Athletic Center (MAC), fl wing out of pipes and onto the fl or from two primary sources: a broken sprinkler system in the boys’ locker room and the building’s main pump room. While this predicament ended up being a hassle for several teams, including the Boys Varsity Soccer team and their opponents, St. George’s, the damage caused was quickly contained and remedied by staff.

On that fateful day, a sprinkler head in the boys’ locker room was hit by a soccer ball, causing a degree of damage to the sprinkler. However, due to the nature of the fi e control system in the MAC, the single damaged sprinkler head spiraled into a minor fl od. Director of Athletics Alex Gallagher (N ’90) explained, “When a sprinkler head gets initiated when they break, all of the water in the pipes runs to that sprinkler head...So we ended up with some fl od ing in two locations. One was the locker room where the sprinkler head broke and the other was the pump room where there was so much water being forced to one sprinkler head that the pump room overfl wed because the water couldn’t all get through.”

Luckily, the actual damage caused by the fl od was relatively minimal. “There was ultimately very little damage of any sort.

We ended up with some fl od ing in the [main lobby] and the boys’ locker room. It didn’t really get into Cafe 2000, but [it] got into some of the equipment storage areas that we have in the back. Nothing got destroyed,” Gallagher said. Furthermore, the school will reimburse students’ lost items from the fl od. Gallagher continued, “We’ve been working with kids on things that might have been on the fl or in the boys’ locker room that got ruined that we had to throw away. We’ve been working to reimburse people for their losses, but we’re talking about a few hundred dollars, not something massive.” Chief Financial Office and Head Coach of the Boys’ Varsity Soccer Team Steve Ginsberg corroborated Gallagher’s assessment. “We will not submit an insurance claim for the fl od [...] It was a big disruption to the operations—games had to be canceled, but the actual damage was really limited,” Ginsberg said.

Gallagher credits the school’s contracted cleaning provider, UG2, with an effective and timely response to the fl od ing that allowed operations to smoothly resume within less than a day. Gallagher said, “Within 45 minutes of the accident, we had a team of UG2 people here to start working on the mess, and by the time I came down on Sunday, the next day, to check, you would have no idea that something had happened...We’ve got such a great cleaning crew team, who were not supposed to be here that day, but were here within 45 min-

utes and working their tails off to make sure that we were back to normal within about 12 hours.”

“We will not submit an insurance claim for the flood [...] It was a big disruption to the operations—games had to be canceled, but the actual damage was really limited,”

According to Ginsberg, the primary costs of the incident stemmed from cleaning expenses. Costs associated with fixi g the broken pipes and replacing damaged equipment claims were a non-issue and taken up by the school’s emergency fund, which is in place specifi ally for these situations. Thus, no money was redirected from the school’s normal budget to address the incident. Interestingly, the school did not need to file an insurance claim due to the incident falling under the school’s deductible. Ginsberg explained, “Unless it’s over \$10,000, we don’t submit a claim. [Insurance] is really to protect against something much bigger, and this incident will not come close to hitting that number.”

Even if the fl od had caused signifi ant damage, Nobles purchases insurance with a consortium of many other schools to mitigate fi ancial risk. Ginsberg said, “We are part of a consor-

tium with forty other independent schools in Massachusetts. We buy our insurance together. The reason behind that is if one school has a really bad year, it won’t affect their rates as much because you’re sharing the risk. For example, if there are a couple of schools that have really bad fl ods—million dollar fl ods—they have protection in that year and if it ever happens to Nobles, we will have the power of the Consortium behind us.” Luckily, Ginsberg notes that the most recent fl od was a “non-event on the insurance side.”

While the school intends to invest in installing cages on the sprinkler systems around the MAC, school administrators do not shy away from reminding students to be careful about playing in the MAC and causing potential damage.

“non-event on the insurance side.”

While this fl od was relatively minor, it still remains to be seen how the school will respond to future incidents, as natural disas-

ters only increase in tempo, and insurance premiums continue to climb exponentially. The school has taken a great deal of measures



(Photo Credit: Jonas Zatlyn-Weiner)

to minimize the risk of accidents; however, this fl od serves as a reminder that chance events may still occur. Luckily, the past fl od, unlike the one that tore through the MAC on its fi st few opening days, caused minimal damage, allowing both faculty, staff, and students to continue enjoying a variety of athletic pursuits at the MAC without much hassle or delay.

Student Life

Comparing Middle and Upper School Admissions

Nathan Nozea
Staff Writer



The fall season is upon us, which means an influx in the number of prospective students walking around campus. Halls that were already swarmed with people are now crowded with countless eager students trying to figure out if Nobles is the place for them. For current students, the Nobles admissions process is a mere memory. However, these memories differ greatly between students, most notably between those who applied to the Middle School and the Upper School. This inconsistency poses the question: what are some of the differences between applying to the Middle School versus the Upper School?

Contrary to popular belief, there are a lot of similarities between the Upper School and Middle School application processes. All students applying to Nobles are required to undergo interviews and must also write essays describing their personal experiences. The admission office's look for certain aspects of applicants' character in the application process as well, regardless of if they're applying for the Middle School or the Upper School. Chloe Coleman (Class IV) said, "Individuality was a big thing [during my in-

terview for the Upper School]... they looked for someone who's really well-rounded and strong... in a lot of [areas]." This emphasis on a student being unique was the same for those applying to the Middle School. Thomas Xue (Class II) said, "[During the middle school application] they try to look at you as a whole of a person...they'll [look to] see that you're passionate and that you have things that you love [doing]"

"Individuality was a big thing [during my interview for the Upper School]...they looked for someone who's really well-rounded and strong...in a lot of [areas]."

While the Upper School and Middle School share some similarities in terms of how they consider students, the process of applying to the Middle School vs the Upper School still differs in many ways. One of the main differences stems from the interview process. Students applying to the Middle School get the opportunity to participate in group inter-

views. During these interviews, students are grouped together in a room and must collaborate with their peers in order to complete an activity. These group activities can range greatly, including challenges such as building a tower out of clothespins or arranging shapes in a certain pattern.

Some might wonder why those applying for Middle School get a different interview process than those applying to the Upper School. "A lot of kids in the [middle school] age group aren't necessarily comfortable sitting one-on-one with an adult stranger answering questions...Putting them in small groups and taking them through fun and collaborative activities allows us to learn more about them because the [applicants] tend to relax in this setting and show their authentic selves," Director of Admissions Catherine Kershaw said. "Applicants to our upper school are often more comfortable with the one-on-one format compared to middle school-age students... Knowing that the full application will provide us with ample information about each student's academic and extracurricular profiles, we try to use the interview conversation to pose questions that are more likely to get after their personal qualities and values," she said.

Although the reasons for offering group interviews to prospective Middle School students make sense, many still question the Middle School application process and wonder if group interviews provide a higher success rate in getting into Nobles. Kesariya Nallari-Jhala (Class IV) doesn't think so. When applying to schools for freshman year, Nallari-Jhala underwent several applications that required group interviews. She said, "[During these interviews] I wasn't really able to showcase myself [which] is the point of an interview... [especially since] I was stuffed into a room of people I didn't know." At the same time, there are some students who agree that group interviews do give some sort of advantage. Kenny Chukwu (Class IV) said, "Group interviews would definitely make [people] feel more comfortable... they allow [students] to interact and think about what they want to say."

In addition to the group interview difference, some may think that the acceptance rate varies between Middle School

and Upper School admissions. Contrary to the popular misconception that the Upper School is more competitive to get into than the Middle School, the acceptance rate for both is usually around the same at 16%.

As the admission landscape is constantly evolving, the



(Photo Credit: Zack Mittelstadt)

process that prospective students face will likely continue to evolve. For now though, the application process at Nobles is here to stay.

Time Well Spent?: The 80-Hour Graduation Requirement

Clare Struzziery
Staff Writer



Every Upper Schooler is united by the task of completing 80 community service hours before graduation day. This is a breeze for some students, while others scramble to pick up hours cleaning the Spay Waggin' at the Animal Rescue League or volunteering at events like the James Joyce Ramble. Ask any student,

vice credit. The program sends students out in small groups to a rotating selection of local sites. This year, under the leadership of new Director of Experiential and Community Engaged Learning (EXCEL) Laura Neubauer, the Community Service program is placing a definite focus on the Dedham community, specifically the Dedham Public School system. Volunteers are sent daily to the Early Childhood Education Center and the Learning En-

richment And Play (LEAP) after-school enrichment programs at the Avery and Greenlodge schools. Neubauer explained that this shift was primarily driven by logistical concerns, as Dedham sites have short commute times from Nobles. "We have more time to do service," she said. Additionally, these Dedham schools have familiar education



(Photo Credit: Ben Heider)

and they will instantly be able to tell you how many hours they have, whether it be 300 or 0. However, not every student is able to communicate exactly why we have this requirement, and not everyone believes all they should be required to tick this box.

Many students turn to the Community Service Afternoon Program to earn 60 hours of ser-

vice credit. The program sends students out in small groups to a rotating selection of local sites. This year, under the leadership of new Director of Experiential and Community Engaged Learning (EXCEL) Laura Neubauer, the Community Service program is placing a definite focus on the Dedham community, specifically the Dedham Public School system. Volunteers are sent daily to the Early Childhood Education Center and the Learning En-

richment And Play (LEAP) after-school enrichment programs at the Avery and Greenlodge schools. Neubauer explained that this shift was primarily driven by logistical concerns, as Dedham sites have short commute times from Nobles. "We have more time to do service," she said. Additionally, these Dedham schools have familiar education

and safety infrastructure already in place. "It's important for sustainability purposes that we support programs that already exist and that have the infrastructure to serve their populations," Neubauer said. The Community Service program seeks to partner with after-school organizations that already have planned programming for their students. Neubauer said, "I understand that there is a community need for after-schooling... but we can't build that for them."

How can one quantify the impact of Nobles volunteers at these different sites? According to students and faculty involved with the program, it varies by site. At Community Servings in Jamaica Plain, where Nobles students pack meals for families with specific dietary needs due to chronic illness, Fall Community Service Faculty Sara Toga says that volunteers' impact can be quantified by the number of meals they package. However, at places like Hebrew SeniorLife, the impact of volunteers is not tangible but is meaningful nonetheless. When describing Trivia Days at the center, Toga said, "Those residents of that place, they light up when they're spending time with students."

Neubauer said that she is still learning about the Community Service program, and her goals for the program will partially depend on the strategic plan now being developed to direct Nobles' future. At the moment, she has no specific agenda. "We are evaluating our programs...and if that requires us

to revamp the approach to community service, then we'll do that, but right now, we're in the middle of the learning phase," she said.

"Those residents of that place, they light up when they're spending time with students."

Of the program's objective, Neubauer said that the priority is helping others: "If at the end of all these community service hours, [they're] only benefiting Nobles students then we failed." The aim of Community Service at Nobles is to serve partner organizations in the most effective and meaningful way, and that is Neubauer's first priority.

"If at the end of all these community service hours, [they're] only benefiting Nobles students then we failed."

Regarding the 80-hour requirement, Neubauer said, "There are some people who just want to get it done." Recognizing this, however, she said, "You get what you give." A student's commitment to the service they are performing directly correlates to the impact it will have, and also the personal benefit they may glean from it. Al-

though the primary goal of Community Service is not to enrich the student experience, Neubauer says that service can help students "increase empathy and build up resilience," but ultimately, service should "put partners first."

Some students take on the requirement wholeheartedly and with an understanding of what their service means. Ben Myers (Class II) says, "I think we have some sort of obligation for community service because we've been given so much." The idea of service as a responsibility for students, who have had access to a myriad of opportunities and resources, is one potential justification for the requirement. Ethan Train (Class II) said, "I think [community service] needs to be rerouted from the requirement to actually explaining why it's important." The community service requirement may only be useful to certain students if they understand why the school is asking it of them. The requirement itself may also degrade the value of service for some. "I think it's important to do community service, but I think requiring a certain amount of hours just makes it a thing to check off on a to-do list to graduate, and less of a thing that you actually are interested in and want to do," said Sasha Stern (Class II). As the Community Service program evolves over the next year under new leadership from Neubauer, students will await changes and answers. In the meantime, they will all be completing their 80 hours.

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FEATURED PLAYLIST OF THE MONTH

Darts and Laurels

Dart to EXCEL trip applications being due right after early applications

Laurel to Cafe 2000 being open until 6pm

Dart to last-week-of-quarter assignments

Laurel to the sun for being good during senior sunrise

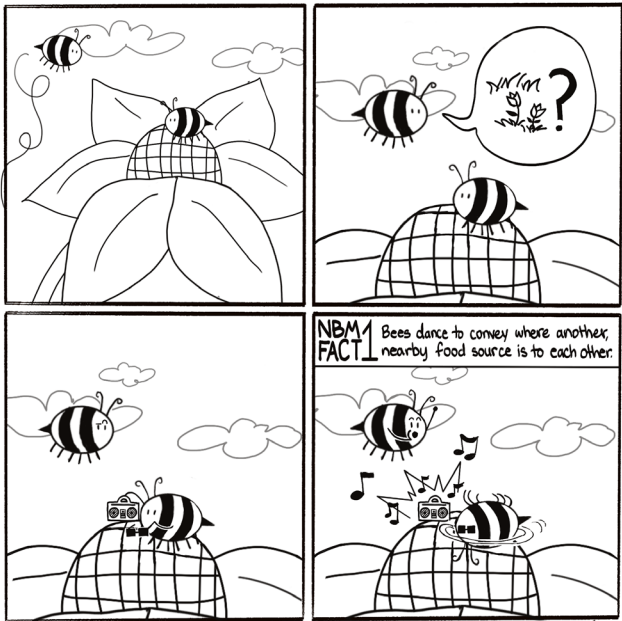
Dart to not being allowed to get food delivered to campus

Laurel to the October 18 faculty meeting

November Playlist Nostalgic Nirvanic Nocturnes: The Nobleman Editors



Check out our Instagram Page:



(Graphic Credit: Wudiana Fevrier)

