

## NEWS

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# Community Responds to Nationwide Violence

## CHAUVIN FOUND GUILTY OF MURDER



George Floyd's brother Philonise Floyd, left, and Benjamin Crump, a lawyer for his family, after the guilty verdict. Aaron Nesheim/The New York Times

By STACY CHEN, ELLIE ANA SPERANTAS, and the 143rd EDITORIAL BOARD

Minutes before former police officer Derek Chauvin was convicted of murdering 46-year-old Black man George Floyd on Tuesday, Ma'Khia Bryant, a 16-year-old Black girl, was fatally shot by police in Columbus, Ohio. Bryant's shooting was only one among a series of recent police and mass shootings of Black and brown Americans across the nation.

Within the span of the last few weeks, 13-year-old Mexican American boy Adam Toledo was shot by police officer Eric Stillman in Chicago on March 29, and 20-year-old Black man Daunte Demetrius Wright was shot by police officer Kimberly Ann Potter in Minneapolis on April 11. Soon after, on April 15, Brandon Scott Hole committed a

mass shooting at a FedEx in Indianapolis, killing eight: Matthew R. Alexander, 32; Samaria Blackwell, 19; Amrjeet Johal, 66; Jasvinder Kaur, 50; Jasvinder Singh, 70; Amarjit Sekhon, 49; Karli Smith, 19; and John Weisert, 74.

Principal William Rawson sent an all-school email entitled "Self-Care" on April 19 in response to these events, encouraging students to practice "self-care." Rawson sent out another email with the subject, "Our commitment to justice" on April 21, which addressed the Chauvin guilty verdict. Rawson included a link to anti-racist opportunities and noted resources available to students. The 2020-2021 Executive Board of Student Council (StuCo) sent an email to StuCo members providing student resources and links to donate two days prior.

The following day, Director of Equity and Inclusion

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## High Homework Load Overwhelms Students

By JETT GOETZ, HANNAH PARK, REILLY PIERSIMONI and ANDREW YUAN

As the Academy approaches the fifth week of spring term, with resumed in-person classes for the first period of time in over a year, students struggle to keep up with the demanding workload. In an all-faculty email sent out by Dean of Faculty Ellen Wolff in response to student concerns, instructors were asked to assign less homework given the new packed schedule. Academic departments worked to integrate workload reduction policies to their curriculum.

Wolff wrote in an email to The Exonian that "strategies for revising homework expectations will vary from discipline to discipline, and will include adjustments such as: 'homework holidays,' reduc-

tions of homework by 15 minutes per night, asynchronous meetings, emphasizing that when a student hits the homework time mark on any given assignment, they should stop."

"All faculty members have a keen sense of how taxing this pandemic year has been and is now on our students," Wolff said.

In response, the Health Department chose to cancel classes last week, and instead offered chaperoned groups of students into town.

The Modern Language Department also decided to change their homework guidelines. "When the administration asked departments to adjust homework, Modern Languages agreed on the following changes: 1: that all classes would reduce homework by about 15 minutes (to 40 minutes rather than 55 for reserve classes, and 55

minutes rather than 70 for non-reserve) and 2: teachers would have one asynchronous meeting per 2-week cycle," Modern Language Instructor Katherine Fair said.

"While I cannot generalize about our entire department, many of us have noticed that students are more tired and stressed out this spring than in previous terms," Fair added.

History Instructor Alexa Caldwell has noticed similar trends in classes. "They seem incredibly beat down and I am working with them on how to complete their homework in a semi-low stress way," Caldwell said. "And if that means Harkness needs to be substituted for a little more teacher scaffolding and guidance... that is the approach I will take to finish out the year."

"In reaction to the email, I have reiterated to my students the time allotment they should

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## TEDxPhillipsExeterAcademy Seeks "The Search"

By ELLIE ANA SPERANTAS and ANDREW YUAN

The 2021 TEDxPhillipsExeterAcademy Organizational Team hosted the Academy's third annual TEDx event at the Bowld Recital Studio on April 18 following the theme, "The Search."

The event was 100 minutes long and featured nine speakers—upper Emma Chen, lower Matilda Damon, upper Siona Jain, lower Kodi Suzuki Lopez, senior Nahla Owens, prep Achyuta Rajaram, upper Dellara Sheibani, prep Aavik Wadivkar and upper Nathan Zhou—who gave speeches about a range of topics, from parental drug addiction to homomorphic encryption.

Upper and 2019 speaker Maxine Park took on the responsibility for organizing

TEDxPhillipsExeterAcademy following the graduation of former Executive Director Elizabeth Kostina last fall. Park invited upper and 2019 speaker Hansi Zhu to work alongside her as the Event Manager to organize the event.

According to Zhu, the planning team met primarily on Zoom due to the Academy's hybrid winter term, COVID safety protocols and quarantine procedures. The entire planning team did not have the chance to meet in-person, and no sector of the team met in-person until late February after the Academy's post-return quarantine on campus.

Park explained that the decision to host TEDx with a hybrid structure was to accommodate the Academy's COVID safety protocols. "We were definitely cognizant of the fact that not a lot of people

could come due to social distancing. We could have less than half the normal capacity of the Bowld. We really wanted speakers' friends to make the event but also to have our off-campus community to watch their friends, watch their families," Park said. "We decided to have a partially in-person audience because we want the speakers to feel that rewarding experience of at least having people there to support them physically after they have worked so hard."

Faculty Adviser and Assistant Director of Student Activity Kelly McGahie acknowledged the support provided by the Dean's Office and Facilities Management. "I give a lot of credit to the Dean's Office and all the people in Facilities who have really shifted our way of doing business," McGahie said.

When deciding the theme of this year's event, the or-

TEDx, 3

## New CAPS Counselor Hired

By ANNA KIM, SAFIRA SCHIOWITZ and CLARK WU

With 18 years of experience in the mental health field, Licensed Clinician Kathy Simon joined the Counseling and Psychological Services (CAPS) Department this spring. Simon hails from Boston and serves as the only Black woman counselor available in CAPS.

Simon received her bachelor's degree in both psychology and sociology at Sacred Heart University, and subsequently joined a forensic unit working with people who required hospitalization for mental health concerns. Inspired by the

experience, Simon took on roles at other state hospitals and mental health settings such as supportive housing, and short and long term residential and day treatment programs. She then decided to pursue a master's degree in social work at Simmons College.

Drawn to the intersection between psychology and law, Simon worked at a correctional facility in Boston and a juvenile court clinic. "It was incredibly intense but rewarding work," she said. "At the clinic, I would meet with the children's families and essentially write reports about the person, their life, their experiences, all that was going on with them. This helps the court understand



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Kathy Simon smiles in the Counseling and Psychological Services office.

William Park/The Exonian



# News

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Read about Exeter's Counseling and Psychological Services' (CAPS) newest member, 1.

## » HOMEWORK

Read about students' thoughts on and/or struggles with the workload during a term with a packed schedule, 1.

## » ATHLETES

Read about Athletes for Racial Justice (ARJ), a new affinity space that brings together athletes of color.

# Derek Chauvin Found Guilty of Murdering George Floyd

Ex-Minneapolis police officer Derek Chauvin was found guilty of the second-degree murder, third-degree murder and second-degree manslaughter of 46-year old Black man George Floyd on April 20. Chauvin's trial began on March 29, with Judge Peter A. Cahill set to issue a sentence in eight weeks. Under maximum sentencing for each charge, Chauvin could be sentenced to up to 75 years in prison.

Sister of George Floyd

LaTonya Floyd said, "My brother got justice, and that's very rare." The verdict comes nearly a year after Chauvin murdered George Floyd on May 25. After arresting Floyd on suspicion of Floyd using a counterfeit bill, Chauvin knelt on Floyd's neck for nine minutes and 29 seconds, Minneapolis police body camera footage and video taken by bystanders indicated that Floyd said "I can't breathe" over 20 times before losing consciousness.

Floyd was pronounced dead two hours later at the Hennepin County Medical Center. Floyd's death set off nationwide protests against white supremacy and police brutality.

The 12-person jury consisted of six white, four Black, and two multiracial-identifying jurors, who voted unanimously to convict Chauvin of all three charges levied against him. "The Chauvin trial was different from previous police use-of-force cases that also

seemed strong in that multiple police officers testified persuasively that Chauvin's conduct was unlawful," Cornell law professor Valerie Hans said. "The police broke a pattern. Other police officers stepping up and describing Chauvin and the way in which he was unlawful, in their view, in his use of force. I think that was absolutely key."

Brother of George Floyd Philonise Floyd reacted to the guilty verdict. "Today, we are able to

breathe again," P. Floyd said. "We have to always understand that we have to march. We will have to do this for life. We have to protest because it seems like this is a never-ending cycle. I'm not just fighting for George anymore, I'm fighting for everyone around the world."

Academy students acknowledged the conviction as progress, yet said there was a long way until justice was achieved. "Obviously I'm happy that he was found guilty but I'm

also not happy, because at the end of the day a Black man was murdered unjustly, and he's never going to be with his family again," Student Council co-Secretary Kiese Nanor said. "People are like, 'Oh, yeah, this is justice,' but I don't think it's necessarily justice to begin with. This is more indicative of a problem with the police system in general, in the United States, and the state of our race relations within our country."

# Community Responds to Nationwide Violence Cont.

sion Stephanie Bramlett sent an all-student email with the subject line "Follow up - support for the community," which highlighted on-campus resources. These included Counseling and Psychological Services (CAPS), Office of Multicultural Affairs (OMA) and Office of Equity and Inclusion, Dean of Students Office and Religious and Spiritual Life, as well as affinity groups and other clubs.

Senior Hassane Fiteni was frustrated by the "self-care" options the Academy provided. "The assumption the school makes is that people have time to go to [the Academy's] healing sessions," Fiteni said. "But the school is the same institution that's giving kids all this stress and pressure to succeed, go to class, do their homework, write their papers and study for tests. A lot of kids are like, 'How can I do both?' I think the school needs to actually understand that it's part of a problem."

Additionally, Fiteni called for concrete changes from the administration beyond existing support systems. "I think the school is very good at sending out blanket statements that are like, 'We get it. You need time to heal,'" Fiteni said. "So cancel our classes."

"I haven't read anything for Black-identifying students specifically from the principal or any of the administration," Fiteni added. "I see them talking more about their anti-racism reforms, but that all is still very performative because we haven't seen anything concrete."

Upper Kelsey Austin also demanded additional Academy support. "I think that the school should loosen up homework when these things happen," Headly said. "How are we supposed to focus on mental health?"

Upper Kelsey Austin found it difficult to carry out self-care with the administration's resources. "[The administration] can send all these emails all they want to, but it's still not going to fix much," Austin said. "I'm glad they have all these spaces available for people to talk if they do need it. But in the environment of Exeter, it's so hard to take time for yourself and actually just have a self care day, honestly."

Upper KG Buckham-White expressed similar feelings about workload adjustment. "It's been kind of hard to connect with [recent news] just with everything going on at school. I think we live in a bubble, and it's easy to feel disconnected and distracted, which in some ways is good and in some

ways, I don't think it's great to have a ton of work and be dealing with the news and everything that comes with that, so it's been stressful," Buckham-White said.

In an email to The Exonian, Rawson addressed the mental health strains caused by disturbing current events on top of the stresses from the compressed spring schedule. "The recent schedule and homework changes were adopted last week for the express purpose of addressing the challenges and stress associated with the more compressed spring schedule," Rawson wrote. "The earlier decision to have no classes every other Wednesday this term also was made for that purpose. We rely on existing support structures to meet the individual needs of students, but will continue to consider additional ways we can address student stress and mental health concerns, whether or not related to the pandemic."

Associate Dean of Multicultural Affairs Hadley Camilus outlined difficulties in creating an umbrella Academy response. "The answers aren't easy. Do we cancel school for a week? Well, next week we might see the next unspeakable tragedy. Then what?" Camilus said. "For some students, having a sense of normalcy allows them to settle down. For others, they need to disconnect altogether. The needs vary. As a result, coming up with a widespread workable solution is complicated."

Rawson also outlined opportunities provided by the Academy for anti-racist work. "The anti-racist block in our schedule on Thursday will include a variety of opportunities to be in community and have conversation about the Chauvin murder conviction, the larger context of anti-Black racism, violence and injustice in this country, and other recent events including the mass shootings," Rawson wrote. "We also plan to use existing structures for these conversations, including classes, advisee groups, dorms, clubs and affinity groups."

However, many students have found difficulty finding time to have the conversations to unpack voices. Senior and Asian Voices (AV) co-head Sarah Huang said, "There has just been so much work, and it feels like there's no room to pause and think about it, or just be able to sit in these feelings," Huang said. "That's disappointing because I think this is really important stuff that we need to be talking about, and the fact that students sometimes don't feel like they have

space or time or energy to do so is disappointing."

"I don't think besides AV and my English class my teachers have been talking about it. It feels like it's going unacknowledged and it's difficult to ask for help," Huang continued.

Upper and StuCo President Siona Jain agreed. "I appreciate Dr. Bramlett's email with explicit resources. I think a lot of faculty are telling us to take care of ourselves, but it's so hard to do that when we have five major assignments across three days," Jain said. "I wish it were more normalized to cancel major assignments, postpone them or to shorten our workload. I think we're under the illusion that we can all function on pre-pandemic terms. But this year has had a huge impact on mental health, especially for BIPOC students, and I just don't think it's realistic to think we can all function in normal Exeter."

"I've had conversations in clubs and advisory, but it hasn't been a huge talking point in my classes," Jain added. "I guess I wish we saw some actual mental health change on campus. It's very easy to say, 'Take care of yourself,' but there's no actual change to our workload and BIPOC students are feeling the brunt of the events over these past weeks. If we take even just a single day off, we have extra hours worth of homework for the next day. There's no way to catch up."

Upper and StuCo Co-Secretary Kiese Nanor felt the Academy's efforts to support students were lacking. "It's difficult because [racial violence] is in so many events. I suppose it becomes difficult for the Academy to come out with this huge message of support each time, but I also don't necessarily appreciate the brief emails that we may get from Principal Rawson," Nanor said.

Lower Sinna Oumer felt that the emails were repetitive without offering new meaning. "[The emails] just kind of feel like a rinse and repeat sort of thing. Something terrible happens, the school sends an email, and... each time it feels like they care less and less about the issue at hand and more and more about being performative," Oumer said. "It is unfortunate to see that process of desensitization to such terrible things in real time."

Senior Maegan Paul believed groups behind the Academy's diversity work should receive more recognition. "There's a widespread issue that [marginalized groups]—whether they're

addressing sexual assault or racism—are... doing all this work, and then we'll have the administration or Exeter as a whole getting the credit for work. I don't think that's exactly fair because the administration often doesn't seem to really engage with these issues until there is some sort of major student demonstration," Paul said.

"It's important that we don't just say that there's a problem but then put all of the work onto the plate of the Dean of the Office of Multicultural Affairs or the Director of Equity and Inclusion," Paul added. "Our white deans and administrators should also try to take a large lead on these projects rather than always leaving the burden for students, alums, and faculty of color."

Paul also mentioned the possibility of allowing student groups to send school-wide emails. "Often, OMA clubs and student activists will collaborate with faculty to create school-wide programming and messages, and the school should work to ensure that they get full credit for all of the work that they do," Paul said. "If ALES wanted to send an email about Daunte Wright, I think that they should be given the ability to do that. All of these correspondences [don't] have to come directly from the Principal's team."

Nanor hoped for the Academy to address race even in cases that do not appear in the headlines. "I would like to see the school talking about violence not just against Black people but also anti-Asian hate. People on this campus face that every day, and it doesn't necessarily feel like a supportive environment if the only time you receive support is when there's a national news story that's going on and the whole country is forced to become aware of that," Nanor said.

"I know we've been doing a lot of work in that with the anti-racist training but if there's more of that, a continuation of that, so we continue to talk about race even when it's not in the headlines of every newspaper, I think that is something that would help," Nanor said. "That might be a step forward in making students feel more comfortable and supported."

Upper Yvonne Jia, currently studying remotely in Minneapolis, shared her initial reaction to the news. "I was three blocks away from where Daunte Wright was killed. I was swimming in a pool just five minutes down the road that day. I didn't know, so when I drove home and saw the police cars and helicopters, we just thought

there was a possible police chase," Jia said. "When I found out about what happened, I feel guilty by saying I wasn't as shocked as I was hearing about George Floyd."

Camilus described the emotional toll of the shootings. "The dystopian nature of life right now is a lot to digest, honestly. I've gotten to the point of expecting the violence on a daily basis," Camilus said. "My kids go to school and I hope they return in one piece because a mass shooting isn't out of the realm of possibility. My 7 year old weighed in on how she'd protect herself in the event of a shooting in her school, unprompted, on the way to school this week. I also wonder if anyone I know will end up being the next hashtag. I coached young men who are regarded as thugs and miscreants that are far from that. It's just all really messed up. I feel hopeless, honestly."

Nanor also felt that these events had become repeated. "Obviously I was devastated. But this happens so often that I feel like I don't necessarily go through the same cycle of grief every time. I feel like it has lessened over time. I mean, obviously it's shocking, but I feel like there's not necessarily this huge impact every single time just because I've almost come to expect it, because it doesn't feel like Black lives are really valued in this country," Nanor said.

Spanish Instructor Jaqueline Flores shared her experience reading the headlines as a Latinx woman. "I'm tired, I'm really tired. I can't believe that it's become more blatant and I'm glad it is because people used to not have phones to record, the evidence wasn't there. So I'm glad that people are acting faster, but why does it have to happen?" Flores said.

Many students expressed feeling that the Academy response was inadequate. Prep Coco Kim criticized the late arrival of all-community emails addressing recent events. "Sometimes it takes days, or even weeks for many events to be brought into light by the administration," Kim said.

Rawson explained that there was no set policy for when to send all-community emails. "There is no set timeline for sending all-community emails or criteria for deciding when the principal should send such a communication," Rawson wrote. "My voice is important, certainly, but other voices also are important. I try to use best judgment about when and what to communicate,

and typically consult with other administrative leaders and faculty. Sometimes colleagues reach out to me to suggest or urge a communication. Importantly, all-community emails are just one way that we can and should support each other in community."

Prep Riyah Patel said, "I think if they weren't to send an email, they would be sending the message of silence. I don't want to discredit them for sending that email because good on them, but I do feel like that's something that would be sent regardless of what institution you were at, so it doesn't make Exeter special. It just means, 'Okay cool, you acknowledged it.'"

Upper Malcolm John emphasized the importance of reflection after events like these happen. "Having heard countless stories like this before has made these events something that you take a note of, and makes you think more about how these things came to happen and the things that you, we, or I could be doing to further better these situations and raise the awareness we need," John said.

"It is important for us, especially as Exeter students, to reflect or think about, 'what can be done to improve these situations?' or 'what do we have to think about?' when events like these happen," John added.

Although delayed, administrative emails have brought comfort to students. "I was very grateful to see Dr. Bramlett's email, I think it's so awesome," Huang said. "The resources that she spelled out for us made sure that students were aware. I think so many resources just go unutilized by students because they don't know they exist."

Students, teachers and faculty all experienced stress due to these events. "I'll be honest with you, I've taken an attitude of, I'm tired of educating people. I'm tired of telling them, making them, letting them know, to respect me," Flores said. "I mean, I respect you, so respect me. And I'm tired of it. I'm tired of dealing with ignorant people, but I have faith that people can change and accept that at the end, we're all people."

Upper Ethan Aguilar wished there was "more than just emails, and [the events] had more recognition," Aguilar said. "It had a big effect on everybody and he knew that."

"It was just an email and we were just going on with our lives," he said.



# Students Found Athletes for Racial Justice

By ANVIBHATE and DAVID CHEN

Athletes for Racial Justice (ARJ), a new affinity space for athletes of color, held its first meeting on Saturday, April 10th. ARJ will meet Tuesday night on Week 2, before the no-class day Wednesday.

The ARJ team includes uppers Ifeoma Ajufo, Mohamed Kane, Manan Mendiratta and Akili Tulloch. ARJ adviser and Physical Education Instructor Augustus Toyin shared the affinity space's goals. "ARJ aims to support and empower BIPOC athletes in creating more inclusive and equitable spaces on their athletic teams, while also building collective effort around issues of racial justice in society as a whole," Toyin said.

According to Toyin, ARJ members will "connect and share experiences, discuss discrimination, bias, and oppression within athletics, and seek to positively influence team culture and greater societal issues around justice."

"We are excited to gather in affinity around this shared identity knowing that our individual experiences will vary and bring nuance to many situations," Toyin said.

Tulloch reflected on the importance of an affinity space like ARJ. "We want this space to be used as an outlet for athletes of color to talk about the discrimination and oppression

they face within athletics—especially given a lot of Exeter's teams are predominantly white," Tulloch said.

Kane shared similar thoughts. "We aim to foster an environment where these athletes feel celebrated and recognized, and to create a space to discuss what it means to be an athlete of color here, at Phillips Exeter Academy, and around the world," he said.

Kane helped direct the affinity space's first meeting, which included a game where attendees learned about the experiences of various athletes of color. "We had an interactive activity where we were split into teams and had to match the racist experience to the professional athlete through a relay race," Kane said. "The activity quickly became competitive. The group openly interacted with one another and had serious conversations relating to these stories but also had fun while they bearcrawled on the wrestling mat to complete the relay!"

Toyin emphasized the value of engaging affinity space meetings. "ARJ is building community and connections through fun activities that also bring awareness and insight. We will 'work hard - play hard' in the sense that there will be both serious knowledge and serious fun happening at each meeting," Toyin said.

The idea for ARJ first started with Mendiratta, who par-

ticipated in the Envoys course called Athletes and Activism during fall break. Mendiratta later contacted Toyin about activism on campus, after which Toyin recommended first building a team with other students. Subsequently, the other team members soon became involved. "He [Mendiratta] reached out to me about wanting to make this type of space, and I was intrigued," Tulloch said. "Both of us thought this was a necessary space."

Toyin believed ARJ will serve an important role in the Exeter community. "Issues of injustice permeate all spaces of society. Within athletics, there is room for more awareness and action to support and empower BIPOC. Sports that have very few BIPOC athletes run the risk of perpetuating invisibility and dominant culture norms that are marginalizing," Toyin said.

Upper Kelsey Austin, who attended ARJ's first meeting, appreciated the space's focus on athletes. "We have [regular] affinity spaces, but not really [any for] the athletes," Austin said. "There's a whole bunch of stereotypes that come with Black athletes and people of color who do sports. I think it will have a good effect. It's just somewhere we can open up. It wasn't really taken too seriously. We were just having fun and talking."

Prep Lyvia Zhou also underscored the benefits of the space. "It will build a sense



The Co-Heads and Advisers of Athletes for Racial Justice pose for a photo

Marina Williams/ARJ

of belonging and a shared experience between the BIPOC athletes. There's also a shared culture just from being Asian or Asian-American and how sports plays a role in our lives compared to other cultures."

ARJ also provides an affirming space for attendees' experiences as athletes of color. "[You can] find validation in your experiences [at ARJ]," upper Catherine Uwakwe said. "Personally, being on the track team—it's a really big [and more diverse] team—so I don't have the same issues that someone in like the volleyball team, tennis team, or golf team would experience... But when it comes to my experience with track, I feel like it's expected of me to be fast...I felt like that pressure was there, especially with me being actually really new to athletics [when I joined] and having to relearn a running form and all these techniques."

"There was good food, good people, spoken word—it

was immaculate," Uwakwe continued. "I think everything is already set for this to be a space that I could see myself regularly attending."

Upper Marina Williams believed ARJ provides an opportunity for BIPOC athletes to reflect on moments that are generally not discussed. "[ARJ] gives us a space to actually pay attention to the things that we look over when being an athlete of color," Williams said.

Williams also described her experience as a Black dancer in Exeter's Dance Company. "I'm a minority... in Dance Company, there's not that many Black girls or Black people in general who do dance," Williams said. "Of course, there are always small comments about certain things. But for the majority of it, [Dance Company] is pretty good."

"Compared to my old school, dance [here] tries really hard to incorporate and acknowledge different back-

grounds," Williams continued. "Being able to find a leotard that fits my skin color is really nice, and they made that an option here when, at my old school, that wasn't really an option. Small things like that are important, but there still needs to be space for conversation. [We need to realize] more about the parts that dance plays in social injustice... Instead of calling ourselves [an anti-racist school], we should do more to define to ourselves what anti-racist work looks like," she said.

Toyin encouraged those who identify as BIPOC athletes to consider attending future meetings. "Find a friend and have them come with you! You will smile and laugh and talk and meet other athletes who get it. You'll probably learn something new about yourself in the process. Might be a game changer for you!"

## TEDx Cont.

organizers came up with three options on their final shortlist: "Are We There Yet?," "Double Take" and "The Search." The organizing committee eventually held an open vote and an overwhelming majority favored the key word, "search."

Park spoke about the consideration behind the selection of the theme "The Search." "We were constantly thinking: what do we really want this event to look like? We want to recognize everything that's happening around us right now and to acknowledge that this is a tumultuous time filled with uncertainty," Park said. "We want to give students the freedom to express themselves and give us hope for the future. This is how we landed on the idea of search, it captured this ongoing process of searching for physical and emotional support during the COVID pandemic."

Upper and Content Director Felix Zou added, "'Search' was a very popular word this year and it speaks to its suitable value in this particular year with the repercussions of the pandemic and social distancing."

The organizers initially received around 40 speaker applications, and were forced to make hard decisions in choosing speakers to fill the 7-9 spots available.

Park noted that the Organizational Team considered the impact that each speech would have on the Exeter community when reviewing applications. "We looked at each application individually, but also as a group," Park said. "We wanted Talks that were focusing on tangible actions that students can take after the event. Our Organizational Team wanted a diverse set of students to represent The Search, finding people from all different grades with different experiences, different religions and different backgrounds. Ultimately, we want our community to grow."

Damon reflected on her decision to speak at the event. "I have always really loved TED Talks. I've been watch-

ing and listening to them since I was eight. I had a teacher who was obsessed with TED Talks who really got my interest in them, and when I saw Exeter was doing a TEDx event I thought 'I'd love to be a part of that,'" Damon said.

Chen, whose Talk was about temporarily losing her period and discovering the preciousness of "being alive," explained her motivation to speak up about her personal memories. "Because I learned a lot from the experience I shared in my Talk, I wanted to share that, and when I saw TEDx calling for speakers, I thought, 'Maybe this is the opportunity,'" Chen said.

"The TED Talks I listened to before inspired me to turn in my application," Chen continued. "Some of these speakers made themselves vulnerable but it made such an impact on the audience. I want the audience to know that you're not alone and there are values to be gained from the challenges you're facing. My speech is about a problem, but it sounded optimistic to people. That response is genuine. I'm really grateful for what happened because of what I've learned from it, and I hope people can see their challenges as opportunities too."

Jain spoke about her self-discovery and the process of her religious relationship as a Jain. "My grandfather passed away on January 25th. I have always been dealing with that on top of all the schoolwork and activities. He would go to temple every single morning at 6:00 AM. He has done five 18-mile mountain hike pilgrimages on his bare feet. I really wanted to speak up about how he's impacted me and my relationship with Jainism, which led me to apply as a speaker," Jain said.

Jain also cited the vulnerability of her speech as a possible inspiration for the audience. "I hope through the vulnerability of my speech, the audience might share some of their similar experiences and struggles with religion," Jain said. "I think a lot of us in Exeter have a complicated



Tedx Speaker Achyuta Rajaram practices at the Bowl.

relationship with religion and our school doesn't encompass a lot of religious traditions. Our belief doesn't have to be perfect. It doesn't have to encompass all aspects of a religion. I hope more students can understand what spirituality means to them after hearing about my experience."

Other speakers, such as Rajaram, decided to take a more informative approach to his talk. "I was inspired to speak at the event by the large amount of TEDx talks before me, especially Anish Mudide's amazing speech. I talked about cryptography in an informative way so people can understand my passion for STEM," Rajaram said.

The vulnerability and honesty with the audience was appreciated by those who were there to watch it in person. "The event surpassed any expectations that I had for what the event could have, and how it changed my thought beyond just that one moment I was watching it," prep Sarah Sargent said. "The topics that were selected, I think, were just conceptually phenomenal."

"Dellara's story of a glass child was probably the one that spoke to me the most, just the acknowledgement and finding the term of a glass child was so impactful on her life," Sargent continued. "I

feel like I went through that same experience when that happened to me, and so something so specific to me. Something very specific as having a sibling have a mental health condition that impacts your life is something that I related to deeply, and having someone else at this school with the same experience was so unique and special."

Prep Angel Guo also found a deeper connection to the even through the vulnerability shown by the speakers. "I really enjoyed Kodi's speech because he talked about his experience being homeless. It was really heart wrenching to hear his experiences about something that I am fortunate enough to have never experienced... I think it's really brave of Kodi to share his story."

Attendees also found the event generally enriching to their social and academic knowledge. Lower Cassie Perez reflected on the content of the Talks. "I was thinking a lot about things like math, and [Nathan's] speech where [he was] talking about math education in the U.S. I thought that was interesting because I've never really been a fan of the Common Core. All of the speeches gave different impressions to me. Some of them were social impressions, some in how I treat others and others in how I think about the world around me and think about my

education, things like that," Perez said.

Upper Jose Vivanco agreed. "That night when I talked to my parents, I kept referencing the things I learned in the TEDx Talks, and it was very interesting overall to hear all these new things that I had no idea were problems and no idea you could find solutions to them," Vivanco said. "The fact that they were all my schoolmates was especially impactful because at Exeter we're always taught that they bring youth from every quarter, and this is the perfect example of it. Everyone has a different story or a different point of view and the experiences and examples that they talked about were completely foreign to me, so it was such a nice opportunity to be able to understand my peers and to be able to hear about what they're learning."

The organizers hoped that the event gave a clue to the diversity of students at the Academy. "Attending the event tonight, you really can find a lot of diverse points of views and perspectives," lower and Content Director Vibha Udayakumar said. "I learned that, as someone who has attended, it's okay to look at other people's point of view and learn from them. And this goes back to our theme of this speech because everyone should go on their own personal searches."

Indrani Basu/The Exonian

Zhu shared her hopes for the Talks' impact on the Exeter community. "I really hope that people are able to walk away from these Talks feeling like they gained or learned something about their community, especially since the Talks were given by Exonians. I also think it's so amazing to attend school events because they allow you to see what people in your community are doing, see all the things that the people you're surrounded by are doing and what they love and what they want to show you," Zhu said. "Being able to see that makes me feel so much more connected to Exeter, and I hope that that's something that happened for everyone that attended."

"I know there were a lot of lowerclassmen in the in-person audience today, and that makes me so happy because I think these kinds of community engagement events are really the things that help build Exeter's culture," Zhu continued. "When we're all coming together and interacting and seeing what everyone's doing and letting all of our individual passions and paths come together, I think that's so wonderful. It's that feeling that I really hope people walk away with, just feeling really good and inspired, but also connected and proud to be here at Exeter."



## New CAPS Counselor Cont.

who's behind these issues that led to court involvement and why we needed to rally around them with support versus punishment."

Director of Counseling and Psychological Services Dr. Szu-Hui Lee explained the circumstances behind Simon's joining the CAPS team. "This increase was due to PEA's ongoing commitment to care for the mental health of our students," she said. "And most importantly, it is important the desire to make sure it is important students have choices of counselors and the student body can see themselves reflected in the members of CAPS team."

Simon considers collaboration with CAPS to be a precious opportunity for growth. "Everybody has their own perspective and experiences and everyone is also willing to help the students, which is just amazing and fantastic. That's not what I've had in other places. At this school, we all have our separate roles but we can still be on the same page. We really want to do our best for the student. You put that altogether and it's beautiful," Simon said.

Simon shared parts of her identity that students could potentially relate to. "People don't know this, but I'm actually an introvert and quite quiet outside of work. I think it's helpful for fellow introverts to know that it's okay, that you don't need to change that aspect of identity. You can live a fantastic life the way you are," she said. "I am also from Boston, the Roxbury

neighborhood, so students who share that part of experience growing up could certainly want to reach out to me."

Simon also acknowledged her position as the only Black woman counselor working in the department. "As a Black woman on the CAPS team, I can certainly imagine that there would be people feeling a bit more comfortable talking to me," Simon said.

"What do we do in the absence of representation?" Simon asked. "We still have to put ourselves in others' shoes. I sometimes completely forget about myself. I think, 'Who is this person?', 'What are they saying to me?', 'What have they been through?', 'How is this going for them?' This can happen in the absence of perhaps an explicit connection. And it's difficult, but it happens when I don't impose any of my identity or my ways of thinking on that particular person, really just hearing from them. I get to learn so much in that way."

Self-care features prominently in Simon's approach to her life and work. "Ask anyone who meets with me, they'll tell you I talk about self-care," she said. "It's something I make sure I'm doing myself. At times, I put myself first to be able to do the things that I need to do in terms of helping other people and to withstand all the emotionally heavy things that I am exposed to."

"I also don't feel that I'm in control of fixing ev-

erything," Simon added. "In my profession, if people start to feel that they're the ones who are going to solve everything and fix everything, and everything's going to be better, I think that's the setup that leads to stress and disappointment. I just know that I have my particular role to play, and that I should focus on doing my best with what is in my control."

In addition to her work in the office, Simon enjoys cats and horror movies, among other hobbies. "I actually spent a couple of years racing obstacle courses like in the Spartan races. I learned so much about myself through that. I think there's a life changing, almost spiritual component to doing those types of challenges," she said.

Simon reflected on finding a balance between her work and personal life. "I very much think in ways that are consistent with the work that I do, so it's very hard for me to shut the analytic side off," she said. "I just kind of accept that and roll with it. I don't want to analyze my friends, but I also think I have the practical skills to help them. I think my role as a social worker enhances my life in many ways."

Lee remembered her experience as part of the team who interviewed Simon, and noted that all members were very impressed with Simon's experience and friendliness. "Ms. Simon is a solid clinician with extensive clinical experience working with young

people," Lee said. "Her energy and warmth is infectious! We knew when we interviewed her that she was someone our students would be drawn to and feel safe to lean on. So far in her short time here, I can say that we were right!"

"Her passion for this work was clear and I couldn't wait to have her be part of the PEA community," Lee said.

Associate Director of Counseling and Psychological Services Chris Thurber also expressed excitement for Simon's hire. "We were looking for someone who had outstanding professional credentials and who had experience working with adolescents who would add complementary expertise to the team," Thurber said. "We also knew that students had given CAPS excellent feedback that they really liked the variety of different backgrounds [of counselors]."

Thurber added on Simon's qualifications. "She's someone with a really good understanding of the ways in which mental health professionals work with a legal expert and a really good understanding of adolescent risk-taking and its consequences," Thurber said.

"She is a remarkable and wonderful addition to the team and we couldn't be any happier," Thurber said. "It's just fantastic to have her."

Students expressed excitement for Simon to join the CAPS team. Upper Xavier Ross explained the impact having another Black counselor on the CAPS team had on him. "There are a lot of problems

that POC face in America, and it's a lot easier to share my experiences with someone who I know has faced similar struggles in their life. This way I know my feelings would be heard," Ross said.

"Having POC staff at the academy is so important, especially with things like the Derek Chauvin trial and the murder of Adam Toledo and Daunte Wright circulating in the news right now. I've struggled to figure out how to grieve and handle the anger that comes with these events while also trying to manage my heavy academic workload," Ross added.

Senior Hassane Fiteni affirmed the importance of representation within the CAPS team. "I think the idea of racism in healthcare is a serious issue. Black people get different forms of treatment and help in a lot of places. I'm not sure if that happens at Exeter. Representation is important because there are a lot of Black people who need to talk about being called the [n-word] when crossing the street or dealing with racism in a class," he said.

Fiteni also shared his experience working with CAPS counselors he did not identify with. "I've been going to a white therapist ever since my dad passed away. She might not be able to talk to me about Black issues, but I find comfort in just having someone in general, regardless of their race," he said. "When I'm talking to someone who doesn't connect with me in that special way, I feel like they wouldn't have any preconceived notions about me

based on their own personal experience."

Prep Amber Zou shared similar thoughts. "I think that it may be comforting to a lot of other BIPOC to have Ms. Simon as another resource, and I am glad that [CAPS] hired her. As far as I know, the staff was quite diverse already, but I am grateful there is even more representation of BIPOC now," she said.

In this time when some students have noted experiencing burnout, Simon reminded students to keep up with what she called the "basics."

"I think when we're not stressed out we have things we do that we love, and we make sure to do it because it's healthy for us. But in times of stress we actually don't realize that we've stopped doing those things," she said. "We stop eating well, stop doing physical activity, we don't sleep as much as we should. It's important to rebuild these habits."

Simon also noted the impacts of COVID-19 on general mental health. "Depression and anxiety have worsened across the board. And that's devastating to our sense of community. Our brains were not used to using Zoom as the primary mode of interaction. We've been conditioned for years and years to interact with people in different ways. I imagine we're all experiencing some level of disruption."

"It's hard for us to jump right into what we call normal. We're all in the transitioning period," Simon said. "And that's okay."

## New PEAN Board Announced

By SELIM KIM and EMI LEVINE

The new Phillips Exeter Academy Notebook (PEAN) board was appointed on April 16. Uppers and Editors-in-Chief (EICs) Teja Vankireddy, Avery Lavine and Danielle Sung will lead PEAN for the upcoming 2021-2022 school year. EICs selected the rest of the Senior Board jointly with the former EICs, Sophie Liu, Meredith Thomas and Rachael Kim of the previous Board.

Due to unexpected struggles in collecting photo content due to COVID safety protocols, among other challenges, Vankireddy noted that she had to modify most of her original visions to accommodate the current circumstances at the Academy. "We're just getting started on the spring supplement and that will be following the same theme that we're using for this year's big book," Vankireddy said. "I think that we really want to focus on highlighting the schools' recovery from the pandemic. We want to start highlighting the different people who made our return to campus possible even during these times."

Sung also mentioned that PEAN will focus on a more active presence over Zoom in hopes to create a greater sense of community. "I think one of the biggest obstacles we had to face was in Zoom meetings because we couldn't have any in-person meetings that really bonded the associates, the senior board and the EICs together,"

Sung said. "I really want to reinforce the bond between the associate and the senior board as EIC's next year. I suggested that everyone turn on their cameras or unmute themselves in the meetings. Hopefully, we can have in person meetings as well because that's the best way to have people bond with each other."

Lavine had similar thoughts. "The goal is to try to get the board as cohesive as possible and working together well, it's been kind of difficult this past year, so I think we're just hoping for a really good board dynamic. Hopefully everyone will work together well and we will get a strong book that way," Lavine said.

Sung hoped to gain more club members during her tenure. "I want to revitalize the group and make sure that people gain more interest in being part of PEAN. Our ultimate goal is to make a book that includes all the events from that year for people to be able to look back on for many years to come," Sung said.

When deciding the new PEAN board, Liu explained that the former EICs also significantly weighed candidates' commitment to PEAN. "We were looking for people who have been with PEAN for a long time or who have had experience. Being an EIC takes a lot of work on their part because they're leading an entire team. So we made sure to choose people who would be good leaders," Liu said. "The three members who were chosen were actually on the board last year, working



The new PEAN Editors-in-Chief from left to right: Avery Lavine, Teja Vankireddy and Danielle Sung Mohamed Kane/The Exonian

as editors for the different sections."

Thomas noted the importance of club unity for the growth of PEAN. "Something that [Vankireddy, Lavine and Sung] all touched on in their interviews that I really appreciated was the idea of club unity," Thomas said. "Communication is also really important for structure and for hitting meeting deadlines. So I think that's one thing they all touched on and I'm excited to see what where they bring the club."

Thomas also acknowledged the skill and expertise that each new EIC would be able to contribute. "The new EICs have all been very strong members of PEAN for the past couple of years. They were all a part of the different sections of the senior board, and were three of the most responsive members of the board. The three of them will each bring different strengths to their lead-

ership because of their expertise in different sections," Thomas said.

Senior Pages Editor Jesaline Phan expressed enthusiasm for the growth of PEAN as the pandemic improves. "We've had an unorthodox year to say the least, but through it all, we've stayed connected as a community whether it be over a zoom screen or six feet apart," Phan said. "I'm hoping to recruit more members to be part of our PEAN community, so we can accomplish even more. I hope that as we move towards more vaccinations, we will be able to reach farther as a team. This year, it was tough to incorporate new members since a lot of the learning is usually done together as a group in the PEAN office, so I'm hoping to renew that as well."

Advertisement Editor Sheala Iacobucci shared her goals for the board's tenure. "I hope PEAN serves as a fun and memorable token of the com-

munity next year. This year was tough, as there were less opportunities for the community to gather together and for us to document it," Iacobucci said. "Hopefully next year there will be less restrictions and we will be able to fully appreciate and take advantage of the time and resources we have."

Phan explained PEAN's impact on students at Academy. "There is just something special about opening a PEAN, an album of memories with its new printing smell and crisp pages," Phan said. "It feels nostalgic to have something physical to remember these high school years and I hope that PEAN continues to capture those in the best ways possible."

Sung is enthusiastic for her upcoming tenure. "I'm excited to be an EIC because I've been wanting this since middle school. I'm really glad I'm going to be working with Avery and Teja for

the next year, making the spring supplement. We are going to make a Big Book that I hope will be really special. We are going to put a lot of thought and effort into it," Sung said.

Vankireddy reflected on the significance of PEAN for the Exeter community. "I think that PEAN plays a super important role, maybe not as much while people are at Exeter, but after you graduate. You want to have something that you can look back on and I think having a physical copy of that is really special," Vankireddy said. "I think the goal of any yearbook really is to just help us remember our time here. I always want to keep that goal and I want to make sure that everybody's time here is memorialized as personally and as detailed as possible."



# Proctor & Student Listeners Applications Released

By DAVID CHEN and ELLIE ANASPERANTAS

The application process for rising uppers and seniors to apply for Student Listener and proctor positions within their dorm opened last week. However, the pandemic has affected both the responsibilities and application process for these student leadership roles.

Dow House Student Listener and senior Albert Chu elaborated on the challenges to a Student Listener's role during COVID. "The student listener role in general, at least pre-COVID, was more of an open-door kind of thing where you make yourself like really comfortable with everybody in the dorm, and you're able to talk easily with everybody, and everybody knows that they can come to you for help or just to vent or talk or anything like that. But with everything moved online, it's a lot harder to sort of create that dynamic."

Webster proctor, Student Listener and senior James Keeling also mentioned the added responsibilities of Student Listeners due to COVID. "It's made it more difficult to outreach, but made it all the more necessary. Because, you have the preps, and I haven't interacted with them that much; winter term, they weren't here all the time, it was half term. As a student listener, it's sort of the job to get in touch with them and make sure they're okay and doing well, because they're not having a normal lifestyle experience by any means."

In addition, some uppers believed the role of a proctor has changed due to COVID restrictions affecting many areas of dorm life. "I think there's a sense of needing to understand that proctorship this year is unlike what it usually is and that we understand that if we would like to apply for next year," upper Fawaz Omidia

said.

Proctors faced struggles getting to know their dorm community during the pandemic. "It's been pretty hard, mostly because of the difficulties with visiting other students rooms," senior and Cilley proctor Will Peeler said. "Usually we go to every single room on the first day to introduce ourselves to new kids and check in on old friends, and since we couldn't do that, it was much harder to meet the new students."

Front Street proctor and post graduate Claire Wiest agreed. "It's just been kind of disconnected. No matter how hard you try, it's really hard to actually form connections with people not only because of COVID, with everything is on Zoom and just weirdly separate, but also because my dorm is this one that's made of entirely new people. So when you combine that with COVID, it's just kind of a weird environment... sort of everyone has their own little groups, and it's very hard to sort of get to know people once everyone's been divided up like that."

Proctors have also had trouble planning dorm events to further that dorm bonding. "We organized enough dorm events to get the new kids out of their rooms and meeting people so it all worked out in the end," Peeler added.

Even regular proctor duties have been affected. "It's been challenging generally to connect and hold dorm events this year," senior and Hoyt proctor Ursie Wise said.

Despite these challenges, proctors felt that this year still provided a rewarding experience and they were proud of the things they've accomplished, including building trust with their dorm community. "The greatest moments I've had as a proctor this year have been the times when I get students to choose



Senior Joe Laufer converses with lower Arhon Strauss

to confide in me. It feels really rewarding to know they trust me enough for that," Wise said.

Peeler added how Cilley proctors managed to connect students amidst the pandemic. "The best things we've organized are the Cilley Main street dodgeball game, which was absolute chaos and was the first time we got the whole dorm together at once, and a Smash tournament we ran in the basement that gave everyone a chance to see each other. It all comes down to enabling people to interact despite COVID," Peeler said.

Peabody proctor Tony Cai mentioned a proctor's experience in pre-COVID years. "In a normal year, the proctor's role is more like, you know, walking around the door and getting to know the new students, perhaps, you know, hanging out in other people's rooms, just being there for the students."

Keeling spoke to a proctor's change in role due to COVID. "Our role became more of finding activities to do together, so organizing stuff like milk and cookies in the dorm, zoom meetings, even though not many people showed up, but we were zooming try to replicate the same stuff, game nights, trivia, whatnot, stuff with other dorms—the whole point was just to keep our community together as best we could," Keeling said.

Rising uppers applying for proctorship positions are already making plans to build back dorm bonding, even with the potential COVID

restrictions in place next year. Upper Gretl Baghdadi said, "I want to make more inter-dorm connections so that people know that they have multiple resources that they can reach out to, and know that they're always supported and that there are people to listen, so they don't suffer in silence."

For some, these plans involve taking care of the dorm. "If I get proctor, I want to bring back a sense of dorm community and would really like to show our gratification to the custodial staff because they worked extremely hard this year, and it would also teach others to not treat the dorm like an expendable place because others clean it for us," Omidia said.

For others, it involves connecting and dorm bonding. "I think that connecting people socially during the pandemic has been challenging, so I would hope to find ways for people to meet up and get to know one another while being able to follow safety precautions," upper Kira Ferdyn said.

Proctors play a critical role in making sure the dorm functions properly and that students within the community receive the proper support they need. Peeler reflected on the various proctors he's had in the past and the valuable role they played in his life. "In my prep year, I struggled with a lot of family drama on top of the Exeter transition, and the only reason I made it through was because of my proctors Billy O'Handley and Cody Nunn.

They introduced the rest of the dorm to me, stormed my room when I felt down, and generally made me feel loved," Peeler said.

Upper and day student Alana Reale also touched upon the role of a day student proctor. "For day student proctors specifically, I think it's really important that they're involved both with their day student peers and their boarder peers, because it's really easy as a day student to feel disconnected from borders and like the rest of the Exeter community," Reale said. "A good proctor should be able to work with faculty and other borders to make sure that day students are included in activities, and anything else that a boarder might be able to do."

Upper and day student Izzy Reyes spoke to the importance of communication, between boarder and day proctors. "Oftentimes we're left out of dorm activities... [and] because we're not allowed in the dorms, there's literally like nowhere to go," Reyes said. "It kind of like sucks like it feels like there's no real community on campus, it very much feels like we're just going to like a day school because there's like no interaction, pretty much. It's getting better now that we're back but especially in the fall and winter terms, it was really bad."

Reyes also emphasized increased communication between day proctors and day students. "The day student proctor's now... don't really talk to us about what's going

William Park/*The Exonian*

on." Although proctorship holds varying duties for different students, Wise believed all proctors should serve as a support system for their dorm community. "It means being someone that people can rely on. That's so incredibly important, especially at a time like this," Wise said.

Upper Liza McMahan agreed. "I think now, more than ever, proctors and just students in leadership positions need to be aware and check in on other students, I feel like the leadership is almost doubled with everything that's happening, especially current events, [with] a lot of national tragedies happening at this moment. There's a lot of stress going on, and especially integrating back into the Exeter system for spring term, and scheduling."

"A lot of students forget the rigor that the normal Exeter schedule brings, and coming back to spring, with this new scheduling, a lot of students, specifically lowerclassmen, were thrown off guard," Liza added. "We're not even halfway through the term. The pandemic is still happening, the thought of getting COVID and spreading it to people, that stress and that scare is still there. And it's not going away. Hopefully, we'll all get vaccinated soon, but it's definitely amplified the need for leaders and somebody to guide people in these stressful times now more than ever."

## High Homework Cont.

be spending on history and cut it almost in half. 70 min of reading is a lot. If they can spend 40-45 reading efficiently, they will have plenty to talk about in class," Caldwell continued.

Compared to previous terms where students took classes either completely or partly online, many students agree that there has been either no change or an increase in workload.

For remote senior Josh Poulos, the workload has increased greatly, though he attributes that to the newly packed schedule. "Previously it's been like an hour, maybe two max on homework a night in the previous couple of terms, but this most recent one has been three or four [hours], possibly longer if I have assessments stacking up," Poulos said.

"I usually have around two hours of homework, but depending on the day it could be up to three or four," prep Hansai Tsai agreed. As a student who recently participated in remote learning from Taiwan, he was able to compare that to his in-person learning experience. "When I was online I was not able to consistently study in a normal time, so I would study around 2 am since I was twelve hours ahead."

Some students believed recent policy changes were effective.

Upper Mady Murray noticed only a decrease in homework in her Latin class. "We recently had a discussion [with

Ms. Morris, my Latin teacher] where she was like... let's decide, I can assign you five less lines of the Iliad per night. The test would still cover the same amount of lines, but it would just mean you would have less homework every night," Murray said. "And we... decided that is what we'd like to do. I think she responded really well to students saying 'I have so much work.' And she also said, look, you know, if your Latin homework is taking a really long time, I am okay with you coming to a stopping point, not translating the rest of the lines and just telling us that," Murray said.

Upper Jose Vivanco said, "my teachers have mentioned to us that they will change the amount of homework load, and they have in the past few days. Some other of my teachers have actually made an asynchronous block during the week, or given us a reading block so we can get ahead of our homework and our work. So over the past week there's definitely been an improvement."

Senior Yulian Ye also mentioned a decrease in work. "My assignments have been a little more relaxed recently. I'm not sure if it's the classes I'm taking this term per se, or if it's something to do in the way my classes are being set up," Ye said. "I think overall there's been a greater sense of class-driven learning where we do more discovery in class rather than homework, which now supplements the learn-

ing we do in class rather than making up the majority of the learning I did in certain courses."

Upper Aryana Ramos-Vazquez expressed her thoughts on her Mandarin class, which will have one asynchronous class. "For my Mandarin class, we're now doing one day completely asynchronous, which is nice, cause it's less class time [and] theoretically more time to focus on other things, which is nice mental health wise, but the asynchronous work that you get is not a small amount," Ramos-Vazquez said.

Ramos-Vazquez also expressed the additional stress of college application prep. "This entire year, I've just generally been getting a lot less sleep than I have been," Ramos-Vazquez said. "But specifically this week, I got [less sleep because] I had a math project, a Chem hand-in, Chinese homework, English homework, and [the ACT]. I think uppers, [with CCO] and all this other stuff on top of everything, it's really not a vibe."

Other uppers shared similar concerns. "I think the fact that it's my upper spring has added a lot more stress," upper Fawaz Omidia said. "With COVID and the school's movement back to our 'old' structure, I feel like there's been a lot of adjusting and increase in homework which can get a little overwhelming," he said.

Omidia did not notice a noticeable decrease in home-

work. "I wouldn't say that workload has decreased in the past few days," he said. "I still have multiple major assignments for this week, and although a couple of my teachers have given slightly more time, I haven't felt any overall changes in workload."

Prep Lucy Will mentioned that the spring term has a greater workload than previous terms, and is heaviest on the weekends. "I spend about four hours on homework every night," she said. "I have more big assignments to do over the weekends than I do on the weekdays so the overall homework amount is a lot more."

Upper Celine Gu similarly experienced an increase in homework load. "I find that I have significantly more homework than when we were online last winter," she said. "With more class meetings over all and less frees, it's been a little overwhelming to handle my workload. I think it's been a lot easier to fall into a cycle of lack of sleep and low productivity from staying up really late at night for days in a row to do homework."

Upper Michelle Park believed the homework load this term "is actually pretty similar to the homework load in the winter. The problem is that, because it's in person, there are a lot of other commitments and a lot of other activities that a lot of students are required to attend, which makes it difficult for us to try and balance the homework load that we had winter and fall term with all of the in-person activities that are going on currently," Park said.

In attempts to spread out the packed schedule, every other Wednesdays were desig-

nated as no-class days since the beginning of the spring term. However, after a few weeks of this modified schedule, students' reactions are varied.

Prep Audrey Zhang is grateful for the free Wednesdays, which seem to have lightened the burden. "I usually have what feels like much less homework and stress on free Wednesdays. Since the schedule changed, I have spent about 1-1.5 hours on work spread through the day which is low stress and manageable," Zhang said.

For some students, their no-class Wednesdays are taken up by commitments. "On no class Wednesdays, I'm basically booked from 12 and on," upper Michelle Park said. "And because there's no-class Wednesdays, people always want to meet on no-class Wednesdays."

For many students, the workload has not changed in the past few weeks. "It seems around the same right now, but a couple of my teachers have decided to do one asynchronous class a week, intending that to allow flexibility within our schedule and a bit of a release," senior Grace Gantt said.

Upper Zara Ahmed shared similar thoughts. "My teachers are doing what they've been doing all term... I can understand, though, that they are really trying to make up for lost time with the fewer-class schedule we had for the past year or so, so I think we've been double compounded by a need to catch up and also deal with going back to regular class scheduling, making students feel really overwhelmed and stressed."

Many students report feel-

ing higher levels of stress this term than in previous. "I am definitely a little more stressed during spring then I was during fall/winter partly because in-person classes started, and partly because I feel like this term is never ending, especially since we got no spring break," prep Vedika Amin said.

Senior Haruka Masamura found her classes more demanding than anticipated. "We thought senior spring would be a lot lighter in workload and a lot easier, but it's certainly not really so," Masamura said. "I don't want to say I wish it was easier, because the classes I'm taking are all meant for seniors so they're definitely going to be harder, but it's just harder than I thought."

Some students report missing out on extracurriculars due to the overwhelming load. "I'm lucky that homework doesn't negatively impact my sleep, participation in sports and music, or even my social life. My only problem is I often have to sacrifice attending club meetings that happen on weeknights," prep Cee McClave said.

Ahmed expressed sadness that the immense workload sometimes distracted from other enjoyable aspects of Exeter. "This year, though, I try a lot harder to socialize, but because I work ahead and use my time really well, a lot of my friends are constantly busy with their own work. Of course, sometimes we do get to genuinely hang out, but it sucks that people in my grade are so busy to the point where socializing feels like it's never prioritized," Ahmed said.



# Life

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» **SPIKEBALL**  
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» **TENDER THE RIVER**  
Read Clark Wu's '23 review on English Instructor Matt Miller's newest poetry book "Tender the River".

## Senior of the Week: Honglin Zhu



William Park / *The Exonian*

By **ASHLEY JIANG**

Three-year senior Lin Zhu takes his seat at the Harkness table in his REL555: Introduction to Philosophy course. There, he radiates pure passion sharing his own and encouraging others' viewpoints during the class's many candid debates.

"Lin takes the most risks in the sense that he articulates his thoughts even when he doesn't quite have them fully formulated," senior and classmate Mei Li Hart said.

"He pushes us to question claims the author makes and concepts we take for granted," Hart continued. "And his probing questions lead our class to a more nuanced and fruitful discussion."

Born in China, Zhu credits his move to America for opening many doors, including one to his love of the humanities. "Coming to

the United States really broadened my perspective in a way. If I had stayed in China, I probably would have learned more in math and the sciences, but I don't think I would have liked the humanities," Lin reflected.

Literature and magical realism has been another of Zhu's pursuits since his ninth-grade year. Zhu read a short story by Jorge Luis Borges, "The Garden of Forking Paths," which translated to his piqued curiosity about the language arts upon his arrival at Exeter.

As a first generation immigrant straddling Eastern and Western cultures and education, STEM occupies an equally prominent place in Zhu's academic career. His exploration of math started with his joining of a Beijing math circle in the second grade. From there, it was a book titled *What is Mathematics?* which thrusting Zhu fully into the field of mathematics.

Zhu, a new lower

at the time, immediately sought out the Exeter Math Club, of which he is an avid participant and now co-head. "He is a person who is able to become close to people, including peers and instructors. He is relatable and concerned about others. People naturally talk to him, because he's always calm and in control of the situation," Mathematics Instructor Ivan Borsenco observed.

Along with the four other co-heads, Zhu organized and directed the annual Exeter Math Club Competition, held virtually in late February. Though he was staying in China at the time, Zhu was undeterred from helping host such a big Math Club event, especially one which he himself attended in middle school.

"I stayed up all night to do it; it was painful but so fun," Zhu remembered. "We had to grade all the tests by 6 a.m. CST, and then we had the award ceremony at 9 a.m.

We ran into 2000% more problems than we anticipated, even just compiling scores in Google Sheets."

When personally competing in the Mathematics Olympiads, Zhu is a strong mathlete and contender in each of the tested topics. "He is extremely versatile, and he is knowledgeable in algebra, geometry, combinatorics and number theory—all four," Borsenco said. "Honglin's strongest suit is probably combinatorics, a subject in which it is very hard to develop the problem-solving skill. He has honed this skill through his persistence and dedication regularly doing math on his own and with friends at a Math Club."

Outside of his involvement in EMC, Zhu savors the faultless model math provides for research. "I see research as a sort of pursuit for truth," he said. "Mathematics is the most absolute, reasonably undeniable, form of truth, whereas in other

sciences, we use approximations that are relative and not perfect."

The concept of abstraction, an idea he adapts from Plato, is also of special interest to Zhu. "In the intelligible realm, there are the abstract objects, which are perfect representations of things we see in the visible realm, the real world," Zhu explained. "Mathematics then is the perfect representation of our world."

This past summer attending MIT's Program for Research in Mathematics, Engineering and Science, Zhu glimpsed the inner workings of researching and writing a paper. "You just start working on the problem at hand. It's very meticulous because you have to do a lot of work, and usually you don't get anywhere at all," Zhu shared. "But then there's maybe a day where you get lucky, where you find something, and that one moment makes everything wholly worth it."

Looking back on his years at the Academy, Zhu greatly appreciates the Harkness pedagogy of teaching. "Back in China, I only memorized events, dates and names, which is why I didn't like the humanities," he said. But here at Exeter we're trying to understand and reconcile different perspectives. And I think this is a much more interesting and engaging approach."

Zhu encouraged each and every Exonian to take advantage of living in the Exeter bubble. "I'll miss the simplicity of life here, because we're in a bubble in which we don't have to worry or think much about the outside world. Here, you can choose not to stress—sometimes it's hard to do, but I think life will only get more stressful after leaving Exeter," Zhu said. "Get more sleep when you can and make friends you enjoy being around."

## Album Review: "ROADRUNNER: NEW LIGHT, NEW MACHINE"

By **VIRSHRESTHA**

After a two year hiatus, the boy band Brockhampton have returned with their new album *ROADRUNNER: NEW LIGHT, NEW MACHINE*. At thirteen tracks, this is the group's most refined and emotionally moving project yet.

Since bursting on to the rap scene with 2017's *SATURATION* trilogy, mixtapes with vibrant production and chaotic energy, Brockhampton saturated the market with their music. The idea of thirteen kids in L.A., making music and shooting videos, captivated the hearts of many teenagers. They broke boundaries in the rap genre, fusing together experimental rock, pop, R&B and neo soul.

Their fame has not been a smooth ride though, as the group lost member Ameer Vann in 2018 due to sexual assault allegations. Since then, their

once exuberant energy has been replaced by a more emotional spirit found in *ROADRUNNER*. Up until the album's release, the group stayed relatively quiet, only releasing two singles and low level marketing on each member's social media.

*ROADRUNNER* opens with the pre-released song "BUZZCUT" featuring Danny Brown. Band leader Kevin Abstract arrives with passion over a psychedelic synth heavy beat, yelling "Who let the dope boys out?" Guest artist Danny Brown delivers a hard-hitting second verse, proving his raw talent and lyricism with many catchy one liners. Buzzcut displays the new found confidence that fame brings to the group; the energy is a nice callback to the original *Saturation* trilogy.

From there, the opening songs of *ROADRUNNER* are mellow in comparison to Brockhampton's previous work. The second song, "CHAIN

ON (feat. JPEG MAFIA)" has a groovy R&B type bass that is both subtle and relaxing. JPEG MAFIA's verse includes many references from WWE to Disney Sitcoms that made me chuckle; Dom McLennon, on the other hand, continues to shine as the group's lyricist, poetically putting together a slower flow that matches the bass.

Track five, "THE LIGHT," was where *ROADRUNNER* really caught my attention. The song starts with a crackly recording from member Joba, advising listeners and himself to see the light. A moment of eerie silence and then the drums enter.

Immediately, Joba drops the bomb on his father's tragic suicide. His thoughts fly everywhere as he divulges his inner thoughts, using the song as a coping mechanism. The electric guitar lead resonates in the background, making "THE LIGHT"

feel like a heartbreak anthem that many can relate to. The song is chaotic for a strict purpose, as both the deep lyrics and the animated beat conveys how overwhelmed and heartbroken Joba is.

The guitar lead phases out for the bridge as Joba tries to look on the bright side. Kevin comes in for another blunt and open verse. Continuing the hopeless tirade, Kevin sings about his dismay with his mom for not accepting his sexuality. He reveals how cast out he felt in his own family and home.

The deep lyrics and heartbreak on "THE LIGHT" really anchors listeners for the rest of the album. The highlights on *ROADRUNNER* occur when the band opens up and reveals the tough times they have gone through, leading to the emotional peaks of the album.

Track 9, "WHAT'S

THE OCCASION?" is another track dominated by Joba, and it discusses the hollow joy that comes with fame. The chorus is sung in a beautiful, gentle falsetto over mere guitar pluckings before the drums and distorted chords enter. In member Matt Champion's verse, he attacks mankind's need to flaunt success and wealth. A

Another highlight came on track 11, "DON'T SHOOT UP THE PARTY", where the group tackles the controversial issue of gun control in America. On the chorus, a cluster of voices yelling the title of the track over distorted police sirens. Throughout the song, there is an underlying sense of anger and urgent desperation from the band pressing American ideals.

*ROADRUNNER* closes with Brockhampton's most introspective track yet, "THE LIGHT PT. II." A choir of angelic voices lead the instrumental and

both Joba and Kevin's mellow verses are similar to spoken poetry. A continuation of the themes on "THE LIGHT", this is the most heartfelt Kevin and Joba become as they learn to deal with life's challenges. The chaos from part one has replaced my acceptance and understanding.

Overall, this change from the beginning to the end of *ROADRUNNER* illustrates Brockhampton's story. The album started off with Kevin braggadociously yelling "Who let the dope boys out?" and ends with Joba preaching "The Light is worth the wait." The tracks on this album mature just as Brockhampton has over the years. Once lively teenagers, Brockhampton have developed into thoughtful and talented musicians. *ROADRUNNER* symbolizes the dawn of a new era in the band's career.



# Poetry Review: Rivers and Mr. Miller

By CLARK WU

To whom it may concern, For this review I want to do something different. I will analyze a poem from our very own Mr. Matthew Miller but also include snippets of my interview with him in places I find relevant.

Please enjoy:

***Said the River When I Begged for His Song from Tender the River***

*If I feel physically as if the top of my head were taken off, I know that is poetry.*

- Emily Dickinson

“It’s a cheeky answer, but poetry is a bunch of... what’s the word... serendipitous! Serendipitous parts. Kind of like a symphony or a song. Something sublime just happens. I don’t know how or when that works. And sometimes this could be the simplest collection of words, but put it together and you feel something,” English Instructor and poet Matthew Miller said.

“Sometimes I know it’s a good poem if I want to go write the poem. Like it’s sparking electricity and now I have to put it down and think. I don’t know. I don’t even know if these are any good,” Miller picked up his book. “I’m afraid to look back at stuff, especially when it’s published.”

“Now it’s public. To steal from Emily Dickinson again, publication is the auction of the soul. Once you put it out there it’s no longer yours. It’s the readers’ now,” Miller said. “They’ll bring their stuff to it. You bring all your junk and history and context to it.”

*So I may look so slicked back, bullet blue, coolest dude under a root of summer swelt*

This poem, among many things, is Miller’s exploration of the genders we ascribe to nature. “I go to my hometown, a mill town in Massachusetts and I ask the river for a song and for some inspiration, some musings. That’s an old trope, of course,” Miller said. “The river then answers back in the voice of a female, which is another old trope.”

He wrote this poem in the summer, away from work at Exeter, though a few words and phrases may come from the musing of a few Harkness discussions and conversation with the “Kirtland House kids who ever show [him] the truth.”

“You guys are brilliant. It’s always really amazing to see what you do when you look at literature,” Miller said. “Even when a student is misreading, it’s always from a place of deep intelligence and creativity. I al-

ways get to find incredible new things and notice how different words can work in different ways.”

We are one with the river (he/him/his) at the poem’s very beginning. I want to point out that this poem, in the paper print version, is in two blocked stanzas, in contrast to the two-lined and visually staggered stanzas in Miller’s other river (she/her/hers) poem. To me, this was a fascinatingly direct choice in form. The two blocked stanzas carry with it an intimidating, definitive air. And yes, it makes the poem “invulnerable,” more difficult to read.

Another thing to note is that the original poem, as published in BODY literature in 2019, used the phrase “coffee black” (alluding to pollution, perhaps) instead of “bullet blue.” I’m trying to reconcile the idealized, “cool dude” picture in this poem Miller is painting and the obviously busy and disruptive combination of words he’s using. Unlike what we usually see in alliteration, assonance or consonance, the multitude of “b,” “l,” “k” and “oo” sounds makes the poem difficult for the reader to experience with flow.

As such I wonder if under all that “slicked back” facade of the river, he (the river) struggles to flow, struggles to keep his cool.

*that you want to step off yah stone and melt yah meatstick face into all my cool, my smooth wet place. But, sometimes, kid (you seen*

“I remember reading a poem in freshman or sophomore year of high school. It was Walt Whitman’s When I Heard the Learn’d Astronomer,” Miller recalled. “It’s about a person listening to astronomers lecture about astronomy and science and numbers and facts and figures. But in the poem the listener drifts away and almost becomes one with the stars. The guy was kind of daydreaming.”

“And I was like, this man gets me! I’d be in an algebra class and instead of thinking about math I’m thinking about numbers and their personalities,” he said. “I’m personally convinced that number five has a big gut and a hat. And just like that I’ve missed another math problem... What I hadn’t realized then, was that there’s poetry in mathematics. Quantum mechanics stretches the imagination just as much as poetry.”

Miller showed me some of his poems and doodles from his middle school years (he could honestly qualify as a comic book artist). “It’s really bad stuff. Really dark. There’s

a band in the sixties called The Doors and Jim Morrison was the ‘Lizard King,’ lead singer. So I drew a lot of lizards, blackness, fire. Some fire right there,” he pointed and flipped through the pages with a twinge of a smile. “There’s my first poem for my first girlfriend. Yeah, just teenage boy stuff.”

By chance, when Miller visited the poetry aisle at a bookstore to find Jim Morrison, he picked up Sylvia Plath’s “Ariel.” “Plath showed me what poetry was and what words could do—but I had no belief I could be a poet then,” Miller said.

“I got scared in college because there were people there who had gone to schools like Exeter who knew all these poets. Now I came from a public high school and I was on the football team so I felt stupid and I thought they thought I was stupid. So I just played that role. I didn’t really say anything, I was the kid on the table who doesn’t talk. That was me until senior year.”

“I empathize with the quiet ones on the table, because we sometimes don’t know what’s going on or just don’t feel like saying anything,” he said.

There’s already so much for me to unpack. I know that Miller is fascinated by trochee (stress-stress) words, probably hence the amalgamation of the words “meat” and “stick.” What I don’t know and couldn’t seem to figure out is whether the phrases “meatstick” and “smooth wet place” intentionally consists of a sexual innuendo. If so, why say “meatstick face”?

I am also intrigued by the use of accentual, paternal language (“Yah!”). It contributes, almost too forcefully, to that image of the cool guy. To some extent this river now reminds me of a more sarcastic Phil from “Modern Family”.

*it!) I’m so jacked I don’t need a hundred sums turning to tongue bridges into cud. Some days, so filled with rage and rain, I rip this whole town down and wash it with stones, blown tires, shopping carts, and boosted I-Rocs Then I burst over all those worn out locks and sandbag banks to bum-rush yah streets, yah bones. I bully up the blocks, my whitewater wall showing you just how ugly pretty I can call*

*Assuming you can write clear English sentences, give up all worry about communication. If you want to communicate, use the telephone.*

- Richard Hugo

Miller often stressed the importance of sound in our poetry classes. “Language is sound. We’ve only been writing it down since the Gutenberg printing press. You know, most people who listened to Shakespeare and his plays were illiterate but they could speak and they could understand,” he said in our interview. “You might not notice it straight away but sound carries meaning. Alliteration and consonance create an effect. There’s a reason why we rhyme. It creates relationships between otherwise perhaps unrelated words.”

“Good novelists have that ear too. Writers here, you guys have a great eye and ear for language. How it looks together and also how it sounds if you read it out loud,” he said. “Everyone should read their material out loud. Because you can hear it when there’s a flatness to language and beats, and when there’s excitement in that language.”

Miller referenced the Amazon series *The Boys*. “There’s a Japanese brother and sister and they’re being chased down by the bad guys. The girl was deaf, and they have their own sign language. And there was a five to seven minute conversation, where the brother was talking and the girl signing. Nothing was subtitled for the viewer. But just hearing it gives you a sense of what they’re talking about. It’s about how scared they were. How much they love each other.”

“It was like watching a memoir. The directors made a brilliant choice to let us understand with sound, with tone and pitch, and with body language. That is where poetry is beautiful, when we feel the meaning before the intellect gets too much in the way,” he said.

Songwriters sometimes organize the structure of their musical rhythm and beat to the scene they’re painting. One of my favorite songs by John Mayer, Stop This Train, was supposedly written in the rhythm of train’s clacking-clacketing.

I think Miller’s trying to do something similar here. I’m no expert in meter, but after reading this poem aloud I think there are hints of an iambic pentameter, albeit again with disruptions. To understand these disruptions, I believe we must look at the rhymes at the end of each line. “Cud,” “rain,” “stones,” “I-Rocs,” “locks,” “bones,” “wall” — these are all objects, meaningful or meaningless, that we might find in the river.

It’s important to recognize this antagonism between man and nature that’s beginning to surface. “I-Rocs” and “locks” are both artificial creations. I know couples often throw locks and keys into the river as

a symbol of their \*British-accent activated\* “ever-lasting love.” They do this with no consideration for the environment. On some level, the poem calls for a reevaluation of our relationship with nature. We find our answers and muses in nature, yet nature finds hardly any value in us.

*out all the beat and broken ways you hit my dirt with hammer and shovel, with reeking load of angles and invention. And all for gold? All to show you’re more than your stack o’ dimes dick, that somehow you could run a train on death?*

*That’s all some kiss my ass bullshit wrong. And now you come sucking up for a song, now yah kneeling and begging for my breath, mumbling how yah so humbled in my mud,*

“I believe stanza is an Italian word for a room. So poetry is really like a house, and you go to different rooms and try to see who lives there. And you check out this weird house with weird rooms with weird people,” Miller said.

“Poetry is a painting or a dance. You see it, and you’re like ‘ah that’s beautiful’ or ‘there’s something beautiful there.’ And maybe you can’t quite describe it, but you don’t have to, this is what we do in class,” he said. “We try to open it up and see what’s going on. You never get to fully understand it, and you don’t want to. Just like if you explain a joke it’s no longer funny.”

“I think a lot of people make poetry out to be harder than it is because they try to solve the poem and when they can’t, they get frustrated,” he said. “People put poems up on this pedestal and say ‘that’s where it belongs, it’s unlike any other form of writing.’ But poetry is no different from the text on a cereal box, or the tough, egotistical engravings on a tombstone.”

“If I could write a novel, I’d probably make more money. And if they made that book into a movie, I could probably already retire,” Miller joked. “But that’s not what I write. I think where I’m at is just playing around with words.”

It’s not hard to see that the river’s pointing out our ego and our insatiable desire for conquest. I sometimes wonder if our urge to expand and conquer and win battles is a built-in anxiety much like the one we feel when we procrastinate - influenced by our fundamental belief that staying put is losing ground.

Well, we are losing ground. Literally, by erosion. “And all for gold.” The river has a right

to be mad. The river has a right to not give us his song.

What if Miller is pitting science against the arts in this poem? Art seems to only glorify nature, taking from nature in an invisible, harmless manner. Yet here, the river rejects the artist for he is disillusioned by the works of the “scientist.” Art and science, at opposite ends once more.

*making me some messed-up amalgam of mother and lover, professing some mission to recover the missing past and plasma of yah blood.*

*Screw you, kid. Should just put you over my knee. That tough love you never got from yah daddy.*

*“Methinks we have hugely mistaken this matter of Life and Death. Methinks that what they call my shadow here on earth is my true substance. Methinks that in looking at things spiritual, we are too much like oysters observing the sun through the water, and thinking that thick water the thinnest of air. Me thinks my body is but the lees of my better being. In fact take my body who will, take it I say, it is not me.”*

- Herman Melville in Moby Dick

“We think we see the reality,” Miller said, shaking his head. “But it’s just like Plato’s cave - we’re really seeing a reflection of reality. It’s all skewed to our own biases and prejudices. I don’t mean prejudice in terms of race and stuff. But just the way we think the world works.”

“There’s this great writer - Andre Dubus III - who got in a car accident and lost the use of his legs. And his perspective on the world changed. His writing style changed because how he sees the world, how he feels in the world, has changed. Your perspective is different with age, with your height, with your gender, your sexuality, your home,” Miller said.

“If we’re not playing with words, it’s miserable. It wouldn’t be fun to write. And even when I’m writing about my father’s death, it’s the playing with words that helps me understand some of the things I’m talking about,” he added.

“At Exeter it’s hard to write poetry,” Miller said. “Because it’s hard to have the time and schedule to play with words. So hopefully you find some joy in whatever you do, be it basketball or physics. Sometimes I have fun sitting in a cafe, writing. I might start laughing out loud or crying in front of other people as I’m bashing my fingers on the keyboard. Because I didn’t realize I was going to write what I did. That moment of discovery is precious.”

# Album Review: Taylor Swift Is Bringing It Back

By CHELSEA ZHAO

After more than a year of anticipation, Taylor Swift finally dropped a re-recorded version of Fearless, her second studio album. This coming-of-age album expressed so many emotions, ranging from hope to heartbreak. The album, specified as “Taylor’s Version,” consists of 26 songs: 20 tracks from the platinum edition of Fearless and 6 songs “From the Vault.” The 6 new songs are “You All Over Me,” “Mr. Perfectly Fine,” “We Were Happy,” “That’s When,” “Don’t You,” and “Bye Bye Baby.” Although none of the original lyrics changed, if you’ve listened to Taylor Swift since early in her career, you will hear how her voice matured over the past 13 years.

If there were no changes made to the songs, why did Swift re-record them? The singer and Big Machine Re-

cords sparked a long-lasting public feud between them when the ownership of her first six albums was sold to Scooter Braun without Swift’s knowledge. Although she is now signed to Universal Music Group, Braun still controls her previous work. Her contract with BMR stated that after November 2020, she could re-record her albums and hold ownership over them.

Swift chose to re-record Fearless first, saying that “It was an album about hope, lessons learned, and the effervescence of teenage youth and all that.” Re-recording those tracks gave her an opportunity to explore those feelings again and to reflect on her past experiences. What is notable about Taylor Swift is that she tells stories about her own life through her songwriting, inviting listeners to connect and relate to her experience.

Considering that she was 19 years old when Fearless

came out, her supporters have grown up alongside her. One fan wrote about “Forever & Always (Taylor’s Version)” in Swift’s comment section, “This version sounds like she’s reading an old entry of her diary.” The song is one of my personal favorites on the album because it captures the betrayal of a broken promise. The anger in the original version fizzled out into recognition of past heartbreak in Taylor’s Version.

Though the pre-existing songs are timeless, “Mr. Perfectly Fine (Taylor’s Version) (From The Vault)” is becoming a cult favorite. This up-beat post-breakup song was inspired by the infamous 25 seconds phone call that ended things between Swift and Joe Jonas. In the song, Swift is “Miss Misery” still coping with the breakup while “Mr. Perfectly Fine” refers to Joe moving on. Swifties applauded this song, calling

it a “banger” and a “masterpiece.” A fan even commented, “Why’d she hide it for so long?”

An interesting thing to point out is that time hasn’t healed all wounds. 8 years after Swift’s short-lived romance with Jonas, both singers have moved on and are still friends. However, Jonas’ wife, Sophie Turner, posted on Instagram about the song. “It’s not NOT a bop,” she said. Despite the mild drama, Swift has matured from her 18 year old self, and this song is a perfect example of how.

Fearless (Taylor’s Version) represented independence and growth for the artist behind it. With stronger vocals and songs that never made it into the original album, this re-cording is almost like something brand new. The release of Reputation, Taylor’s sixth studio album, marked the death of “old Taylor.” But now with the re-recordings, she’s

bringing it back. For the newer Swifties, they even have a chance to experience her older songs. What’s different is that now, Swift has full ownership of her songs, something she believes all artists should have. Her maturity has also allowed her to put all the petty drama behind her. In her two latest albums, Folklore and Evermore, we see her transform into a storyteller with much more to say.

Taylor Swift plans to re-record her other five albums: Taylor Swift, Speak Now, Red, 1989, and Reputation. Fans are curious about how Swift can breathe new life into her classic, iconic songs such as “Shake it Off,” “Wildest Dreams” and “Red.” One of the most anticipated tracks is “All Too Well” from the album Red. There have been rumors circulating about how Swift might drop an extended, 10-minute version of the song.

So far, there have been no

date confirmations on when Taylor will drop the other re-recordings, but Swifties have already started looking for clues. After it was revealed that “Wildest Dreams (Taylor’s Version)” will be featured in an upcoming movie, Spirit Untamed, it is likely that 1989 will be the next album to be re-released. The following album could be Red. Since Friday, October 22nd will be the 9th year anniversary of the album, it is a possible release date. Swift announced that she wrote more than 30 songs for Red, meaning that fans get to hear many songs from the Vault.

While we are waiting for updates from Taylor, let’s sit back and enjoy the genius songwriting in Fearless (Taylor’s Version). On that thought, can we take a second to thank Joe Jonas and all of Swift’s previous exes for inspiring this ridiculously amazing album? Old Taylor, welcome back.



# Staff of the Week: Lori Novell



Lori Novell smiles outside of Jeremiah Smith Hall.

William Park / *The Exonian*

By MAAME DUFIE  
AWAH MAYA COHEN  
and ANGELA ZHANG

No one embodies Exeter's non sibi spirit like Disbursement Manager Lori Novell. Her compassion and kindness shines through all of her contributions to our community, from organizing the Academy's various payroll and account systems to advising aspiring lawyers and judges in the Academy's Mock Trial team.

Prior to working at Exeter, Novell worked for Cambridge Health Alliance as the Director of Disbursements. She balanced several responsibilities, including overseeing various union contracts, the payroll and accounts payable departments, and ensuring that vendors were paid correctly.

Eventually, Novell found her way to working at Exeter, after the Chief Financial Officer at Wentworth-Douglass Hospital, whom she had previously worked with, introduced her to an open position at the Academy. Novell explained, "I knew it was time for a change and work closer to home, and that's how I got to the Academy."

Here at the

Academy, Novell is the current Disbursement Manager. "I am responsible for all the time management systems, payroll systems, and accounts payable department," Novell explained. When updated systems are implemented or upgraded, she collaborates with the Human Resources and Information Technology teams "to make sure that all these systems are set up correctly, to make changes as needed, and just make sure everybody gets paid correctly."

Novell's role on campus is instrumental to ensuring that everything at the Academy is going smoothly. Novell is always prepared to help, whether it be someone within her department or another. Dining Services Director Melinda Leonard commented, "Mrs. Novell is extremely knowledgeable and supportive of all the departments. She's the 'go-to person' in supporting the Dining Services management team with payroll system training and the general management process."

Accounts Payable Coordinator Kim Wilson agreed. "Mrs. Novell blends her expertise with a caring and compassionate attitude. The backbone of her work is not numbers, but people and

their livelihoods. She has given 100% to the department and the Academy as a whole," Wilson said.

"Her team has a heavy responsibility, but they do it well, ensuring that people get paid properly and on time." Project Management Office Manager Julia Looi added. "She has often given up vacation time to ensure that things go smoothly in her department."

"One of my favorite things about Mrs. Novell is her sense of humor and honesty...She is very fun to work with," Music Program Administrator Barbara Darby said.

Beyond her role as Disbursements Manager, Novell also serves as the club adviser to the PEA Mock Trial team. She's the team's greatest advocate, ensuring every competition is a positive experience; she never fails to calm students' nerves and provide them with her most sincere words of encouragement. Even at 6 A.M., when the team has to board the buses to travel to a tournament, Novell is always there to restore students' confidence and energy by bringing them hot chocolate and her warm smile.

"My favorite thing about Exeter is working with the students. These

kids are so amazing, and it's so rewarding to see that the work they put in to compete pays off. There's just so much excitement to see them grow. I've built and maintained really strong relationships with both past and current co-heads, and watching them and the other kids on the team continue to grow is just so amazing," Novell remarked.

Mock Trial co-head and senior Beatrice Burack shared her gratitude for Novell's contributions to the club. "Mrs. Novell goes above and beyond what is expected of an advisor and puts in so much work behind the scenes to help everything run smoothly. She truly believes in our ability to excel and is just endlessly supportive."

Senior Maggie Wainwright explained Novell's dedication to the club. "She joined the New Hampshire Mock Trial Board to advocate on our behalf...She really wants to help students do their absolute best."

Wainwright also described Novell as "the best advisor I have out of all my clubs" and an "incredibly generous, kind, and selfless person." She recalled "free pizza dinners" and memories of Novell's compassion: "[Once] I wasn't feeling

well during a competition, and she dashed to the CVS and got me medicine and lunch. She sat with me and we talked...I really miss my mom at Exeter, and teachers who fill that role are the most special."

Senior May Chen highlights the exceptional role that Novell has played in her experience with Mock Trial. "She makes the club feel homey, and Exeter on-large as well. Mock Trial has been a big part of my life at Exeter and Ms. Novelle has been a major contributor in making that so enjoyable and wonderful."

Under Novell's guidance, the Academy's three Mock Trial teams placed first, second, and third overall in the state of New Hampshire, and the A Team will be representing the state at the National High School Mock Trial Tournament later in the spring.

Novell also extends her caring and dedicated spirit beyond campus, having served for six years as an advocate and volunteer for HAVEN, a support service for victims of domestic and sexual abuse. "I ran support groups for women who've gone through domestic violence," she explained. "I got very close to some of the fam-

ilies and I try to mentor some of the kids that lived through that. I just try to help guide them to make good decisions." In 2013, Novell was given the "Distinguished Volunteer Services Award" for her compassion for others and dedication to HAVEN and the women she advocated for.

As the grandmother of seven, Novell knows the importance of family, and her love for them is not lost on the people around her. "My favorite thing about her is her love for her family and her unwavering loyalty to the people and causes she cares about," Wilson said.

Novell's commitment to her job, Mock Trial, and her family shows how dedicated she is to ensuring that her community flourishes. As Wainwright said, "What really sets somebody apart is ultimately the attitude with which they approach dealing with students, and I think that Ms. Novell is incredibly patient, involved, friendly, calm, and very organized. I think her warm comforting presence and love are one of a kind." Through her determined and non sibi spirit, Novell supports Exeter with unique care.



# Staff of the Week: Nico Gallo



Nico Gallo smiles in the Design Lab.

By **JETT GOETZ** and **MINSEOK KIM**

If you've entered the PEA Design Lab, you've probably seen Design Lab Coordinator and VERTEX robotics team adviser Nico Gallo helping students create a game piece inspired by "Dungeons and Dragons," or working on robotics while students paint a shoe with acrylic paint for their 3D Design art class.

Gallo has extensive experience in mechanical engineering and design, and helps students with projects ranging from protein modeling and 3D printing to building electric scooters.

Gallo joined the Exeter community four years ago, and even before he came to the Academy he was invested in engineering and music. "I attended Manchester Central High School, a large and very diverse public high school, where I was pretty much completely absorbed by the band and FIRST Tech robotics team," Gallo said. "I went to college for mechanical engineering, and wound up spending a lot of time in makerspaces building furniture, fixing mopeds, assisting visual artists, teaching, and playing music."

According to students, Gallo is an integral part of Exeter's engineering program and Design Lab space. "I think he really embodies Exeter education in that he wants you to be the one making discoveries and the one to be doing the engineering work," Upper Vincent Xiao, a co-head and Principle Head of the First Tech Challenge Team in the Robotics club, said. "He wants you to be the one who is in charge and in control of your final outcome or what you end up creating... he tries to minimize the guidance as much as possible, so in the end, you are the one making the discoveries and you're the

one who is allowing yourself to learn and grow and develop."

Mimi Hari '20 agreed. "He was always willing to help us solve our problems, but in a way so that he didn't answer the question for us—he was always trying to guide us down the correct path. When working with him, you feel like he genuinely wants you to understand the solution," Hari said.

Gallo talked about the collaboration between Harkness and hands-on learning. "[Exonians] are good at having conversations and asking questions, but it seems like the other side of that is 'what do you do with that?'" Gallo said. "[Hands-on learning] is maybe underexplored and I think that's why a lot of students get value out of the design lab, that it gives you some kind of outlet from sitting in class all day, sitting with questions... I feel like having a way to change the space around you, making something or fixing something is really nice and it pairs well with some of the more theoretical aspects of education here."

VERTEX Robotics Team member and senior Emmett Lockwood explained how Gallo uplifts his students in a true Exonian manner. "Mr. Gallo truly embodies Harkness, almost to a fault. While he of course keeps us in line with safety measures, he never squashes students' creativity," Lockwood said. "I have watched him carefully listen as students walk him through the ideas of projects that are almost certainly doomed to be revised, he knows that for Exeter students failing is hard but necessary and that the true joy of making comes from creating out of desperation."

Although much of Gallo's work includes registering the robotics team for competitions and entering award submissions, he is also an im-

portant mentor. "He usually lets us figure things out and only jumps in when he sees something that he thinks he could help with in a meaningful way. He is also moral support and guidance throughout the competition season," Xiao said.

Lower and member of the Robotics Club's First Tech Team Isabella Vesely further explained Gallo's help in the design lab and teaching style. "It was really nice that he would be there with me and explain all the ins and outs of all the machines... This school year, I was working on a small part of the robot, it was an easy fix but there were so many different ways you could approach the problem," Vesely said. "We used a power tool, the angle grinder, it was interesting to learn and go through the safety measures. I think the best part about his help is that he doesn't do it for you, so he kind of guides you and explains it."

Vesely continued, "One of the best parts of working with him is that it's one of the best ways to learn that you just have to do it yourself, like actually doing it, whereas he'll help you figure out how to do it... It's kind of like that quote, 'if you give a man a fish he'll not be hungry, like for one day, but actually teach him how to fish, and he will never be hungry,'"

Gallo has provided help to many student projects. "I produced [a scooter] at a speed and range that about matched market scooters around two and a half times its cost."

Xiao recalled the process. "In order to do that, there was a lot of engineering needed... Mr. Gallo has a background in mechanical engineering and was able to provide feedback, like when I was attempting to integrate the motor with the wheel and attach it to the scooter, he said 'you could try doing this in order to get them

together' and then we would identify a problem," Xiao said.

VERTEX team member and upper Celine Tan described Gallo further. "I'd say he's a very understanding person, and he is very dedicated to making sure that all of the students who are involved in activities know what they're doing and feel welcomed," Tan said. "Mr. Gallo is a very empathetic person. He does a lot to put himself into our shoes, and he understands how much robotics can be sometimes. And he regularly expresses how he's willing to offer support because of that."

Senior and member of the Robotics Team Andrew Woo described Gallo as, "very smart and ingenious, a bit eccentric at times."

"He had a whole vibraphone/glockenspiel in the lab, and was working on polishing all of the aluminum bars to a mirror finish, after sanding the scratches out of one of them," Woo added.

Outside the Design Lab, Gallo enjoys spending time indulging in musical aspirations and performing as a vibraphonist across the New Hampshire region in concert halls and in casual streetside busking. "I was playing at a lot of restaurants and bars and jazz venues or on the seacoast where I live."

"A couple years ago, we had a sharing of artistic talents at the school on campus," Science Instructor Alison Hobbie said. "Not only was he playing the vibraphone, but he had a friend come by who was a tap dancer, it was more for percussion... That's sort of one of the sparkles of his creativity, right? It comes from music. It comes from working with his hands. He's using the creativity of the design process, overlaid upon his technical skills and use of tools... It's a reminder that a lot of adults on campus have other depths.

It's fun to find out the other aspects of people's lives."

However, the first waves of COVID-19 became a big impediment to Gallo's musical life after many venues closed down. "When everything closed down, I immediately lost a lot of inspiration to play at all. There were probably like eight or nine weeks where I just couldn't touch [the vibraphone]," Gallo recalled. "I thought I wasn't going to play again ever... I had been directing my practice according to what performance was coming up. I could be prepared for the next gig or whatever it was. And all of a sudden there are no performances... It seemed like it was a perfect time to do practice, but it was really hard for me to define motivation."

Gallo talked about how he has made a comeback after a while and feels more energy than ever to indulge in music. "I think taking a break is really, really helpful. I think it's hard to see that when you're younger, because you feel this urgency to, like, do everything as quickly as possible. It's something I've kind of had to learn. I wasn't amazing at X, Y or Z, by the time I was 21, then my life was gonna fall apart. But I turned 21. It didn't fall apart. I realized that more time."

With music, Gallo finds creative ways to combine this passion with engineering. "I know last year in the Design Lab, he was turning his vibraphone into an electric instrument... He was sort of taking apart the entire vibraphone and fixing stuff up. I think he's trying a lot of interdisciplinary stuff, which is really cool because of just all the intersectionality between music and engineering," Xiao said.

Woo added on. "No matter what you want to create, he's always there for help. I believe every Exonian should experi-

ence the makerspace environment during their Exeter career, and Mr. Gallo facilitates that perfectly."

Xiao recognized Gallo's mentoring presence at the lab. "He's always happy to help train students in the use of the laser cutter or the angle grinder, or sort of these industrial manufacturing tools and methods," he said.

"I know that the design lab is an important space in the lives of many students. Without him, I'm sure that the lab wouldn't be running as smoothly as it is now. I know that many students are grateful for the work he does," Hari said.

Gallo explained what his goals were for the Design Lab and how he thinks it has helped students on campus. "I think that the Design Lab has given a unique depth to the kinds of projects students can work on here, while also providing a release from an academic environment that I've heard occasionally referred to as 'demanding.' Going forward, I want for more students to feel welcome and comfortable here, and for our space to grow to accommodate more kinds of projects," Gallo said.

Gallo reflected on his Exeter experience and circled back to the students. "You all give me so much inspiration and you've got such a unique energy, and there's a fearlessness that's kind of built into working with this age group. You haven't learned some of the things that can hold you back, which is really refreshing to observe," he added. "I can observe by watching students work specifically on making things and learning how to make things and determine what things hold me back that I have, like, learned since I was that age. And it gives me a path to kind of unlearn them and free myself up... It's just really cool. I love working with the students."



# The Best of D-Hall

By CATHERINE WU

Many Exonians have strong opinions when it comes to food served at dining halls. From the classic grilled chicken, to the citrus peach cocktail, to the infamous Exeter bars, students shared their favorite dining hall meals with The Exonian.

Students enjoy a variety of favorite foods from dining halls. “Pesto Gnocchi” is lower Nat Kpodnu’s favorite “because it tastes really good.”

The on-campus dining halls occasionally serve a variety of pizzas, including cheese, pepperoni, barbeque, margherita and more. “I like the pizza ‘cause it’s better than the pizza trucks,” prep Advay Nomula said. “The basil cream sauce on the pasta is pretty good. The samosas were also surprisingly good, and I really don’t know why.”

International foods are often served at dining halls from time to time as well. “I think the Indian food, such as the channa masala or lamb curry is fairly good. However, there could definitely be more emphasis on the spices! I’ve heard from my friends that they miss spicy food from home. Not necessarily ‘hot chili pepper spice,’ but spices like cumin, cilantro, cardamom, and mustard seed,” lower Hannah Rubin said.

Most students agree that the grilled chicken served at dining halls is very dry. “It’s a hit or miss,” prep Mitchell Tam said. “Sometimes it is seasoned well but sometimes it is very dry. But sometimes it is the only meat protein I can choose from and it gets old.”

Students have come up with a variety of ways to enhance the flavoring on the chicken. “I used to saturate it [the grilled chicken] with ketchup to ‘hydrate’ it and

give it some flavor,” Nomula said.

The grilled chicken, despite its flaws, has received its due appreciation from many students though it easily becomes a monotonous part of the dining hall menu cycle. “It’s a good staple to have when the other food isn’t as appetizing or when the food selection is poor. At first, I loved it. But then, either I had too much of it or the quality went down. Again, it’s good to have, but at this point, I’m lowkey sick of it,” senior Joseph Chen said.

Some students have offered suggestions to the dining halls in terms of improving the grilled chicken. “I think the dining halls can sometimes be a little more creative,” Rubin said. “How about marinades for the chicken, like pesto, or miso, or soya?”

In addition to the grilled chicken, the dining hall often serves other chicken dishes. “I like the barbecue and jerky chicken wings because they taste very good,” lower Jolie Ng said.

Chicken parmesan is also a popular dish. “The chicken parm is consistently good,” upper Mana Vale said. “Also, I like the veggie & hummus wraps they started doing.”

Nomula’s favorite from the sandwich bars are the chicken bomb subs, “because the chicken tastes good and has good texture.”

For Math Instructor Greg Spanier, “Lamb stew/curry [is enjoyable], as I’m very fond of lamb.”

The Elm sandwich bars are appreciated amongst both students and faculty. “Toasted sandwich, when available,” Spanier said. “There’s so much variety available.”

Classic breakfast dishes are also a big hit. “Their potato wedges are pretty good,” upper Naisha Deora said.

In addition to potato wedges, dining halls also serve tater tots for breakfast as well. “Their tater tots are quite good and they remind me of home,” prep Nora Sharma added.

Many other breakfast staples are students’ favorites. “I’m a big breakfast person,” senior Joseph Chen said, “so I just love the morning scrambled eggs and potatoes during brunch days though...that’s just so sad.”

D-Hall sticky rice in particular has sparked strong opinion. For Spanier, the sticky rice “goes well with a lot of things like BBQ ribs.”

Some students have come up with creative ways to pair the rice with other choices. “I regularly get the sticky rice and some days are better than others. Sometimes it has those dry crusty parts and other times it’s soggy. I usually pair it with a protein or saucy dish,” upper Catherine Uwakwe said.

The sticky rice served at dining halls sometimes is no different from normal rice. “Is it rice or sticky rice?” Nomula asked. “They both seem like the same thing to me. It’s okay most of the time unless it’s crispy for some reason, however, half the time there isn’t anything to eat it with. So I’m just eating rice.”

Although senior Christina Xiao has yet to personally try the sticky rice, “I know people who would just mix it with soy sauce and call it a meal,” she said.

Some students gave propositions regarding the sticky rice. “I wonder if the type of rice could change depending on the day? This would incorporate more rice like basmati, jasmine, or even other grains like farro and quinoa,” Rubin suggested.

Elm, Wetherell and (before its untimely closing) Grainger also served salads on a daily basis. These include Caesar, Greek, kale,

garden vegetable and much more.

Different students have different favorites among these salads. “The Greek salad is very good,” Nomula said. “I like the olives and the feta cheese, and it’s all in all a great salad.”

The Caesar salad is also a popular vote. “Caesar, especially with their house-made dressing,” Spanier said. Kpodnu agreed. “Caesar for the win,” she exclaimed.

Although Uwakwe has not had dining hall salads here since the popular Sweet-green salads from fall term, “I miss the open salad bar from pre-Covid, but I understand why it’s no longer an option,” Uwakwe said.

Regarding favorite drinks, many students agree that the citrus peach drink is one of the best. “I love the peach cocktail because it’s the sweetest and the most unhealthy,” Nomula said.

Kpodnu emphasized, “Citrus peach juice because it hits different after practice.”

Other juices prove to hit the spot for student athletes recovering from their workouts. “I just love orange juice,” Chen said. “Back when I studied in Arizona, my mom and I would go to this orange farm and bring back like three crates of orange just for the both of us. We’d just have fresh-squeezed orange juice every day. Well, at Exeter, the vending machine orange juice is the best I can get. After a long practice or just before starting the day, a cup of orange juice always keeps me afloat!”

A brand new cocktail formed from mixing two drinks has been discovered as well. “My favorite is the peach cocktail topped off with cranberry juice because it bitters down the sweetness of the peach cocktail and tastes very good,” Khambatta said.

Many Exonians also enjoy the various milk options dining halls offer. “My favorite drinks are the citrus peach drink or milk. The cit-

rus peach is very sweet and tastes great, and I always need to drink whole milk so I really like it,” Tam said.

Milk is a healthy drink option for many. “Milk; healthy and calcium,” Spanier said.

“I LOVE the apple juice!” Uwakwe said. “It’s refreshing, sweet, and a classic. But if I’m feeling snazzy I mix apple juice, citrus peach and a bit of cranberry juice to make a little cocktail.”

Hot chocolate, a beloved addition to the array of dining hall beverage choices, is also consistently appreciated. “My favorite D-Hall drink at the time [during lower winter] was hot cocoa,” Vale said.

However parents and guardians shouldn’t worry, because some students’ favorite drink is water. “My favorite drink is water,” Ng said, “because it is healthy and I always get three bottles from the dining hall during every meal.”

Many students really like small snacks served at dining halls as well. “Biting into a fresh apple is really satisfying!” Rubin said.

“Grapes,” Tam said. “I love eating grapes.”

Fruit pastries are also a favorite. “I like when they have Apple strudel sticks!” Uwakwe said. “They’re so good! The crust is crisp and flaky and the filling is sweet but not overwhelming.”

Dining halls also serve different types of cookies from time to time. “The chocolate chip cookies were really good. I went back and grabbed three more after the first one,” Sharma said.

Students have been resourceful and starting making their own food creations. “I like to make my own version of Lunchables with Ritz crackers, pepper jack, and turkey,” Vale said. Before COVID, Xiao said that “People used to make ice cream sandwiches with cookies and the ice cream machine!”

Even croutons, a nice addition to salads, have become a snack on their own. “I really like the croutons,

they’re so good,” Deora said. “I like croutons because the oil and garlic make them very tasty,” Ng added.

“The peanut trail mix thing is good, probably because there’s a lot of tastes in it,” Nomula said. “I haven’t had any other snacks or ‘creations’ from the dining hall. Yet.”

Of course, the all time favorite creation from dining halls are the renowned Exeter bars. “They SLAP!!!!” Uwakwe continued. “And they should have it served more often! I like it a lot! Solid dessert.”

For new students who’ve just recently been introduced to these unique creations, Exeter bars are a huge hit. “Exeter bars are very delicious because they are sweet and get me in a good mood. They brighten my day,” Khambatta said.

Expert creators of D-Hall ice cream sandwiches would use Exeter Bars to level up the dessert’s culinary experience. “It was the best thing ever,” Vale said.

Some students even grab more than one bar at a time when visiting dining halls. “I usually grab three [Exeter bars] or so and gobble them up pretty quickly. I can see why they are a favorite. Dining Hall should put them in circulation more often,” Nomula suggested. “Exeter Bars are the best. Whoever says they’re nothing special is absolutely wrong!” Xiao concluded.

These one-of-a-kind treats are definitely a highlight of life here at Exeter, and encompass the unique parts of the Exonian experience: Exeter has iconic food that Exonians could never forget. Students across the board were immensely grateful for the work Dining Services and Dining Hall staff workers do to provide the best dining experience possible for students amidst the challenges of COVID-19. The experience of D-hall with good friends and caring staff is what makes D-Hall, our d-hall.

# Academy Hosts Spikeball Tournament



The final match of the Spikeball pro bracket.

William Park / *The Exonian*

By JETT GOETZ, LAUREN KIM and ARIASCANNELL

Spring has come into full swing and across campus, groups of students can be found dragging yellow Spikeball sets onto the quad. The warm weather invites Exonians to set up the familiar black-and-yellow nets and bounce a Spikeball back and forth with friends. Grassy quads, breezy weather and quick rounds of the iconic game are familiar memories in the minds of many Exeter students. However, a new competitive aspect of Spikeball has recently been introduced.

Once considered a leisurely activity, this year’s “Spikeball season” has incited competition for the first time amongst dozens of teams, all battling for coveted prizes. Within two brackets, Exonians found themselves either competing

in Spikeball games or cheering on their peers participating in the long-awaited competition, with both lowerclassmen and upperclassmen agreeing that competitive spikeball is an exciting addition to the community.

Recently the Academy’s Student Council organized a Spikeball tournament headed by senior Cooper Walshe. Within the tournament, there were two different brackets in order to encompass the high volume of participants, giving everyone a fair chance at a prize. The rookie bracket was for beginners to Spikeball, including those who understood the rules but were not excellent players yet. The pro bracket was created for teams whose players were both confident in their Spikeball abilities and had extended experience with games. Senior Morgan Johnson and upper Matt Indelicar-

to won the pro bracket of the spikeball tournament. Seniors Christian Hall and Ibrahim Ahmed won the rookie bracket.

Walshe explained more differences between the pro and rookie brackets of the tournament. “For the rookies, we did short and easy serves. For the pros, we ran the same rules that professional spikeball players use,” Walshe said.

As any tournament should, first, second and third place teams from each bracket received prizes. In the rookie bracket, first place got an order from any local restaurant, second place got a large Stillwells ice cream and third place got a small Stillwells ice cream. Within the pro bracket, first place got a Spikeball set and order from a local restaurant, second place got an order from a local restaurant and third place got a large Stillwells ice cream.

Emilio Abelmann was also a spectator at the event and enjoyed seeing the different brackets. “I love the game of Spikeball and have thus been playing since prep year, but it was also nice to see beginners have a chance to play at a competitive level via the Rookie Bracket,” he said. “[It was] super fun. I had a great time interacting with the other teams while simultaneously testing my Spikeball skills.”

Senior and participant Lucas McEachern appreciated the sense of community that playing Spikeball brought to campus. “I had a great time playing Spikeball in the tournament. It was so fun to play with and against all my friends, dress up (in our uniforms) and organize all the handshakes and celebrations that we came up with,” McEachern said. “I didn’t know what Spikeball was until I came to PEA, but it’s such a good way to have fun, meet new people, and just get closer with the people you play with.”

“I love getting out of a practice, or game and being able to relax and play spikeball with my friends. Especially since the days have begun to get warmer and the sun sets later, playing under the sunset with music, is so much fun,” Spikeball player and prep Caroline Shu said. “Although my partner and I didn’t make it past the first round, there was never any negative energy, and everyone was always so encouraging.”

Though most participants had fun, some believed the competitions could have been scheduled differently. “9/10 would have been 10/10 if it was on Saturday instead of Sunday.

Senior and participant



# Faculty of the Week: Aviva Halani



Math Instructor Aviva Halani takes a selfie with her dog Grandpa.

*Courtesy of Aviva Halani*

By SELIM KIM and EMI LEVINE

In the evening of a school day, minutes before check-in, Math Instructor Aviva Halani sits with her Australian Cockerdog, Grandpa, in the Bancroft common room. A group of Crofettes sit around her, smiling and laughing as she tells a joke and gives feedback on a student's math homework.

"I think some of my favorite moments are being in the common room and sitting with students and hearing what's going on with their lives," Halani said.

From her time at a Montessori school to college, Halani has always been surrounded by an active support system that encouraged her love for math and teaching. Halani shared how her professors in grad and undergrad school motivated her to become a teacher. "Because of how much I admired my professors in grad and undergrad school, I was like, 'Oh, you know, [being] a professor could be really cool.'"

Halani unearthed her passion for teaching by taking an interest in how students think about math. She decided to change her research towards math education. "I came straight out of grad school, which I entered straight out of undergrad, which I entered straight out of high school. So really [Exeter] is my first real job," Halani said.

At Exeter, Halani was intrigued by the way math instruction operated. "I started

learning about Harkness and the way that we teach math. It just seemed like a really good fit—a lot of lovely things about teaching at the college level is what is here at Exeter," she said.

Halani continued, "There's a lot of discovery involved [and] it feels so natural here. That's what I love about math."

Though she entered the Academy seeking the expansive and comprehensive nature of Exeter Harkness math, she learned to love living on campus as well. "I was originally ambivalent about the residential aspect, but it's come to be one of my favorite parts of Exeter," she said.

Halani is nearing her eighth year at Exeter as a Mathematics Instructor in Mathematics, and previously served as a MUN adviser. She is also an adviser for the Sheth Participatory Action Research Collaborative (SPARC).

During her time here, Halani has always uplifted her students. "Dr. Halani has definitely provided me with a support system during my time at Exeter. Whenever I need help or have questions, she is usually the first person I ask because she knows how to help," upper and advisee Sydney Kang said.

Halani's other advisees agree. "Coming into Exeter, it's been very different because of the pandemic. So it's been very hard to adjust, at least at the beginning of the year, and especially coming to campus a month later. But Dr. Halani was really connected and she emailed me right at the beginning of school before I even

got to campus," prep and advisee Caroline Shu said. "She's just very welcoming and understands when we all look really tired on screen because the week's been so hard. She wants to help us and makes sure we are at our best."

"I really appreciate how accessible she is. She makes time to check-in with her advisees even if it's outside of the regularly scheduled time and I always feel like I can reach out to her when I need support or advice," upper Ana Casey added.

Senior Brody Faliero noted how Halani has always created a warm environment for her. "She's made me feel at home from the start. It was so refreshing coming in and immediately having a faculty member that I could be myself around. I never had to try to act like I was more together than I was. She's just always been that person to make life easier for me," she said. "I remember I had a really tough prep year... and I would vent to her... one of the times, she gave me this long speech about how much she can see me being a role model and how much potential I have. That really helped my confidence!"

In the face of the pandemic, Halani has been a constant light at the end of the dark COVID tunnel to both her students and fellow faculty members. "It is not an understatement to say that Dr. Halani was my savior when we had to move to online teaching last spring," Math Instructor Stephanie Girard said. "Technology is not my forte and Dr. Halani gave up so much of her time to help

me in the weeks before Spring 2020 began. She met with me one-on-one many times and shared so many resources with me and she has been a constant source of encouragement and advice throughout this year, also."

"Dr. Halani has been very helpful to help me improve my Harkness skills in the classroom and has observed my classroom quite a bit. She has given me very, very good tips," Math Instructor Jose Molina added.

Upper Naisha Deora noted Halani's considerate presence throughout Zoom learning. "Dr. Halani really tried to be in tune with how much we felt like we could do [during our class]. I know a lot of people, myself included, felt really comfortable going to her and saying, 'those 15 problems last night, that was way too much'...she was able to adapt even though it was a very inflexible situation," Deora said.

"Dr. Halani definitely understood that being at home and transitioning into Exeter and adjusting to Harkness and all was definitely not easy. I think she did a great job at helping us get used to the class environment," upper Harry Gorman added. "She made sure that the class was not a very stressful thing. She was very willing to understand, specifically with tests. She adapted them because she understood that most of us had not taken a synchronous test in [an entire] year."

Upper Lucy Weil highlighted the enthusiastic presence Halani carried when teaching. "I admired and appreciated her

efforts in organizing the class to make studying for quizzes easier, and especially during winter term when most of us were at home," she said. "She has impacted me with her kindness through her teaching method. I would always come into class looking forward to her thoughtful comments and suggestions to allow me to gain a better understanding of the material."

Halani explained that those moments were her favorite parts of teaching. "It's really powerful to see students problem solving together. I find it really encouraging to watch students develop their problem solving skills and confidence...[They] realize that math is not just about giving the right answer. It's about the ways to get to that answer," Halani said. "Honestly, the answer itself doesn't matter as much to me, it's the reason that goes behind it...That's what mathematicians do."

Her colleagues notice and appreciate Halani's approach to teaching and mathematics. "Dr. Halani is interested, not only in math, but in its applications to the world we live in. She has a researcher's mind, always looking for underlying causes for what the data shows, and, more importantly, for ways to correct whatever inequities the data turns up. She engages with her students in a partnership, exploring how to solve problems, mathematical and otherwise," Math Instructor Dale Braile said.

Though Halani is a wonderful presence at Exeter, her reputation precedes her because of the fluffy friend that

she keeps by her side during her Zoom classes. "I am probably most famous on campus for having a dog, and she takes quite a bit of time. She does dorm duty with me and takes it very seriously. If I leave through the faculty or through the entrance, into the dorm, without her, she starts whining because she thinks I'm going to the common room to have fun without her," Halani said. "So taking care of her, taking her on walks, that's all really nice."

Religion Instructor Kaitlyn Martin Fox especially recalled one memory she shared with Dr. Halani and her dog, Grandpa. "We both got puppies during the pandemic... So pretty much anytime we can get our puppies together to play it's just a really fun experience and we have a lot of fun dog momming together," she said.

"When I think of Dr. Halani, I think of dinners at her apartment in Bancroft where she bakes or cooks something delicious and we sit in her living room just chatting and playing with Grandpa," Kang said.

During her eight years teaching at Exeter, Halani has taken on many roles. She is an advisor, a teacher and a proud Bancroft faculty member. But above all, she is an emblem of support. "She's a really down to earth, easy person to be around while at the same time being a super supportive advisor and person," Faliero said. "She's like a faculty member and a friend, all in one."



## Op-Ed

## » JACOBY

Read Amelia Scott's '22 criticism of April 16 Assembly speaker Jeff Jacoby, 12.

## » PRINCE PHILIP

Read Colin Jung's '24 argument for respecting rather than mocking the recently-deceased British Prince Philip, 13.

## » HARKNESS

Read Minseo Kim's '23 call for Exeter to incorporate more hands-on opportunities in its classes, 14.

## On Jeff Jacoby's Assembly

By SAFIRASCHIWITZ '23

On Friday, April 16, despite my many trepidations, I resolved to keep an open mind while listening to Boston Globe columnist Jeff Jacoby's assembly speech. One could even say that I partly looked forward to hearing a perspective diverging from my own views and those of many others at the Academy.

We in the Exeter bubble are coddled, not only by exceptional academics, phenomenal teachers, great people and resources, but also by largely similar (and largely liberal) political and philosophical leanings. As we are taught by the Harkness pedagogy, however, there is value in all perspectives. There is value, within reason, in exploring beyond one's comfort. I appreciated the Academy's attempt at expanding our mental horizons; I told myself that Jacoby's presentation would be food for thought, fuel for interesting debates. Perhaps I would learn a thing or two.

How very sorely was I disappointed.

For someone who emphasized consistently that conservatives base their decisions on "facts rather than feelings," Jacoby had many nonsensi-

cally-drawn conclusions and gross generalizations about both liberalism and conservatism.

He left no room for neutrality, universal values, or gray area, and this was his biggest mistake. There are some things that cannot and should not be polarized.

"I figured out early on," Jacoby said, "that one of the deadliest threats in this world is a government that is too powerful, and that one of the greatest blessings of all is freedom. As I grew older, I came to understand that those are conservative ideas."

I am quite sure that most people share the view that tyrannical governments are bad and freedom is good, no matter their political affiliation.

Jacoby did well by differentiating the Republican party from conservative beliefs, but it seemed that he acted as the spokesperson for all conservatives. Jacoby rarely mentioned his personal views on specific policies. His speech felt more like an inconsistent and skewed lecture on the benefits of conservatism (and Reagan) than a personal presentation. Barely any concrete evidence was cited to support the sweeping claims he made.

He did cite one source, though. One that was

particularly striking. Anne Frank wrote in her diary, Jacoby said, "In spite of everything, I still believe that people are basically good."

"But conservatives know that it isn't true," he continued. "People are not fundamentally good. People have to be taught to be good."

Jacoby went on to make an argument that was essentially centered around nature versus nurture, the true result of which can never be decided upon due to its roots in opinion. "Conservatives tend to say that crimes are caused by criminals. Liberals tend to say that it's caused by an unjust society," he said.

It would be fair to make the declaration, then, that conservatives believe people are "guilty until proven innocent," rather than the flipped version of that statement, the presumption of innocence, which was established in the court case *Coffin vs. United States* in 1895.

I doubt this is true, and if it were it would be contradicting what Jacoby mentioned about upholding what "made America truly great in the first place." It would contradict what he said about conservatives valuing the people's freedom and rights above all else. Everyone has the right to be innocent, to be considered

good, until they are proven otherwise through empirical evidence. Is this an idea exclusively held by liberals? Quite unlikely, as I am sure many conservatives agree that the presumption of innocence is one positive facet of a flaw-riddled United States law system.

Jacoby had many conflicting points about rights and freedoms: "The more control the government has over your life, the less control you have. The less freedom to make decisions for yourself, to chart your own destiny, to decide what's important for you."

A few minutes before this, Jacoby also stated: "The GOP generally supports religious liberty, keeping taxes low and protecting the unborn, defending property rights and second amendment rights. I agree with all of those."

Jacoby believes in "protecting the unborn," but he also believes that one should have control over their own destiny. Does this mean that women are excluded from this control? He believes in protecting Second Amendment rights while we are in the midst of a national gun violence crisis. Does this mean pursuit of happiness—and pursuit of survival—should be left to fall to the wayside?

Finally and unfortunately

for him, Jacoby's very reason for being conservative does not hold water. From his parents' archetypal American Dream experience, he "inferred certain political values" and "absorbed certain political lessons."

"They built for themselves a kind of existence that's possible in a society that values life, liberty, and the pursuit of happiness," he said.

There are two problems with basing one's political views solely on personal experiences. In Jacoby's case, one is misguidance, and the other is narrow-mindedness.

The society that Jacoby asked us to consider, the United States in the mid-to-late 1940s, was not led by a conservative. Jacoby's father, a Holocaust survivor, was able to get a visa and enter the United States freely because of policies under Harry S. Truman.

By no means a perfect president (he sanctified the atomic bombing of Hiroshima), Truman was a liberal Democrat. The Truman Directive of 1945 gave "preference to displaced persons for immigrant visas under existing US immigration quota restrictions," according to an article by the United States Holocaust Memorial Museum.

The Truman Directive has all the markings of typical liberalism, not conservatism, for no matter how purportedly

"very strongly pro-immigration" Ronald Reagan was, as Jacoby stated, the conservative platform is not usually welcoming to those seeking refuge from other countries.

Additionally, while it is common for people to base their political views on those of their parents, it can be a dangerous practice. It can lead to a narrow sense of the world, a narrow sense of what others experience and how their experiences must be represented in the tapestry of society.

Jacoby's assembly speech was not helpful to anyone—not conservatives, not liberals, nor anyone in between. He neglected to say what is perhaps the most important part of politics, what makes us the United States of America: in the end, everyone wants and values the same things. Everyone wants happiness and security, to protect and provide for their family, to be free to live and love how they please. When it comes down to these things, are liberals and conservatives—is anyone, for that matter—so very different? Does it matter who is what?

This would have been nice to hear. More than that, it would have been healing. Now more than ever, we need someone to reach out and say, "I understand, we're all trying to get by." I hope one day we can have such an Assembly.

## Exeter Shouldn't Have Invited Jeff Jacoby

By ANDY HARRIGAN '23

*Note: This contents of this article is not meant to be anti-conservative, this article is anti-racist and condemns bringing racists into Assembly, especially in the times we are in.*

On April 9 the Academy hosted Jeff Jacoby, a right-wing columnist for the Boston Globe for Assembly. Brought to us by our campus' Republican Club, Jacoby spent a majority of Assembly time rambling and walking the thin line between legitimate political opinion and outright racism and ignorance.

The verbiage used throughout Jacoby's as-

sembly was simply unacceptable. Throughout Jacoby's assembly, he embraced the negative stereotypes of a conservative: idolization of Ronald Reagan, praising facts over feelings while simultaneously handpicking the facts he chooses to believe and worst of all, invoking Anne Frank as a political tool. These are all classless things for an Assembly speaker to say. If the Academy truly wished to promote a diverse range of political opinions, they would simply not approve him as the speaker. This Assembly was simply inappropriate; nowhere on this campus should a man who oppressed the working class while simultaneously neglecting an epidemic leading to the death of 90,000 peo-

ple be idolized. Nowhere on this campus should the death of 17,000,000 people be used as a tool to prop conservatism up on a pedestal. Instead of creating and nurturing an environment where political ideologies can be respected by people on both sides of the political spectrum, this Assembly has only polarized this campus more.

Before inviting Jacoby to get him booked for this Assembly, the Assembly committee failed to do even the most basic background checks for Jacoby. After less than a minute of Googling, I found an article titled "Racism as a Political Factor Has Largely Disappeared." In this article from 2015, Jacoby claims that racism is no longer a problem

in America. This behavior from Jacoby is not an isolated incident, and his social media presence shows that he has certainly not learned since then. Last year, he made many comments on the Black Lives Matter protests in the wake of the killing of George Floyd. These comments painted the Black Lives Matter movement as a violent mob of looters, devaluing all of the peaceful protests and the purpose of the protests. The Academy, as a school who has devoted themselves and their resources to becoming an anti-racist environment has undone a lot of work through this Assembly, allowing this man to spread his hateful commentary.

It seems as if the school

wanted to promote this Assembly knowing the contents of it. It feels almost too convenient that the first Assembly where Dickeys were given to those who didn't attend was the one with a controversial speaker. This gives the image that the administration knew that this Assembly was big, and they knew what was going to be in it from his published works. Yet, after receiving many emails from students who were disgusted by this Assembly, the Academy has made no official response to these complaints.

Why, do the people in charge of our wellbeing not address the things that hurt or damage it? It seems only childish that after much backlash the Academy refuses to start

a discussion at this Assembly. I think that the best thing to do is for the Academy to respond. It is not too late. One option for the response is that the administration admits that this Assembly was out of control, acknowledges that the content was inappropriate and apologizes for welcoming a public racist in for Assembly. The other option would be to defend having this Assembly, out of support of sharing multiple different opinions, even if some may not agree. I would be fine with either response, but continuing to ignore the student body is a childish mistake which only exacerbates the tensions between the administration and the student body.

## Exeter Should Not Platform Bigots

By AMELIA SCOTT '22

Exeter prides itself on being an institution that holds to a certain set of core beliefs. We even have stipulations about non-discrimination to provide a level of equity for all students, regardless of identity. However, when something happens that individuals deem harmful, Exeter's response is to sweep it under the carpet. It takes an overwhelming amount of backlash to create accountability from the faculty. This undue burden on students already facing discrimination creates further division on our campus. In this article, I will explain why Jeff Jacoby's message was not only divisive and "controversial," but unacceptable.

Jeff centered his message around a few main beliefs. He believes that Americans have the right to liberty in all arenas and that the government does not know best. He thinks that humans are not born good and must be taught

to be moral. Finally, he describes conservatives as those who value reason over "feelings." He used examples to explain these beliefs and grounded them with his personal experiences.

Jeff described himself as a conservative with a strong libertarian streak. To him, that means a free market and minimal government intervention. He distrusts large government and wants limited intervention on its behalf. This seems ironic when juxtaposed with some of his other statements. Jeff mentioned specifically that despite his quarrels with them, Republicans were getting a lot of things right. One of those things was their protection of unborn babies. I see no particular value in getting into an argument about abortion, but this is just one of Jeff's many contradictory arguments. He wants less government intervention, but desires legislative regulation on reproduction. Another point of contra-

dition was his consistent praise of Reagan. It makes little sense that someone who values liberty so strongly would admire a man who essentially militarized the police force. In addition, Reagan's drug policing expanded government involvement in citizens' lives and physically restricted the freedom of millions of Black Americans.

Jeff made the argument that humans are not inherently good. He believes we must teach goodness and create societal values for everyone to learn. However, his defense of that belief held a key logical fallacy. When he alleged that liberals blame the system and conservatives blame the criminals, he effectively rebuffed his own point. If humans are blank slates who must be taught good and bad, there must be a system in place to teach them. When that system is failing, it seems plausible then that laws would be broken and bad things would happen. This goes

directly against his point blaming 'criminals' and not the system. Another example he gave was Nazi Germany with a literal hierarchical government indoctrinating hatred. In both of his examples, the systems play a clear role in producing bad outcomes, going against his point.

Jeff told us that himself and other conservatives value reasons and results whereas liberals value feelings. Although I cannot speak to the values of liberals, I can say that his example of conservatives valuing results does not seem accurate. Ronald Reagan, a proponent of both the war on drugs and trickle down economics, did not achieve positive results for American citizens. That is of course assuming our idea of 'results' is not an unchecked AIDS epidemic in the LGBTQ community, the explosion of mass incarceration and a furthering of wealth inequality.

My real issue with Jeff coming to our school is,

ironically, none of that which is listed above. The problem is not his circular arguments or beliefs that diverge from my own. It was the statements he made that directly harmed supposedly protected members of our community. He politicized the death of Anne Frank and desecrated the views which she stood for. "Anne Frank, who wrote so innocently in her diary that people are basically good, was killed a few months later in a Nazi concentration camp," Jacoby said. Jeff also defended Masterpiece Cakeshop and stated his belief that businesses should have the right to discriminate against customers based on their identities. He praised the conservatism that once made this country great, referencing the Founding Fathers. The politician Jeff says he admires most, Ronald Reagan, he described as "thoughtful, principled, optimistic, and admirable." On his Twitter, he consistently generalizes and at-

tacks members of marginalized communities. One example is his description of the Iranian government as "Holocaust-denying" and "Jew-haters." Another is his denial of systemic racism in the police force because "half the people shot to death by police in the US each year are white." He even compared same-sex relationships to incestual ones in a 2008 Boston Globe column.

Jeff's was our first explicitly mandatory Assembly. One which had no Q&A. The school has a responsibility to follow their own non-discrimination guidelines. Jeff Jacoby is clearly not a proponent of those principles. He has a past fraught with racism and homophobia. His entire Assembly was him using divisive tactics to attack liberals and promote his brand of conservatism. If Exeter wants to prove their commitment to furthering equity on our campus, they will issue an apology and never platform a man like Jeff again.



# A Reflection on Prince Philip

By COLIN JUNG '24

When the British people mourn the death of Prince Philip, they mourn not a man, but a prince. What is a prince? Queen Elizabeth, Prince Philip's wife, is the head of state of the United Kingdom, along with 16 other Commonwealth realms. She has the power to declare war, to veto any law, and to open and close sessions of Parliament. Elizabeth is furthermore the spiritual leader of the Anglican church and a cultural icon loved by the British people. Most importantly, however, the Queen and her royal family are the emblems of the United Kingdom, both to its people and to the world. It is this prince that the people mourn—Queen Elizabeth's husband of 73 years.

Prince Philip is really two men: Philip the man, and Philip the prince. Both have their enemies, both have their defenders. But ultimately, the vitriol spewed against him on social media and other places is a direct attack against Philip the man.

We can examine first the life and works of the man. Born in Greece, Philip married then-crown princess Elizabeth in 1947, two years after the Second World War, during which he served with distinction in the British Royal Navy. From

then until his death, he was the longest serving consort in the history of the British monarchy. He was a devoted conservationist and humanitarian throughout his entire life. This is Philip the man as his admirers know him.

Philip, however, was embroiled in controversy his entire life for his insensitive jokes. For instance, he remarked to British executive Atul Patel at a British Indian reception, "There's a lot of your family here tonight." The remark was a play on the fact that Patel is a common family name in India. He also told several international British students in China, "If you stay here much longer, you'll go slit-eyed." Philip intended to mirror a common jest among Chinese international students that if the students stayed abroad too long, they would "turn round-eyed." Apart from race, Philip once called a 13-year-old boy "too fat to be an astronaut."

We should first acknowledge that the standard to which the prince is held is higher than the one to which we might hold a layperson. Reasonable people would agree that not every old man who tells racist jokes during his life should face vitriol and hatred upon his death. But of course, the prince is not just any old man. As the spouse of the Head of State, Prince Philip's state-

ments were a gross disregard for the immense responsibility he had accepted as a public and political figure. But the outrage seems to be towards the fact that he was lauded by the royal family and by the government.

Attacks against his character, however, are not an acceptable way to express this anger. Philip's statements were clearly not inspired by a deep-seated hatred of certain races of people; rather, they were insensitive attempts at humor. But given his character, which he self-described as that of "a cantankerous old sod," as well as his general reputation for being blunt about all sorts of issues, we cannot in good faith explain his insensitive jokes as proof of malicious racism.

What about the response from the royal family and from the government? The royal family is Prince Philip's family. Any criticism of their attempts to paint his character in a positive light are absurd. We are all flawed, to greater or lesser degrees than Philip, and it is not an unreasonable expectation that we, too, would like our own family to remember us positively. The government, furthermore, is the government of his wife. The Prime Minister at the beginning of every Parliamentary session swears fealty to the Queen. It would be equally absurd for them not to highlight

the positive aspects of his life.

Lastly, the traditional rule that it is improper to disparage the dead, especially the recently dead, is a reasonable one. Of course, bad people do not become good upon death. But Prince Philip was not a bad man. And to respond to news of his death with a torrent of comments on his flaws is disrespectful to the royal family and the people of Britain and unnecessary as a means of raising awareness. These attacks should have come during his life, when he was there to respond to them. To focus on a person's worst moments immediately after death raises tempers and taints even those with legitimate concerns with pettiness and disrespect.

What about his reputation as prince and the reputation of the royal family as an institution more broadly? A YouGov poll in March revealed that 62% of UK citizens, whose tax dollars fund the royal family, support the institution. Many politicians cite the British monarchy as an important aspect of British history and identity. However, recently, criticisms of the institution of the British monarchy as archaic have come up again in light of the accusations of racism from Meghan Markle. Furthermore, the royal family's history of imperialism (along with the

West's more generally) has been brought into question.

Regarding the claims of imperialism, there are a few responses. First, Philip was not responsible for the growth or the actions of the former British Empire. He neither commanded these missions nor was a part of them. Blame for the imperialism of the British Empire can be attributed to many, but the spouse of the head of state is not among them.

Furthermore, imperialism is a universal phenomenon, not restricted to the West or Britain. The indigenous people of Africa, or India or the Americas have conquered lands and people since time immemorial. Certainly not at the scale of the West, or Great Britain, but not due to a superior amount of moral restraint on their part, but a lack of military ability. Imperialism and war are universally human evils, and we only see the most peaceful era in the modern history of mankind because of an increased understanding of the value of human life, which itself stems from the West.

The Iranian professor Hamid Dabashi used the opportunity to attack Western racism, saying, "There is a beautiful barbarity of truth to Prince Philip's racism, exposing the ugly hypocrisy at the very foundation of 'Western civilisation.'" But racism is not unique to the West. The West, in fact, is the least racist place

in the world today. Dabashi's own country of Iran, for example, is ruled by a Holocaust denier who regularly executes members of the Kurdish ethnic minority, including children, for dissidence. Qatar, who owns the Al Jazeera newspaper in which Dabashi made his comments, fares no better. Foreign workers from South Asia or Africa are legally made slaves, unable to access basic public services due to their race.

The only difference between Prince Philip's racism and the racism across the world is that the former was condemned by senior members of many Western governments and flies in the face of the values of the Western world. Meanwhile, racism in the non-Western world runs rampant and unchecked. No racism is acceptable, but prejudice is a universally human flaw. The West is the only society that has attempted to change that. Any condemnation of the West, on the grounds that it is uniquely imperialist or racist, is absurd.

So what should we draw from this? Philip was not a good man, but he was not an evil one either. Those who mourn him do not deserve the vitriol heaped on his legacy. Philip the prince and the royal family at large not only enjoy immense popularity in their home nations, but are also the face of the most prosperous and humane society the world has ever seen.

# Examining Exeter's Political Climate

By NHAN PHAN '24

The latest Assembly, with Jeff Jacoby as a speaker, was not well-received within the Exeter community. Many students have expressed outrage with the message Jacoby attempted to convey. Others, however, have expressed support for the recent speaker. For a long time, the administration has attempted to bolster a politically healthy and civil space for students with different political beliefs to have a conversation about the differences in their approach. However, they are not doing enough to create the mutual respect that they strive to encourage. The Academy needs to increase its effort to increase political diversity in order to encourage students to engage further in respectful debates and respectful disagreements.

Speaking to the Roxbury Latin School in an article, Jacoby expressed that he is the "only identifiable conservative writer in a newspaper overwhelmingly staffed by liberal journalists." Jacoby is an op-ed columnist who has worked for the Boston Globe for the past 25 years. He opened Assembly with a quote: "There's a saying that, if you're not a liberal when you're young, you have no heart; if you're not a conservative when you're grown, you have no brain."

Jacoby argued that being a Republican is no longer the

same thing as being a Conservative. "We keep paying attention to who's winning at the polls, who's losing at the polls, that we lose sight of what's more important," Jacoby said. "The values ultimately aren't what matters most. What matters most to the parties is to win." The three main conservative principles he described are: human beings are not inherently good; good character, kindness and integrity have to be taught and practised; and that the left appeals to feelings while the right appeals to results.

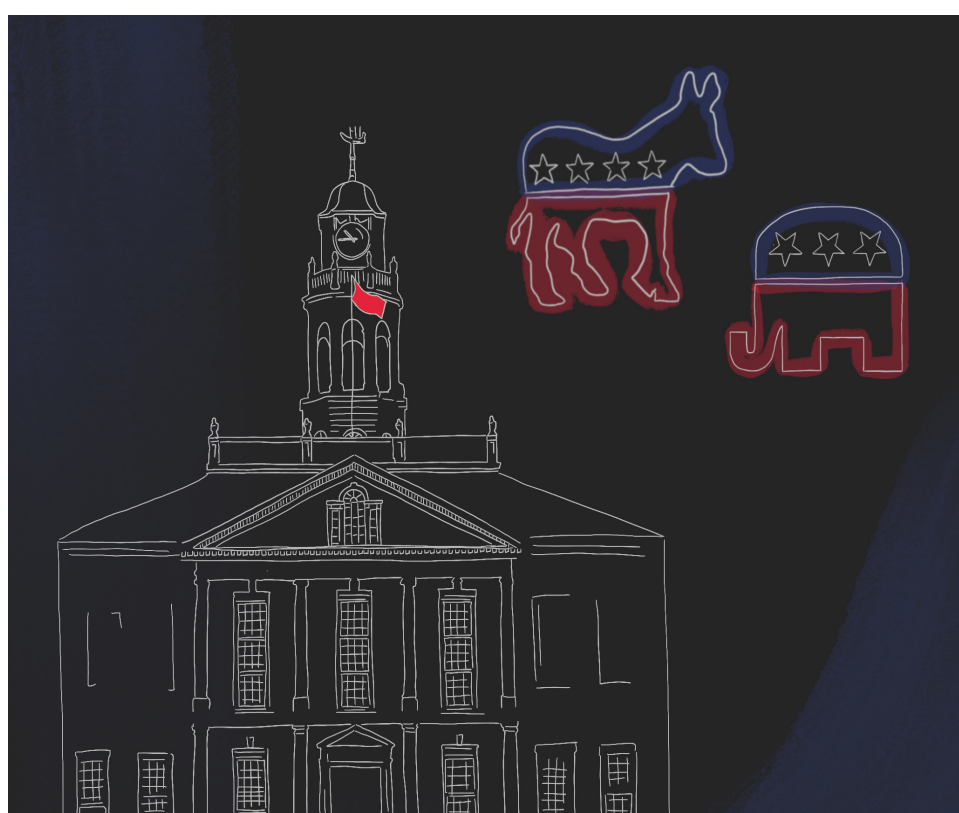
There was a large section of campus which strongly disagreed with his ideas and the way he conveyed them. Many students have expressed confusion and outrage over his presentation of conservative ideologies; he presented conservative and liberal values as mutually exclusive when they are, in fact, not. Students argued that how values such as kindness and integrity need to be taught and how human intentions are not inherently good is not mutually exclusive to crimes being caused by external factors that he mentioned (poverty, socioeconomic opportunities, etc.). Jacoby failed to explain the reasoning behind his demeaning of liberal values and viewpoints, causing members of the community to voice their concerns over their political beliefs being directly attacked. His Assembly

evoked mixed responses from the community.

A dichotomy between liberalism and Republicanism on campus has created a rift between the student body. A recent post on a compliment account on Instagram reflected the political dichotomy on campus: "Shoutout to all conservatives and Republicans on campus. Having beliefs that don't align with the majority of the student body can be difficult. I admire you for standing by what you feel is right, even if you go against the grain!" Many students argued, in the comments section, that leftists and liberals make up the majority of the student body and that Republicans and conservatives alike do not deserve support due to their viewpoints.

However, it's necessary to consider the context and significant importance of having an Assembly speaker such as Jacoby. The administration has often been criticized for being too liberal, and not introducing a variety of political perspectives. Jacoby was one of the first-ever Conservative speakers ever to appear in this year's Assembly; the rest of the previous speakers mostly identified as liberals. This has often created strife within the student community, especially from those who feel their political views are underrepresented.

The intolerance liberal stu-



Leandra Sze/ *The Exonian*

dents have towards Republican opinions is a result of their ignorance of the liberal viewpoint's existence. I have heard many around me feel they do not have to respect viewpoints, which disrespects these viewpoints in a way that is offensive and morally damaging. Many times, the opinions that are being expressed is more than just a political opinion, but a hateful personality and personhood attack. When talking to my friends, a quote stood out to me: "My mom told me to respect people's right to have an opinion, but I don't have to respect the opinion itself."

Moreover, from my perspective as a moderate liberal, there is a stereotype circulating around the Exeter community that if you identify as a Republican on campus, you will be heavily ridiculed and will have a political stigma fostered

against you. I'm confident there are people who have conservative beliefs on campus, but knowingly choose to identify themselves as liberal in order to not be socially isolated.

Both sides failed to mutually respect one another's rights to have their own opinion, hence resulting in a series of direct attacks on personhood during their respective campaigns. We need to bring back civility in the way we discuss politics. When John McCain was asked whether Obama was an Arab and a terrorist in his 2008 rally, the late senator replied: "No ma'am, he is a decent family man who I just so happen to have a disagreement with." This is the type of respect that we should hope to perpetuate within the Exeter community and hopefully beyond. It is this type of respectful discourse

which would restore faith in the U.S. democratic process.

To bolster student engagement in peaceful disagreement and respectful debates, the creation of peaceful political debate spaces and encouraging students with different political beliefs to converse can be a powerful tool. The more exposed we are to different political beliefs, the better suited we will be suited to deal with them in the future. We cannot allow toxic and hostile political confrontations to continue either in person or online. Students need to provide the respect which both parties deserve, even separately than agreeing with either parties' ideals. But at the moment, the Academy's efforts to encourage peaceful political dialogue is failing.

# The Exonian

We would like to acknowledge the Squamscott/Penacook peoples who were the first peoples of this land. We would like to honor their ancestors, descendants and future generations for caring for this area and allowing us to be here today.

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# An Examination of Homework at Exeter



Sabrina Kearney/The Exonian

By NICK ROSE '23

Homework presents an interesting dilemma. There is no argument that homework is beneficial, but how much time and stress is healthy for students? While decreased class time has alleviated a great amount of stress during the school day, the real anxiety sets in during the evening as students stare at a seemingly endless amount of work laid before them. Stress is a normal part of Exeter life, but I believe there ways we can alleviate this stress without sacrificing academic rigor by starting with an examination of

homework.

First, I would like to make clear that in no way am I against the practice of homework but rather the complete opposite. Homework is an extremely valuable piece of our education here at Exeter, as it reinforces what we have learned in class, introduces us to new topics and prepares us for invigorating Harkness discussions. Without homework, Exeter's harkness style of teaching would in fact be rendered useless, and classes would deteriorate into an endless stream of lecture note taking.

According to the Student Guidebook, classes

using the reserve format should have no more than 50 minutes of homework a night. If we take a sample student's schedule, he/she/they would most likely have one free period during the day and a sports/arts block that lasts until 6:00 p.m. every night. By the time this student has eaten dinner, showered and gotten settled in the dorm it is now 7:00 p.m., leaving four classes worth of homework to complete if we assume one was finished during the free. Theoretically, the student should be finished by around 10:00 p.m., or maybe 11:00 p.m. if a club meeting takes place that

night, which sounds totally reasonable.

Unfortunately, homework assignments do not magically end after 50 minutes of work, and we have disregarded any quizzes, tests, papers and projects that are not usually factored into the nightly homework load. For reading assignments in history and English, 50 minutes is usually a suitable time for a surface read, but annotating and taking notes often add on an extra 30 minutes if done properly. Squeezing in a 90 minute take-home math quiz is especially difficult. This typically results in another two or three hours of

work a night, which a student can either choose to complete late at night or early in the morning. Both choices result in sleep deprivation and increased stress.

As more and more assignments pile up throughout the week, homework also seems to turn from a learning experience into more of a checklist. Personally, when I have 12 math problems to do late at night after I've been working for three hours, my focus begins to switch from understanding and thoughtfully approaching the problems to simply getting an answer. Generally, it is difficult to adhere to the homework guidelines and complete assignments thoroughly and thoughtfully, diminishing the effectiveness and purpose of homework.

I think it is also important to look at homework in the context of the weekend. On Sundays, campus seems like a ghost town, and it's not a coincidence: Sunday is homework day.

In order to enjoy a part of the weekend, students will delay doing work and split the weekend into two distinct halves, one full of stress. However, Sunday often isn't enough to finish homework, and so the stress seeps into Friday and Saturdays as well.

Even last weekend, on a 70 degree Saturday afternoon, I had multiple friends retire to their rooms for a couple hours to do homework because they felt so overwhelmed. The fact that health class-

es and large papers are due Sunday evening does not alleviate the issue, as teachers assume we will spend the whole weekend working on these assignments.

So how can classes continue to assign necessary homework without constantly increasing the stress levels of students? I think a good place to start could be the weekend. It is very difficult for students to relax and have fun when homework is always on our minds, especially with how much work is loaded onto the weekend. Slightly reducing the length of class assignments over these two days would give students the ability to recharge, study ahead for a few quizzes and tests during the week and maybe even work ahead on larger assignments. Teachers could move more quizzes to earlier in the week, so students can study when they have time rather than sacrificing homework assignments to make it.

While homework sits at the heart of an Exeter education, students should still have time to play sports, engage with the arts, further their interests with clubs, socialize with friends and take advantage of the many other opportunities Exeter has to offer. While this small change might not alleviate all of the issues surrounding homework and the enormous stress it entails, it may serve as a solution to combat anxiety without sacrificing academic rigor.

## Outside the Harkness Table

By MINSEO KIM '23

*Content Warning: The following op-ed contains mentions and descriptions of suicide.*

Two summers ago in Seongnam, South Korea, I watched a high school girl commit suicide by falling from the top of an academy building rooftop. I saw it from the television screen. It was the same building I'd visited just the week before with some friends. We ate red-bean fish cakes at the front door. On screen, there was neon tape wrapped all around where we stood before. The fact that I was absorbing this through the media put a hefty distance between me and what had happened, but it raised the question: has peer pressure and overwhelming academic stress pushed students to their limits? It's an international question to be reckoned with, and I did my research, looked into documentaries, asked friends and families and looked up statistics. Korea has the highest rate of student suicide out of all the member countries of the Organisation for Economic Co-operation and Development (OECD).

We find a problem... so what? Where do we go from there? Especially for problems as complex as students' mental health and the education system, it's no easy task. I started small and turned to technology for solutions. I created the Mind Lightning Pen which was pretty simple: it had Arduino LEDs, a 3D-printed handle, a pulse sensor and a buzzer which I programmed to play the Mario theme song. It was a mechanism which helped

students schedule and take breather breaks in between studying—the sensor monitored students' stress.

The next summer, I went one step further. Many of my friends, including myself, were struggling from the time zone differences (13 hours for Korea) due to online school. Some adults I knew had to take medication because of all the stress COVID-19 placed on their lives. To find a solution to help insomniacs and people in general sleep better, especially when they couldn't get medical help while in quarantine, my friend and I applied AI through electrocardiogram estimation to collect peoples' vitals through a forehead device we circuted and 3D-printed and feed them to a Java smartapp called the DreamCatcher. It played pink noise music therapy, including the audio of rainfall I recorded on a couple of rainy days from my bedroom window, until the person entered deep sleep at which point it automatically turned off.

Yes, it took many weeks of sleepless nights and a good number of my mom's Earl Gray teas to keep me awake to debug the programs. Sometimes I'd be on a call for several hours with my teammates discussing the code, interviewing people and researching—we circled back to the drawing board multiple times. Other times, I'd focus on the project. But when it was done, all I could do was smile. An idea materialized, literally.

When I reflect on these experiences, I wonder: does the Academy give Exonians enough opportunities and time to work

on such projects and the chance to get up from the Harkness table, or Zoom screen, to apply what we've learned to the real world? Are we focusing too much on Harkness?

Sure, group discussions and speech can play a key role in diversifying the different conversations held on campus. Back in my Californian elementary school in 4th grade, we'd have monthly projects to create a story and share it in front of a 40-person class. Each project had a theme such as "forks and spoons" or "pasta." I've created some of the fondest memories visiting the Michael's crafts store with my parents, buying supplies and putting together a series of tinfoil cups and utensils into a large kaleidoscopic puppet dragon, pasta shells into a giant octopus and a styrofoam ball into a theater wing representing the center of the Earth, which my story took place at.

From all the freestyle conversations and presentations, I grew a love for debate and public speaking, which I've continued with into Exeter in Student Council and some prep year debate. So as someone who loves speaking at the table, I thought this idea of Harkness was a real breath of fresh air when I first came. It still is to this day one of the places I've found so much inspiration in while listening to and talking with other students and faculty. But when you realize that people's motivations go from sharing ideas to making sure they speak five times each class to get a good grade, you have to rethink.

At Exeter, one of my favorite moments has

been something I call "natural Harkness" where I can talk freely with friends and dorm mates about recent politics, religion, race, classes and school life, a new Spotify playlist, the odd weather, Mars, anything. We have opinions, and sometimes ones that differ drastically. We laugh, we debate, we talk about them, we can go on for a few minutes or a couple hours and leave the common room learning so much. Simply just sitting in that space alone makes me feel like I'm soaking up knowledge like a plant does with glucose and minerals. My world expanded in so many dimensions after coming to Exeter, especially after having assimilated into a largely homogenous population back in South Korea for the last few years before my prep year.

"The pen is mightier than the sword." The power of words. Being verbal and articulating your thoughts well is a priceless tool no matter what sector you want to join: business or finance, scientific research, communications, literature, archaeology, medicare, politics, mathematics... The ability to package, bow-tie and express your thoughts into words that others can understand is a ghost definition of "education." But there's a big difference between rewarding all the beautiful thought going on inside your head, your work and the mediums through which you express your learning—be it a presentation or project or website or paper or everyday enthusiasm—and rewarding outspoken extrovertedness, or quantitatively how well and often you speak.

Regardless of how ef-

fective Harkness can be, we can't spend all our time at the table purely talking about abstract concepts of race or mathematics or science as if we're not literally surrounded by them every day. We can't speak with distance like my TV screen's digital barrier setting distance between me and the high school girl. We should place focus towards curriculums including engineering, hands-on experiments, objective skills and ones that use the Design Thinking Process by building something or researching rather than only grazing the surface by discussing the concept of creating something. Something you create and share to others, to an audience who needs it, is just as if not more valuable as a contributing phrase you bring up at the table. We need both. The Academy should stop prioritizing Harkness in every aspect of classes.

I dread the next time I'll see someone standing at the top of a building, then free falling. Free, and falling. Free of a system that's pushed them to their limits. Talk all you want at the table, but we also need that moment where we get up from our seats, get off the TV screen, and go out to do something about what we've registered. The Design Thinking Process—Empathize, Define, Ideate, Prototype, Test, Repeat—is an invaluable process I've used countless times for projects ranging from sustainable textiles and training AI models to differentiate between eye diseases, like diabetic retinopathy and age-related macular degeneration, to cycling through my writing process and polishing my narratives. It doesn't only have to apply to STEM. And from there, you can truly witness a beautiful display of the non sibi

spirit and multi-media talent.

If our motto truly is "non sibi," acting not for self, then how much good will competitive talking at a table and analyzing day-to-day text passages do to help? If we got down the part on getting educated, where is the application to real life?

A couple years ago, a former Exeter senior, Jed Breen '19, created a fully-functioning "Tiny House" powered with solar panels by hand for a sustainability senior project. Hands-on experience is what gets us doing things. We should get out there: work on long-term projects, experiment with the Design Thinking Process and the intricacies with trials and error, craft a slam poem to deliver to the public, try speaking not just through Harkness for a grade but to talk with different people and peoples. This should be normalized, and something that the Academy considers when reflecting on its curriculum and interrogating whether it's really preparing Exonians for what they want to engage in and do in the future, rather than simply being confined by classroom walls and values of "Harkness."

If I can redefine this Harkness ideology, then I'd say that it should not only be about speaking and analyzing, but the act of doing. Exeter should find a fine balance between Harkness and the work to apply it—speaking alone can't accomplish change, since discussion is only the first half. We haven't been exposed enough to the work it takes to prototype and test out our blueprints. If the school wants to prepare us for the real world, then it better focus on not just the speaking but the act of creating Exonians' ideas into a reality.



# Humor

## The Do's and Don'ts of Course Selection

By BLAKE SIMPSON

**DO:** Chat with your adviser about the courses you want to take before submitting your selections.

**DON'T:** Do homework.

**DO:** Have a quick look at the diploma requirements in the front of the Courses of Instruction 2021-22 to make sure you're building a responsible course layout in order for you to meet your graduation requirements.

**DON'T:** Show up to class on time.

**DO:** Ask friends who have taken a course about what their experiences were.

**DON'T:** Bother asking me. I'm too busy.

**DO:** Set realistic expectations for yourself and make sure that mental health, as well as and as much as physical wellbeing, are factors you consider just as much as academics.

**DON'T:** Go to sleep at 1:00 am, then wake up at 5:30 am to finish your last assignment.

**DO:** Consider auditing courses that sound interesting.

**DON'T:** Delete emails with the word "audit" in them. They could be from the IRS and you could go to jail.

**DO:** Maintain a consistent sleep schedule.

**DON'T:** Blame the school for your problems. There's enough time to get everything done. Are you sure you ate a balanced breakfast? You probably spent too much time out with friends. You can always check in early. 65 pages of reading? That's a lot, but we they put in that common lunch block for a reason. Gas-what-ing? Oops that's our time, no Q&A today.

[Seriously] **DO:** n't demand stricter enforcement of homework guidelines.

## Every Proctor at Exeter

By JACK ARCHER

1. The Great Person: There's nothing to it. They're just great. The preps look up to them, they're friends with all the upperclassmen, and according to the faculty they've never seen them break a rule or miss check in because they fell asleep in a lawn chair. They probably have a dark secret, but everyone's willing to overlook that to hang out with them on duty night.
2. The Ivy Guy: We all know it. They've got their eye on the Ivy's, and proctor is just another sparkle in the supernova of their resume.
3. The new Upper: They're the perfect proctor. The best candidate. Where have they been the last two years?
4. Peter Pan: Started on the fourth floor and never really wanted to leave. Possessing a mental maturity equivalent to a 14 year old, they are right where they belong now. They can be seen sprinting down the hall at 3AM, trying to sneak into Mr. Caldwell's milk and cookies on Tuesday nights, and getting told off by preps for being immature.
5. The Day-Stud Proctor: I mean, okay. See you on duty night- wait, what?
6. You? I mean, there's another spot on this article, reserved just for you and conveniently coinciding with my lack of ideas.

## Word of the Week:

By JACK ARCHER

### Masc•ne

noun

1. Acne which accumulates on the lower half of one's face due to the constant pressure of a mask.

*"I saw Jack take off his mask the other day and his mascne was so bad I made him put it back on."*

## More Advice about Course Selection

By JACK ARCHER

1. Create several fake student profiles upon entering the academy. Leave them dormant until Upper spring, when they can be used to rig the english class lottery in your favor
2. Bioethics is probably full so don't even bother
3. Use a random number generator — you'll end up taking courses you never would have chosen on your own, and who knows, you might end up finding new passions! However you will probably not meet any diploma requirements.

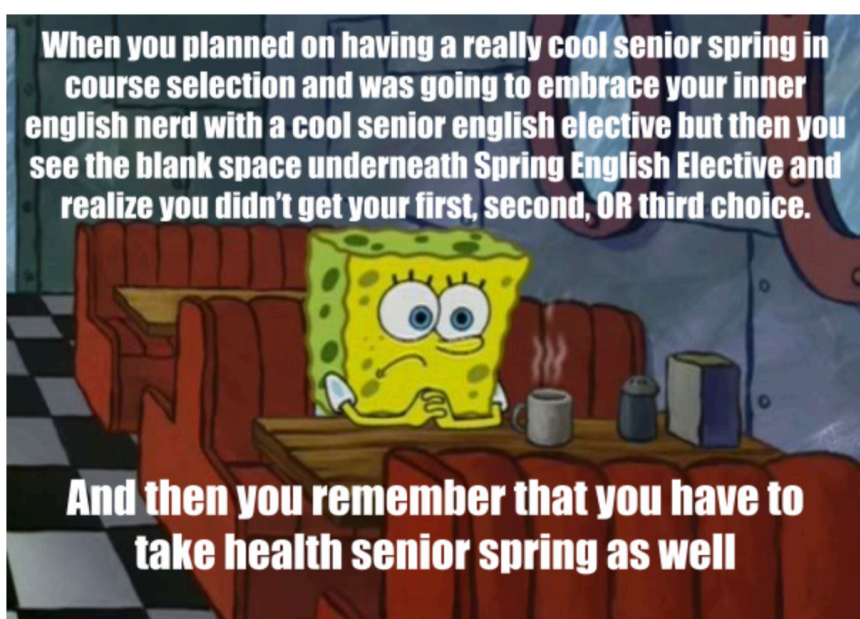
4. Only after you submit your choices will you find a history course that actually interests you.
5. Want to help your younger classmates and familiarize yourself with Exeter's vast curriculums at the same time? Read Courses Of Instruction 2020-2021 to preps each night as a bedtime story.
6. Also carry that book around like it's the word of god and be prepared to whip it out whenever anyone utters a sentence with the word "courses" in it.
7. Higher number > lower number. True in math, and true in course selection. If you derive some twisted pleasure from flexing on

your friends, make this your mantra.

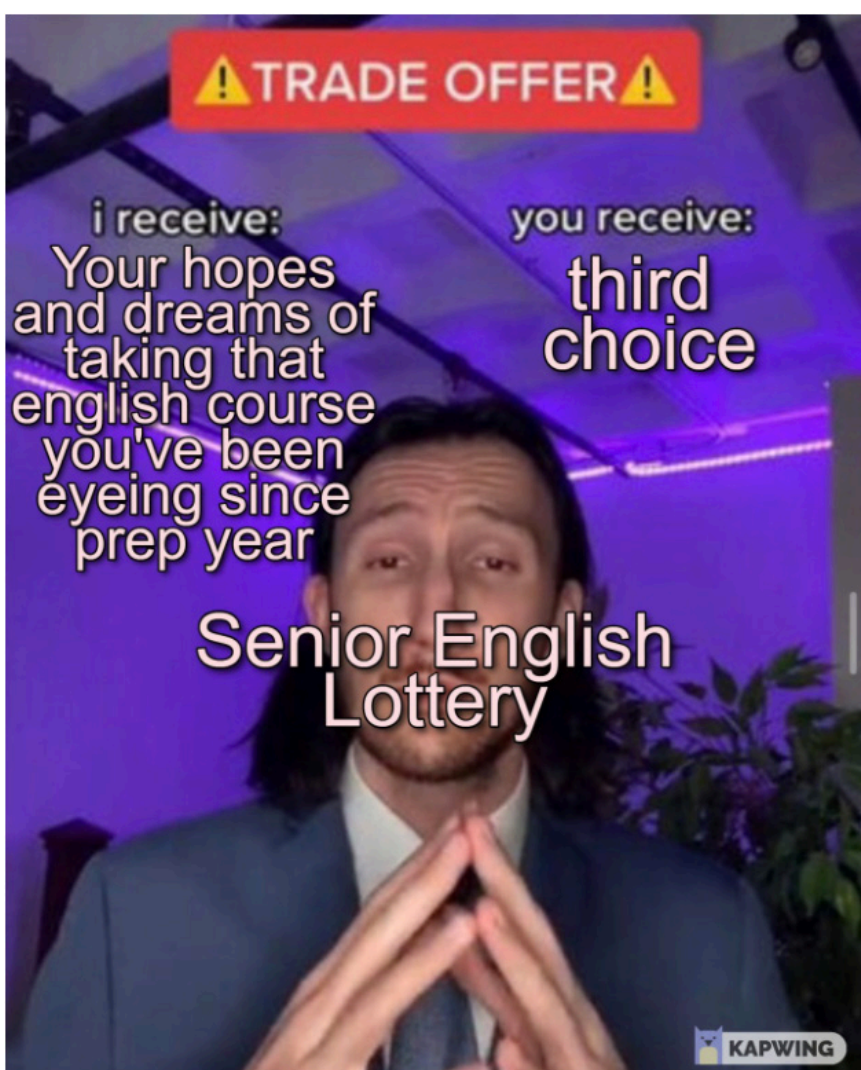
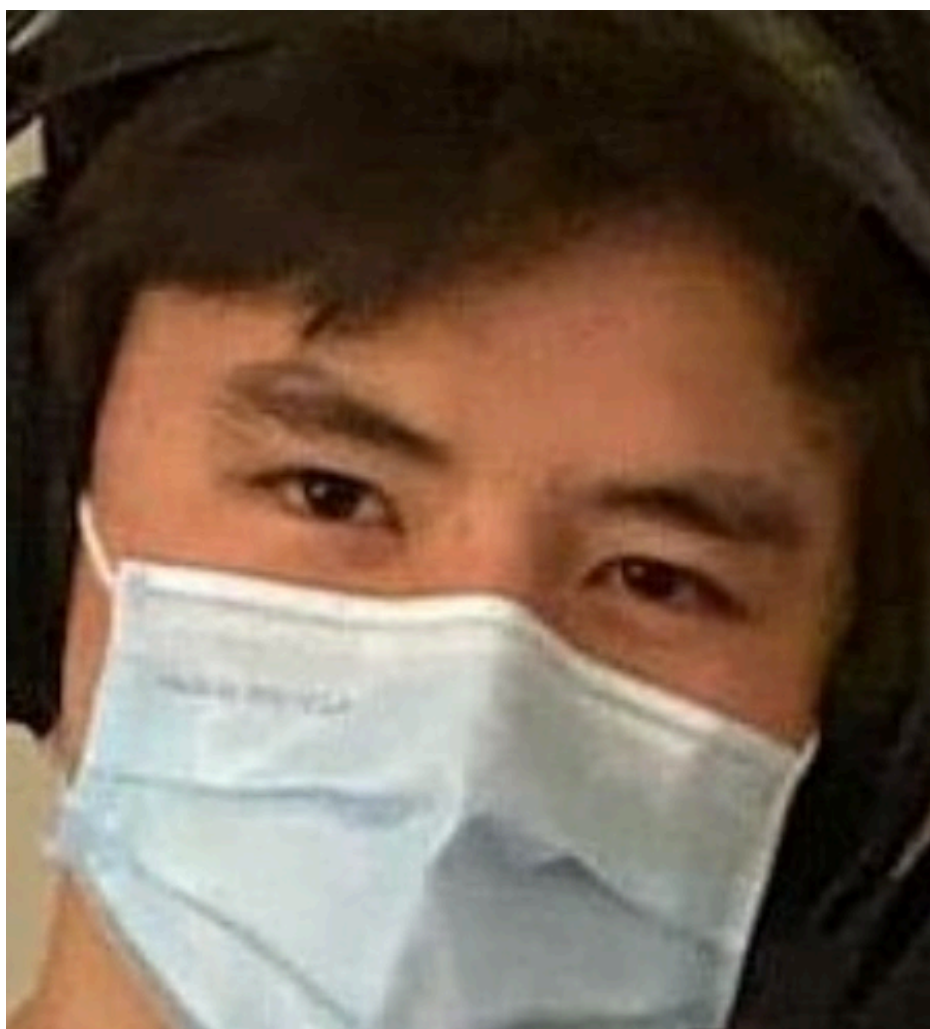
8. It's never too late to skip three years of Latin and one year of Greek to clutch a classical diploma.
9. Realize that it will probably take a Ph.D to understand the lion links Program evaluator and give up trying to figure out if you'll graduate or not — you probably will.
10. Do not fall into the trap of believing your post-summer self will be some superhuman being who will breeze through U.S history and three accelerated courses with eight hours of sleep and a decent social life. Post-summer you is basically just you now but a little lazier.

You will perish.

11. If it ends in a zero, you'll feel like a hero. If it ends in one, your GPA is done.
12. For some reason most of the good courses only run in the spring. No idea why, it's just a given.
13. Graduation shmaduation. Sometimes it's worth foregoing that English diploma to take that dumb course you can't live without
14. Pick the courses that excite you. They're probably very hard and you'll curse your course-selecting self every night next year, but hey at least it'll be interesting.



## TFW you're doing something stupid and realise a prep is recording you





# Humor

## Crossword Corner

1				2	3	4	5				6	7	8	
				9							10			
		11		12					13		14			
				15							16			
17											18			
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21	22	23	24		25									26
	27													
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	35							36						
	37							38						
	39							40						
41					42									

### BY CHIEKO IMAMURA

**ACROSS**

- 1. Exonian exec board member who (in hinduism and jainism) transcends the cycle of reincarnation
- 6. The most southern girls dorm
- 9. Killer whale
- 10. Love you Lots! Also a twitch emote featuring John Bain
- 12. 2020 NBA Ja Morant (acronym)
- 14. LoRdE (thats it i just really like Lorde)
- 15. Acad----, an----, hypoglyc----
- 16. Ohio Athletic Conference
- 17. Silver Linings -----
- 18. French slang for “dont worry.” Also the Teaching Knowledge Test
- 19. First part of a chinese martial arts
- 20. Middle school phase, probably was intrigued by the Green Day, Fall Out Boy, Weezer concert
- 21. Always ten minutes late to math and history because I still can’t find the bathroom in here
- 27. Washington Department of Labor and Industries
- 28. ‘22 Lower Reps, Adam Belew, Allison Kim, Aiden Silvestri slogan “--- car insurance!”
- 31. Powerpoint
- 32. Heritage from country shaped like a boot with an extra ‘i’
- 35. Shortened form of though
- 36. Architecture club, Asian Mag, incredible pianist, proud peabodian
- 37. Harry’s best friend with six siblings, one of whom died in the great war
- 38. French cosmetics company under parent company Shiseido
- 39. Nickname for Thank U, Next singer
- 40. If ice could see extra

- 41. Preps refer to Agora using the whole building name apparently???

- 42. Editor who is a jester to the court and also uses a bow and arrow

**DOWN**

- 1. Song by Peach Tree Rascals. Also butterfly in Spanish
- 2. Mount ----- where the Hebrew Bible states that the Ten Commandments were given to Moses by Yahweh (not Sinai)
- 3. Aroma Joe - (a+J+e)
- 4. Verbs are ----- words
- 5. In the works StuCo funded recreational boats for students
- 6. ”Please complete this test in the ----- time.”
- 7. MAGICAL REALISM, Author of 1Q84, After the Quake, and Men Without Women (last name)
- 8. Charlie Preston is the head of this StuCo committee
- 11. Club that produces a very expensive 200+ page book at the end of the year
- 13. Tazawa -----
- 22. absurd or nonsensical talk
- 23. Rhetorical device that repeats a word or phrase at the beginning of successive clauses
- 24. Heptatonic musical scale with five whole steps and two half steps that breaks the whole steps into groups of two or three
- 25. Science magazine on campus
- 26. Where school dances and Tide and Thyme were formerly held
- 29. To ambush, charge, strike
- 30. I just made you lose the ----
- 32. ----- vs. covalent vs. metallic bonds
- 33. Plural for an open-roofed entrance hall
- 34. “What Ever Major -----” quote from the Disney Channel Original Movie, Camp Rock



# Sports

## Boys’ Varsity Baseball Plays Doubleheader against Nobles & Greenough School and Belmont Hill

By MICHAEL YANG

Big Red’s Boys Varsity Baseball team took on Nobles & Greenough School and Belmont Hill School in a double header last Saturday. Exeter won the first game 9-8, but suffered a 4-8 loss in the second game.

“They were both super competitive and it was great to be back out there and competing. The first game was very close and it was a very tight game, but we stayed in it and persevered and were able to come out with the win,” player and lower James Clavel said.

Player and lower Sean Greene added, “we went into this week locked in, with a goal of taking home two W’s. We had some ups and downs, but we came away with one W.”

Teammate and senior Carlos Jones reflected on the pace and atmosphere of the game. “As a team, we had a real good week preparing for Saturday’s doubleheader. Before our first set of games, everyone felt pretty excited to get back to being out there and competing. Then last week, we did a great job of keeping that energy and excitement going during our

practices,” Jones said. “When Saturday came, it felt like the perfect day for baseball. Between the warm weather and sunny skies, we were all eager as a team to get playing. That’s probably why we got out to a hot start with our bats and carried that to our first win.”

Player and senior John Harrington shared thoughts on the transition from the team’s first game against Nobles & Greenough School to the second against Belmont Hill School. “We were coming off a weekend split with Nobles, so we used this week to work on the mistakes

we made last weekend,” Harrington said. “We did a lot of situational work with bunts just to ensure that our infield is all on the same page when the time comes.”

Although player and senior James McKenna was injured during the game, the collaborative spirit of the team was evident. “Watching from the sidelines, you can tell that we support each other no matter the outcome of a play or a game. Our team chemistry pushes us to be much more than a collection of solid players, but rather a competitive team that will try and win by any means neces-

sary, even if that means sacrificing individual stats.”

Clavel similarly noted the prevalence of collaboration during practices. “In practice we focused on a lot of team plays, like bunt defense, first and third plays, and PFPs, as well as infield outfield fielding. Pitchers also threw bullpens to keep our arms warm for the games. We also took a lot of swings, in the cage and on the field, and it translated very well to how we hit in the games,” Clavel said.

After two years off the field, Harrington highly anticipated the

game. “To be back on the field was great, it was my first time being able to represent Exeter athletically which has been a long time coming,” Harrington said.

Player and upper Jake Shapiro added, “Obviously it was awesome to get back out there and play a game.”

Jones said, “we have a good team this year and feel like we can win against anyone. With the first few games out of the way, we’re looking forward to building off of them and playing hard the rest of the season.”

## What Sport Do You Wish was at Exeter?

Leandra Sze '22	“Quidditch, I think Harry Potter is epic.”	Sabrina Kearney '22	“Curling.”
Tucker Gibbs '23	“Sailing.”	Cindy Su '23	“Figure skating, or martial arts.”
Anonymous	“Bring back drama sports please!”	Andrea Nystedt '24	“Competitive sleeping.”
Noah James '21	“Professional bungee jumping.”		

***Know that you are and have been in our thoughts!***

***We remain more than ever, committed to ensuring that ‘YOUR HOME AWAY FROM HOME’ remains a haven for families and their children, as well as others who come to visit the Academy.***

***We look forward to being with you during Exeter-Andover games, anxiously awaiting the results of which college came through, the excitement of the Prom, the gathering of Parents Weekend, welcoming past guests, and those before we took ownership of the Inn, during Alumnae month, and most of all, seeing the happy faces of everyone during Graduation!***

***We are at your service, have been and always will be....***

***Inn by the Bandstand, a historic Inn, Four Diamond AAA rated and part of Select Registry!***





# Girls' Varsity Softball Plays Thayer Academy

## Overwhelming 14 - 6 Victory for Big Red

By MICHAEL YANG and CLAIRE FU

Girls' Varsity Softball won by a landslide in their first game in almost two years this past weekend. Captains and seniors Katie Moon and Annie Smaldone boosted morale while the team adapted to COVID restrictions, contributing to their 14-6 win against Thayer Academy.

This was despite the game being out of the ordinary—since Thayer's baseball field was in use for outdoor dining, the girls were required to compete on a turf field. Upper Alana Reale not-

ed another unique circumstance of this game. "Thayer's pitcher had recently tested positive for COVID, so one of our pitchers stood in for her, and it ended up being more of a scrimmage than a real game," Reale said.

Nonetheless, Moon highlighted the fast-paced competition environment. "During the actual game, we felt like we were very aggressive on the base path, and we were consistently able to move runners when we got them on," Moon said.

Upper Riley Valashinas said, "we all wore masks, and

we couldn't all crowd around the fence during at-bats like we usually would. But I think we all kept the spirit in there! It was just nice to be able to have one 'normal' thing, even if it was a little different."

Sustaining team spirit and motivation for this game was especially a priority for Big Red. "The team as a whole has so much positivity and enthusiasm that we all contribute something unique and important to the team," Moon said.

Coach Jeffrey Ibbotson praised the team for carrying their energy to the game. "It

was a great experience! A beautiful day outside (even with the near constant trains going by). The team played well and dealt with all the changes with grace," Ibbotson said.

Reflecting on their play, Moon felt excited to continue working and refining skills with the team. "I think we are finding what works for us as a team because we have been putting in a lot of hard work at practice and have been working on team bonding outside of practice, so we can connect on and off the field," Moon said.

Reale similarly high-

lighted the team's hopes to continue growing stronger. "As a team, we're getting much better at communicating and listening to each other, and learning how to complement each other's strengths and weaknesses," Reale said.

Valashinas credited the team's triumph to their practices, sharing the team's focus on the basics and Coach Liz Hurley's incorporation of efficiency into practices. "That push for efficiency really helped us stay focused during the game and also made sure we had time to get to a little bit of everything

before our first game," Valashinas said. "We expected to have a bit of a learning curve in the first few games, and there are definitely things we can work on as a team, but I think we were all just really excited to get back to playing softball and that energy carried us through a great first game."

With their first game a resounding success, Girls' Varsity Softball has a promising season ahead, and look forward to their next game against The New Hampton School.

## Athletes of the Week: Boys' Volleyball



Boys' Volleyball Captains left to right: Wiley Bahr, Nhat Nam Nguyen and James Keeling

William Park/The Exonian

By MICHAEL YANG

Boys' Varsity Volleyball captains and seniors Wiley Bahr, James Keeling, and Nhat Nam Nguyen have been giving their all to the team, guided by memories of the sport's lasting impact on their time at Exeter. Due to the pandemic, the team this year was offered as co-ed, and the captions and head coach Bruce Shang hope to make the most of this season.

When asked about becoming interested in the sport, Keeling said his start was the encouragement from supportive teams. "I was introduced to the sport of volleyball by my friend group. We had known that our school had a middle school team. We spent those two years making memories I won't forget: both involved learning the sport as well as the team camaraderie."

Nguyen also started volleyball in middle school. "I started playing in middle school, and in my prep fall

term I was in Coach Shang's prep volleyball physical education class. That is where I met my super best friend James Keeling; he has glown up since prep year," he joked.

Bahr started volleyball as a prep when he took prep physical education with Shang. He noted what he most loved about his team. "This is just such a fun family to be a part of. I love the community. Everyone is all so welcoming. I was welcomed when I came in as a lower," Bahr said.

Keeling reflected on the sport's impact on his time at Exeter. "In my prep and lower years, I was amongst individuals whom I looked up to and respected, such as Emilio Karakey and Sam Michaels. These figures helped shape the person and teammate I became throughout high school, impacting my life beyond volleyball and Exeter through their character."

Nguyen reflected similarly on the impact that the sport had on his life. "It has enhanced my skills of working with other people, especially

my fellow captains," he said.

In fact, Nguyen pointed to his friendship with fellow captain Keeling as one of the best parts of his captainship. "One of my favorite things being a captain is spending time with James Keeling."

Bahr also noted the most important aspects of volleyball in his opinion. "Volleyball in one word is all about teamwork because you're so dependent on your team and you need everyone to be involved," Bahr said.

Keeling described his experience as captain during this unprecedented season. "I, as well as the other captains, put in effort into maintaining a positive team community and spirit in which everyone is involved and having fun. I think we all try to maintain this by holding team dinners and interacting with one another at every chance we get out of practice. In practice, we as a team try to cheer one another up when mistakes are made and cheer for each other when they make a good play."

Keeling noted the challeng-

ing and combining skill levels to make practice a little more competitive and fun."

Upper Harry Sun credited the practices for improving the team's skills. "We always work on ball control, basic techniques, and volleyball IQ — we've learned that communication and a strong foundation is super key to our play," Sun said.

Nguyen attributed the comprehensiveness of the practices as a factor to the team's success. "We haven't lost in three years, and we don't want that to end. That is our motivation," Nguyen said.

Shang praised the captains' leadership and dedication to the sport. "These captains are the best. It was fun seeing them grow and play the game with such passion. They have given so much to the boys and girls teams throughout their career here," Shang said. "In the fall, they would help the girls team get water, set up nets, give extra reps, run drills, and push the girls in every practice. In the spring, these captains lead by ex-

ample and spend time every practice teaching the game to the younger players on the team."

Sun testified to Shang's words. "The captains have led us so far by setting up practices, offering us time slots to come in for extra practice, always bringing music and good vibes, and taking responsibility for whatever happens during volleyball, for better or worse," Sun said.

Oliva shared similar thoughts. "All of them work the hardest on the team and are happy to help new players any time. They really are far more approachable than their violent spikes would make them seem," Oliva said.

O'Day agreed, noting, "they're also very good at volleyball which is inspiring and brings the level of play up. They've made a great effort to make sure that everyone feels included."