

# The Exonian

Phillips Exeter Academy  
Exeter, New Hampshire

f @  
@theexonian

The oldest continuously running preparatory school newspaper in America

## NEWS

Read about how Exonians find time for hobbies during the school year, 5.

## LIFE

Read about nostalgia for Tuesday Evening Prayer, 13.

## OPINIONS

Read Day Student Coordinator Elizabeth Reyes' Letter to the Editor, 15.

## Students Hope for Relaxed Post-Vaccination Measures

By HENRY LIU, ELLIE ANA SPERANTSAS and CLARK WU

Over 500 eligible and registered students received their Pfizer vaccines on Wednesday, April 28 from a clinic hosted in the Thompson Field House. The vaccinations were administered by RiteAid and arranged by the Academy in collaboration with the New Hampshire Department of Health and Human Services. Many students have asked for less restrictive COVID measures for vaccinated students after full vaccination is accomplished.

Current Academy guidelines are more restrictive than official post-vaccination Center for Disease Control and Prevention (CDC) guidelines released earlier this week. The latter states that "fully vaccinated people may meet inside a home or other private setting with other fully vaccinated people of any age without wearing masks or distancing." They also allow for "fully vaccinated people to gather indoors with unvaccinated people of any age from one other household without masks or staying 6 feet apart, unless any of those people or anyone they live with is at high-risk for contracting COVID-19." The Academy has not indicated any intentions to alter COVID-19 measures for vaccinated students.

Many students are excited about the prospect of less restrictive COVID measures following vaccination. "I'm hoping maybe it'll help day students be able to get back in the dorm and maybe in the future, [we'll be] maskless [in] sports, which could be really exciting," lower Riley Jones said.

Other student athletes shared similar thoughts. "If we can,

VACCINATIONS, 6

## Students Welcome Back Evening Prayer, With a New Name



Reverend Bonnie-Jeanne Casey opens Rhythm and Rest.

William Park/The Exonian

By THE 143rd EDITORIAL BOARD

In the late hours of Tuesday night, Exonians gathered on the moonlit quad for "Rhythm and Rest," an event featuring student musical performances sponsored by Student Council, Student Activities and the Office of Religious & Spiritual Life. The new event was informally understood by students as the return of longtime Exeter tradition "Evening Prayer" (EP). Students warmly welcomed the return of live music to campus; however, many students were equally nostalgic and mournful for the old Evening Prayer, a Tuesday night musical and spiritual tradition in Phillips Church that the new Rhythm and Rest did not completely capture the spirit of.

Seniors Audrey Yin, Max Tan, Andrew Luke, Valentina Rogers and Christina Xiao and upper Shantelle Subkhanberdina sang and strummed

to an enrapt crowd. Reverend Bonnie Jeanne-Casey acknowledged that Rhythm & Rest was the return of a "treasured tradition" at the beginning of the event, which many students understood to be a nod to Evening Prayer.

Casey wrote in an email to *The Exonian* that "[Rhythm and Rest] was totally a nod to EP. I wasn't trying to be coy or secretive. I guess, as the new Director of RSL (Religious & Spiritual Life), I wanted to acknowledge EP, but also signal that creating a space for students to showcase their talent should not be mistaken for, or quickly conflated with something else."

Evening Prayer, a non-denominational candlelit service that featured student music and poetry, was a staple of the Academy's weekly schedule. Previously hosted on Tuesday nights, many Exonians found the 9:30 p.m. event an opportunity for rest and reflection perfectly situated

in the middle of the week, a break in the constant rush of Exeter. However, on November 15, 2018, the Academy announced that the Evening Prayer time would be changed to Sunday at 7:30 p.m. in order to "honor the intention of our check in times for all students." The decision was widely unpopular amongst students, and Evening Prayer attendance drastically decreased afterwards.

Evening Prayer was discontinued in the 2020-2021 academic school year due to COVID-19 restrictions. Attempts to restore the spirit of the tradition persisted this year. In fall term, senior class representatives Ursie Wise, Drew Smith and Hannah Lee hosted a successful seniors' only Evening Prayer.

According to Student Council President Siona Jain, the reason why Evening Prayer's name was changed to Rhythm and Rest has not been made clear yet. "I'm not sure of the

EVENING PRAYER, 13

## Campus-wide Mental Health At Record Low

By ANVIBHATE, ALIA BONANNO, DAVID CHEN, SELIM KIM and ELLIE ANA SPERANTSAS

Exonians—students, faculty and staff members alike—have felt unprecedented levels of stress and low mental wellbeing in recent weeks due to a variety of factors, among them the compressed schedule, the demanding workload amidst the tolls of the pandemic and the constant news of national violence and injustice. The Exonian spoke with many students and faculty members across the week to compile community opinions on the current state of mental health at the Academy.

Many Academy instructors have told *The Exonian* that the limitations of pandemic life at the Academy have been burdening their mental health. An anonymous History Instructor told *The Exonian* that "being trapped in our space here at PEA... having to police COVID guidelines, few support networks outside of my department, constantly changing expectations, being cut out of communication so it is very difficult to know what is going on, the faculty body not being consulted on changes such as the policy of bringing students downtown (which is a wonderful idea but is being implemented in such a way that it places extra pressures on primarily newer and younger dorm faculty)," all contributed to their stress levels.

The anonymous History instructor added that they felt there was not enough support for faculty from the Academy. "When concerns were raised by faculty about mental health and the toll that the year would take on us in the fall, we were told to take a bath," they said.

MENTAL HEALTH, 2

## The Ecosystem of Exeter

By HANNAH DIRSA, ASHLEY JIANG, MINSEO KIM and ANDREW YUAN

In celebration of Earth Day, The Exonian collaborated with faculty members across campus engaged in ecological sciences and sustainability work to survey the vibrant, diverse environmental

landscape of Exeter, and current institutional initiatives the Academy is undertaking to ensure a sustainable future.

### Flora

Bright green leaves and newly bloomed flowers can be seen dotting the sky—a tell-tale sign of spring's arrival. The sugar ma-

ple, *Acer saccharum*, conspicuous with its dainty yellow-white flowers dangling from long stalks, is a keystone species native to the central New England phytogeographic area.

Its bark provides nourishment for creatures large and small. Its leaf litter will diversify and expand the earthworm population. Its roots, shallow and spread like protruding



A bird perches on a tree in the Academy trails.

William Park/The Exonian

ECOSYSTEM, 3

## Music Teachers Face Difficulty Scheduling Lessons

By JESSICA HUANG, JANE PARK, ATHENA WANG and CATHERINE WU

Students aren't the only ones suffering from the rigorous new spring schedule—due to most students' lack of free formats during the school day, private music instructors, most of whom work part-time at the Academy, have been struggling to schedule lessons with their students.

Many music teachers feel that the new spring term schedule has made scheduling private music lessons a challenge.

Saxophone Instructor Charles Jennison attributed scheduling difficulties to the academic schedule's lack of consistency with its two-week cycle. "Any schedule that doesn't repeat itself each week presents unique challenges to arranging extra-curricular activities such as music lessons. When times and places differ from week to week, confusion is bound to occur," Jennison said.

Trumpet Instructor Beverly

Perriccio agreed. "I liked last term's [schedule] better than this term. I felt that there was a little bit more flexibility because when you have weeks that flip-flop, that can be a problem," Perriccio said. "I've really had to scramble a bit for a couple of the students to find a spot for them because they don't have a lot of frees. And when I put them in a slot, if for some reason the schedule changes at the drop of a hat, for some teachers that's really been a problem."

Many music teachers have had to work around their student's academic class schedule and athletic practices.

Piano Instructor Lodowick Crofoot described the ways he has had to adapt to the new schedule. "My strategy for scheduling spring term one-on-one piano lessons has been: avoid all conflict with academic classes by scheduling lessons only Fridays after the 3:30 p.m. end of classes, then all day and evening Saturdays and Sundays up until 10 p.m. Even with all this apparent open time there

MUSIC, 4

# News

## » COEDUCATION

Read about feminist Gloria Steinem's conversation with Academy community members at this weekend's Symposium, 7

## » NEZHUKUMATATHIL

Read about Aimee Nezhukumatathil's reading to preps last week, 4

## » RAMADAN

Read about how Muslim students appreciate new Dining Services accommodations to Ramadan, 6

# Mental Health Cont.



Constant schedule changes intended to address feelings of stress have inadvertently led to more confusion. “I am concerned that the constant changes are exacerbating our mental health problems; hopefully we have settled on a schedule and can work from here but stability is crucial,” the instructor said.

A remedy to this, the instructor said, would be “more moments for joy—finding ways in the classroom, on the athletics fields, in the music and dance spaces to just have fun. And then listening to students. I wish I had a good solution but it is tough... the students have been perhaps the most important resource, without the classroom, music spaces, dorm, halls, and athletics field interactions with students, I do not think I would be functioning. But that creates its own problem—if my mental health is reliant on students and their mental health is reliant on me, that feedback loop is really precarious.”

Many students attributed their stress to the large amounts of homework assigned in each class and extracurricular commitments.

Upper Lekha Masoudi criticized the lack of action taken by Academy faculty members to decrease students' workload. “The thing with my mental health is it is really predicated on how many assignments I have and how I'm doing in all my classes. Because you're given so many assessments, it's really hard to do well... Your mind is being pulled in so many directions,” Masoudi said. “I think that teachers are aware of it, but I think some of them just don't really feel obligated to do anything about [our mental health]. It should be more of a priority.”

Upper Jose Vivanco pointed to being on campus for so long as an additional source of stress. “I'm tired. For me, there's not a specific factor but rather the fact that we've been on campus for 10 weeks. We haven't really had any actual restful breaks, because any breaks we were given were too short to be relaxing,” Vivanco said. “The whole idea of being on campus for 16 weeks straight stresses me out. It feels like we've been on campus for a lot longer now, and I almost feel like I'm counting down the days until the end

of the term.”

Upper Josephine Elting believed the Academy's transition to in-person instruction contributed to students' stress. “[The Academy] hasn't recognized the fact that we got used to virtual learning and that we are having to be back in person. It is an adjustment and it's not something we can get back into, like, immediately,” Elting said.

Lower Lara Muyombwe added, “I just feel homesick and really stressed out with the amount of time that assignments take me. I think it's just like having to do classes every single day and then having nothing to do on the weekends. There's nothing to break the monotony of school.”

Prep Quinn Coaxum added that balancing extracurriculars and overlapping major assignments are a main cause of stress. “Mostly it's homework but having to go to orchestra late in the day doesn't help much either. Also, many of my classes assign major assessments on the same day/week which causes extra stress,” Coaxum said.

Prep David Goodall felt that homework load was not a major stressor, but rather the competitive culture within students at the Academy. “My workload has not been a major stressor for me because I've found it manageable. I think it's the mindset that is being put upon students, whether unknowingly or not, that is the bigger problem,” Goodall said. “The Academy is very competitive, and I'm not even sure if it is aware of the extent of competition. It's to the point where people are even trying to be like some of their closest friends to get higher grades or take harder classes. That just leads to a negative environment that causes stress.”

Senior Lucas McEachern also felt that students' adjustments to in-person Exeter played a role in general wellbeing. “I think that the transition has been hard for most students is because there are basic human needs that need to be met in order for them to perform optimally, whether that's in the classroom, in sports, or just life in general,” McEachern said. “I think of sleep, I think of human connection, and time spent with people that we want to be around, and we aren't getting that.”

McEachern continued,

emphasizing the importance of preserving the length of sports blocks in the schedule. “I know [the Academy] cut the sports times short, and I don't know what the logic behind that was because the sports are not really what's stressing kids out,” he said. “I think that sports are outlets for some kids..., and the school aspect of our days need to be a little less rigorous.”

Some students are finding it difficult to cope with stress brought by factors beyond the Academy. “What constitutes most of my stress right now isn't what's going on inside the Exeter bubble, but instead what's going on outside. The pandemic is still at large; violence, police brutality, and mass shootings have sadly become somewhat of a norm,” senior Isabel Carden said. “On top of this, there was a bereavement recently in my family that I've had to cope with while at school. There's no time to grieve or even sit with myself here. To remain attentive, alert, and present for my classes seems to be getting harder and harder with no respite.”

Upper Mali Rauch has found the return to post-pandemic academic rigor especially challenging to balance due to a high-stress home life. “My life has always had stress; I have divorced parents who both work as public school teachers. Their salaries have always been stretched thin covering my three siblings and I. COVID has only heightened this financial stress,” Rauch said.

“The nature of my family means that things are very hectic for me at home. At school, Exeter's heavy workload has returned. I am able to manage this most days, but I get especially stressed when large projects like history papers are added to the list of todos,” Rauch continued. “The extreme limits to socialization under the pandemic have been really difficult to feel fully relaxed or recharged after time with friends on weekends or in the evenings.”

Masoudi noted that there was a lack of consideration for students' wellbeing when assigning large amounts of homework. “In a sense, the schedule adjusting is good, but I still don't really feel that supported,” Masoudi said. “I don't really think that the administration is stopping

ones who were really hit by what Principal Rawson was doing. It's not only just a day off, but it's also just a cultural thing for the PEA community. Bringing it back would also boost morale a little bit.”

Lower Aaron Joy, however, appreciated the no-class Wednesdays. “Having an extended check-in period that night before [Wednesday] has improved mental health because [it promotes] camaraderie and people being able to hang out with their friends from other dorms for longer, which is nice.”

Physics Instructor Mark Hiza felt that the no-class Wednesdays helped to provide a balanced learning experience amidst the pandemic. “I believe the school has struck a balance between providing a meaningful, rigorous educational experience and acknowledging that we're still in a pandemic,” Hiza said.

Hiza noted that although this term has been difficult, there is a sense of enjoyment in taking on hard work. “I guess I'm not a fan of the use of the word, stress, as a pejorative. Working as a teacher here puts some demands on me, but I enjoy working here, so I can embrace the fact that when school is in session, it takes up almost all of my time,” Hiza said.

Science Instructor Alison Hobbie encountered stress in different parts of teaching during the pandemic. “The greatest stress I feel is when I am teaching a hybrid class, when there are students on Zoom at the same time that most of my students are at the table,” Hobbie said. “My attention is continually split between these two groups, I worry about the technology, whether the remote students are getting a positive experience. It is the most stressful part of my day.”

Many students have found the Academy's response lacking. “I think the way the school deals with mental health is completely hypocritical because the exact thing that they think is helping us learn is actually detrimental to our learning because they think giving us more work and more homework and more time in class is going to help us learn,” senior Phoebe Ibbotson said. “In reality, it means that we don't get enough sleep. We don't get rest. We don't get time to hang out with our friends. We don't get time to talk to therapists or counselors in the school or outside of the school. And that's making it even harder to take in that information and get a good education.”

Vivanco acknowledged there is an issue with how many students are requiring mental health support from the Academy. “I think it's great that the school has many support systems put in place for students, but the fact that so many students need additional help with mental health is a problem in itself, because it means that there is a common cause that is causing such a large portion of the community to be feeling this way,” Vivanco said.

Masoudi expressed frustration with the Academy's inclination to send students on medical leave as a sign of support. “The school will immediately go to med leave as an immediate option. I don't think that's the right way to do things. It's kind of like, if they think there's something wrong with someone, they will just remove them from campus, to get rid of that problem,” Masoudi

said.

An anonymous Science Instructor suggested that the Academy go beyond simply modifying the schedule and adjusting load to better accommodate faculty's stress loads and mental health. “One idea is to make sure that all work is evenly distributed wherever possible. For instance, it's customary in boarding schools to graduate from certain duties regarding the dorm and advisees, but maybe we find that this system doesn't work for us anymore. Another is to invest in faculty residences and to look at how this housing benefit varies by residence,” they said.

Music Instructor Jerome Walker noted that changes in students' stress must start with instructors taking specific actions. “It is one thing to say, ‘Okay some folks somewhere have decided that we're going to change the schedule and have more classes.’ That's great, but if classes are stressful, as students are finding classes stressful, it's not just, ‘Okay, let's shorten every class and that'll just do it,’” Walker said. “Every teacher has to say, ‘Okay, well, how am I making my class a less stressful place? How am I checking in with my students to make sure that I'm helping them to have a better time?’”

Dance Instructor Amberlee Darling added that giving students space for themselves will be helpful to the community's wellbeing. “My worry now is for the students...I can see student wellbeing dwindling. I don't have the solutions for the rest of the term, but I hope we as a community can find a balance between our normal rigor and achievements and some space for student needs that might come up during the rest of the term,” Darling said.

Senior Emilio Abelmann emphasized that it is also important for students to actively take care of their own mental health. “I think students overall need to get better individually just understanding how they get stressed, why they get stressed, mitigating the sources of their stress,” Abelmann said. “I think there are some things students can do that they aren't yet. And they're just looking for the administration to relieve a lot of the current sources of stress, but I don't think that's a sustainable solution.”

Rauch believes that the Academy needs to make changes from a deeper level in order to alleviate students' struggles with mental health. “The Academy as a whole is well intentioned. I believe that the administration wants students to have better mental health. This sentiment is not, however, reflected in our load as students. Teachers are left to interpret workload guidelines on their own, and while some have taken a very compassionate approach, others have not. Changes need to be made to more than just schedules,” Rauch said. “As Exeter's culture stands—it feels like you need to suffer to count yourself an Exonian. We are an elite, selective institution—but there seems to be a disconnect on campus about whether our goal is to create highly productive members of a workforce, or well-rounded, healthy, intelligent members of society.”

# Ecosystem of Exeter Cont.

veins, deliver carbon to great colonies of mycorrhizae, or symbiotic fungi in the roots of plants

In return, endomycorrhizal fungi, a prominent type of mycorrhizae, penetrate the cell walls of sugar maple roots and establish residence. Though seemingly puny, their role in each sugar maple's bid for height is not to be underestimated. Every second of every day, endomycorrhizae are busy facilitating the continuous transfer of nutrients—water, phosphorus, nitrogen and amino acids—between a sugar maple and its surrounding soil.

Another tree species found in abundance on campus are white pines. As evergreens, their reddish branches lined with long and pointy, yet soft needles can be appreciated in full glory year round.

Its generic Christmas tree appearance may not be a head-turner, especially for Exonians rushing around from commitment to commitment. Nevertheless, the *Pinus strobus* has an impressive past to boast.

During the 17th and 18th

sun and rain of a New Hampshire spring, Exeter students are spending more and more time outside. The red chairs on the quads are no longer empty, and the grass is dry and warm enough for doing homework on the ground. With the arrival of spring, you may find yourself reconnecting with the natural world of Exeter.

In person classes have started, and walking along the paths to your next class, you may notice the abundance of gray squirrels that roam around campus grounds. The *Sciurus carolinensis* is a rodent found commonly in urban and suburban areas. What they primarily look for in habitats are trees that will produce enough nuts to sustain their population.

Gray squirrels especially need an abundance of food before the winter months. Squirrels will still scurry around in the snow around campus because unlike many other mammals, they do not hibernate. In order to survive the season, they build up their body mass by eating many nuts in the fall.

glass of your carrels, you may have noticed many small, brown bugs crawling around campus. While these insects look like stink bugs, you are most likely seeing *Leptoglossus occidentalis*, or the Western Conifer Seed Bug. They can be identified by their slimmer shape and the white zig zag pattern on their back. In the spring the bugs eat seeds and flowers in early development. They can do this because they have piercing and sucking mouthparts that can extract seed pulp. They are called Conifer Seed Bugs because they target mostly conifer seeds for food. An annual generation of these bugs appears every May to June. As the winter months approach, they find their ways into buildings to shield themselves from the cold, which is why you saw so many this winter term.

Beyond the immediate campus, students on the crew team interact with the Squamscott River, a river that runs inland from the Great Bay and allows a variety of fish to be seen in the waters of Exeter. One of the most notable fish, the



William Park/The Exonian

by forests. Some species that students have identified are Cardinals, Blue Jays, woodpeckers, and Redwing Blackbirds. The main thing to look at when identifying these birds is their plumage, which is their arrangement and color of feathers. Cardinals have notable red coats, black feathers around their eyes, and tuft of red feathers at their head. Redwing Blackbirds have a coat of black feathers, except for on their shoulders, where there is a flash of red and yellow. Blue Jays have blue feathers—well, not exactly. “There’s actually no blue color here. It’s blue light. Feathers in a Blue Jay are reflecting the light.” Matlack shared while showing a Blue Jay. “The reds tend to be a color. They get that from the berries and from the hemoglobin in their blood.”

It’s important to observe the world around us. Phillips Exeter Academy has a unique ecosystem that creates the very place where we all learn, live, and thrive together. “If [the students] knew the names of plants, and trees and birds, they would be interested in keeping them and maintaining them,” Matlack said. “If you enjoy and listen to bird songs in the spring and understand them, and then you understand that you’re not hearing them anymore, that’s going to be a huge thing you want to talk about, right?”

## Sustainability

Many Exonians interact with The Exonian itself across campus: some are reading Exonian papers in the music building before their lessons. Some are sitting under the trees with a bowl of Cinnamon Toast Crunch to their mouth and a newspaper in their other hand. Some read the papers inside the dining halls, and others in from their common room sofa while filling in

and repurpose the Exonian newspapers to reduce paper waste.

Many student and faculty environmentalists have started and are currently working on initiatives to address sustainability at the Academy. Home to diverse biomes and ecosystems, the Academy is currently developing a Climate Action Plan (CAP) with its Environmental Stewardship Committee, a faculty committee that oversees climate commitment at Exeter.

The Academy has taken considerable actions over the past years at advocating for sustainability and biodiversity. Currently, the Academy leads its sustainability in architecture with five buildings qualified for LEED Gold standards, the most widely used green building rating system in the world. While constructing its 143 geothermal walls under Phillips Hall, Downer Fitness Center, the Goel Center for Theater and Dance and four faculty houses, the Academy has lowered its greenhouse emissions by more than half since 2005.

An underground pipe renovation in 2013 oversaw the elimination of number 6 fuel oil and lowered campus’s natural gas and fuel emissions by 44.7%. Electricity energy generated by 1,552 solar panels over the William Blake Thompson Field House now represents 6% of the total energy spent on campus. Following the success in scope I emission reduction, the Academy is further exploring the second stage of its emission reductions through energy retrofits, on-campus solar energy investment in cooperation with local solar companies and more solar power purchase agreements.

In addition to energy efficiency, the community is also continuing its long-term recycling progress. Visiting

sustainability choices taken up by Dining Services. “The Dining Services re-imagined their system where they’re using reusable plates and cutlery. Because they knew the demand for those materials was going to be so high, they just kind of ordered a number of them in advance. They have compostable clamshells, they have compostable plates and bowls and napkins,” Biggins said.

“On the other hand, they do have a plastic cutlery and it’s not just one, right? You’re not just getting one knife or one fork. Right. You’re getting a knife, a fork, a spoon and additional condiments,” continued Biggins. “I think we’ve done a good job in the terms of making composts, trash and recycling available everywhere you go, but we can improve when it comes to plastics.” Plastics are usually down-cycled, and much of the plastic and compostable wastes head over to Mr. Fox Composting situated in Maine, New York, to be screened and separated.

Recently, students and faculty have noticed tissues and plastics and other waste rolling across campus or being misplaced in the bins. Although Mr. Fox Composting screens through, the process is all done by hand. A large part of the sustainability culture is dependent on individual initiative and awareness, and that’s where we face some trouble. Turning off lights before heading to class. Placing waste into the right bins. Eating less meat. Reusing water bottles or utensils. Biggins explains various habits Exonians can try to incorporate into their daily routine. A little goes a long way.

Sustainability is a major tenet of the Academy’s long-term vision, aligned with its core value of non sibi. Students can adapt a greater appreciation for local New Hampshire ecosystems by



William Park/The Exonian

centuries, white pines, which at the time reached up to 50 meters, were favored as masts for the British Royal Navy. Because of their significance to the Crown of England, these trees also played a pivotal role leading up to the American Revolution.

The Mast Tree Riot took place here, in this very town of Exeter. British men, tasked with the marking of mast trees, were stopped and assaulted by proud New Hampshire-to-be in 1734. This and a second similar event in 1772 perhaps fueled the Boston Tea Party, a monumental mark on American history.

Despite its previous exploitation, white pines continue to grow in number today. On the other hand, the sight of Eastern hemlocks is one to take advantage of, as the *Tsuga canadensis* population dwindles into steady decline due to an invasive bug.

Eastern hemlocks are much shorter than both the pine and maple trees, though they rival these larger species with their long lifespan of 800 years. Rounded dark green needles, flat and smooth, provide a shelter for our state animal, the white-tailed deer during the relentless, snow-heavy winters which New Hampshire hosts.

Tannin, a polyphenol from hemlocks’ bark, was also previously in high demand for tanning animal hides into leather. On the street where Forrestal-Bowld Music Center and Elizabeth Phillips Academy Center stand, there even used to be a great tannery, Tan Lane’s namesake.

## Fauna

As the ice and snow slowly starts to shift to the

They also bury nuts in storage units in order to have reliable sources of food. In doing this, Gray squirrels help the propagation of seeds in an ecosystem because they sometimes forget where their stashes are located, creating a convenient place for trees to grow.

While squirrels are brave and friendly on the pathways of Exeter, a more silent mammal made an infamous appearance this year. Bats may be considered a nuisance due to their tendency to occupy houses and buildings for roosting or hibernating in suburban settings. If the temperature suddenly rises during the winter, bats may wake up briefly and change their place of hibernation. Big brown bats especially may find closed spaces such as attics to settle in again. As McConnell Hall rekindles its relationship with bats, it is important to note that they have significance in Exeter’s ecosystem.

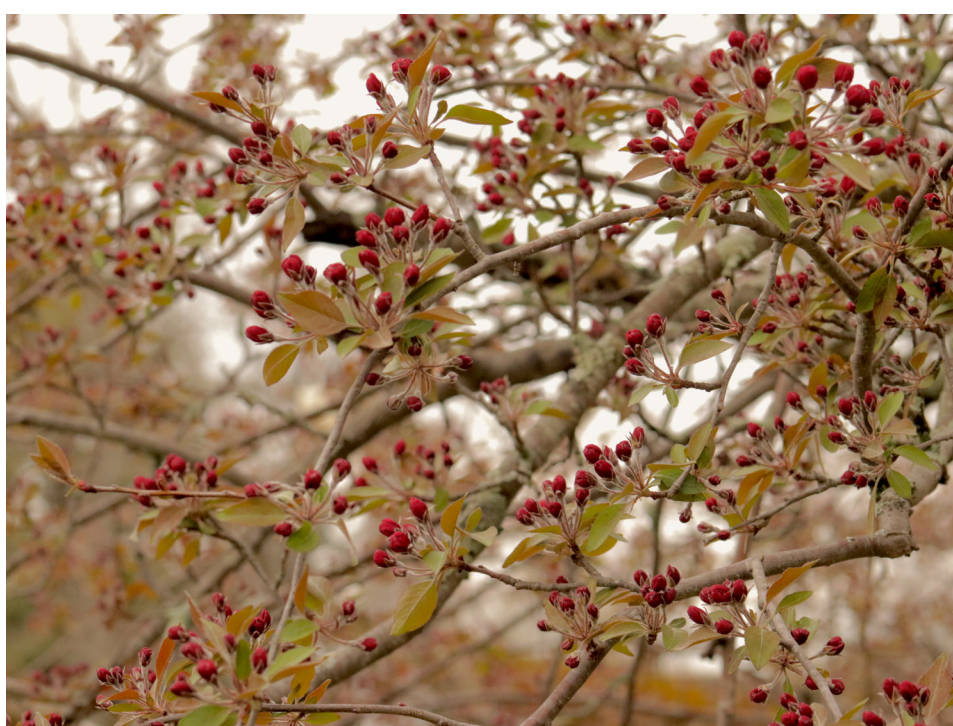
Bats are nocturnal, and in the warmer seasons can be seen swooping down to eat insects around New Hampshire. In order to navigate, they use echolocation. Echolocation is the use of soundwaves produced by an organism and how they interact with the environment to orient itself. Big brown bats, for example, produce loud, high frequency calls, in order to find bugs like mosquitoes in the open night air. If it weren’t for our human ears, these calls would sound as loud as a fire alarm, around 110 decibels. Bats also hold the important role of regulating insect populations. According to New Hampshire Fish and Game, “A recent analysis of the value of pest control services provided by bats was at least \$3.7 billion a year.”

In the nooks of your dorm room or on the plexi-

alewife, even appears on the first official town seal of Exeter, published in the Exeter News-Letter in 1930. The alewife, or *Alosa pseudoharengus*, is a herring around ten inches long and mostly silver with a green-tinted top. With the arrival of spring, schools of adult alewives move down the Squamscott to spawn in the backwaters of Exeter River that are not affected by the tide. Exeter’s Great Dam was removed in 2016 and as a result, improved the spawning of many fish including alewives because they had access to more of the Exeter River. As the spawn of alewives become juveniles, they migrate back to the ocean at the end of summer and throughout the fall.

You may see more people fishing along Squamscott River this spring and summer. With the annual alewife migration comes predatory fish such as the striped bass. Striped bass, *Morone saxatilis*, grow to a length of 10 to 50 inches and are silver on the underside and have blackish-blue scales on their tops. Striped Bass mainly spawn in Chesapeake Bay and Hudson River from April to May. They have a migration pattern that leads them to the Great Bay in May to October. When the alewives move down Squamscott, some Striped Bass are found in the Squamscott as well.

As fish migrate and mammals wake up from hibernations, birds become more prevalent in Exeter as well. This spring term, BIO460: Ornithology, is a science elective for uppers and seniors who want to explore the bustling bird populations that surround Phillips Exeter Academy. Science Instructor Christopher Matlack teaches the course, and currently his students are studying common bird species found in the near-



William Park/The Exonian

one of the crossword puzzles from the Humor Section. But after stacks of papers are printed weekly and dispersed, where do they go next?

In 2019, students from the Green Umbrella Learning Lab (GULL), who reach outside the school including the town of Exeter and Exeter High School, created a method to fully recycle

the dining hall, one would find themselves dazzling at the dining services’ commitment to waste management. While saving over 84 tons of food waste, the Academy kept 546 metric tons of carbon dioxide out of the atmosphere with approximately cost savings of \$227,000.

Manager of Sustainability and Natural Resources Warren Biggins praised the

developing their knowledge of the flora and fauna on the paths and in the trails. The Academy as an institution will continue to demonstrate environmental citizenship to the greater New Hampshire community with clean, non-wasteful practices. As the Academy looks forward, Exeter will strive to be the most sustainable it can be.

# Music Teachers Facing Difficulty Scheduling Lessons Cont.

are many conflicts with sports and club meetings, but this works better than trying to work around the confusing and sometimes changing Monday-Friday schedules,” Crofoot said.

Piano Instructor Jon Sakata emphasized the challenging nature of this term’s unique schedule. “For the first time in 27 years at the Academy, I’ve had to schedule lessons on Saturdays. A number of students do not have free blocks during the morning and early afternoon, resulting in a glut of students with the same frees later on,” Sakata said. “What has been particularly challenging is scheduling students who are either on team sports or dancing, due to the shifting practice and rehearsal times between Weeks 1 and 2.”

“Having to teach on weekdays and weekends certainly has had an impact on my mental ‘freshness’: being in a state of perpetual teaching mode has its wear. Teaching online, rather than having to come on to campus, has helped to mitigate the challenge somewhat,” Sakata added.

Voice Instructor Jean Strazdes also mentioned the extra impact of COVID-19. “It is hard to differentiate between the Spring Schedule and the pandemic, as to the mental implications—it is draining,” Strazdes said.

Piano Instructor Barbara O’Brien agreed. “I am mentally tired but I credit that to COVID-19 generally. I know my students are bone tired and I feel for them. I also feel for the people who are responsible for creating a safe schedule in the first place; keeping their exhaustion in mind is important too,” O’Brien said.

With the minor changes to the spring term schedule to accommodate longer lunch times, some music lessons have been cut by five to 10 minutes. Cello Instructor Velleda Miragias sympathized with her students. “Somehow the extra five to 10 minutes didn’t affect my schedule that much, but I was on the other hand very distressed to hear how stressed a lot of the students were by

having classes back to back with little time in between to walk where they needed to and mostly barely enough time for a lunch break, waiting 20 minutes in line already,” Mirgias said.

“Being from a French culture, meal time is sacred and breaks are vital in order to work well. So I was mostly glad Exeter made the necessary adjustments to accommodate a better and healthier schedule for the students,” Miragias added.

Perriccio mentioned the difficulty of scheduling lessons around shifting sports schedules. “When I have students that are involved in a sport, and then the schedule changes right away, I might not have a spot for that student,” Perriccio said. “So, you know, when these [sports] schedules are hard to find, they’re not published in a spot where everybody can find them, and we have to fend for ourselves, it makes it difficult for us to schedule because our lessons need to start at the same time as the academic classes.”

Fluctuating sports schedules have also affected Piano Instructor Jung Mi Lee’s students. “My students who are doing team sports and have their classes until F block are put into the very taxing condition of having to do their homework and practice the piano in the evening, after being mentally and physically spent,” Lee said. “Personally, my students have expressed how immensely challenging this front-loaded schedule is for them. Being creative takes so much thought, sensitivity, energy.”

Crofoot added that the confusing music building open hours take away from valuable lesson time. “Students are locked out of the Music Center until noon on weekends. I can work in a few earlier lessons with day students, one remote student, and two students with isolated piano rooms in their dorms. The worst weekend problem stems from locked practice rooms and building monitors not always to be found to un-

lock them. Department Chair Mr. Johnson and Department Administrator Ms. Darby have been doing their utmost to remedy such frustrations and put an end to lost or truncated lessons,” Crofoot said.

Many students felt like the new schedule made it difficult to arrange for lessons. Prep Addie Vining said, “It has created a bit of a feeling of not quite having enough time and being rushing around a little bit.”

Lower Nat Kpodonu felt similarly. “It makes it almost impossible to find time to put a lesson in, especially since most of us use our frees to do homework [and] relax,” Kpodonu said.

People also feel these changes are an indication of how the Academy prioritizes the Music Department.

Sakata appreciated the Academy’s increasing support for the community’s involvement in music, but hoped that it would be seen more as an integral part of an individual. “I deeply appreciate how the academy supports, fosters, upholds music: to evolve its standing as not an extra-curricular but an integral part of a student’s holistic growth. I feel that the Academy has begun to see just how valuable and intensely impactful it is for a student to be able to learn and explore in a classroom-size of ONE over multiple years,” Sakata said. “The current schedule—which opportunities time for lessons largely ‘after’ classes are done (and in my case with weekend teaching, after the workweek for others is done)—seems to be tilted toward an extracurricular view of music rather than an integral, holistic one.”

Strazdes acknowledged that the Academy’s efforts to allow in-person meetings have played an important role for students participating in music. “I do think the Academy values music/extracurriculars, and the administration realizes that one to one contact with students is essential during these isolated times. As for scheduling, we are not consult-

ed in the process and this leaves us grappling for quality times to schedule lessons,” Strazdes said.

Prep Advay Nomula advocated for the Music Department and Athletics Department. “Personally, I don’t think the Academy is paying attention to music or athletics. Athletics happen to get the point across and do things for themselves easier, but it’s hard for the music department to be heard. This needs to change, since I believe they are all, including academics, equally important,” Nomula said.

Vining agreed. “I think it shows they prioritize making time for sports over making time for music. I think that they assumed that people would probably be able to meet during their one very short, free period. However, that is clearly not the case. And I was hoping to see some change that reflected this when they changed the schedule last week, but nothing happened,” Vining said.

O’Brien emphasized that it was necessary for the Academy to prioritize COVID protocols over lesson scheduling to ensure the health and safety of the community. “The creators of the schedule had to prioritize health and safety above all else, which I’m sure pained them at several points. If there is a perfect solution, I sure don’t have it. I’m grateful for everyone who is focused on keeping us all safe,” O’Brien said. “I’m very impressed by the goodwill of my students; they carry exhaustion but gratitude as well. How does the new schedule reflect that (PEA’s valuing music/extracurriculars)? The schedule challenges do not demonstrate a devaluing of music or extracurriculars, only a best effort to keep us all safe.”

Lee noted that scheduling times for personal musical practice has been difficult for many students. “I know that many students have been having weeks that feel hellish, where they don’t even have time to work on all the things that are being assigned, let alone for creative work

and play,” Lee said.

In spite of COVID-related difficulties, Jennison praised the Academy’s comprehensive music offerings. “Over the past few years I have felt that the adjunct music faculty has been included more thoroughly in substantive discussions of the problems we collectively face in teaching at an institution such as Exeter,” Jennison said. “There are many advantages to being here as contrasted to a public institution, and we have not only been able to utilize those resources, we have also been called upon to contribute our own experiences in shaping a more inclusive and diverse musical environment.”

Symphonia Director Paola Caballero noted the privilege to even have the opportunity to go forth with in-person rehearsals. “I come from a very different perspective that we are incredibly privileged and the students are very deserving of this though, of course, that we get to do this in person,” Caballero said.

Jennison suggested that the Academy find ways to make the schedule more regular to support scheduling. “I feel that the Academy is doing its best to offer a wide range of activities outside of academic requirements, but I would like to suggest that the schedulers exercise caution to keep the schedule consistent and as simple as possible when considering which choices to offer,” Jennison said.

Miragias shared similar thoughts. “I do hope the scheduling team can foresee those changes sooner in the future and implement what’s needed directly in an ideal situation but there was no easy way to transition from remote/hybrid to in person without bumps on the road,” Miragias said.

Many instructors expressed gratitude for Music Program Administrator Barbara Darby and Kristofer Johnson for their support in lesson scheduling. “I have nothing but praise for the Music Department for handling all problems that have arisen

professionally and efficiently,” Jennison said. “It has definitely meant extra work for the department chair, the other full time teachers, and the music coordinator, Mrs. Darby, but they have maintained a positive attitude and persisted in working out complex issues of protocols and room assignments.”

Crofoot praised Darby’s and Johnson’s efforts to support the music program, despite the many circumstances surrounding COVID safety. “Regardless of frustrations noted, I have tremendous admiration and gratitude for how well our administrative leaders have planned for and dealt with such a multitude of crucial matters,” Crofoot said. “They have enabled everyone at Exeter to work, study, learn, teach, and stay well physically and mentally through our worst public health crisis since the flu pandemic of 1918-19.”

O’Brien added that both the Music Department and students’ supportive attitudes have been crucial to the music program. “Ms. Darby, our music department administrator, has been incredible; her communication and thoughtful diligence have been a tremendous help. And Mr. Johnson, our department chairperson, has been encouraging, understanding and given us loads of support. He is a great advocate and liaison for us, helping us stay connected to the larger community,” O’Brien said. “The students have been more than gracious during my process of finding a suitable lesson time for everyone. They have been understanding, flexible where possible, responsive and oh so patient.”

As the final weeks of the term roll around, teachers and adjunct faculty of the Music Department praised students for their dedication. “You always strive for excellence and you are given the very best opportunities by performing the way that we are and having orchestra and chamber music in person,” Caballero said.

## Aimee Nezhukumatathil Poetry Reading

By LEELAGANDHI, ANNA KIM, NHANPHAN and VALENTINAZHANG

Poet Aimee Nezhukumatathil delivered a poetry reading and answered questions to the prep class via Zoom on April 20. She read from a variety of her works including her award-winning essay collection *Word of Wonders*, and from her newest collection of poems titled *Oceanic*. Nezhukumatathil answered student questions in a virtual Q&A session after her presentation.

Nezhukumatathil, who was a 2020 Guggenheim fellow, began by reading a few poems from her book, including “On Listening to Your Teacher Take Attendance” and “Mr. Cass and the Crustaceans.” During the webinar, she started a narwhal-drawing competition when reading her essay “Narwhal” which received numerous submissions.

During the Q&A session, Nezhukumatathil shared her story of how she became a poet. She explained how her parents had wanted her to become a lawyer, but after reading a poem called “Mint Snowball,” by Naomi Shihab Nye, she left

law behind in pursuit of poetry. Despite the barriers of Zoom, Nezhukumatathil connected with students by inviting them to share their connections to the poems, such as a favorite teacher from elementary school.

All prep English classes read *Oceanic* this spring. In *Oceanic*, Nezhukumatathil uses nature, specifically the ocean, to bring attention to the abundance of life and love in the readers’ surroundings.

English Instructor Michelle Dionne shared her thoughts about the webinar. “I loved how she encouraged us to ‘wonder,’ like little kids, at clouds and trees and learn the names of things so that we might feel more ‘tender’ and less inclined to destroy nature,” she said. “I came away thinking that her conscious orientation toward ‘wonderment,’ as opposed to trauma, may be the secret to living abundantly, with all the joie de vivre Aimee herself so clearly has to share.”

English Instructor Duncan Holcomb reflected on teaching *Oceanic* in classes this past term. “I have enjoyed teaching and reading *Oceanic*. There’s a wide variety of material, so there’s something for everyone if you look closely,” he said.

Students also greatly enjoyed the reading. Prep William Weber explained the impact of seeing the authors he was reading. “It was really cool to see her because I didn’t know what she looked like, even though there’s a picture at the back of the book; I was experiencing her presence and her heart through her poetry,” Weber said.

Weber continued. “We’ve been talking in class and a lot of the discussion questions have been around ‘What does this poem mean?’ and, ‘Is it a metaphor of her experiences?’ And I think we learnt from the webinar that you can really just write a poem for the joy of writing a poem inspired by a documentary about penguins, and maybe that weaves into real life and there’s not always one specific answer to the puzzle of the poem. There’s no specific answer to ‘What does this really mean?’” Weber said.

Prep Eden Murphy enjoyed the opportunity to connect with Nezhukumatathil as a person. “What stood out to me most about the webinar was just getting to know Aimee a little bit. Through her writing we can see things that are important to her but seeing her personal-



Courtesy of The Poetry Foundation

ity makes it so you can see the person behind the words in the poem,” Murphy said.

Prep William Newby shared his favorite parts from the webinar. “I think when we read the poem in class, it’s a little bit different because we are interpreting the poems in different ways. Hearing her read the poems in such a different way, she brought different moods in different poems,” Newby said.

Prep Jamie Reidy added, “You could hear the passion and love of poetry just when she was reciting it and when she was discussing each poem and when she was answering the Q&A.”

Prep Aavik Wadivkar agreed. “It gives a greater depth on *Oceanic*, and the motivations that Aimee had for writing each of the individual

poems and bringing it together because that’s an insight into the author herself. It really helps in understanding the meaning and thoughts behind the text on a page. It’s the power of words and it’s transformative. I find them thoughtful and I find them very personable,” Wadivkar said.

Prep Vedika Amin spoke to how *Oceanic* affected her. “Many poems in *Oceanic* have resonated with me thematically, but it was especially refreshing to read poems that accurately portray Indian culture. *Oceanic* has emphasized my view that books and poems do not have to revolve around just European or American culture, characters, and stories, and that they can, and should be more diverse,” Amin said.

Prep Indigo Ogiste noted

that comfort that Nezhukumatathil’s provide in exploring identity. “I really liked it, especially the way it kind of really subtly incorporates racism and being a brown girl into it,” Ogiste said. “It’s really interesting how, being Black myself, being able to see that, but then seeing the rest of like my non-POC classmates not catching it. When we discuss the poems, racism never is part of the conversation, but I’m like, this is definitely about racism. I think that’s really funny.”

“I feel you need to know the story of the poems to like the poetry,” Ogiste continued. “And so to hear why she wrote the things she did and what it was really about, it was really eye opening. I feel like that’s probably going to motivate me to learn more about the poems that I read in the future.”

# Do Exonians Have Time for Hobbies?



Upper Alex Luque prepares to serve in badminton.

William Park/*The Exonian*

By DAVID CHEN, ANNA KIM, LAUREN KIM and EMILY LEVINE

Rushing from mathematics class to Spanish class. Donning sweaty jerseys and dashing to the athletic fields. Bolting into the Bowld for an orchestra rehearsal, trusty instrument in hand. Grabbing a meal with friends in Wetherell or Elm. Let's not forget a violin recital tomorrow night or perhaps the English essay due the following morning. If asked, any Exonian would gladly delineate to you of their packed schedules, piles upon piles of homework, and pressing extracurricular commitments. A common trope for the majority of Exonians, being immensely busy and engrossed in school activities is a reality that students at the Academy face on a daily basis. Yet, extracurriculars and academics aside, do Exonians still do stuff for fun?

Students shared with *The Exonian* whether or not they felt that Exeter provided them the time and support to pursue hobbies simply in the name of enjoyment. In regards to student leisure, a common saying on campus is that "Exeter is the death of hobbies." As senior Isa Matsubayashi put it, "For most Exonians, there's this underlying anxiety that if you're not being productive, you're just wasting your time."

Students described their experiences with pursuing hobbies at Exeter amidst rigorous academics, extracurriculars and athletics.

Senior Zoë Barron explained the exhaustion that accompanies being a student at the Academy. "Before Exeter, my hobbies included painting, drawing, and writing. Now, my 'hobbies' include napping. Long story short, I don't really pursue hobbies on campus," Barron said. "For the most part, when students are not involved in academic or extracurricular activities, they need that time to rest. At that point, there's just a lot of exhaustion, and it is difficult to pursue hobbies. In my experience, the rigor of Exeter has not allowed for any hobbies."

"Often, I forget how much I used to love art because I never have any time to paint," Barron continued. "Before Exeter, that was a huge part of my identity, and now it has slipped

away. There is also a stigma at Exeter that if you're not being productive, you're wasting your time—and 'being productive' is usually confined to clubs and schoolwork."

Matsubayashi agreed. "I've realized that through my four years at Exeter, whenever I have free time, I feel like I need to do something productive. Whether that be catching up on homework or working on extracurriculars, I feel like I have to spend it on that. If I choose to do something for myself, like reading a book, I just feel like it's a waste of time. I've been working to get away from that for the past year, but it's really hard. For most Exonians, there's this underlying anxiety that if you're not being productive, you're just wasting your time," Matsubayashi said.

Upper Adaeze Barrah also mentioned how her priorities differed while at Exeter versus at home. "I like to read and play the piano. Stationery shopping is fun too. It's funny, though: I can vividly remember doing these things during the summer/any free breaks I have, but once I step on campus, the time I spend on these hobbies sharply decreases," Barrah said. "If piano wasn't a required class for me, some weeks may not even include the instrument at all. I've only recently started to regain control of the things I do leisurely, but that cushion of time, although growing, is meager."

Similarly, upper Emma Chen elaborated on students' difficulty finding free time. "I used to paint a lot when I was at home and then coming here, there's less time. Like, of course, it depends on your personal prioritization and making time for things, but overall, it's just really hard," Chen said.

Students overwhelmingly cited Exeter's "work-a-holic" culture as the reason for difficulties in pursuing hobbies. "Long story short, I don't believe Exeter's academic/extracurricular rigor allows time for hobbies," Barron said. "Students are scrambling to do their homework on time, let alone spend time doing things that bring self-fulfillment outside of the requirements of the social sphere. It's gotten to the point where, instead of doing hobbies strictly for leisure, many students find hobbies so long as they can

boost their academic profile," Barrah said.

Barron agreed. "The Exeter schedule and way of life are not set up to encourage hobbies. You have roughly four to five classes on an average day, then several hours of homework, as well as club meetings. Time outside of that, if there is any, is often put aside for self-care in whatever form may suit someone. For some people, self-care is lying in bed for an hour watching Netflix because they need to do something mindless. For others, it's doing laundry. The list goes on and on, but the point is that between keeping up with Exeter's rigor and trying to protect your mental health, there isn't much room for hobbies. I have tremendous respect for people who are able to maintain their hobbies on this campus, but I think it's a lot to ask of someone," Barron said.

Other students maintained that there is time to squeeze in non-academic activities, but students just need to take advantage of Academy resources. "Exeter gives us so many opportunities to find something we are passionate about, whether it is a subject, a sport, or the arts," upper Danielle Sung said. "The school is also willing to give us all the resources that we need to succeed and develop greater passion in our areas of interest, so it is really up to us to take the opportunity and resources and utilize it to the best of our abilities. However, because of all the rigorous coursework the students have, it is hard for the students to find time to take these opportunities and resources Exeter can provide. Personally, I had been very interested in art since middle school, but it was after coming to Exeter that I discovered my great affection and passion for it."

Upper Jose Vivanco pointed out the difficulty in pursuing hobbies when those activities are not supported by the Academy. "If the school gives you the option to do something like a course or a club or some extracurriculars, then there's definitely more than enough time during the week with the schedule, but if what you're trying to pursue is something that is not necessarily related to the schedule, or that Exeter offers, then you definitely don't have time to do it," Vivanco said.

Prep Alan Bu described how he makes time for his hobbies. "Maybe it's just my bad time management, but sometimes I can go and play like four or five games of chess at night, maybe it's like 8:00 PM, and I have all my homework done. So it's a really lucky night and I think 'Okay, I'll spend a few hours playing chess,' but then I just keep playing until it's like 2:00 AM," Bu said. "It's fun to do hobbies, and I think some of us are willing or even happy to cut into our sleep, if we have fun doing it."

"I do feel that it's unfortunate that you do have to sacrifice something," Bu added. "Maybe it's your mental health or something else. But I do think for some people here, even if it's not great to have to sacrifice one part of your life, it's worth it. It definitely would be better though if this was not an issue."

Prep Finn Tronnes talked about the difficulties of creating time to focus on other, non-academic activities. "All of our time is filled with stuff that's productive. We have days off, but it's just a day to do work and everyone says that, but it's true. There's barely any time that's just for you," he explained.

Chen had similar thoughts. "This is a problem with the whole system, but with college applications and always feeling the need to produce stuff for the sake of applications and not for oneself, it really sucks," she said. "A lot of students felt that way where it's like, if you're not being productive and doing something, that's kind of worthless."

Senior Noah Lee agreed. "[Exeter is] super academically rigorous. You have all these time commitments. I don't know what else could be done without having to sacrifice part of what makes Exeter a competitive and strong institution," Lee said.

Students suggested ways for the Academy to support student leisure time. "If Exeter cares enough about students to encourage hobbies, they should address the issue of excessive homework," Barron said.

Barrah agreed. "The most obvious solution to this issue is to provide more free time. This can be chaotic to figure out, so the Academy may elect to instead allow bigger chunks of free time in the day rather than smaller ones. Having small one-hour bits and pieces of freedom gives me just enough time to do very little. If a student has one free period at a time from 8:00 to 3:20, the mindset is that they had class for over seven hours regardless of how much of that time was actually spent in a classroom," Barrah said.

Senior JaQ Lai also advocated for more free time. "I do understand the academic rigor does take a lot of time [from] students' lives. But when you have the free time, you can explore and decide on these hobbies that you want as well. The roadblocks to having fun, I would say are also just like, you're at school. So then sometimes you feel almost guilty doing something you enjoy instead of studying or doing homework. But what people forget sometimes is the benefits of doing a hobby."

"I think one tangible thing that Exeter could do would be give a whole day off, maybe once a term or something, just for students to do whatever they want with, without having

to worry about going to classes or doing homework or anything like that," Lee said.

Sung shared advice for people hoping to make time for hobbies during the school year. "Take advantage of your weekends and Friday nights to do the activity you like. I know it's hard to motivate yourself to do 'extra' activities on top of schoolwork, but it's really worth it and you feel proud of yourself. Since we don't have too much free time each week, I really like to plan things out ahead of time — sometimes I would be willing to give up a little bit of socializing to work on my art project, while making time on other days to socialize with friends, whether it's by playing squash or just taking walks," Sung said.

"My biggest advice is to manage time well," Barrah said. "I know it's easier said than done, and I'm more than aware of the fact that the struggle for decent time management is always being fought. Exeter's schedule shows you exactly how much that hobby means to you. Take it day by day: it's not worth the stress to squeeze in a hobby that just won't fit, but it's also not worth the stress to go days without taking time for yourself. Learn your schedule, learn your work patterns, and make some decisions."

Lower Hannah Rubin agreed. "You have to be really efficient with your time. If you want to add something new that you like into your day, and if you're feeling that you don't have enough time to do that, I guess you just have to be really aware of how you're spending your time," Rubin said.

"One thing to be aware of is how much time you're spending on your phone, or with friends or even just how much time you're spending on homework. If you're spending four hours on your biology work, you should probably shorten it a little bit or just ask the teacher for help... I'm sure there's a way," she added.

Prep Sophie Zhu had similar thoughts, and talked about how Exeter students use whatever free time they have. "I feel like the most important aspect of time management is just taking advantage of every single second you can get. I remember I came to see a speaker at school and I arrived 10 minutes early, and even then there were students who were sitting two rows in front of me, doing their homework, even for 10 minutes," she said. "Taking advantage of those little amounts of time, even just between classes, or during universal frees, can be really valuable. Even though they aren't, you know, an hour and 45 minutes, taking advantage of those 25 minutes that you have, can get half of the homework for one class done, which can be really worthwhile. And that way in the afternoon you have time for sports, clubs, extracurriculars, and your hobbies," Zhu added.

Lower Alysha Lai said "Sign up for clubs, there are a lot of fun clubs you can join. There's knitting, which you can join, and sometimes it's just helpful to have a set time, so you can look forward to it, but also you don't get lost in it as well."

"And then I would also say, save it for the weekends. And most people do this anyway, but I realized that sometimes I get really excited when I start a project and it's a form of pro-

crastination almost where I always want to work on it throughout the week," she added. "But it's something to look forward to. And by the end of the week, you can pursue these hobbies in your free time as well."

Rubin added, "I think it depends on the person and the hobby. Exeter can inspire you a lot. Seeing people who also are passionate about that and are maybe even better than you can inspire you to try even harder with something you love," she said.

Upper Zara Ahmed shared similar thoughts. "Branch out. Because there's a lot of ways to have hobbies here. It's just finding all these things that you have a passing interest in, but you really want to get involved in. I think when you find people that share it, it motivates you to do it more. And then obviously we're kids because it doesn't matter how interested you are, you don't have time. You're not going to be able to," Ahmed said.

Tronnes offered that spending time alone could make room for leisurely time. "[What helps is] taking time away from everyone and understanding that you don't always have to be around people and doing something like that. Cause that was something for me. I felt bad if I was just hanging out alone, like drawing or something, but you don't always have to be with other people. You can just take time and do what you want to do. And that's fine," he said. "Just think about what you want to do and do it."

Lee also expressed the importance of sleep. "Everyone says it, but get sleep... If you get your sleep, then you'll have energy the next day. I don't really know though, I'm a procrastinator. I know some people who are procrastinators and I wish someone would give me advice for it, but I think we all just make time somehow, even if we really can't afford it," he said. "If we like something and if we're committed to something, like a hobby, then there'll always be time to do it, I guess."

Ahmed talked about the common phrase, "Exeter is the death of hobbies." She said, "I think it's definitely fair to say that it's the death of hobbies because we don't have the time for them, but I don't think it's the death of interest in hobbies. You got to work to make sure you don't stay away from things you're like for so long that you forget you like. So many people I talk to are like, I don't even remember what I did for fun lower year or prep year. That's so sad," she said.

Zhu had similar, but slightly different thoughts. "I guess I partially agree. I think it's different for each student. People who manage their time really, really well can get to do a lot of things. But some students may not be 100% motivated every single day, which is perfectly fine," she said.

It's a guarantee that students will experience packed schedules and bustling atmospheres at the Academy. However, with just a bit of passion and time management, a busy day will never stand in the way of pursuing any hobby. "Here at Exeter, there are a diverse group of people who do the craziest things. Some people have the coolest hobbies ever, so I would love to see people continue their hobbies and share them with others," A. Lai said.

# Vaccinations Cont.

I'd want there to be more freedoms for athletes," upper Arya Nistane said. "On the cross country and track teams, for example, we shouldn't be required to wear masks during practices and interschool meets if we're already vaccinated."

Upper Celine Gu mentioned the possibility of lessening off-campus restrictions. "I hope I could get deliveries from local restaurants outside of the specified list, get to go into town without a chaperone and get to use the higher library floors for some private work time. I think masks are still important though, just for us to stay healthy and alert."

"I would also like to return to in person music lessons if possible as it is very hard over FaceTime," prep Neil Varwandkar added.

Some students would like the removal of plexiglass around Harkness tables. "We should be allowed to go into town without a chaperone and lose one of plexiglass or masks—I have a hard time hearing at the Harkness table," upper Anja Meaney said.

Upper Lindsay Machado agreed. "Plexiglass makes partner work especially difficult. We would still be masked, obviously, for the students who aren't vaccinated, but it would help improve the learning experiences of everyone across the board," she said.

"I want Visitations brought back," lower Matteo Connelly said. "I think people with the two doses of the vaccine should have the same restrictions as we had in 2019."

Lower Dax Knoll agreed. "I think that having at least the common rooms open after the students are vaccinated should be acceptable as long as we are socially distanced and masked. It's a great first step to starting to integrate Vs again," he said.

Upper Catherine Uwakwe also commented on increased room capacities. "We already hang out a lot in places like the [second] floor of EPAC, as long as we're aware of room limits it shouldn't be a huge change to make common rooms more accessible."

"I'd love to see room capacities increase immediately because they are almost impossible to work with at this moment," upper Alex Kermath agreed. "I'd also look for a more open graduation for the dear seniors."

Senior Josh Yu would want to see some normalcy. "Students who have gotten vaccines should be allowed to return to normal school policies (allowed off campus with no supervision, normal visitations policy with other vaccinated students, etc.) and be allowed more lax regulation on social distancing. They should still wear masks and be tested twice every week, but vaccinated students who are close contacts with positive cases should not be forced to quarantine," he said.

"I would want to see more opportunities for vaccinated people to gather together and also opportunities for us to leave campus," lower Eric Zhang said. "The Exeter bubble could be kind of monotonous, and I think getting



Upper Avery Lavine receives her COVID Vaccine.

vaccinated would finally give us the opportunity to leave it."

On the other hand, some students shared concerns about opening up restrictions too quickly. "Not the entire school population is going to be able to get the vaccine, so it's kind of hard to let down those restrictions because it's hard to tell who's gotten it," prep Thomas Roper said.

"We don't really know the efficiency of the vaccine quite yet. Sure, it's in the nineties, but a lot of people are asymptomatic, and still pass it around," upper Gretl Baghdadi said. "I think we should keep the masks. Maybe we can be less strict on the social distancing, but then again, there's always the possibility of people not being vaccinated, like not wanting to be vaccinated, so they will

still be at risk."

Baghdadi believed community members should wear masks indefinitely. "I don't think they are that much of a bother," she said.

"I think we should hold off from making any changes until everyone gets back on campus. I don't think it's helpful for us to introduce any programs or activities only open to those who have been vaccinated. It would just be unfair and awkward," upper Kiese Nanor said.

Prep David Goodall, who would be missing the vaccines due to age restrictions, advised students to remain careful and cautious. "At first it might seem great, a chance at last to experience Exeter as it once was, but it's important to acknowledge that there are still people on campus that are at risk, especially

because of increasing interactions with members of the town of Exeter," he said.

Lower Joey Dong, who would also miss the vaccine due to age restrictions, hoped that everyone would realize the difficulties open policies pose for more vulnerable members of the community. "Our campus is still pretty open to townsfolk and visitors; not all of our teachers live on campus, and not everyone is getting the vaccines. I really wish we could take our masks off now that it's not required anymore in the state of NH. But we have to keep in mind the risks involved," she said.

Science Instructor Michael McLaughlin commended the school for "successfully thread[ing] an awfully tight needle in the fall and winter."

William Park/*The Exonian*

"The school has earned a lot of trust on this issue," he said. "All faculty and staff have access to the vaccine, (students over 16 soon), and two Israeli studies add to a growing body of evidence that the vaccines significantly reduce the rate of transmission. At this point, I think the abundance of plexiglass and outdoor masks are more about virtue signaling than data driven decision making, but I've been wrong before (on this exact issue no less)."

As the Academy achieves a safer community following the vaccination of students above 16, students are eager to see what COVID restrictions the Academy will relax to restore a degree of normalcy.

# Muslim Students Appreciate Ramadan Accommodations

By LEELA GANDHI AND REILLY PIERSIMONI

Some Muslim students celebrate Ramadan among classes, schoolwork and extracurriculars. A time of spiritual reflection, students fast for thirty days, where they must abstain from eating from sunrise to sunset.

Ramadan begins on the ninth month of the Islamic calendar and ends on the evening of April 12 to the evening of May 12. Students break the fast at the end of the day with a meal, called iftar, and also have a meal early in the morning called Suhoor. On the evening of May 12 to the evening of May 13, students end the fast with the celebration of Eid al-Fitr, or "The Festival of Breaking the Fast."

Religious Services Department Coordinator Susanne McCarron sent an email to all students on behalf of Director of Religious and Spiritual Life Bonnie-Jeanne Casey on April 9, detailing the various ways that the Academy planned to support Muslim students during Ramadan. Muslim Students Association (MSA) adviser and Modern Languages Instructor Amadou Talla, Muslim Students Association adviser and History Instructor Dionna Richardson collaborated with Casey and Dining Services to ensure the school fully accommodated students fasting during Ramadan.

Many students have appreciated the accommodations. "In earlier

years, it was hard to figure out how to get my sunrise meal as well as my sunset meal, but such accommodations have been lifesavers," upper Tasmiah Akter said.

In order to provide students with food for Suhoor, the pre-sunrise meal that marks the beginning of daily fasting, Religious Services offered food such as sandwiches, energy bars, shakes, fruit and bottled water in the Stuckey Room of Phillips Church. Additionally, to ensure that students can break their fast, Dining Services extended Elm Street Dining Hall hours from the normal 7:30 p.m. closing time to 7:45 p.m.

MSA meets during the lunch and Jummah blocks on Fridays. In addition, MSA also offers weekly community iftars for Muslim students to connect.

In an April 20 email, Casey, Assistant Principal Karen Lassey and Director of Studies Scott Saltman announced that in order to acknowledge and honor Eid al-Fitr, the day after Ramadan, no classes or sports practices will be held on May 13.

Akter elaborated on her perspective on the focus of Ramadan. "I've started approaching Ramadan as a time where I focus on improving my relationship with God, myself, and the world in general," Akter said. "It's just a good time of year to tune into yourself and those around you."

Prep Ayaan Akhtar

agreed. "For me in particular, Ramadan is about deepening your understanding of Islam, what it means to you, and seeing Islam through the lens of other people, because that's kind of what Ramadan is about. It's about feeling what the less fortunate have to feel, which is part of the reason why we fast. It's for sympathizing with other Muslims, learning about other Muslims, seeing their struggles and deepening our connection with Allah as well.

Talla also mentioned why Ramadan is important. "It is the month in which the Quran was revealed. It is an opportunity to rediscover the message of the Quran and to reconnect with its teachings. It is also an opportunity for spiritual growth and a time to remember to be kind, humble, generous, and useful to others."

"One thing I emphasized during our last two Friday Jummah gatherings is that Ramadan is not just about fasting or enjoying food with friends and family. It is also a time of reflection on our religious practice and a time for spiritual growth. I hope our students keep that in mind throughout this entire month of Ramadan," Talla added.

Casey appreciated the school's effort to accommodate Muslim students. "For everything, I've kind of gone up and said, 'Hey, how about if we do this? They be like, sure, go ahead. And I feel like that's the culture of this

place [the Academy]," Casey said.

"As we recognize the diversity of needs of our students, everyone's got to be gentle with each other and recognize that we're not going to do it perfectly ever," Casey added. "We might not even do it sufficiently well, but there's a good faith effort underway. And we're really open to feedback, both positive and critical. We're here to partner with you. And we might not know exactly every accommodation that would make sense, but for myself and Religious Services, we are open to learning."

Talla also appreciated the Academy's efforts to be more inclusive. "One of the things I am personally grateful for is seeing Jummah on the schedule on Fridays. It is affirming for Muslim students to know that their school cares enough about them to carve out some time for them to worship as a community. I think it shows our commitment to equity and inclusion. The Ramadan accommodations also send a strong message of love and care."

Akhtar believed celebrating Ramadan on campus helped to build community. "They're definitely helping with raising awareness to Ramadan for non-Muslim students, which is always a good thing," Akhtar said. "It's just always great to learn about different cultures, especially when we have a population of students on campus currently celebrating Ramadan."

Upper Zara Ahmed expressed gratitude for the recent changes. "I really appreciate that they are extending dining hall hours because the dining halls closed at 7:30 before, and the hours of breaking fast are going to get progressively later and later until 8:00 or 8:30. You're not going to get warm food. So I really appreciate them taking that into consideration."

Akter elaborated on the challenges of fasting during Ramadan, especially at Exeter. "It can be difficult to fast and maintain stamina when working on homework assignments or just sitting in class," Akter said. "I hope there's a general awareness on campus of how tough it can be to try to be a responsible Muslim and also a responsible Exonian... I'm so happy to see the small changes."

Muslim Students Association co-head and lower Sinna Oumer also appreciated the recent schedule change. "Eid is a day of feasting and charity. None of my previous schools accommodated for me to celebrate Eid, which is why I am now so elated and grateful for the free day. This also opens up the chance for us to do some activities with MSA which I am excited about," Oumer said. "However, I feel like a lot of students on campus aren't really aware of Ramadan or what that really entails. And similarly, aren't really aware of why we have that day off."

Oumar also noted Ramadan's effect on her op-

portunity to connect with her peers. "It has kind of been difficult trying to find a social balance during Ramadan because when I finish my last class, the instinct is to come back to my dorm and sleep so that I can be rested and stay up during the night to break my fast. It's difficult to fit in time for friends around that because I sleep almost until my check-in."

Ramadan has also changed for many in light of the COVID-19 pandemic, especially in terms of community. "Ramadan has always been primarily about community for me. It's very much a time of unity for Muslims around the world and I think that connection and making that effort to improve yourself and your commitment to your faith in any way you might choose to do that shows that your will is stronger as a community," Oumer said. "And so during COVID-19, Ramadan has been quite interesting in that regard."

Akter appreciated the effort the Academy, faculty and students put into supporting Muslim students. "I'd like to give a shoutout to Mr. Talla, Sinna Oumer, and all other faculty or Exonians who work so hard to make Exeter more inclusive for Muslims. They've advocated for so much change and I'm really grateful."

# Coeducation Symposium



Gloria Steinem kicked off the Academy's 50th Anniversary of Coeducation Symposium.

By ATISHAY JAIN, SELIM KIM and CLARK WU

"A woman without a man is like a fish without a bicycle." Feminist journalist Gloria Steinem, one of the most widely recognized leaders of the Women's Rights Movement since the mid-20th century, spoke to the Academy on Friday, April 23 at the Co-Education Symposium event An Evening in Conversation with Gloria Steinem.

The event, a part of the Academy's celebration and reflection on its 50th year of coeducation, involved moderator Sarah Odell '06 and scholar panelists Charol Shakeshaft, Jennie Weiner, Naomi Snider and Keisha Lindsay. The panel of scholars hosted a lively virtual discussion on Saturday, April 24, followed by individual breakout sessions where student, alumni and scholar leaders spoke of their individual experiences with gender and feminism.

Odell shared that the symposium was held to curate a story that empowered the experiences of women at Exeter. "Becky [Moore], Alex [Myers] and I, really wanted to make sure that we honored the diversity of experiences of Exeter women, and also honor the complexity of what it means to be a woman or a girl moving through Exeter," she said. "I think we can mark the 50th and hold two things. This is not a perfect institution. It still needs to grow in many ways. But we also honor what went well while we were there."

According to Moore, the symposium "sought to focus particularly on the experience of women graduates who ranged in age from mid-sixties to 20s."

The Co-Education Symposium had over 650 attendees, including alumni, faculty, students and parents.

At the first event, Moore and Odell introduced the speakers. In Odell's opening address, she discussed the subjects of the symposium: the absence of women in narratives, especially in Exeter narratives, and how women must traverse feminism, race and sexuality in 2021.

"Nobody loses their voice, rather they are silenced," Odell said. "This is not the typical story of Exeter. In the typical story, success is a captain of an industry, prowess on the athletic

field, celebration of a large financial donation. Success has been such a hallmark on the Exeter story."

"At times in my own life as I found it difficult to advance in my career I felt like a failure because of my own inability to navigate the leadership pipeline did not comport with an Exeter identity," Odell added. "But as many of my peers would tell you, if you are not a white heterosexual man, that pipeline is more of a labyrinth, and certainly not a straight line."

Odell called for a step towards amplifying women's voices at the Academy, a step towards recognizing the values women's identity and presence bring. "I imagine portraits of all of our mothers, many of whom never had the opportunity to attend Exeter, but no doubt made sacrifices for us to be here," she said. "I hope that you have a portrait up in the Assembly Hall, too. And I hope at the end of this weekend you can see yourself in those portraits too."

Next, moderators History Instructor Hannah Lim, Meredith Hitchcock '06 and Ciatta Baysah '97 held a discussion with Steinem.

One topic brought up by Baysah pointed to recent concerns in both racial and gender minorities' burden of representation in the classroom, including how some in the community found Harkness discussions to be racist and male-dominated and rewarding of these behaviors.

"The Harkness table isn't a real circle," Steinem said. "I've found that when students take their chairs and put them in a circle it already changes the atmosphere. Maybe move away from the oblong, oval set up and use a talking stick that is passed around. Harkness should not be finished until everyone has said what they wanted to say. A circle of sound is symbolic but real at the same time."

"To provide instant democracy is to listen as much as we talk, and to talk as much as we listen," Steinem said. "If the means create the ends, that is likely to create democracy as we go. It's not so easy. Many of us have been taught not to speak, or only to speak. But I find it quite comforting to think about history in instantaneous moments as we proceed and create democracy in that way."

"If we are in a group

and addressing a problem or hope, and the group doesn't look like it includes the people in question, then I think we should wait to start that discussion," Steinem added. "The means are the ends. The tree grows from the roots, not from top down."

"It is ridiculous that I am the world's most famous feminist," Steinem said. "I don't even know why that is true. I am speaking and writing about the women's movement, and I guess I do not have any other title."

Moore explained the organizing team's multiple reasons for inviting Steinem. "Steinem, as a feminist leader in her mid-eighties, was person who brought a historical perspective on the feminist movement in the 20th century U.S. that could span the lives of the invited graduate," Moore said. "In turn, as her memoir *My Life on the Road* shows, Steinem had partnered with Black and Native American women throughout her career as a speaker for community organizing in the feminist movement."

Additionally, Moore mentioned that the symposium was Steinem's second time speaking in front of the Exeter community. "Steinem had spoken at Exeter before when she participated in a conference on women and girls organized by the National Association of Independent Schools — we thought it would be interesting to have her return with an updated perspective," Moore said.

The second event of the symposium, Making Present: Current Scholars on the State of Feminism, included four panelists: Shakeshaft, Lindsay, Snider and Weiner. The panelists discussed the nuances that exist in feminism and the patriarchy in different spaces of society.

According to Moore, the Academy offered discussion groups on the scholars' work prior to the panel. "We hoped to build a community of reading and discussion on five Sunday afternoons from February to April with each individual scholar's work," Moore said.

Moore began the webinar asking the attendees, who ranged from alumni to current students, to consider what their education at Exeter meant for them at its various stages of co-education. Odell then launched discussion by referencing Steinem's talk from the

previous panel and asked speakers what part of her speech resonated with them the most.

"I love Gloria's capacity to capture something that could be so nuanced, but say it so clearly with such a punch, and her braveness is doing that," psychoanalyst and co-author of *WHY DOES PATRIARCHY PERSIST?* Naomi Snider said. "One thing she said was, 'There should be a focus on what is taught... We are participating in the [r]\*[p]e of our minds.' That really resonated with me and made me think of what it's like to be a feminist in a racist and capitalist society."

Panelists then shared their thoughts on feminism and patriarchy in education.

Weiner mentioned the power dynamics at the Harkness table and the non sibi motto of the school. "When we get new information or a slogan... I have an existing schema... If I have been socialized to believe, even prior to entering Exeter, what a good boy does and what a good girl does or how to behave in particular contexts, then I reframe 'not for oneself' in the ways that I already operate in the world," Weiner said. "To what extent do we impact what 'not for oneself' means?... 'Not for oneself' may be about self-care, about making money or not making money."

In the breakout rooms that took place after the webinar, each room was joined by a moderator and a panelist and attendees shared their experiences and questions.

Snider especially appreciated the small groups. "For the breakout group, I didn't think I ran in really with a goal of what I wanted to communicate so much as I was very interested in what I was gonna learn," Snider said. "I was very curious to hear sort of what participants experienced and how the discussion had impacted them and what their questions were."

Moore described the benefits of having graduate and faculty moderators. "We had graduates and current faculty serve as moderators and breakout room leaders so that participants would have a chance to hear from younger graduates and current members of the school community," Moore said.

Overall, panelists and attendees enjoyed the symposium. Snider later shared in an interview with The

Exonian that the webinar allowed for important educational moments. "I think it's really useful for me to get continually reminded of why this work is so important and what about it is important for people," Snider said.

"For example, one of the questions that came up in our webinar really stumped me and I'm still thinking about it," Snider said. "They asked, 'Well how do we create awareness?' We know that people might be unconsciously racist, and patriarchal but we aren't aware of the impact. How do we create awareness around that? And I suddenly realized after our session how important a question that is for me, to now take forward in my thinking. What do I have to offer to that question? And these types of questions were what I wanted from the webinar."

Lindsay, a professor at University of Wisconsin-Madison in Gender and Women's Studies and Political Science, also spoke in the second session of the symposium and shared her thoughts on the significance of the symposium.

"The core message that I wanted to get across was whether [or not] you are a student, I think it's really productive to recognize the ways in which gender always exists in relationship to other categories of being, whether it's religious identity... nationality, etc.," Lindsay said. "For me, that is not just an intellectual exercise... because of that lack of intersectionality, we often end up proposing solutions that just fall flat."

Snider shared similar thoughts in the message she wanted to get across. "I think people tend to see patriarchy as male domination of women, and I wanted us to get the simplistic view of it," she said. "Patriarchy is a thing, a structure, a set of norms that divides everyone from parts of themselves and therefore is harmful to both men and to women alike. I think that's such a crucial kind of idea... and I think that I wanted to create awareness of the way some of these things play out."

For Lindsay, when it comes to the feminist movement and gender disparity, it is important to consider tangible actions. She thought the symposium, "helped spark memory and spark internal comparative analysis."

Lindsay said, "I think this kind of symposium is an opportunity to really sort of take a nuanced approach. And to consider, is co-education better for certain kinds of girls than others? Is it worse for some kinds of boys and others." Regarding the idea of co-education, she said, "We should not assume necessarily that this type of education is all good, or it's all bad. And I think sometimes people fall into kind of silos around that issue."

Snider especially appreciated the structure of the symposium. "The overarching thing that really struck me is how different this panel was for me than other experiences that I've had. I felt very held by the other panelists. We were all coming from different perspectives, different experiences and different men... I'm a psychoanalyst, one of us was speaking specifically about sexual assault, the other one about intersectionality. I found it to be such a sort of a very open and respectful group in which it was going to be okay to challenge and disagree with each other. We were speaking the same language."

"There's... this idea that to have a round discussion

of something," Snider said. "We need to get someone on the panel who says patriarchy exists and someone who says it doesn't exist and now we're going to have an argument about where the patriarchy exists or not... We went in agreeing on basic things and then we were able to kind of build on each other... You can actually open your eyes to something in a very useful way."

Attendee Jade Chao '88 P'24 connected to a comment Steinem made during her talk about gender equality through the years. "[She] was talking about older women and [how] the advantage of being older is knowing how bad things were and how much things have changed for the better now for women by comparison," Chao said. "But that for the younger women, especially ones who are still in school, their impatience is also very good because without that, things will not continue to change. So it's good to have both."

Odell was grateful to have hosted the symposium. "I hope that the attendees see themselves in what they heard this weekend. And I mean that in terms of the good, the bad and the ugly... but I also hope for alumni in particular, to be kinder to themselves."

Snider agreed. "I hope that people listening found something in what we were saying that resonated with their experience... I hope that there were men in attendance who were moved to consider that privilege within a structure... and that this isn't just a women's issue," Snider said. "I hope that they felt sort of that burning anger that pushes them to have more conversations to act... I hope it moved [the parents in the audience] to ask about their children's experience today."

Finally, Moore dedicated the Symposium to women faculty who had "their lives cut short by ill health and death." "As the Academy committee asked for suggestions about how to structure our yearlong recognition of Exeter's 50th anniversary of coeducation, I thought back to Marcia Carlisle, my late colleague in the History Department," Moore said. "Marcia, a proud feminist, was the first in her North Dakota family to go to college and then to earn a Ph.D. After Bennington, NYU and Rutgers, Marcia taught at Exeter from 1989 to 2005. She believed in building knowledge through research as well as broadening the circle of the voices needed to be researched. She also believed in discussion; she would have suggested that Exeter hold a symposium—and so we are."

"Marcia was one of a number of women on the faculty whom I think of tonight. They did not have the chance to complete their teaching careers at Exeter, their lives cut short by ill health and death. This symposium is dedicated in their memory, to their teaching and strength, Moore said. "Along with:

*Marcia Carlisle, Instructor in History*

*Addie Aquelino, Instructor in history*

*Anja Bankowski Greer, Instructor in Mathematics*

*Polly McMullan, PEA '76 Instructor in French*

*Betty Ogami-Sherwood, Instructor in Drama*

*Christine Robinson, Instructor in English*

*Lynn Watkins, Instructor in Health Education*

We miss them and honor them."

## » JUSTIN HARMOND

Read about Alum of the Week, Justin Harmond, and how he continued his love of music after leaving Exeter, 9.

## » TOMMY GALLANT

Read about Life Editor Indrani Basu's first live music experience on campus watching the Tommy Gallant Memorial Concert, 8.

## » OSCARS

Read Nhan Pham's '24 review of the 2021 Oscars and the award show's breakthroughs, 14.

## Editor's Corner: How Tommy Gallant Can Help You Find Magic



Current and future Music Department faculty members performed at the Tommy Gallant Memorial Concert last Friday.

Indrani Basu/*The Exonian*

### By 143rd LIFE EDITOR INDRANI BASU

When I walked into the Bowld last Friday evening to watch the Tommy Gallant Memorial Concert, the hall was glowing. The space is one of those places on campus that's always beautiful, always ready to hold moments of magic. I arrived early, taking a place high up in the audience and watched as people trickled in, stopping for a moment to take in the light filtering through the window. This experience was a special one: in my time at the Academy, I haven't had a chance to watch a live music performance by professional musicians. I faced the large panes of glass, waiting.

As I sat on the bright red cushions, I realized how glad I was to be there. The Bowld was beginning to fill in with a low murmur: friends engaging in small talk and bright clanks of metal as arrangements for the concert were prepared. Kristofer Johnson, the Music Department Chair, stepped up to the microphone and introduced us to each of the musicians. And then, slowly and all at once, current and future faculty members Keala Kaumeheiwa, Les Harris, Marcus Rabb, Eric Schultz and Jacob Hiser stepped onto the floor, gave each other a nod. Music, flowing like water, rushed into the air.

I asked Les Harris, the drummer, about the background of the concert, and he wrote back to me with his history of the concert series. "I was a member of Mr. Tommy Gallant's trio from the mid 1980's until Mr. Gallant's passing in 1998. Mr. Gallant was an important mentor to me and was the person who brought me in to teach here at the Academy in the fall of 1989. The PEA jazz faculty at that time consisted of Mr. Gallant on piano, Mr. Jim Howe on bass, Mr. Charlie Jennison on saxophone and myself on drums," he recalled.

"After Mr. Gallant passed away in 1998, Mr. Howe, Mr. Jennison and I named our annual fall jazz concert in memory of our friend and mentor Mr. Tommy Gallant. Because of my history performing and teaching here at the Academy with Mr. Gal-

lant, this concert in his memory means a great deal to me," Harris said. "I feel a responsibility to help keep the legacy of Mr. Gallant's work and accomplishments alive and to introduce students at PEA to who he was and to the jazz music that he loved and helped to establish here at the Academy as a jazz piano instructor and director of the jazz bands from 1967 until 1998."

The origins and continuation of Tommy Gallant's legacy were a surprise to me, a person who still gasps at the sheer amount of meaning and history behind Exeter's traditions and events. "I thought how much Tommy Gallant would have enjoyed the concert and been so pleased to see the return of live Jazz to PEA," Harris said. It was exciting to see this culminate at a live performance, one of the few in-person events we are afforded in these unprecedented times. I saw my college counselor, Courtney Skerrit, at the event, and she told me that she had been just as excited: "As soon as we got the flyer, I knew that that was where I wanted to be on a Friday night. I think one of the benefits about being part of a community like Exeter is that we have access to this incredible musical talent...I couldn't pass it up."

This concert featured four brand new faculty members this year: Rabb, Schultz and Hiser. The concert itself was something beyond proper description. Prep Aavik Wadivkar reflected on his experience wonderfully, saying that "it was exciting, it was sad, but most of all, it was emotive... Each musician on stage is extremely skillful in their own right. That, combined with their passion, created this deep and carrying feeling...every piece of music felt like a personal expression of some sort."

The music was special not just because of the talent, but because of the relationships you could see flourishing among the people performing—free and impromptu like their jazz, yet deeply and intricately connected. They watched each other intently, with a grace and respect that can only come from something

like music. They began with subtle flavor, bodies slightly swaying. From the very first song, the musicians were playing off each other like old friends; between each reprise, they gave the audience a taste of their own personality in efficacious solos, ranging from bouncy bass notes to slinky melodies. In the second song, they delved into what sounded like a classic jazz lounge set. By this point, I was absolutely in love.

The one song that I remembered the most clearly was a piece called *Starmaker* written by saxophonist Lou Marini, otherwise known as Blue Lou. It wove together like silk, the saxophonist and trumpet's sound layered like two dancers, or lovers. They spoke to each other in a ballad. I remember thinking that the piano beamed like blinking stars, the drummer's gentle symbols like waves reaching the shore. The bass beating like a heart. The song was romantic, sultry. It was perfect.

But even when my favorite song ended, the Tommy Gallant Concert introduced a very special, very wonderful new addition: A tall figure jogged onto the floor, and as he removed his mask, Rabb said, "I was just getting ready to say that Jerome Walker needed no introduction, and in fact he came out with no introduction, proving the point!" Walker's head tilted back in unashamed laughter. Rabb then mentioned that Walker would be singing Micheal Jackson, so naturally everyone moved to the edge of their seats. I let out an audible gasp. Did he just say Micheal Jackson?

When I spoke with Walker, he told me that he didn't want to be "the diva" as the show's only singer, but he did have some say in the evening's music choices. His first song was "I Can't Help It" by Micheal Jackson, which he told me was originally written by the glorious Stevie Wonder and Susan Greene from the darling trio, the Supremes.

"This is actually the first one [concert] that we've had since then because of the pandemic," he told me. We spoke about how the essence of jazz was in the exchange of

ideas through improvisation and interaction. How so much of that could be lost in virtual concerts. (Mrs. Skerrit brilliantly mentioned, "That's the one thing that I love about jazz; it's a conversation.")

"I typically am the type of person who tries to get really nitpicky and specific," Walker said. When he was recording for pre-recorded virtual concerts, he could just redo the take if it wasn't to his liking. "Coming back into a live performance helped to shake some of that off...to be like 'Okay you know what, we're going live, I'm going to see what happens.' You don't feel as trapped."

Freedom. I could see it in Walker as he sang, arms expressive and open, hands tapping, torso twisting. He seemed like he could live his entire life standing there, singing. "This is the first time, in a long time, I've performed live. It's electric, you know. Here we are in the space where so much about the music we were doing was improvisatory, so getting to really feel the moment and see what comes into it...it was amazing."

The group continued to blaze through the night, each song seeming a bit more jazzy, a lot more loud. They ushered in more classic tunes, and more of the music was assertive and insistent to my ears. They didn't need to demand anyone's attention, and by no means was anyone in the Bowld forgetting to listen.

"Oh, people were very engaged and very excited. And I think that showed when people were applauding really loudly... especially the end, most of the audience was standing," Kira Ferdyn remembered. "People would like to cheer during the solos... they were just so excited about it. I think it was just really cool like how everyone there seemed like they really wanted to be there, and it made such a good atmosphere."

I remember one piano solo by Hiser, in a song called "Shuffle Montgomery" where he produced a stunning tangle of sound. The tune he played was sharp and witty, gloriously intricate to my untrained ear. As he pounded away, fingers glided and rebounded as if the keys

were elastic. Later Hiser traded fours with Harris, the drummer, in an exchange that was so good I smiled the entire time. I felt like the third wheel, but hearing the conversation was enough to leave me satisfied.

There was a moment during the song when I looked around, and I could see the heads bobbing, toes tapping. Schultz on the saxophone played melodies that were deep and curvateios, his playing looking like a dance with his instrument. Kaumeheiwa balanced out the group's with spacious moments of subtlety that hopped with the beat. And Rabb, with deep breaths and fast fingers, let out a beautiful brass which shined brightly at the top of each harmony.

Sinclair said that "Many moments struck me: the new composition by Charlie Jennison—a friend and member of the PEA Jazz Department who was (most sadly) not able to participate—was quite exceptional and easily held its own among the other pieces; the sound of the ensemble was rich, layered, and multi-textured; the soloists, especially pianist Jacob Hiser and drummer Les Harris, were dazzling."

Perhaps the best, most memorable moment of the night, asserted by several audience members without my prompting, was Harris' drum solo in *Feed the Fire* by Geri Allen.

"The guy on drums went crazy...he must have been for like a minute and a half...going on and on with this solo. Everyone was so into it." I remember I was. There was a point where Harris was rubbing his elbow (his elbow!) on the drum as he pounded away. I could call the moment erratic, or random, but I think it's best described as music. If you weren't there, you may have missed your only shot at witnessing magic.

"I was texting my friend about this (during the concert, don't tell) who was watching the live stream, and we were just talking about how an excellent drummer is going to make everything work and not at all be noticeable," Walker recalled when we spoke. "Like, when the drums are right, then everything

is right...I loved his drum solo was absolutely amazing, and everyone really looked like they were thinking, 'Oh my god there's so much that's happening over here.'

Skerrit had much to say about that iconic drum solo: "Oh my gosh the drum solo, the drum solo! He just kept going and going and going and that's what I love about improv. That's what I love about improv, when the jazz musicians are allowed to do improvisation, their creativity comes out, their musicianship comes out. It was inspired."

"It was exciting to see an experience, how each musician picked a piece, and then what the story of each piece was," Skerrit said.

It would be impossible to not mention the experience of listening to the group performance of *Alabama* by John Coltrane. "In 1963, there was a bombing of a church that took the lives of four little girls, and it happened in Alabama," Rabb said before they began. I remember learning about the bombing just a few weeks ago in my U.S. History class in a documentary, the images rolling through my mind as the first notes sounded. People in pain, people who were angry, people who witnessed hatred and could not understand. The tune was relentless, unforgiving in sharing the struggles of racial prejudice.

Ferdyn told me, "I remember Alabama, probably most distinctly out of the pieces. And I remember being very moved...it was like a really, really incredible piece but I also thought it seemed like a phoenix rising out of the ashes." In that moment, the audience listened quietly. The piece was somber at first, but accelerated into an expression that may have been anger, a raw contemplation of grief. When they once again returned to the solemn feeling we heard at the beginning, I initially mistook it for resignation. But then I remembered the strength and power I heard all throughout the concert, and took a closer look at the passion in the musicians themselves. When the overwhelming crescendos dipped back into quiet contemplation, I think it



meant that there was hope. “It made me think that out of mourning comes celebration,” Ferdyn said.

The rest of the night was amazing, wonderful, and I found myself, literally, at the edge of my seat. It was a kind of night where my mind melted into a trance of movements and the sounds. Like I wasn’t watching a performance in the middle of a pandemic. Like nothing was there but jazz.

Rabb, who will be joining the PEA Music Department next year shared with me his feelings about the performance. “It’s hard to describe how good it felt to perform after such a long time. I will say that there were times where we all felt so much in sync that it made me completely forget about all of the negative things going on in

the world right now. That’s what we hoped the audience experienced as well. I loved playing with such high caliber musicians and I loved sharing it with the audience in attendance in the Bowld and streaming at home. As I said at the concert, “We all needed that.”

I thought about how Rabb, and the rest of the performers are all joining the Academy in the midst of a pandemic, just like I did. But in speaking with people, I’ve realized how their entrance is quite perfect. Like me, they’ve quickly found their place, people that share something to love.

The group’s preparations for the concert were not seemingly ideal. “Mr. Kaumeheiwa and I met the four new instructors on an online Zoom meeting about a month ago,” Harris said. “We discussed

what songs that we’d like to play with everyone contributing two or three song choices. The music was emailed and we met for our first and only in-person rehearsal a week before the concert.” Somehow, they pulled together the concert with gusto, with pizzazz. Harris added, “There were some magical moments and it was great to be a part of that and have that feeling that playing music together.”

“I was surprised by how well all the musicians were able to work off each other, especially when they have to solo and build off each other,” the concert’s sound technician and upper Tommy Seidel said.

Ferdyn said that “I think it’s really exciting to have new faculty with that level of talent. I also think it’s cool that they’ve already been working together. At Exeter, collabo-

ration is such an important thing. And the fact that they already play music so well together is probably going to impact their relationships as faculty.”

Walker said, “We didn’t get to spend a lot of time together in person as we normally would with a colleague that we’re hiring and that we’re bringing into the community. And so what, there’s no better way than just sitting and playing a bunch of music together?”

What better way to introduce yourself through song?

“Jazz has survived and grown by being passed down from generation to generation. That’s what Mr. Gallant did in his lifetime,” Harris said. The concert ended too soon. People lingered behind to thank the performers, and I think to hold onto

the night. I stopped by the coffeehouse for a while afterwards with a friend and ordered a cappuccino, sipping as the singer’s voice drifted around me. I dreamt.

Time passes, things change, and there’s quite literally nothing you can do about it but enjoy the ride. And attending Tommy Gallant was something important to me because I got to take one hour out of my busy week, and listen. Afterwards, I got to speak with friends and made strangers...not strangers. It’s one of the many things that made me feel distinctly Exonian: eating Stillwells after a long walk in town; inhaling the scent of the trails on a crisp Saturday morning; complaining about dining hall chicken breast; writing my 333 and contemplating actually quitting school.

Still, I feel as this year

tosses us every obstacle we could come up with, I’m running out of time to do all those must do things. Tommy Gallant’s memory left behind a piece of Exeter that embodies the spirit and passion of our community. When I watched the jazz concert, I noticed the melody in the chaos. That’s kind of what you have to do here. Exeter has a certain beauty in its corners waiting for you to find them, even when you’re stressed out beyond imagination and think that you have no time for anything but homework and an occasional nap (we’ve all been there). I hope you find a time to do something here that really connects you to this place and to its people. If there’s anything you take away from this, it’s to make your moments last, and fill them with magic.

## Alum of the Week: Justin Harmond ’11



By 143rd LIFE EDITOR TARAZ LINCOLN

Taraz Lincoln, Life Editor: What made you initially decide to apply to Exeter, what made you decide to come to Exeter, and did you have an idea in your head of what you were going to be doing?

Justin Harmond ’11: So I was a part of Prep for Prep, a leadership program that takes students of color from New York City and prepares them for private day and boarding schools. It was an academic boot camp that prepared me for the start of my Exeter journey as I was able to take classes at Milton and Lawrenceville for two years prior. I originally thought boarding school was a punishment, like going to military school! I had no idea going to boarding school was a viable option until Prep recruited me in middle school. From there, they showed me a brand new world. Being able to actually tour campuses at that point really opened my eyes up to what was possible for me. From then on, I knew I wanted to go to a place like Exeter because I was excited about being on a campus and being able to do cool things with my time. Not only that, but their admissions videos really won me over.

TL: For sure. I guess you came to campus and decided, okay, this is not a military boot camp and breathed a sigh of relief.

JH: I came off that bus in the fall, and I will never forget how beautiful the foliage was as a kid from New York City. That’s something that you can’t forget, the red brick buildings and the red and yellow leaves scattered on the paths. Everything felt pleasant!

TL: For sure. And so while you’re at the Academy, I understand you were the founder of the ERA (Exeter Rap Association), and you had a senior project with one of your fellow seniors where you produced a hip-hop album. And so did this initial passion of yours have any kind of influence on who you are today or your career immediately after Exeter?

JH: I was always a musical person. I had been playing instruments from an early age and my father was an entrepreneurial person. I never really combined those two passions until I got to Exeter. I initially received some pushback from members of the staff who inaccurately stereotyped hip-hop as being misogynistic and violent, but I knew there was a rich community of hip-hop lovers on campus that was hard to ignore, so we pushed to make the club a reality. We hosted weekly meetings to discuss various topics related to hip-hop but our bread and butter was hosting concerts and dances. Student entertainment on campus felt a little random at that time. Our weekend options would cycle

*Courtesy of Justin Harmond*

between ventriloquists, acapella groups and local mobile DJs from New Hampshire. I looked at how much money Exeter had in comparison to a lot of the colleges that were hosting big “Spring Fling” events with celebrity talent and I thought there was an opportunity to bring entertainers on campus that students were excited to see without breaking our budgets. I worked really closely with Ms. McGahie in Student Activities, someone I still consider a mentor, to get the students involved in picking the talent. We were very successful and were able to host a lot of concerts with acts like Chiddy Bang, Jasmine Solano, and Hoodie Allen. We’d have people lined up, camping out in front of Grainger for a student concert, which we had never seen before. We even booked Mac Miller one year but had to cancel after some unforeseen circumstances came up. It’s bittersweet knowing we were so close to having him on campus! Since concerts were at ERA’s core, my senior project, a student-produced hip-hop album, was a way to raise funds for future ERA concerts so we weren’t always reliant on Student Activities’ budgets. Producing the album and making club t-shirts was a way for us to make products that we could then sell back to students to raise money in order to host better concerts for them. The cool part about the album was that we were able to make it a purely

Exonian effort. Every artist, rapper, singer, writer, or producer on the project was a current student, a staff member or an alum, which was something that was really cool to put together in that regard. We even had a submission from John Forte ’93 who was a major contributor to the Fugees’ legendary debut album, *The Score*. The process of organizing a group based around music, booking concerts and launching an album start-to-finish: producing it, recording it, pressing it into actionable CDs, marketing it, and selling it...really helped me early on when my primary occupation was managing artists and putting out projects early on when I started RKLS. My experience with ERA was absolutely the foundation for my entrance into the music industry.

TL: And so you graduated in 2011—did you have an idea of what you wanted to do after Exeter? Did you have an idea of what kind of career you wanted to take or where your passions would lead you?

JH: I was lucky enough to figure it out while in high school so I immediately jumped into the music world when I came back home to New York City for college. Because I was hosting events and concerts on campus, I was able to get college recommendations written by booking agents. From there it was a no-brainer to try and intern for them while in college. Nobody should ever feel the pressure to figure out their career path by the end of high school however, you have plenty of time! That being said, I would encourage current students to take advantage of Exeter to try new things and figure out what they’re passionate about. It’s that exploration that will ultimately help you find your place.

TL: Right. And so I guess my next question would be, as the founder of RKLS and as an Exeter alum, you talked a little bit about taking advantage of Exeter and New York. What are some things that helped you get to where you are now?

JH: The phrase “reckless abandon” was a phrase that we used to throw around Wentworth all the time, back in the day. It was essentially about taking risks and being okay taking a leap

of faith. I don’t know if that’s necessarily something that Exeter itself has taught me, but it was something that I learned from my time there: how important it was to take risks. When you go to a school like Exeter, it’s very easy to play things safe. “I’m on a great path right now. I don’t want to ruin this. I want to live life by the book.” There’s a lot of things you don’t want to do, and there’s a lot of mistakes you don’t want to make, but I do think there’s something to be said about being willing to take certain risks. Taking advantage of Exeter’s resources allowed me to play around with things and take risks while doing it in a safe space where certain stakes weren’t as high. I was able to experiment with producing an album without the pressure of needing to go platinum or recoup a label advance. Another Exeter experience that shaped me was starting the Wentworth House of Pancakes, a student business I started with my best friend Angus. We would buy ingredients at Stop and Shop and bike back to campus. Every Sunday we’d set up shop in the Wentworth basement and would make pancakes paired with orange juice, eggs and bacon. It was pretty successful on campus and got support from some of the faculty who took their kids to WHOP for their weekly pancake fix. We even got written up in *Trendwatch!* As somebody who was not particularly trendy, that was a big moment for me. I might not be best dressed, but at least they recognized me for my pancakes.

TL: And would you say that’s one of the more important things to bear in mind when starting your own business, or do you have any advice for current students who might be interested in a similar path?

JH: I think when starting a business, especially when you’re younger, is not to try and do everything at once. And to start slow and build up because when I started RKLS, I had a lot of big plans that required a lot of people and resources. I remember sitting down with one of my mentors who later introduced me to Steve Stoute, one of the biggest music and entertainment executives out there. She told me straight up “you need to cut this down a

little bit, start slow, start small.” We were able to build from there and we built with our artists and then tapped into different opportunities as they came about. The same approach applies to personnel. See what you can do first build, figure out where you need help and then find people who can help you who are better at that than you are, and keep building from there.

TL: Finally, what would you say is the best advice you could give to current Exeter students and anything else you’d like to add?

JH: Don’t just let your time at Exeter slip by and take advantage of everything it has to offer you. If you have any inkling of a passion, and if there’s a part in you that says, “I want to do this when I’m older” and that’s something that Exeter can help you tap into then now, do it. If what you’re looking for isn’t there yet, then fight until they have it. I had to fight to make the ERA hip-hop album a reality and to show that it was a worthwhile project for the faculty to support. Luckily it worked out, as it has been a project that a lot of people keep near and dear to their heart. A lot of the people that were involved are doing amazing things now. Just look at Stefan Kohli ’14! He was featured on the album as a Prep and just directed a music video with Ariana Grande, Megan Thee Stallion and Doja Cat!

TL: That is good advice because it’s a good reminder just to utilize what we have here at Exeter.

JH: Absolutely! College admissions is one example of why this is important. Out of all of the students who got into Columbia from Exeter in the year 2011, I was the only person to receive a merit-based scholarship, but I had the lowest GPA out of anybody accepted in that class. At a certain point, I also realized that academics really weren’t everything. Instead of trying to fight for the best grade and always get an 11, I thought it was equally important for the world to see me as a well-rounded person, somebody with interests and passions and the ability to lead. Unlike some schools, Exeter has so much to offer outside of the classroom!

# Staff of the Week: Erin Bradley



Physician Assistant Erin Bradley smiles outside the Lamont Health Center.

Eric Wu/The Exonian

By ANVI BHATE,  
HANNAH PARK and  
JANE PARK

Every interaction with Physician Assistant Erin Bradley is guaranteed to bring about happiness. Bradley, an essential member of the Lamont Health and Wellness Center, spends her days caring for the Academy's community, all while endeavoring to know her patients on a more personal level. Bradley also adores spending time with her kids at home, as well as exercising and reading books.

Bradley first came to Exeter in September 2020, where, having previous-

ly worked in emergency care, she was thrilled at the opportunity to interact with adolescents. "In a big city hospital, when I really didn't have connections with these patients, they were just people I held on to but didn't really follow up with. [But here], you come and the people you see every day; [they're] in your community."

Consequently, Bradley sought out a workplace like Exeter where she would make close connections with patients. "I was always looking for a little bit more connection with my patients, as it's hard to develop a connection with patients when you're seeing them for emergency-re-

lated reasons. The patients I did develop connections with were oftentimes because they were severely sick."

Bradley also noted her love for working with adolescents. "This has been amazing. I see them in September for, say, allergies, and then I see them in December, because they have a fever, and then I get to see them in the dining hall—it's nice to have this sort of relationship." Watching her students recover over time gives her immense happiness, and she has become a vital part of the Exeter and health community for both the students and adults around her.

Bradley has brought to the Exeter community ample experience in health care, and thinking back to that experience, she emphasized the importance of self-care. "[When I was working at a big hospital], a question that got asked a lot was 'What do you do for self-care?'" Bradley said. "I will tell you that it is something you have to practice. When I first started in the ER, I was 28. I didn't have a family and I wasn't married. I worked 70 hours a week, because you don't learn boundaries and you aren't sure how to not take [work] home. [But here], there's self care and boundaries you have to take [and that was] one of

the most beautiful things."

Having joined the Health Center team in the midst of the pandemic, Bradley's experience in the emergency room (ER) also helped inform her response to COVID-19. "Because I was in the ER for so many months, managing it from March to August, when I met [the other Health Center staff] here and they had all of these questions and all of these [qualms], I really had a role to help [and] provide comfort and to watch them." Bradley said.

In addition to helping out with the pandemic response, Bradley also noted the lessons she learned from pandemic restrictions. "I think I can speak for a lot of people when I say that we were all rushing through our lives, right? And I think that there's now a greater appreciation for this kind of [in-person] interaction. Looking at you in the face and having a conversation is no longer something we do 125 times a day because we are a little bit quarantined, and a little bit socially distanced from a lot of people in a way we weren't before. I feel like we are able to not take things for granted anymore."

With the weight of the pandemic, it was an especially joyous moment when Bradley received the vaccine in December. "I anticipated being emotional because I had patients that worked with in the emergency department who passed away from it. It's the course of a global pandemic. It's scary. And it's real. So I cried. And I was excited because I just want to see my mother," Bradley said.

Both experienced in medicine and caring, Bradley inspires others with the positive personality she brings to work. "She is just a bundle of energy and has the most wonderful and positive attitude!" Health Center Assistant Rebekah Welch said. "I also have great respect for the amount of education

and experience she has in the medical field."

Bradley's friend Ellie Lindenmayer also recognized Bradley's energy and capacity for empathy. "[She] is always energetic, ridiculously friendly, has a HUGE heart, and is a 'glass half full' kind of person. My favorite memory of Erin is watching her sled with her young children a few years ago—she brings such joy, heart, and tenderness to her role as a mother; she is always up for engaging in their most favorite activities with genuine enthusiasm—be it swimming, tree-climbing, sledding, or even playing make believe," Lindenmayer said.

Lindenmayer recalled a particular example of Bradley's expertise in nursing. "Erin's husband sliced his finger with a kitchen knife while at a dinner party at their house," she said. "Very matter-of-factly, Ms. Bradley stated, 'Yep, you need stitches.' She quickly pulled out a sterile stitches kit and proceeded to place 3 stitches in her husband's hand at their kitchen table. No biggie!"

Lindenmayer also highlighted the remarkable qualities that are central to Bradley's work. "Ms. Bradley is a straight shooter when it comes to health and wellness—she is extremely knowledgeable, thorough, and honest in her approach while also being incredibly compassionate and warm," she said.

Compassion has been a guiding tenant of her work, as Bradley noted. "I think that I've been through enough in my lifetime to understand that everybody's carrying something, and I try to approach every interaction I have with people understanding that everybody has something they're bringing to the table," Bradley said. "But, everybody also has something that they're bringing to the table that's hard. [So] going into interactions with people a little bit kinder than you need to be [is really important.]"

# The Exeter Exchange Welcomes Customers



The Exeter Exchange is open on Sundays from 12 p.m. to 2 p.m.

Eric Wu/The Exonian

By HENRY LIU, EMI  
LÉVINE and LIANNA  
YANG

The Exeter Exchange is the Academy's very own thrift store, located behind the Exeter Bookstore. Business has been booming ever since its inception 8 years ago. The Exchange is open on Sundays from 12 p.m. - 2 p.m., with a current and has a limit of 5 minutes per person due to COVID-19 restrictions. "You can drop off clothing that you no longer wear or want, and/or you can browse to find new treat-

ments to take with you. It is not necessary, but you could leave a cash donation and the money collected at the end of the term will be donated to a non-profit of the Exchange club member's choice," club advisor Elizabeth Reyes said.

"The Exeter Exchange runs off a cyclical system—people bring in their gently used clothing to donate, and then they shop for clothing from other students and adults on campus! Everything is a hundred percent free," upper and co-head Anne Chen said.

Chen explained, "All of

our shirts are up on hangers, organized by utility—tank tops in one section, dresses in another, athletic gear in another, etc. Pants are folded on shelves, although we hope to change this display soon."

Reyes detailed the purpose of the Exeter Exchange, saying that the store helps "to reuse and repurpose clothing items and keep them out of landfills. Students can't get off campus to shop, and this is a fun way to drop off old treasures and find new ones. The store also helps students in cleaning out their dorm

rooms and provides a place to donate their items."

Upper and co-head Lindsay Machado agreed with the environmental benefits that the Exchange provides. "Shopping and donating to the Exchange is a great way to reduce clothing waste, and to reduce the vast amounts of oil and water used to produce new, cheap clothing."

"Especially during COVID, it helps students vent their frustrations of being stuck on campus! The shopping experience is definitely one that I miss while I'm at Exeter," Chen said.

"It also provides an easy dropoff for used clothing. I don't think anyone feels good about throwing things away."

Reyes had very similar thoughts. "Students have no place to shop locally. This is free and open to our students. Also, students grow out of their clothing or their style choices change. This gives them options to donate and find new outfits [without] buying brand new," she said.

Machado added, "I want to help change the campus culture of consumerism, particularly in fashion. With our generation's exposure to social media, we see trends changing nearly on a daily basis. We should challenge ourselves to resist the process of partaking in every trend, wearing the clothes once, then throwing them away."

Students agree and deeply appreciate the store. Frequent shopper and upper Cassidy Huriabell-Trader explained her fondness of the store. "I think it is the best thing ever... I don't really like shopping all that much for a few reasons. One, because I don't like spending money on clothes, and I always have clothes that are too small and that I just don't like anymore, so I think [the Exeter Exchange] is really helpful for that. And also, the environment obviously, and, the really negative side of fast fashion...so I think this is a way for the Academy to

reuse our clothing through the Exeter community," she said.

"And besides that, it's just really fun. I really enjoy going and thinking, 'Oh, one of my friends could have left these clothes here.' It's just overall really fun," she added.

Huriabell-Trader's favorite thing about the Exeter Exchange is "sprucing up my wardrobe, but not really feeling guilty about the things that I normally feel guilty about when shopping, like spending money and kind of just not wearing old clothes anymore."

Chen said her favorite part of manning the store was the opportunity to connect with Exonians across campus. "My favorite part of the Exchange is definitely interacting with everyone who comes in. We get such a wide range of Exonians, across all grades, and I've met so many new people. There's always Chance the Rapper or JID playing in the background somewhere. Everyone is excited and smiling."

"I enjoy watching students excited to wear something brand new to them, and seeing the gratitude they express after we explain everything's free," Machado added. "Overall, it brightens up those lazy Sunday afternoons on campus, and becomes a space for music, positivity and self-expression."

# Faculty of the Week: Robert Squires



By JESSICA HUANG and ASHLEY JIANG

“Why would beetles, the insects, be on the Ed Sullivan show?” seven-year-old Bob Squires thought to himself.

Putting aside his initial confusion, Squires soon discovered his first love, music, in the rock-and-roll tunes of The Beatles. “It was good to see a rock band that would ultimately be very influential in the music scene,” Squires reflected. “My sister and myself were always singing along to some radio track or another of theirs.”

Born and raised in Woburn, Massachusetts, 15 miles from Fenway Park, it’s no

surprise baseball is another favored pastime of Squires. “I think some of my fondest childhood memories were just playing baseball, all the time, with friends in the neighborhood,” Squires remembered. “My school would also often bring us to see the Red Sox in Boston.”

At the age of 13, Squires began exploring the guitar, though not entirely by choice. “I actually wanted to play piano when I was younger, but we just didn’t have a piano, and I had to suffer until my parents bought a guitar to pacify me.”

Continuing on his musical path to study at Lowell University, Squires’ talents shone. “My teacher noted that I could play anything. He would put

difficult things in front of me and within a week I’d come back and just be showing off,” Squires said. “It was pretty easy for me; I had a very easy time with classical guitar which is not the case with most of my colleagues.”

In his fourth year of college, Squires brought his talents to the international stage and won two silver medals. “I was practicing probably eight hours a day for about eight months straight. The competitions are a lot of work—a full time job,” he said.

Squires’ circle of friends includes many musicians like lead singer of the rock bands Boston and RTZ Brad Delp. Together Squires, Delp and John Muzzy started the band

*Courtesy of Robert Squires*

Beatle Juice, drawing inspiration from The Beatles, their namesake. “It was his tribute to say thank you back to the Beatles since I think [Delp] felt like they taught him how to sing,” Squires said.

For ten years, starting in 1994, Squires was the lead guitarist and vocalist for the band. While his love of performing persisted, each performance required grueling hours. “We’d have to leave at usually 3 or 4 P.M. to get to the venue, where we’d have an early soundcheck. Then we could kick back, have dinner and finally the nightclubs would let us start playing at 10:30 P.M. If they had a license to stay open till 2 A.M., then we played till 2 A.M. Every gig was at

least a 12 hour commitment,” Squires said. “It’s a lot of work, and it’s pretty stressful to drive to the venues, especially in the bumper to bumper traffic around Boston.”

Squires has other passions in music as well. “I like composing my own music now, so I’ve been songwriting for many years. I think that’s all I ever wanted to do,” Squires said. “So I spend a good amount of time recording and doing things.”

In addition to making music, Squires has a passion for roller coasters—both riding at amusement parks and creating his own. “Behind me you can see there’s a roller coaster. I made a roller coaster in my living room,” Squires shared with a wide grin. “I’ll drive 1000s of miles for a good roller coaster. I really enjoyed getting out in the summertime; hopefully parks open again soon.”

Today, this talented guitarist and composer is entering his 43rd year as a beloved music instructor at the Academy. “It’s just nice helping individuals one on one,” Squires said. “I really like analyzing everybody’s levels, and being able to help them where they’re at. It’s a fun challenge, and I think students are also appreciative of that.”

Lower Cedric Moecklin described his lessons with Squires. “I’ve had him since prep fall—almost two years now. He’s definitely helped me improve a lot with my technique, like fingerings, and my ears, like hearing notes in songs.”

Upper Mady Murray was also enthused about his mentorship, not just in guitar but with other aspects too. “He’s a brilliant musician and a lot of fun. I requested him actually because Squires teaches both guitar and gives advice on voice, and I knew that’s what I wanted in a guitar teacher. Squires has given me life advice in addition to really great guitar advice.”

As a second tribute of

sorts to rock-and-roll, Squires founded the Exeter Association of Rock 30-plus years ago. “Mr. Squires, he’s our king of EAR,” upper and EAR co-head Shalom Headley exclaimed.

“He mainly aids the club in making events happen, getting us any extra equipment we need. He does a safety briefing about amps and mic electricity at the start of each term, and he will judge any necessary auditions if a concert has limited space,” upper and EAR member Trevor Chun explained.

Former EAR co-head Hanna Pak ’20 said, “Mr. Squires takes his music very seriously—you can tell he’s dedicated his whole life to it. At the same time, he’s really good about facilitating and nurturing our personal passions without being too hardcore and gung-ho.”

Aside from the basic tasks Squires completes as advisor to EAR, he also shares his exciting experiences at the Academy and outside in the professional music industry. “He has a lot of insight and tells us many stories about previous EAR history—for example, where the club funds came from. He’s like our Yoda,” Headley said. “We’ve had really funny, deep conversations with him and the seniors at the time, and it was a great bonding experience. It was the time I really got to know so many stories about all of his different experiences like touring with his band.”

Former EAR co-head Dylan Yin ’20 captured Squires’ talent and love for music and students alike. “He’s a key source of insight, inspiration and enthusiasm for the sharing and enjoyment of music.”

During his time at Exeter, Squires has nurtured students’ passion for music, both in the classroom and through EAR. His musical aptitude, wildly entertaining touring and performing stories and wisdom are a one-of-a-kind gift to Exeter’s community.

# Baby, It’s A Little Warmer Outside



Students and faculty gather with canine friends for a study “paws”.

By MINSEO KIM

*Colorful charade, Daffodils, yet is that snow? Winter is coming...*

- A confused migrant goldfinch on a tree branch next to Phillips Hall

“Pick a weather, please, Exeter, New Hampshire,” lower Ki Odums said on their way back from an advisory trip to downtown’s 7North this Tuesday morning. Their comment reflects the thoughts of many students and faculty on campus, as the Academy witnessed New Hampshire’s “weathering mood swings” for the past couple of weeks, starting with nature’s own April Fool’s prank when it began snowing in the evening of April 1st.

The days are getting longer. Seagulls are calling outside in the morning. Classes and advisories sit across cam-

pus in rings of red quad chairs under the sun to enjoy the rejuvenating weather. The New Hampshire weather forecast is predicting some clouds and rain sprinkled into the upcoming days, but nevertheless, the days have become warmer with the arrival of spring.

“The weather was so nice, it was sunny for the first time in a while and a group of friends and I got blankets and spread out on the lawn, bumped some music, laughed, and ended up making really bad and funny poetry about the trees, which looked so pretty in the early spring sunlight!” lower Kodi Lopez said of a Saturday afternoon from a few weeks back.

Some students decided to take the opportunity to explore fun outdoor activities. “When it was really warm two weeks ago, I went rock climbing outside with some people because I’m a day

*William Park/The Exonian*

student. It was really nice because that was the first time I could do that since fall,” lower Nicholas Rose said. “While I love winter and snow, the last snowfall was a bit annoying because at this point I’m just ready for spring and warm weather. I’m excited for when the weather stops fluctuating like this and finally just gets steadily warmer!”

Senior Albert Chu has been making the most of the sunny days by going outdoors. “My friends and I played some unique variations of spikeball, viewed a river from a bridge and up close, stamped on anthills, and pranced around in the sunshine while solving topology problems for a math test,” he said.

Faculty and staff also relished the nice weather. “This weekend, because it was so awesome out, we actually rode up as a family to Portland, Maine,” Tennis and

Squash Coach Lovey Oliff said. “We had a nice outdoor dinner at a place called Honey Paw, which was super yummy, and lots of ice cream was consumed. We also visited our new cat! We’re getting a Siberian kitten, so we met her for the first time.”

“I personally prefer colder days—snow is a lot more comfortable to me than the heat,” upper Liza McMahan reminisced. “I usually like to bundle up in lots of layers and blankets, but the sun is nice to bask in every once in a while. I went flower hunting with a friend of mine over the weekend so we can press [the flowers] later for letters—it was super fun and we explored a lot of the campus! Other than that, I also chose to eat my meals and do my work outside rather than inside, which is always nice to do.”

The weather took a turn when it began to rain then snow in the middle of last week and up to the weekend, which left many students and faculty alike confused. “I thought it was gonna rain, then the snow hit me like a pop chemistry test,” upper Georgie Venci said.

Yet, some have been spotted across campus still wearing short sleeves, shorts or general summer apparel, with a common goal of challenging the relentless weather head-first. “When it hits 60 degrees, I put away all my winter boots and shoes and took out my open toe shoes or flip flops,” Music Program Administrator Barb Darby said. “Once that happens, I cannot go back to winter shoes, regardless of the weather. It’s a psychological thing with me. I refuse to let winter weather win. So, I’m

at work today, it’s snowing and I’m wearing my sandals.”

“The weather’s been a little up and down lately, don’t get me started on the snow, but the nice days we’ve had so far have been really fun. I usually eat outside with people when it’s nice out, also I dress better when it’s nice out, but right now it’s been a little little windy not gonna lie. That hasn’t been very fun but it’s okay when I’m in my room,” lower Grace Nivera added.

“I was in the middle of class when it started snowing, and everyone started pointing outside and saying ‘why is it snowing?’ It’s so weird, it’s April, why is it snowing?” prep Calista Lee asked.

After the past several chilly days, the weather’s risen back to hit the warm 60s, which was great news for many outdoor sports teams. Lower Tania Rana talked about tennis practice while eating Stillwell’s that the whole team got this past Tuesday. “It’s really nice, it started raining a little bit during [tennis] practice today but it was very nice, it was cooling, the floor got a little bit wet but dried oddly quickly. It’s breezy which is nice, keeps us refreshed and it’s still a good temperature. I’ve been staying a lot of the time indoors but want to go out more. My advice to Exonians: go out more, enjoy the weather, you know,” Rana said.

Upper Sava Thurber shared his own thoughts about the weather. “I think for the most part Exeter’s weather is pretty average. It’s not too hot or too cold and it’s often sunny with some clouds and wind. But, there are some days that are totally crazy, like what we experienced this past

week with a 73° sunny day followed by a slushy mess,” he said.

Weather is inexplicably a large factor that influences school life. “Well I think the weather is one of the biggest indicators of the campus’ mood. When it’s warm and sunny the whole energy of Exeter changes. I find myself being more eager to go outside and socialize,” senior Audrey Yin said.

Thurber continued, explaining the other perspective regarding weather changes. “Personally, I don’t mind it, though, because it makes the standard day-to-day patterns exciting. Sure, snow in mid-April isn’t necessarily the most fun, but I do appreciate that variability because it made my day a whole lot more interesting. It challenged me to brave through the temperature in my t-shirt and shorts...It forced me to do my homework in the basement of EPAC as opposed to the library,” he said. “Essentially,” Thurber concluded, “though the weather is not always perfect or ideal, its variety and occasional irregularity causes people to break their all-too-common daily patterns.”

Hot or cold, wearing a padded parka on top of summer clothes or an overfit hoodie with a hat and sunglasses, Exeter’s weather continues to surprise unsuspecting Exonians and vary from day to day. But the one thing that has remained constant is that it won’t stop Exonians from finding ways to enjoy the warmer days and pockets of wind-free picnic perfection. Spring is coming.

# Senior of the Week: Violet Goldstone



Senior Violet Goldstone smiles by roses.

*Courtesy of Violet Goldstone*

By ANVIBHATE, ALIA BONANNO and LIANNA YANG

Senior Violet Goldstone is never short of energy or laughter. Her radiant attitude is infectious and always manages to bring a smile and a fresh sense of comfort. The four-year senior is a proctor in Merrill Hall and has wasted no time at Exeter, engaging in the things and the people that she loves most.

Goldstone explained that the Academy facilitated growth in her personality and everyday interactions. “I think Exeter has not only transformed me academically, but also as a person I’ve really grown. I’m so thankful for it providing me with all these opportunities, the most amazing classmates, teachers,” she said.

When asked about how she thought other people saw her, Goldstone reflected that she thought many people saw her as happy and outgoing. “I really enjoy laughing and meeting new people and making new friends,” Goldstone said.

“Violet is the life of the party, indisputably... I know

everyone is going to have crazy wild and fun things to say about Violet because those words are basically her three middle names,” Senior Meredith Thomas said. “I am going to be the earnest one and say that Violet is one of the most observant and emotionally intelligent people I’ve ever met, traits that I feel deserve higher praise at this school...She makes every day better.”

“Violet is a ray of sunshine and a ball of rainbows...she’s always laughing and will hype you up when you most need it,” fellow senior Wiley Bahr added.

Out of all of Goldstone’s many memorable experiences at the Academy, her favorite memory of the school was in her prep year. “My favorite memories have always been in the spring,” she said. “As far as my favorite goes, it would be the first time we went rope swinging.” According to Goldstone, the experience was picturesque. “We woke up at five or six in the morning and we walked all the way to the swing,” she said. “It was perfect. It was super warm, the birds were chirping, like in a movie. And we all were in our swimsuits. It was the first bonding moment in my friend

group and I feel like it really solidified our friendship.”

Goldstone’s main extracurricular interests lie in the film and fashion industries. “I have done a lot of work in the film industry, like interning for a production company,” she said. “I basically read a bunch of scripts and offered my hands on it to help with the movie.”

“I’ve worked in the fashion industry extensively, doing internships for creative outlets in an integrative [way], getting swatches, coffee, menial things like that,” Goldstone continued. “But I’ve really been able to get a grant on how creative industries work and how important it is to tell stories through art, whether it be film or fashion.”

Goldstone hopes to stick with these passions as she moves forward in the professional world, perhaps a career in which she can blend her two interests. “In film or any kind of media, what people wear should tell a story. How do you communicate through clothing, someone’s emotions or their character? And how do you fuse that with like, the fashion we see today?” she asked. “Euphoria is a really

good example of a show that communicates clothing and stories through brands that are accessible to everyone and, for the most part, are really sustainable and promote lesser known fashion designers or fashion designers of color, which is really important.”

This unique drive to tell an anthropological story through clothing and film amplified throughout her high school years, especially during her senior English class on Feminist Archival Bookmaking. “We interviewed queer and BIPOC alums that attended Exeter while celebrating the 50th year of coeducation,” Goldstone recalled. “I think something we frequently addressed in class was how heteronormative and restrictive the dress code was, and the attitudes towards how people dressed was on campus for a really long time and how people still view like alternative Fashions Today.”

“It made me aware of what kind of styles I gravitate to, and if they’re hetero. Why do I feel like I have to dress within this gender binary? Or feel like when I step outside, it’s [only for] something that the society or at least people on this campus deem as normal?” she

questioned.

“I think teachers, in my experience on campus, have mostly dress-coded girls for wearing things that are too revealing, whereas when guys are wearing sweatshirts in the same class, they won’t get dress-coded,” Goldstone observed. “I think [this conversation] is also about analyzing how internalized misogyny and sexism plays into the dress code, and what we can do to break down those barriers, especially [regarding] teachers who should be much more liberal and open minded.”

However, Goldstone’s Exeter career extends beyond her thoughtful and conscientious approach to clothing and fashion. Goldstone spent her entire upper year studying abroad in Italy, and encouraged Exonians who are able to go abroad to do so. “I did not know anyone that was going with me, so that was really exciting and I got to meet a bunch of new people,” she said. “The cultural immersion aspect and learning a new language was awesome [as well as] being exposed to new mentalities, new everything.”

According to Goldstone, Italy was one of the most beautiful places she had ever been to and gave her a new lens to view fashion through. “Obviously, the architecture is incredible there, and Italian style is super cool and totally unique from the US. [Going to Italy] taught me a lot about how different cultures dress and how we are much more like liberal than, especially places like Europe, where there’s still a lot of sexism embedded in the culture there,” she said.

After her year abroad, Goldstone reflected on how much her life changed during the past few terms and the catalytic way it changed her self-perspective. “COVID ruined my life. [It was] literally the worst thing ever and I can’t wait to get vaccinated this Wednesday,” she said. “[However], I think that COVID quarantining gave me a lot of time and space to reflect on who I am and how to become my best self and what goals I really want to achieve in life,” she said.

Even given the challenges, Goldstone is optimistic and excited for returning to normalcy, and hoping to experience as many traditional Exeter experiences over the next couple of months as well. “I’m definitely ready to rejoin society though. I’m ready for some roaring 20s moments,” she said. “We are going to have the most amazing prom and graduation. We all need to manifest it now. Please, everyone, manifest dancing!” she exclaimed. “I think we are so lucky to have the most amazing class that even through this tough year, we’ve still managed to make the best of it and still have so much fun and be the coolest people,” Goldstone finished with a smile.

Goldstone has also built many strong relations with

her peers, according to upper and fellow Merrill resident Chieko Imamura. “I love how Violet always seems to take a genuine interest in whoever she talks to. It’s incredible,” Imamura said. “She spreads so much love around campus and brings so much joy to whoever she talks to.” Imamura further described Goldstone as “full of energy, chill, and down-to-earth.”

Merrill faculty member and English Instructor Kelly Flynn noted Goldstone’s one-of-kind vivacity in the dorm saying, “I remember when Violet was a prep she would sometimes enter the dorm by doing a somersault. I haven’t seen her do that for quite a while, but that same joy and energy comes into her work as proctor,” she said. “She puts her creativity in service of other people. Violet always has a smile for everyone, and she encourages others. She also has a brilliant sense of humor! I appreciate her so much.”

Senior Audrey Yin, Goldstone’s prep-year roommate agreed. “We... have a lot of dance parties together and Violet is never one to shy away from bursting into song or bursting into laughter at the most inconvenient times.” As a proctor, Yin described Goldstone as “[having the ability to] inspire people by not taking herself too seriously, pushing boundaries...[and] never shying away from being honest.”

Imamura noted the same general appreciation for life and relationships that Goldstone embodies. “She’s always so full of energy, which is weird because I feel like whenever I knock on her door, she’s sleeping. But even with her lively energy, she’s still one of the most chill, down-to-earth people I know. She doesn’t take life too seriously which is so refreshing at a place as stressful as Exeter,” she said.

Senior Haya Faris said, “I enjoy her unique energy. She makes Exeter like...a family friendly amusement park.”

Thomas recalled a sentimental moment with Goldstone where she exhibited her lighthearted positive attitude perfectly. “One time I was crying in a public place so I started laughing out of embarrassment and [Goldstone] made me laugh even more saying she’d never related to me more than in that moment,” she said.

Goldstone has spent her time at the Academy making a mark on those around her with her perceptive and loving way she conducts herself with her peers and teachers alike. Her advice for new students and underclassmen draws from the uniquely open and charismatic way she’s approached her high-school career. “The biggest lesson I’ve learned is to just be confident,” she said. “We’re all here for a reason. We all have something so incredible and unique to offer here and it’s really important to use your talents and get really involved.”

## Microwave Brownies

By NICHOLAS ROSE

It’s 7:30 p.m. on a Tuesday night, and the craving for something sweet burns inside your stomach. Unfortunately, however, the dining halls are closed and your stash of snacks has just run out. In a hungry daze, you search the dorm kitchen for something, anything, sweet to eat. A few baking ingredients sit neglected in the cabinets, most likely far past their expiration dates. Although you stare at them longingly, you don’t have enough time to use an oven. Fortunately, you find a slightly used mug on the counter, and see the microwave door remains ajar. Could a mug brownie be the solution to your pre-

dicament? If only you had a recipe...

**1 Minute Microwave Mug Brownie** - (from BiggerBolderBaking.com)

**Ingredients:**

- 3 tablespoons all purpose flour
- 3 tablespoons brown sugar
- 3 tablespoons Cocoa Powder
- 3 tablespoons flavorless oil (canola oil/coconut oil/sunflower oil)
- 3 tablespoons water
- pinch of salt
- 1/2 teaspoon vanilla extract
- 2 teaspoons chocolate chips

**Instructions:**

In a microwaveable mug, mix together WELL the above ingredients or you will find clumps of flour and cocoa powder hidden inside your brownie.

Stir in the chocolate chips (I often use way more than 2 teaspoons).

Microwave your brownie for 45-60 seconds, although the true timing may depend on the strength of your microwave (note: I like to leave mine a little gooey inside). Make sure to let it cool for a few minutes, otherwise your tongue will be so burnt that you won’t be able to taste this chocolaty goodness.

Eat warm with ice cream on top (preferably Stillwell’s).



*Courtesy of The Kitchen*

# Evening Prayer Cont.



An Evening Prayer inside Phillips Church from 2019.

exact reasons because different administrators offered different ones. I've heard multiple reasons about why—the name's history or its connection with sexual assault. We're still questioning admin about the decision," Jain said.

"Something that the administration was big on was leaving out some parts that might have been harmful—kind of like rebranding," Student Council Vice President Georgie Venci said in reference to the name change.

Principal William Rawson wrote in an email to The Exonian that he was "pleased the event last night was a success. It was possible to hold the event Tuesday evening because the next day was a no class Wednesday. The concerns about a toxic environment at Evening Prayer were real and substantial and acknowledged by student leaders, but those concerns have largely been addressed."

Casey shared in an email to The Exonian that she changed the name to emphasize the pandemic-induced differences between Rhythm and Rest and Evening Prayer. "Actually, I thought it would be a good idea to name these two events something different than EP. Basically, because of COVID, and also because they would need to be held outside, I figured it would be helpful to signal to students that these two music/meditation programs might 'feel' different from what they knew as EP," Casey said. "On Sunday (April 25) we held a program planning meeting at Phillips Church and floated R&R by students and also asked for their ideas. We generated a bunch of names, but, in the end we landed on Rhythm & Rest. If students want to run with a different name, that's cool with me."

When asked whether she would support a return to the name Evening Prayer, Jain said, "I would absolutely love that! I will keep pursuing it, but I know that the administration is dead set against the name EP."

Rawson said he was not involved in selecting the name of the event in an email to The Exonian. "I was not involved in planning the event or selecting the name, but it was not my impression that it was a name change for Evening Prayer so much as an event planned by students for Tuesday evenings before no-class Wednesdays this spring," Rawson wrote.

When asked if the name change from Evening Prayer to Rhythm and Rest was because of Evening Prayer's past association with sexual misconduct, Department of Religious and Spiritual Life Department Coordinator and part of the Rhythm and Rest planning team, Susanne McCarron said, "from my perspective, that was part of it."

"[The administration]

wanted to be sensitive to some of the difficult historical aspects of Evening Prayer from before, to try something similar but slightly different and that's where they came up with Rhythm and Rest," McCarron said. "COVID restrictions also played a part in the need to create something that was different from before. Rhythm and Rest is not so much a replacement of Evening Prayer as it is a new way for students to showcase their gifts with the Exeter community."

Co-organizer and performer Audrey Yin hoped for a return back to the traditional Evening Prayer name. "After having a conversation with Claire [Barbour], I don't think changing the name of EP actually addresses sexual assault. Instead of changing the name of an event, we should actually do something about sexual assault," she said.

"It doesn't feel right that this is the only way we're addressing sexual assault [in Evening Prayer]," Yin continued.

The decision to move Evening Prayer away from Tuesday night has been widely panned by students. The weekend time failed to provide the same midweek break appreciated by many students. The Academy later shifted the Evening Prayer time to 9:30 p.m. on Friday nights, but complaints remained. Friday nights were the primary social nights for students, which conflicted with the reflective purpose of Evening Prayer; Friday night also conflicted with club and affinity group meeting times, reducing accessibility for many students.

Evening Prayer attendance drastically decreased following the change to Friday, the end of the week. Since then, enthusiasm for the event never recovered, and many have considered the Academy's decision to remove the Tuesday time as the end of Evening Prayer's cultural relevance. Evening Prayer never drew more than a score of students, and was often host to joke performances, such as the Mock Trial team's rendition of the YMCA.

"Things really went downhill when it was moved to Friday," Yin said. "There was a domino effect: EP got moved to Friday, people stopped showing up, performers got less motivation to play, the performance quality went down, and then less people started showing up because performance quality went down."

"I would love it to return to every Tuesday night, every single week," Yin continued.

Rawson explained that Evening Prayer was moved to accommodate check-in times for preps, lowers and uppers. "Evening Prayer was moved from Tuesday to Sunday and then Friday more out of con-

cern for the appropriateness of holding the event after normal check-in for preps, lowers and uppers on a homework night," Rawson wrote. "We explored the idea of holding Evening Prayer earlier on Tuesdays, and that idea was not attractive to student leaders."

Rawson wrote that the administration is not currently considering a return to Tuesday night Evening Prayer. "The administration appreciates the positive aspects of Evening Prayer, but is not currently considering moving Evening Prayer back to Tuesday nights for next year," Rawson wrote. "I do hope many of the new ideas that have emerged this year for providing additional and more varied ways for students to socialize will continue next year."

Rhythm and Rest, a musical and spiritual offering available to students of all classes, was a welcome return to the spirit of Evening Prayer—right back at home in a Tuesday evening time slot. Made possible by the extended Tuesday 10:00 p.m. check-in before Week 2 off-Wednesdays, Rhythm and Rest drew higher attendance than any Friday or Sunday Evening Prayer had ever seen.

"I think the students were really wanting an avenue to be able to perform. For so many of them, particularly music students, concerts haven't been able to happen, rehearsals haven't been able to happen, so it's just been really hard for those students that wanted to share their music with the student body. We were very mindful of that," McCarron said.

However, students still did not feel as if Rhythm and Rest fully restored the spirit of Evening Prayer.

Hours after the Rhythm and Rest, senior Violet Goldstone recalled her first Evening Prayer four years ago. "The first EP was always the big event of the fall, and the church was so packed that you couldn't even get close to the front. You couldn't see who was performing; you were shoulder to shoulder with everyone on campus, soaking in the music together," Goldstone said.

Goldstone felt that Rhythm & Rest was different from the original community spirit of Evening Prayer. "It's so different from today... I just remember feeling such a sense of togetherness [during Evening Prayer]. It was the first time that I realized I was an Exonian," Goldstone said.

However, Goldstone believed greater awareness and enthusiasm could remedy this. "EP was a really one of the first ways that I felt like I was being welcomed and folded into the community. That sense of community is something that I've noticed the preps and

generally the lower classmen are understandably lacking this year... I do wish that Rhythm and Rest was more emphasized by the faculty and more frequent just envelop preps into the traditions that we've created here and how important it is to be together as a community to cherish those happy traditions."

Many upperclassmen have reached a similar conclusion: without coveted Exeter traditions such as Evening Prayer, there has been great difficulty in integrating underclassmen to the Exeter community, and helping them fully assume the identity of "Exonian". This problem began before COVID-19—even with the class of '23, when Evening Prayer had lost cultural significance, upperclassmen felt difficulty integrating them without communal gatherings such as Evening Prayer.

Many students noted that Rhythm and Rest was not quite the same as the beloved tradition of Evening Prayer. "It feels great and nostalgic, but also, honestly sad because I can feel the tradition slipping away," Yin said. "It's not the same—I understand a piece is the pandemic, but I just hope one day we can return to what EP used to be—in the church, no clapping, candles, and everything else. But at that point I worry there will not be enough people who have experienced the original EP to carry on that legacy."

"It made me more sad than anything. It's just not EP," Yin said.

Jain agreed. "I definitely want EP to return to every Tuesday in the church. The space felt safe and loving, and I don't think Friday replicates that in the same way because EP no longer becomes a reprieve from school work," she said. "This new version also

can't replicate that because it's become more of a performance focus. I would love for the tradition to return and remain." Rhythm & Rest notably had applause between performances and featured no poetry, two differences from the tradition of Evening Prayer.

Senior and performer Christina Xiao observed the same difference, praising the old sense of Evening Prayer as a break in the middle of the week with classes tomorrow. "Though I'm not sure this event will be exactly like EP, where you still have classes the next day, it was amazing to come together and feel like part of a larger community again," Xiao said.

Some students found Rhythm and Rest to be nostalgic, but still thought of it as Evening Prayer. "I didn't think it would be possible to perform at Evening Prayer my senior year like I had hoped after the pandemic began," senior and performer Valentina Rogers said. "I was ecstatic that the school had given us an opportunity to revive one of my favorite parts of Exeter."

Rogers performed "Drew Barrymore" by R&B singer-songwriter SZA. "SZA is one of the most honest songwriters I've heard, and she has the ability to connect with a lot of people through her lyrics by being so uncompromisingly upfront and real," Rogers said. "Drew Barrymore feels like it was written directly from my thoughts. I hope to emulate that honesty in my singing."

Yin praised Rogers for her work on the SZA tune: "Valentina arranged everything because she's a god—her singing was so sweet and good!"

Xiao performed "Yesterday" by The Beatles and "Corner of the Sky" from the show Pippin. "Corner of the Sky was more optimistic than Yester-

day, and it was about finding your place in the world. And like I said in my performance, though this is a bit cheesy, I've found part of my corner of the sky here at Exeter," she said.

McCarron explained that most of the performers chosen were seniors, as they would be graduating soon. "Part of the planning process was wanting to highlight seniors, and give seniors that opportunity, particularly as the term is winding down and their time here is getting shorter," McCarron said.

Goldstone mourned that Rhythm and Rest would only occur again next month, which Casey announced at the end of the event. "The Reverend announced that, and I was very sad. Tears welled up in my eyes because I feel like EP is such a gift, in terms of showcasing how talented our artists are on campus. EP/Rhythm and Rest really provides the necessary space to highlight and celebrate them and their talents," Goldstone said. "I feel like there's so many places on campus, like sports competitions and Harkness classes where we can demonstrate our athleticism and intellect, but there are not as many chances for artists to show off their skills."

Lee, a co-organizer, said, "I think EP is such an integral part of Exeter life, and we want to bring back that sacred space where peace, music, love and appreciation is shared amongst people."

Regardless of name—many students have taken to casually calling the event Evening Prayer anyways—students across campus are grateful for the return of live music and spiritual reflection at Exeter. "I only realized how much our campus was missing without music when EP came back," Rogers said.



Senior Andrew Luke strums on his guitar.

William Park/The Exonian

# An Unprecedented Oscars



Chloe Zhao, the first woman of color to ever win Best Director at the Oscars.

By NHANPHAN

This year's Oscars broke virtually all Oscar traditions, with the ceremony taking place at the Union Station in downtown Los Angeles. Venues such as the Dolby Theater, the Dolby Theater in Seoul as well as the Academy Museum were featured throughout the awards ceremony.

Held during the COVID-19 pandemic, this year's Oscars faced numerous logistical troubles. The Oscars this year were completely maskless, and there were no options to Zoom in to accept awards. Instead, nominees from the same geographical area were summed up into one location to enjoy the award show together. For example, nominees in London gathered at the British Film Institute and nominees

in Sydney gathered around Sydney Harbor Bridge. There was not a host this year, and the entire Oscars orchestra was replaced by none other than Questlove from the Tonight Show with Jimmy Fallon. Steven Soderbergh, one of the Oscars' Executive Producers, said this new format will hopefully make the event "feel like a film."

There were changes to this year's eligibility format. Films were not required to have a theatrical run to be considered. Previously, the Oscars required that all movies seeking to take home a trophy had to be in theaters. In April 2020, the Academy announced that for the 93rd Oscars only, "films that had a previously planned theatrical release but are initially made available on a commercial streaming or VOD service

may qualify." Furthermore, the categories Sound Mixing and Sound Editing were merged into the new Best Sound award category; there were also two new honorary Oscars given, named the Jean Hersholt Humanitarian Awards. Academy members were now able to vote for the International Feature Film category's preliminary round. Those interested needed to opt-in and adhere to a "minimum viewing requirement" to participate.

However, the adaptive formatting created a gracefully organized and sophisticated award ceremony. The Oscars started with a pan shot of Regina King walking across Union Station to the stage and an introduction sequence resembling that of an 80s' retro contemporary movie. The 2021 campaign highlighted

Chris Pizzello/Getty Images

this year's tagline, "Bring Your Movie Love," celebrating a global appreciation for the power of film to foster connection, educate and inspire everyone to tell their own stories. "I loved movies for as long as I can remember," Regina King said in her short monologue. Shortly afterwards, she mentioned the Chauvin verdict with the words, "We are mourning the loss of so many, and I have to be honest, if things had gone differently this past week in Minneapolis I may have traded in my heels for marching boots."

This year's Oscars nominees were historically among the Academy's most diverse lineups: seventy women earned nominations across 23 categories, and 9 people of color were nominated. Yuh-Jung Youn was the first Kore-

an actress to win an Oscar, let alone Best Actress in a Supporting Role, for her performance in *Minari*. "Maybe," she said Sunday in her speech, "it's American hospitality for the Korean actor." Anthony Hopkins, at 83, became the oldest actor to win Best Actor in *The Father* and Ann Roth, at 89, became the oldest person to win Costume Design in *Ma Rainey's Black Bottom*.

This year also witnessed a directing breakthrough as Chloe Zhao, the filmmaker and director behind *Nomadland*, is the first woman of color to be nominated and win Best Directing. She is just the second woman to win the category, following Kathryn Bigelow. And another breakthrough was achieved in the Makeup and Hairstyling category, as Mia Neal and Jami-ka Wilson, both worked on *Ma Rainey's Black Bottom*, were the first Black women to be nominated and win this award. "I know that one day it won't be unusual or groundbreaking. It will just be normal," Neal said in her speech.

Even before the winners were announced, there were several breakthroughs: Riz Ahmed became the first Muslim man to be recognized for Best Actor, and Steven Yeun was the first Asian American actor to be included in the category. Andra Day and Viola Davis, two Black women, were in the nomination pool for Best Actress; this is only the second time that has happened.

*Soul* bagged two Oscars in the night for Best Original Score and Best Animated Feature. These two wins continue Pixar's dominance in this year's award season. *Soul*, a movie which talked about the story of an aspiring jazz musician hovering between life and death, is Pixar's first movie with a black pro-

tagonist as its main character.

The whopper of the night, Best Picture, was won by *Nomadland*. This year the organizers shuffled the order; Best Picture was not the final award! (Best Actor and Best Actress ended the show) Francis McDormand said: "We give this one to our wolf!" The actress then let out a howl. As it turns out, the howl was actually a tribute to the film's sound editor Michael Wolf Snyder, who passed away in March. "For me, he is 'Nomadland,'" she said. McDormand also took home the Oscar for Best Actress for her performance in *Nomadland*, ending her speech short. "I have no words to say," she said.

Tyler Perry was the recipient of the Jean Hersholt Humanitarian Award for his contributions during the pandemic, towards pandemic relief aid, as well as bolstering creative talent through his newly-opened studio The Perry Studio as well as fostering the surrounding community through the Perry Fund. "I refuse to hate someone because they are a police officer. I refuse to hate someone because they are Asian, or Mexican, or LGBTQ," he said in his speech, denouncing hate and violence.

In conclusion, this year's Oscars broke every tradition, but it is a refreshing new look to what is supposedly a more formal award ceremony. The art behind the Oscars represents 5 different eras, and it adds this aesthetic appeal to the show that exemplifies "Bring Your Movie Love" through its color and creative expression. Although this Oscars expected its lowest ratings compared to previous years, it certainly has done its job of creating a fun, casual and unconventional award ceremony in this backdrop of the global pandemic.

## Movie Review: *Minari*



Alan Kim (left), who plays David, and Steven Yeun (right), who plays Jacob, a father-son duo.

Courtesy of A24 Films

By NHAN PHAN

*Minari*, a critically acclaimed film, describes the arduous journey of a multigenerational Korean-American family as they move to the Arkansas Ozarks in search of their version of the American Dream. Directed by Lee Isaac Chung and starring Steven Yeun, Han Ye-Ri, Alan Kim and Noel Cho, this modern-day semi-autobiographical film captures the essence of family, the trauma of loss and the undeniable resilience of love. Especially considering the current wave of Anti-Asian hate crimes, this film is powerful and urgent in reiterating the presence of the Asian American identity in America.

Declared "one of the best films in 2020" by film critics, *Minari* has been heralded as a "pro-

found, detail-perfect and soulful slice of American family life, with some of the year's most sincere performances to date" (Terri White from *Empire*). The film earned 6 nominations at the 93rd Oscars: Best Picture, Best Director, Best Original Score, Best Original Screenplay, Best Actor in a Leading Role (Steven Yeun), and Best Actress in a Supporting Role (Youn Yuh-Jung). A huge landmark for the film was when Youn Yuh-Jung took home the Oscar for Best Actress in a Supporting Role; Yuh-Jung was the first Korean actress and only the second Asian actress to win an Oscar (the first, Miyoshi Umeki, won for "Sayonara" in 1958). On top of all this, *Minari* was given the Golden Globe Award for Best Foreign Language Film, and earned six nominations at the

74th BAFTAs.

The movie starts by depicting the Yi family's car ride to a second-hand trailer that Jacob, played by Steven Yeun, bought in the middle of the Arkansas countryside. The ride to their new home seems analogous to one's first steps towards a new future. However, Monica, Jacob's husband, played by Han Ye-Ri, seems discontent with Jacob's vision of the future, expressing her frustration and disappointment in Jacob's choices. Jacob justifies his decision by showing Monica the quality of the surrounding soil, telling the family his vision for a vast farm across 50 acres of land producing Korean vegetables to sell at the supermarket. The children, Anne and David, played by Alan Kim and Noel Cho, respectively, are naive and innocent as they roam around the

fields and tumble back and forth down the grass.

The size of this change for the Yis soon becomes evident. However hopeful Jacob was for their future, the Yis' journey is filled with tumultuous difficulties for the family. They are threatened with the possibility of a destructive tornado on their first night, and struggle to sustain clean drinking water. But the biggest challenge the Yis face is undoubtedly the rifts in Monica and Jacob's marriage. In the aftermath of the heavy rain on the first night, the couple erupts in a fiery exchange, where they fight about the choice to move to Arkansas. "I worked for ten years, staring at chicken butts all day working myself to the bone! Living in a tiny home with no money!" Jacob argues. Monica replies furiously, "Where did that money go? How

much money went to the kids?" During their exchange, Anne and David draw and throw paper airplanes emblazoned with the words: "Don't fight." Every argument scene, including this one, lingers on the family's disgruntled expressions of betrayal and disappointment, as well as pain and hope (as the kids' paper airplanes show). The rift between Monica and Jacob forces the audience and the Yi family alike to reconsider Jacob's fight to pursue his American dream, which puts his family's current well-being at risk for the sake of something perceived to be better.

In her worry for her children, Monica brings her mother Soon-ja, played by Youn Yuh-Jung, to take care of the kids while she and Jacob go to work in the morning. David's first impression of his grandma is not a particularly good one: he wants his grandma to bake cookies and watch sports and not swear, just like the stereotype of American grandmas that we see in literature and movies. After all, David lived in America for the majority of his life. However, the relationship between Soon-ja and David becomes a playful one, adding a tint of humor and playful energy to the film.

We've taken a look at the film's general themes, but what of something more specific—the film's name? *Minari* is a plant that's similar to water celery, but its origins lie in Asia. It's used in ways ranging from cooking to medicine, and *minari* soup, with its grassy and slightly peppery taste, is a wonder to the senses. In this movie, *minari*

is the symbol of life and flourishing; the plant grows anywhere and everywhere. It embodies the realism in the film that captures the audience in telling the story of the Yi family. If the *minari* plant bears any resemblance to the Yi family, it's because both are filled with life—*minari* hints at the Yi family's ability to thrive even through unforeseeable changes. At the end of the movie, *minari* offers a poetic conclusion that is sure to evoke self-reflection and contemplation.

While box-office hits may typically deliver futuristic action sequences, *Minari* delivers life through the depth of its characters. There is a certain beauty in minimalism that shows itself in the film's masterfully captured scenic pan sequences. *Minari*'s style of cinematic expression is a rare find in today's Hollywood.

Although *Minari* does not necessarily represent the "best" kind of film, it is an important one to experience. It is an expression of human values that needs not a big budget nor an ambitious delivery; instead, it requires patience and self-reflection. Every scene in *Minari* contains a simple beauty underlined by raw emotion and thought. Put simply, Lee Isaac Chung's execution of his beautiful vision, utilizing the often-rare technique of realism, is simply stunning. *Minari* deserves every word of praise and every nomination. In all its struggle and quiet grace, *Minari* shares its secrets in the most subtle of ways. *Minari* is powerful, but it's also quiet: make sure you lean in close enough to hear what it has to say.

## » ANTI-RACISM

Read Minseo Kim's '23 outline for anti-racist steps the Academy should continue to take, 15.

## » JOURNALISM

Read Clark Wu's '23 reflection on his experiences with the power of the interview, 16.

## » HOMEOWRK

Read Anvi Bhate's '24 thoughts on the role of homework in a student's well being, 16.

## Letter to the Editor: Tuko Pamoja

By ELIZABETH REYES, DAYSTUDENT COORDINATOR

*Tuko pamoja.*

I love that phrase. In 2009, my husband and I moved to Tanzania with our two young daughters. I was filled with excitement and anxiety. I dove into trying to learn the language, which is not my

strong suit, but I was enthusiastic. Picking up some Kiswahili would be my key to moving around freely and unlocking the culture. It was also key to keeping my anxiety in check, helping me navigate an unknown environment as a relatively new mother. I found the musicality of Kiswahili soothing. So, too, were the

big smiles on people's faces when I was able to reciprocate in the extended back and forth of traditional greetings.

Most of what I learned has since slipped away, but one phrase that stuck with me is *tuko pamoja*. The words translate to 'we are together,' but that is not what they *really* mean.

They suggest empathy, comradery, mutual comprehension, a shared sense of hardship or triumph. In a place where no one seemed to understand a desire to be alone, saying "*tuko pamoja*" was how Tanzanians reassured each other.

*Tuko pamoja* has recently been circling through my mind here at Exeter.

The COVID-19 pandemic has brought new stress and anxiety to our world and our campus. To get through this as best we can, keeping *tuko pamoja* in mind might help.

We talk a lot about equity and inclusion at PEA. We are not walking the talk if we paint whole groups with the same brush,

blaming day students more for the hardships of the pandemic than others. After people have been generalized and 'othered,' how realistic is it to expect them to make personal sacrifices to protect the whole community?

We need to stand together now more than ever. *Tuko pamoja*.

## A Year After George Floyd (Anti-Racism at Exeter)

By MINSEO KIM '23

South Korea held its seventh anniversary of the tragic sinking of the MV-Sewol ferry on April 16, 2021. I was shocked to learn that all the students were ready with life vests on inside the cabinets, but upon hearing the captain's announcements to stay put, many didn't move. And the parents? They convinced themselves to stay put as well. Hundreds drowned because no one moved. The response of the South Korean people—the Yellow Ribbon Campaign and the thousands of candle lights flooding Seoul in the night like waves—will forever be etched into my mind. That moment reminds me of the two-sided coin that was the ferry tragedy—it awoke one of South Korea's greatest political protest movements, eventually leading to the impeachment of ex-President Park Geun-hye.

In a flurried fit of irritation, I'd often imagine myself heroically running through the hallways, pounding frantically on each door and calling everyone to move to the top deck. But then I wonder: would I really have been able to do that on the spot? See, I find a tremendous intersection between the trauma of the ferry incident and contemporary anti-racism advocacy. We must consistently be conscious of the "why" and we must consistently call out the tragedies around us.

Furthermore, it's not only the students' or the multicultural affairs office's work but the Academy's obligation to actively work to make campus more anti-racist and to make sure something is done to avoid cyclic relapses of discrimination and abuse. Because all this is nothing new. We also arrive at the crux of my question: is the Academy

doing enough?

It's already been over a year since the Academy shut down to move to online school before spring term. It was no joke. I was on call and learned of international students from other boarding schools who were contracting COVID-19 in their dormitory rooms. As I went back to Korea, amidst all the chaos, there came the major catalyst to the Black Lives Matter and anti-racism protests which united many: the killing of George Floyd. Police brutality and racism was nothing new, and the uprising only further showed me how normalized these incidents must have been for people to look so shocked at all that was happening. Yeah, it's real.

In response to the necessary duty called anti-racism work, Principal Rawson sent an email signed by the trustees on June 29, 2020 to the students and faculty titled "An Update on Equity and Inclusion at Exeter." Let's take this time to mark a nearly-one-year checkpoint and see how it's going. Last summer, Principal Rawson sent an all-school email detailing 12 anti-racist initiatives that the Academy would commit to this year. This list included increasing representation of faculty of color in leadership positions, creating a Diversity, Equity and Inclusion Response Team, examining Exeter's historical ties to oppression and slavery, pursuing data collection initiatives on anti-racism at the Academy, and incorporating anti-racist courses and material into the common curriculum.

Upon talking to students and faculty on campus and comparing the two years I've been at Exeter thus far, I do see several of these call-to-actions coming into fruition. Students discussed the biology behind skin color

and the immoral Tuskegee Syphilis study in science class. Many have noticed a greater focus on race in their class materials and the diversification of reading books for English class, such as the introduction of more BIPOC authors. EthicsPoint, a reporting form for microaggressions or racist incidents on campus, is now open 24/7 on Exeter Connect's homepage.

Yet, disregard for anti-racist work still clings to fabric of the Academy and the Administration. One year has passed out of the five that the Administration plans for these initiatives to take place. How has the Academy really been doing? What are some things the we can further do and implement to become more anti-racist?

### 1. Make it required.

As many student and faculty facilitators for the anti-racist courses realized, including my facilitation partners for Skin Deep: Racialization of Beauty from the past months, thoughtful and productive conversations have taken place, but silence has become the comfortable norm among a faceless Zoom screen void for most of the 45 minutes. Even less people showed up during the 21-Day Racial Equity Habit Building Challenge and 21-Day Self-Care for Activists Challenge, opting instead to use the time for homework.

Is anti-racism work? Yes, yes it is if that's what it needs to be called for someone. If dickeys are what it takes to get people to participate in anti-racism, then so be it. There's always space to change and modify anti-racist courses so that students feel more engaged or explore new topics, but more than one student will count as a discussion. Continue sharing and sending resources, but some of the most direct awareness ac-

tion stems from talking, preferably in person. That's how many can best overcome their invisibility to their own privilege.

### 2. Directly implement more diversity into and changing parts of the school curriculum.

It is currently mandatory to take three U.S. history courses in order to qualify for a diploma. It's crucial, but it takes three term credits. Exonians, such as some international students or those who'd like to study abroad, would rather save their credits for courses that may include Western culture but explore stories outside of U.S. history in greater depth. We can and should question this requirement.

Or, at the very least, the requirement can be redesigned into something that teaches the best history, one that presents a collection of a much greater range of perspectives. Furthermore, many history classes use works by Spielvogel, who is a highly-commendable historian with intricate texts on the French Revolution and European history. But rethink: can we bring in more BIPOC authors' and historians' sources to the table? Whose perspectives and stories are we missing?

Last fall term, my history class read *Dreams in a Time of War* by Ngũgĩ Wa Thiong'o and learned from the perspective of a man from Kenya during Britain's colonialism beneath the shadows of World War II. In English, some students have been reading *There There* by Tommy Orange, which presented chapter-by-chapter stories of the "modern Native American" story, intertwining their stories and the present with the long history of traditions and heritage, family, and genocide.

The school curriculum

should continue to include these stories. Imagine: you are reading a book and have assumed that the main character is white—until you see the description of "her ebony skin"? That's a problem. You read the first-person story of an Asian American immigrant but don't question that the author is not Asian? That a non-Asian author writing an Asian experience without plenty of research or reference might slip in biases and stereotype if they themselves don't fully understand the experience? And that the "Asian immigrant" really isn't a single-mold story? That's another problem.

We must take a reflection upon the history, the infringement of indigenous peoples' lands and modern tokenization of Native American culture, the Transatlantic Slave Trade, the buried history of 175,000 Chinese immigrant workers who had risked their lives during construction for San Francisco's Golden Gate Bridge. A reflection of what's been happening: George Floyd's shootings and the trial of Derek Chauvin, anti-Asian gaslighting and the Georgia shootings and Islamophobia. The list goes on.

### 3. Acknowledgement, support, compensation and funding.

A lack of anti-racism work is painfully obvious across many schools and spaces. While playing Skribbl.io with students from other New England boarding schools during the Asian American Footsteps Conference (AAFC) a couple weeks back, many students on the Zoom talked about how their school wasn't doing enough for the BIPOC students or for anti-racism other than the bare minimum. Some hadn't received email acknowledgements on the

recent Black and Asian violence and shooting incidents either.

Acknowledgement is a good first step, but the Academy must further support Office of Multicultural Affairs (OMA) positions and students with much more funding, publicity, and exact compensation for the work being done.

The Academy should push more on support for anti-racism initiatives, and do so for the BIPOC community and to ensure that the students feel safe on campus. Motivation for anti-racist work should not stem from worries about the school's tarnished reputation. Republican Senator Lindsey Graham denied last Sunday that America is systematically racist, asserting that "America's not a racist country." Exeter, please don't be a Graham.

It's been a year since people across the world watched in horror as a video recording showed 46-year-old Floyd being handcuffed and forcefully pressed down by Derek Chauvin and two other officers from the Minneapolis Police Department.

"I can't breathe, man," Floyd had said. These words constantly echo through my mind, and some of it trickles down to memories of watching the MV-Sewol shipwreck seven years ago from my television in California. Shock at such a scale ripples in waves across space as well as across time. It continues to remind us, at this moment, that we must strive in order to change. That we must ask "Why?" And then ask "How?" How can we bring more anti-racism into the on-campus dialogue and culture and to the administration? Silence is a muted sin—inaction cannot be justified.

## 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.

**DANIEL ZHANG**  
*Editor-in-Chief*

**LINA HUANG**  
*Managing Editor*

**MOKSHA AKIL**  
**ANYA TANG**  
*Directors of Writing*

**NEWS EDITORS**  
Tina Huang  
Amy Lum  
Andrea Luo  
Hansi Zhu

**LIFE EDITORS**  
Indrani Basu  
Jeannie Eom  
Allison Kim  
Taraz Lincoln

**OPINIONS EDITORS**  
Evan Gonzalez  
Manan Mendiratta  
Max Park

**SPORTS EDITORS**  
Toby Chan  
Sydney Kang  
Ginny Vazquez-Azpiri

**HUMOR EDITORS**  
Jack Archer  
Dorothy Baker  
Chieko Imamura  
Blake Simpson

**HEAD LAYOUT EDITOR**  
William Park

**LAYOUT EDITORS**  
Joy Chi  
Anna Kim  
Avery Lavine  
Catherine Wu  
Andrew Yuan  
Valentina Zhang

**HEAD PHOTO EDITOR**  
Teja Vankireddy

**PHOTO EDITORS**  
Joy Chi  
William Park

**HEAD ART EDITOR**  
Sabrina Kearney

**FACULTY ADVISORS**  
Ellee Dean  
Erica Lazure  
Avery Reavill  
Chelsea Woodard

**BUSINESS CO-CHAIRS**  
James Urquhart  
Emily Wang

**ACCOUNTING**  
David Kim

**ADVERTISING**  
Anderson Lynch

**OPERATIONS**  
James Broderick

**SUBSCRIPTIONS**  
Claire Fu

**OUTREACH**  
Alysha Lai

The Web Board staff members are listed on *The Exonian's* website: [www.theexonian.com](http://www.theexonian.com).

To subscribe to or advertise on *The Exonian*, contact [exonian@gmail.com](mailto:exonian@gmail.com) or call 603-777-4100. A subscription to the paper costs \$90 off campus and \$150 overseas.

*The Exonian* welcomes Letters to the Editor sent to the care of [dzhang@exeter.edu](mailto:dzhang@exeter.edu).

*The Exonian* reserves the right to print Letters to the Editor in a timely fashion and to edit them for content and clarity.

# Journalism and the Questions We Ask

By CLARK WU '23

A few things prompted me to write this long overdue article.

From March 15th to 26th this year, I worked with Beijing Changier Education Foundation to report on youth attendees at the United Nations Commission on the Status of Women (CSW65). That was my first time working with professional press, and the lessons I learned were quite discouraging.

To understand a part of what I am about to say, you must understand Chinese censorship. Please understand that this is not an editorial bashing or defending these practices, but rather a reflection on how censorship affected my experiences with Chinese journalism.

The reality is that voices are silenced way before one actually takes the time to write an article. My co-writer (a Chinese graduate student volunteer) and I were required to draft an article skeleton upon receiving the article description and angle, a skeleton which had to include 1) an aggrandized history of the Changier foundation; 2) its founder's obviously diplomatic opening address at a CSW65 side-event; and 3) cherry-picked positive feedback received from student attendees.

Though we may ideal-

ize news as fact-checked information intermixed with professional opinions or genuine, relevant reactions, this is not always (if ever) the case. Do believe me when I say I tried to test the boundaries: in my myriad of interviews, I collected ideas that aligned with the "objective" of the article and others that didn't. It's important to note that my interviewees were extremely insightful and active in thinking about feminism; they do care, but their voice is drowned out by the bureaucracy and power of the press.

When I integrated quotes that were challenging, the editors deleted them. They offered this as reasoning, and here I quote [translated here]:

"The opinions we showcase must be chosen judiciously. We're facing many different demographics so we must use positive language and be thorough and true when we write in the newspaper. That is our team's feedback. Please feel free to recraft your sentences."

The finished, published articles bordered soft propaganda. It didn't matter what questions we asked, because the responses would be catered to fit an image anyway. I was a culprit in writing that article, an article which distorted feminism to "cater to" the Chinese context. I created an article that diverted at-

tention away from the government's many anti-women policies in the recently revised Civil Code.

A few weeks ago, my pent up dissatisfaction was reignited when Chinese popular media (and news!) labelled journalist Lijing Yi as a comedian. For context: Yi is the chief writer of Southern People Weekly, a magazine that puts reporters in conversation with the big names of leading industries. In 2013, Yi partnered with Phoenix Entertainment to create a new television program, through which Yi gained attention for her "relentless" approach in interviewing Chinese celebrities.

You might call Yi's program sensationalist. The general public isn't actually interested in the content in Yi's program (apathy towards public knowledge is a whole other issue). They like to watch the interviewees struggle in answering a tough and well-crafted question. Celebrities learn how to conduct themselves in an interview, but Yi's questions (especially her follow-ups) break through what's fake and what is normally expected. Ultimately, Yi's questions get to the motivations and desires of her interviewees and treat them as human beings. And that is not achieved by talent alone.

That's invaluable.

I think we underestimate the power of an interview, the power in deciding what questions to ask and the power in deciding what responses to share with the public. In a community newspaper such as The Exonian, many of these powers may lie in the writers' hands. That is never the case once you step out of high school. There are so many external forces acting on you. And though we might not call the repercussions of these forces 'censorship,' we should recognize them as what they are: blindfolds that veil broken and rigged systems.

That's why I admire Yi. In her conversations with these celebrities, she propagates the right values. She is different from the editors that loomed over me when I wrote the article for Changier, because she asks questions that we should care about, even if it's in the context of celebrities.

Yi's resistance against a patriarchal, authoritarian journalistic setting, of course, was not met with grace and celebration. China has a long history of categorizing the press as part of "entertainment," another product of the state, unfortunately, in its designed function to amuse, charm and foster thoughtless enjoyment. The general public did not commend her as a journalist, but rather as an entertainer; viewers saw

her questions and commentary as "quips" and "passive-aggressive roasts." A sexist culture is also at play here. Chinese viewers of Yi's program are much more likely to defend a male interviewee who they see as "vulnerable against an invective woman who's clearly out of line."

Sometimes I wonder if Yi herself truly wants to challenge the system. She recently attended a stand up comedy show, in which her barrage of questions literally became the joke. She must know, on some level, that blurring the line between journalism and comedy is dangerous. Is she benefiting from her "quippy" character? Sometimes I wonder if Yi's questions are as important as I make them out to be. Maybe I've been exposed to so little truth, that little, insignificant fragments alone appear to me as the headline-worthy.

I've been doing some research for my 333 on the relationship between revolutionaries Thomas Paine and George Washington. A master's thesis by Matthew K. Hamilton of University of North Texas argued that Paine, to Washington, was the powerful propagandist he needed to befriend to win the war, then needed to jettison to maintain relations with the British.

A quote stuck out to me from Hamilton's paper: "Unless properly

channeled and directed, the writer's publications could agitate and encourage social and political forces among the general public—forces that were outside the control of the national government and the American upper social classes." It's so obvious when it's put this way, isn't it? This is why the press now has its constraints. This is why some papers aren't truly free.

There's a Youtube comment (adapted from an idea from The Brothers Karamazov by Fyodor Mikhailovich Dostoevsky) I've grown to love. "People have been trained, by some higher power, into mastering the ability to hate individuals, but not the rules of a system; to love the grand, abstract concepts and ideas and themes, but not the individuals."

It's much easier for us to focus our hate on one concrete subject and it's much easier for us to love an idea that may or may not even come to fruition. It's easy because it doesn't require critical thinking. It's easy because this is what everyone does; when you conform, you don't raise the stakes.

Journalism, in my mind, should be something that directs our focus to the rules of a system, that teaches and encourages us to celebrate humanity as well as the specific people around us. To do this, we must ask the right questions, and we must answer them with some integrity.

# The Homework Load Needs to be Reduced

By ANVI BHATE '24

When I think about my prep year at Exeter, some of my most prominent memories are the nights when I chugged two large cans of double-shot espresso at 2 a.m., convinced that this was the only way I could ever get all my work done before my 8 a.m. class. The many nights when I went to bed at 9 p.m., absolutely drained from the long day before, and set an alarm so I could wake up at 4 a.m. and start my pile of math problems due for a grade the next afternoon. The many times I walked into my friends' rooms in the middle of the night and we spent hours ranting about how much homework we had left.

Accusations are simple—you just have bad time management, you're just distracted, you just overcommit yourself, etc. But when only about 5% of the students at Exeter are able to get all their work done before the school-assigned "lights out," you know for sure that the current homework load is entirely unmanageable.

Coming to Exeter, I knew it was going to be a big change. I expected large amounts of academic and extracurricular stress. And I had voluntarily signed up for that stress because I thought I was ready to be challenged and grow stronger. But no amount of reading on teachers' websites or talking to upperclassmen could have prepared me for the six (or more) hours of homework we are supposed to finish every night, on top of the immense extracurricular and personal commitments we are expected to address.

Much of the time, we fail to realize just how much energy we expend trying to be independent. We shift to an entirely new,

high-pressure high-school environment because we are so preoccupied with trying to uphold that standard of getting good grades and surviving in these insanely competitive surroundings. Getting into such a prestigious school, we all subconsciously hold ourselves to a bar that might be way higher than what we are realistically capable of. If we aren't able to finish an assignment or submit a hand-in on time, it produces this feeling of failing—of not being good enough—even if it might not be our fault. This fear pushes so many of us to pull all-nighters or compromise on taking care of ourselves to reach those idealistic standards, and thus, the extensive homework load can actually be extremely harmful to our mental health.

When I ask upperclassmen for advice or tell them how late I stayed up last night, many of them reply with "If it's past 11, just stop doing work and go to bed. Don't finish your assignment. Sleep is more important." For the first couple days here, I tried using that as my driving factor and kept constantly telling myself that the workload was manageable because I could stop whenever I felt the need to. But the sad reality is that we can't. Every single assignment goes towards our grade and counts for points, and there is always someone in every class that went that extra step the night before and got it done completely. This goes back to the fear clouding the back of all our minds—that someone's going to be better than us, get a better grade than us, go to a better college, which ultimately forces us to go that extra step every night until we finally physically can't anymore.

Many times, what teachers don't seem to realize is that they aren't the only

ones giving us homework. They seem to not realize that we have five other subjects for which we also have major assignments and hours of homework per night, and giving "just 10 minutes more" of work, adds up to, with all five or six subjects, another hour of work. They forget that we can't spend the entirety of our time from 8-11 completing their readings and adding ten annotations, because there are a lot of other essential things we need to get done before we can sleep. And having this idea that all of these things we need to get off our bucket list are "essential" makes for a situation where we push to finish all those things, no matter how long it takes.

The homework time only increased over the last term. While the amount of homework was still stressful and challenging over the fall and winter, this spring has seen an insane escalation in the amount of work we get for each class. This has been especially harsh on the newcomers and new preps this year—because we never actually experienced the full academic rigor and difficulty of in-person Exeter until now, we don't have the cushion of pass-fail to back us up any more. We were thrown into a whirlwind of timed, in-person tests, five lab reports due in the same week, two several-page papers due within the span of two days. On top of that, for the first time, we were also forced to be away from home for 18 weeks without being able to go to the grocery store whenever to stock up on study snacks or see our parents and sleep in our own beds. All of this, combined with the stress of the ongoing pandemic and vaccination processes that a vast majority of us can't be a part of, can lead to a sizable decay in one's mental health and thus our



Leandra Sze/ *The Exonian*

general wellbeing.

Sometimes, when I am laying in my bed on a Saturday night and thinking about all the work I have to finish the next day, I wonder if this stress is a result of bad time management and many distractions, or just a slow pace of finishing things on my part. Maybe it's me that's the problem, and I just need to get better at planning and managing these things and then I would be able to get everything done and go to sleep on time. However, while I am nowhere near perfect, I just need to talk to a small number of people around me to realize that these are struggles all of us face. Unless we have no extracurriculars and no socializing at all, it is almost impossible to get all the work we need to finish done and get nine hours of sleep every night, and I have yet to meet someone here that gets all their work done and is still able to have a healthy sleep schedule. And though all of us can definitely improve in our own little ways, if every student faces the same issues, it must

be, at least in part, a flaw in the system.

We all came to this school for a reason, and we all had the knowledge that this wasn't going to be a piece of cake and would take serious effort and hard work from our side. Still, it's hard to say that any of us knew what was coming, and to the extent that this difficulty of work went, especially without the right opportunities to adjust into it. Not only does the large homework load contribute to a decline in our mental health, it leads to us having no time to do things that we enjoy, or just simply take care of ourselves. Sending emails about self-care and letting us know that we matter is very helpful, and I am sure we are all so grateful for them, but it is hard to destress when the reason we are stressed is because of the workload and the school itself. Just walking around campus, you can see so many faces that are burnt out, so many people that are exhausted and very ready to just go home and be done for the year. And while during the last

two terms it seemed like there was one very intense week followed by a chill week to balance things out, this term just seems like one intense week after another, all stacked on top of each other.

The high school experience at Exeter is so valuable and amazing, and I am very grateful to be here and have these opportunities. At the same time, I think some teachers and leaders fail to realize how taxing it can be to stay up until 2 a.m. every night doing homework and not being able to get enough sleep to function at your full capacity the next day. Because, the fact is, that after eight hours of classes and four hours of extracurriculars, having six hours of homework doesn't exactly help us relax and take that time to decompress. At the end of the day, reducing homework load might be one of the only ways to help make this experience more enjoyable for everyone and help us get the most out of boarding school life that we can.



# A Reflection on TEDxPhillipsExeterAcademy



Sabrina Kearney/The Exonian

By ATISHAY JAIN '24 and NHAN PHAN '24

Hi! We are Nhan and Atishay, two preps from Vietnam and New Jersey, and this past Saturday we attended the TEDxPEA event “The Search.” The event featured nine speakers of different classes, ethnicities, passions and all walks of life. The topics ranged from searching for the intersectionality between religion and science to a speaker’s past experiences seeking social stability and hope in rough times! To us, the speakers have done something many people have not been able to do: they inspired both of us, along with the Exeter community, to search for our inner stories because everyone truly has one to tell.

*Nhan here!* When I heard Kodi talking about his experience with homelessness, Emma talking about her search for her own identity and her period, Nathan, Achyuta and Nahla talking about their search for solutions to global issues, I felt inspired to tell my own story. As a Vietnamese student studying in America, there are points in my life where I have difficulty understanding who I really am; their stories have compelled me to deepen my search for meaning in my life and identity.

Kodi Lopez talked about his search for stability amid his family’s struggle with homelessness, uncertainty, and desperation. Kodi’s speech showcased the foundational flaw in the way society views homeless individuals: as “inferior” or “secondary” people. His story reminded me of the circumstances my old friends’ families have been through to simply put food on the table every night. I realize that I am among the fortunate few who do not have to endure what Kodi has been through, and his experiences opened my eyes to the struggles of students and families in my home country of Vietnam. When I was around five or six years old, I had a friend whose family was barely hanging on by a thread. I remember him telling me that he would always ask his mom, “mẹ ơi, con đói, nhà mình có gì ăn không?” (Mom, I’m hungry, do we have anything to eat?). I could only imagine the look of pain on his mother’s face when she had to

reply to him.

In Vietnam, nearly 14% of the entire urban population live in slums, and hundreds of thousands of families across the country are homeless. Hundreds and thousands of families are struggling to buy books for their children and find clean water to drink. Hundreds and thousands of children are asking their parents when they will have someplace to sleep. Hundreds and thousands of families are humiliated on the streets for their scruffy appearance. Hundreds and thousands of mothers and fathers are leaving their children behind to find a stable job. Hundreds and thousands of people can relate to Kodi’s story.

Emma Chen searched for her own identity outside of numerical justifications (GPA, social media following, etc.) through the search of her own period. I feel like students, particularly at Exeter, place disproportionate importance in numerical justifications, like whether or not their GPA is 11.0, whether they have over 1k Instagram followers or numerical measurements like their height or their weight. Many students at Exeter allow their grades to define who they are and their social media following to be a justification of their social standing on campus. This has obscured the true value of personality and identity. Because students now are focused on maintaining their numerical metrics, they partially lose the point that, as much as Exeter is academically challenging, having fun and being part of the community is crucial. Students are no longer encouraged to tell their own stories and figure out their own persona through their experiences; rather, they continue to emphasize their GPA as a defining aspect of their character and future success. I feel like we need to “zoom out”—as Emma so aptly put it—and recognize the value of both individuality and community; we should not allow numerical values define who we are.

Nathan Zhou described his search for a solution to fundamental flaws in the American mathematics education system, stemming from his observations as a Math Team coach and seasoned athlete. Nathan’s talk referred to the greater weakness in our current education system: students are failing to grasp fundamental skills in order to learn new things. As a

young child, he could not play sports because his fundamentals were preventing him from succeeding; similarly to math, if we cannot grasp fundamental numeric computational skills, we simply cannot truly understand the basics of algebra and calculus. Nathan’s searching for a cross-disciplinary solution will remain relevant for future generations.

Achyuta Rajaram discussed his research on cryptography and homomorphic encryption. He urged all Exonians to search for solutions to societal problems in areas they are passionate about. He, in particular, was concerned about the security issues of conventional encryption systems, including the leaking of sensitive personal data. Using cryptography as a lens, he was determined to search for his solution: homomorphic encryption. In today’s generation, we are no longer as motivated and as curious as we once were. The ease and convenience of search engines like Google often quell our innate drive to discover; we are no longer engaged in the process of searching and looking for answers ourselves. Achyuta and Nathan’s stories exemplify the process of developing their own creative solutions and sharpening their critical thinking skills to discover new concepts that they might not have known before. Our generation must restore that desire to learn and be curious about the world.

Nahla Owens discussed her search for racial equity in education, starting in her home community of College Park, Georgia. Growing up, she encountered inequalities in education where white students were more likely to enter well-funded schools compared to students of color. The majority of Black students in impoverished communities in Georgia did not receive proper education as a result of these discrepancies. Nahla was determined to search for a solution for this problem to provide the next generation of students of color tools to excel and thrive. Her search for a solution to this problem in the educational system raises questions about racial equity and diversity here at Exeter, as well as schools and institutions throughout the US. We are in an era of racial reckoning, where racial equality in education is at the forefront in the fight against racism; students of

color deserve the same opportunity to learn as everyone else.

*Hey everyone! Atishay here.* I found Siona, Aavik, Matilda, and Dellara’s speeches truly fascinating, from relating to my Jain identity in Siona’s speech, to learning more about life on another planet in Matilda’s. As Nhan mentioned, I was inspired by these incredible speakers to seek changes and areas in my own life to explore further.

Siona Jain spoke about the ideology of Jainism and discussed what Jainism means to her. A core value in Jainism she mentioned is the idea of non-violence—Ahimsa. She spoke about her grandfather’s influence on her, specifically mentioning a religious retreat she was a part of during her time in India. Embracing true minimalist characteristics lies at the heart of Jainism. As a Jain myself, I also practice the Jain religion. For me, religion is not just a way of living life through a set of unified beliefs, teachings or rituals my parents and grandparents pass down on me. Now of course, there are limitations to practicing religion based on the one’s circumstances and also, to be honest, their own personal belief. I may have some ideals that I find different or follow differently than my parents. I think the great thing about faith is that you can still be a “part of it” and have different beliefs than others in the same religion. I took a religion course last winter (Faith and Doubt—highly recommend it!) and we discussed the main core assertions all religions have: “Religions are internally diverse as opposed to uniform; religions evolve and change overtime as opposed to being ahistorical and static; religious influences are embedded in all dimensions of culture as opposed to functioning in the ‘private’ sphere of social life.” I think what Siona highlighted in her speech really goes to show the importance of describing her connection with her religion and importance of faith. She also contrasted how there are several beliefs which her grandfather followed which she did not really consider in her daily life, which brings me back to the point of religions being internally diverse as opposed to uniform. Even for me, I am vegetarian but still eat root vegetables (though one must not eat

root vegetables in Jain religion). Some devotees in India even sweep the floor in front of them to avoid stepping on any organism, which is something not clearly possible here at Exeter, or anywhere really. Her story clearly resonated with me as I was able to relate with it to a personal level.

Similarly, Aavik Wadivkar spoke about his take to find the connection between theology and science. He symbiotically explained the concepts of faith and science, and one particular part which stood out to me was where he spoke about the factuality of science. He said, “Contrary to religion, people believe science’s power comes from its inherent lack of ambiguity. Science is sure, exact, and comes to conclusions not from the thoughts of man but from repeated observation and experimentation. Another difference stems from Science’s surety: because of the amount of evidence necessary for a good conclusion, science changes, or often just goes ‘I don’t know.’” Now when I think about this, we have these famous philosophers and theorists who propose ideas and with evidence, they become widely accepted theories in the scientific world. But then on the contrary, we have this idea of religion. Religion, I like to think of, is the concept created by people. Let’s consider the idea of worship or devotion in a supernatural being. That one supernatural being did not necessarily create the “religion” which evolved around them later on, but instead it was their devotees and followers which took their beliefs and started worshipping or respecting them. Thus, a “religion” was formed. Aavik recounted the intertwining of religion and science by bringing up the ideas of famous Greek philosophers, Aristotle and Socrates. Aavik said, “While Aristotle was not religious, he conceded that society needed religion to function.” Now of course, as with all forms of evolution (including religious evolution), ideas keep on changing. What Aristotle thought may not be clearly true in today’s society.

Lower Matilda Damon spoke about her experiences traveling and living in over 40 countries around the world. She expanded upon this idea of describing the importance of searching for the base-knowledge

to tackle world problems we see here on Earth. However, in her eyes, the search was beyond the earth. Matilda said, “The search to me is the search for our place in the universe, and our search for a home beyond Earth. Our search for what makes us human and what that will mean from a different planet. The search for a future that is not plagued with global warming, pollution, and catastrophe, and is instead represented by our scientific curiosities and growth.” Her recalling about life on Mars being a possibility probed this idea of human colonization on a whole another planet. With several programs such as Mars-One, SpaceX, and NASA in existence already, there is no doubt that life on another planet will become an aspect of the present, very soon. Matilda’s ideas probed me to think about my daily life here on Earth as well and really focus on the larger picture at-hand.

Another inspiring speaker, Dellara Sheibani, recalled her experiences of having an autistic sister and her feelings of being a “glass child.” Dellara talked about the journey to finding her own identity in addition to caring for her sister. Dellara spoke about how so much of her life growing up revolved around her sister that others even forgot her name. She said in her speech, “I knew I was lucky because I could walk, talk, eat and write. But I didn’t feel lucky.” Her speech prompted me to consider my own perspective as an only child who gets all the attention in my household. Dellara highlighted her experience and feelings of being a glass child, and she hopes to create awareness about glass children all around the world and what we can do to make them feel welcome.

The speakers truly inspired us to think deeply about what “The Search” means to us. Whether it is researching about what intrigues us or simply searching for a solution to a small problem in our community, their speeches showed us how speech can be made with one step at a time. They compelled us to look inside ourselves and embark on a journey of self-discovery. Perhaps this is what really defines the Exeter community: we constantly find new interests and, through conversation, are inspired by our peers to probe deeper.

# Humor

## Simpson's Poetry Corner: Spring Sonnets

By BLAKE SIMPSON

I.  
Why not is it the blooming month of May?  
April's dusk so soon shall move along.  
While birds sing songs 'neath which we weep and prey,  
For now we wait for snow to right its wrong.  
Under my feet the newly free grass grows.  
I peak 'tween blades whose bodies barely touch.  
I run my finger where the color flows,  
And think I am no longer out of luck.  
Flowers speak with little more than love,  
And watch our silence for eternity.  
The sight of you brings me to heav'n above,  
I languish in my taciturnity.  
Alone I toss my bread unto the rats;  
Again I had no date for this St. Pat's.

II.  
Spring In Love was once more all full up.  
But not were choices two and number three.  
So for a diff'rent course you are in luck,  
But stings a lot this new calamity.  
But if you'll love the same is sure in doubt.  
Other courses can sometimes compete,  
A love in spring you'll surely be without.  
Without elective's love you're incomplete.  
So now you lie bereft and all alone,  
Full of grief you cannot comprehend.  
To fathom is a feat that's on it's own.  
All you know is that it has no end.  
As if to kick while down and make you squirm,  
So comes along the fateful date: midterm.

## Fun Things to do After the SAT

By JACK ARCHER

1. Go from desk to desk, taking everyone's #2 pencils so you can be the pencil lord.
2. Run a cooldown lap.
3. Sleep through your remaining classes.
4. Stare at a wall and think about nothing.
5. Use your calculator to check your answers on the no-calculator section and realize you are no longer capable of basic algebra.
6. Pray to the Scantron gods that the machines will malfunction and give you a 1600.
7. Watch youtube videos about how terrible College Board is to make yourself feel better.
8. Start studying for when you inevitably have to retake the SAT.
9. Convince yourself that "it went well."
10. Make double sure your top choice school is test-optional.

## Word of the Week:

By JACK ARCHER

### S•A•T

Verb

1. Past tense of sit.  
"Two days ago I sat the SAT, wrote some stuff, guessed on math, and felt real sad."

Noun

2. Scholastic Assessment Test.

3. The Source of All Torment.

"Do you think they used to use the SAT to punish people?"  
"It's scary how that's almost accurate, but the real answer is so much worse."

## New Upper Becomes First Student To Get Negative Midterm GPA

By JACK ARCHER

The day after midterms were due, the Administration was in utter chaos. This session of unrestrained panic was unique because, for once, it wasn't about a certain worldwide pandemic or issues created by it. For the first time in history, a student at the Academy had received a negative midterm GPA.

No one was quite sure how to respond. "I actually had no idea that was possible," the Dean of Academics said. "We're trying to figure out how it happened as we speak."

As it turned out, the student with the lowest GPA in the history of the school was not the class skipping, dicking, fake fatiguing hoodlum the Administration expected. In fact, they

were barely even a student.

New Upper Pea H. Dee was one of the few rising 11th graders who'd managed to squeeze into the Academy despite the fierce competition for the few spots left in the 11th grade class. To be part of such an elite group, many students stood out amongst their peers for one reason or another. Some were gifted scientists. Some could run fast, or jump high, or like, swim or something. Others were musical prodigies. Pea, however, was none of these. She had managed to stand out because of her unusual gift: teaching.

Pea could teach anyone anything. It didn't even matter if she had no prior knowledge of the subject matter. She was so gifted; she could impart knowledge she didn't yet have.

"It's weird, but kinda cool," One of her friends said. "She can help you with any homework, even in classes she doesn't do well in. There's always some Senior taking a 999 course in her room panicking while she grades their graded assignment before they turn it in. It's super useful to know what grade you're gonna get before you hand an assignment in, but one drawback is that she also feels compelled to give you homework work whenever she teaches you something."

After discovering the identity of the student with the negative GPA, the Administrators were even more confused. How did one even get a negative GPA?

As it turned out, the reason behind Pea's abysmal grades lay in one key difference between Ex-

eter and her old school. "Here at Exeter, I feel like I can form much closer relationships with the faculty," Pea said in an exclusive interview with the Humor Editors. "Whether I'm chatting with my math teacher when they're on dorm duty or going to Stillwells with my advisor and the rest of my advisee group, I always have chances to get to know faculty. Because of this, I pick up on the things they're curious about — what they've always wanted to learn, what they really want to know. And, well, because I can, I teach it to them. That's how the problem began."

Pea was a born teacher, but with her innate ability to teach came a compulsive urge to assign homework. Graded homework that she expected back the next day. "I've got to as-

sign homework," she said sadly. "Otherwise, how do I know if they've learned anything? Plus, I always stay within the homework guidelines."

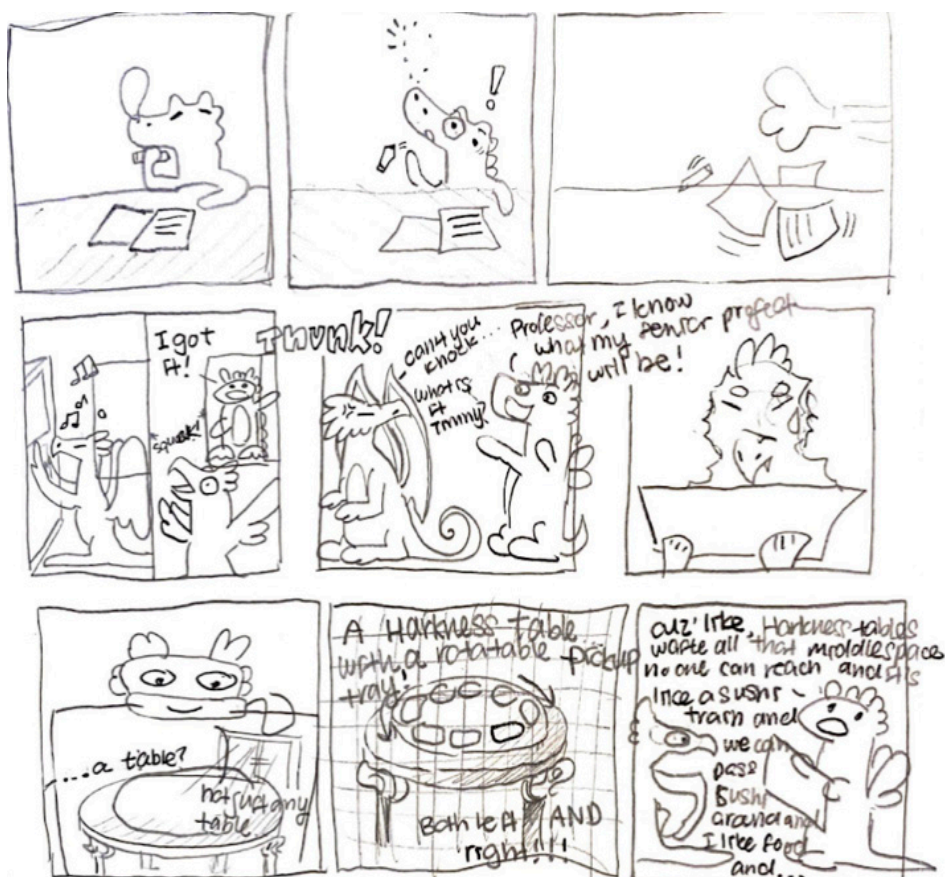
"This is where you notice Pea's one flaw," Another one of her friends said. "She's great, she can help you understand any concept, master any topic, ace any test, but the time it takes her to grade assignments — she's like an English teacher!"

Pea had assigned myriad assignments to people ranging from science teachers to the orchestra conductor. "She made me translate some fragments from an orator I've never heard of before," One disgruntled classics teacher said. "I honestly have no idea where they came from — part of me wonders if she dug them up herself somehow — but the worst part is she

hasn't returned them to me yet! If I get a B+ I'm gonna have to meet with her to go over it and I really hope I don't have to do that."

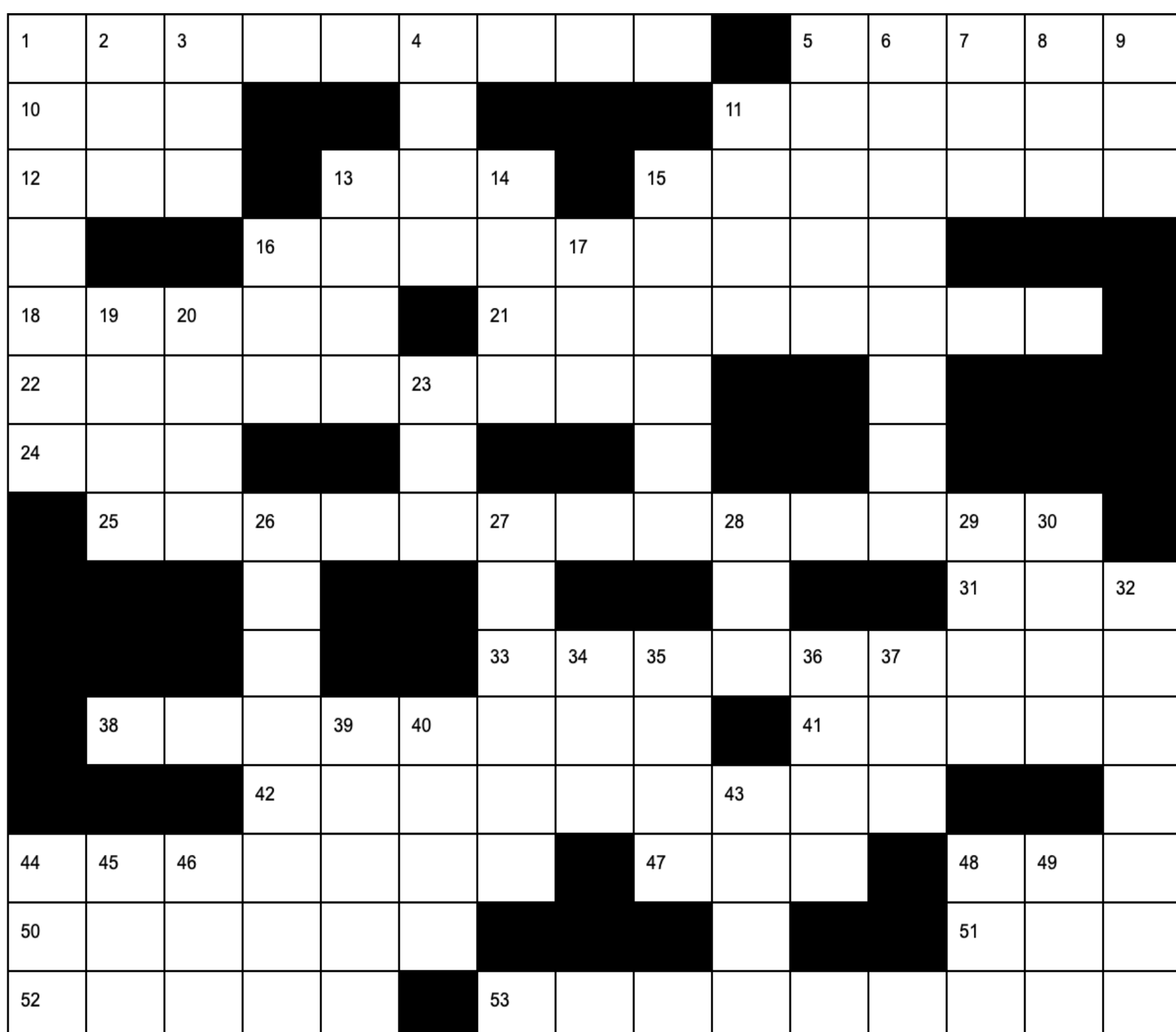
Due to her terrible grading schedule and the sheer amount of assignments she had to grade, Pea was barely able to turn in any midterm grades for her "students." Therefore, despite doing well in her normal classes, because she never turned the grades for her own students, they showed up as negative grades in her own transcript as grades she still "owed," something no student had ever had before. "She literally broke lionlinks," A member of the IT department disclosed. "I have no idea how she did it, but there are negative grades on her transcript now. Colleges are gonna be very confused."

## Comic Strip By MINSEO KIM



# Humor

## Crossword Corner



BY CHIEKO IMAMURA

### ACROSS

- English teacher who is the biggest nature enthusiast on campus
- Satellite news network created in 1979 for cable television as a non profit public service
- Largest airline company in Japan, an upper cohead of EASA
- Middle Eastern condiment made from sesame
- National Association of Realtors
- Progressive mascot
- The harder you hit them, the more candy you get
- 2021 keynote speaker yesterday
- If you have any submissions for humor, ----- them to [exonianhumor@gmail.com](mailto:exonianhumor@gmail.com)!
- To look over someone as if evaluating them to form an opinion
- Play written by Edward Bulwer-Lytton known for the saying "The pen is mightier than the sword"
- "--- please someone help me , it's not healthy for me to feel this," song by queen Rihanna
- This year's day was on April 28, 2021
- American rapper with hit song "Get Silly"
- Another name for basketball
- American Turkey Day sport
- Spiritual principle of cause in effect where your actions will come back to you at a future time
- From All We Can Save by Xiye Bastida
- Relating to a system of government in which several states form a unity but remain independent in internal affairs
- Band ---, Rite ---,
- Asian American comedian (first name), American boxer (last name)
- The Bachelorette season 15 lead, last name Brown
- What you do to 15 across
- Fashion dolls that have no feet when you take off their shoes
- Beloved chemistry teacher and current Sustainability Education Coordinator

### DOWN

- Band with hit song, "Someone To You"
- Ribonucleic acid
- Club starts every email with "Hey Epic Shredders"
- Calm or send to sleep
- Camera brand
- Most populated city in China
- Arm ---, peach ---, a cavity or hole in the ground
- The exact same thing as 10 across
- Third largest city in Serbia
- Team Inc. (stock symbol)
- Upload tab on canvas submissions
- Sounds exactly like 'Okay' but a cool senior who makes really good beats in the Exeter Inn
- an ancient Greek word for "breath", and in a religious context for "spirit" or "soul"
- Hashtag for women in this scary genre of film
- NYSERCA (stock symbol)
- Michigan Intelligence Operations Center
- An international high school computer science competition
- Rachael Berry in Glee (first name only)
- Opp. of guilty
- the state of being in someone's power or having great power over someone
- Left leaning news source. Anderson Cooper
- City in Portugal, add a 'y' and it becomes a female reproductive organ
- Medical acronym for Negative for Intraepithelial Lesion or Malignancy
- Song by Zedd and Foxes. "Cuz you are the piece of meeeee"
- K-pop singer with last name the capital city of England
- The thinner bone in your forearm
- David Kaplan Interior Design
- To officially prohibit
- New upper life editor in Dow House (lol)
- Exclamation typically repeated three times when something is boring
- Pyramids
- First Hawaiian Bank
- The exact same thing as 3 down (its hard writing a crossword ok!)
- Deoxyribonucleic acid
- Exclamation when you realize something or find something out
- Taiwanese-American Basketball player graduated from Harvard, played for Knicks, Rockets, etc.

# Athletes of the Week: Boys' Track



Seniors Drew Smith, Varun Oberai, Connor Chen and Jeremiah Swett lead the boys' track team this year.

William Park/The Exonian

By HENRY LIU and JONATHAN JEUN

After a year-long hiatus, the boys outdoor track team is back in full force as athletes run, jump, and throw. Connor Chen, Varun Oberai, Drew Smith and Jeremiah Swett serve as captains of the spring track team, where they create a friendly and competitive atmosphere on the tracks. Although this year was unlike any other, the captains are upholding the long tradition of a successful track season.

The captains started their athletic careers from a young age. "I got into running track when I was about five years old," Smith said. "My parents had encouraged that I try it out since they'd grown up running track in Jamaica."

Chen shared a similar experience of his start in the sport. "I've ran since I was six. Until I came to Exeter, I actually played a ton of other sports — primarily swimming and basketball, but I tried rugby and tennis too," Chen said. "Eventually I was forced to make a final sport decision, and the camaraderie of the

track team was the primary factor in my ultimate decision to run for every term at Exeter."

Oberai also enjoyed soccer and swimming before committing to track. "I got into running in middle school when I tried out for the cross country team in 6th grade," he said. "I turned out to be decent at it. I really enjoyed practices and races, so I continued the sport into high school."

Like Oberai, Swett's passion for running started in middle school. "My mom was a collegiate track athlete and held the Ohio long jump state record for some time in high school. In middle school, I followed in her footsteps and started running and jumping for the track team," Swett said. "However, when I transitioned into high school, I was encouraged to do the throwing events such as discus, shot put, and javelin. I fell in love with them instantly."

For the four captains, track played an integral role in their smooth transitions into Exeter. "I definitely missed home a bit at first, but having cross country preseason where I met most of the team truly made PEA

feel like a second home," Chen said. "With runs and classes and games filling my daily agenda, I quickly fell into the Exeter routine and transitioned smoothly."

"I was really lucky to have the cross country team for support throughout prep fall, and the upperclassmen on the team at the time made adjusting to life here really easy," Oberai added.

Considering the restrictions that the pandemic has placed on the track seasons, upper and teammate Sava Thurber commented on the leadership that the captains have shown during these different times. "Starting with last spring, I think the two biggest challenges for the track team have been access to equipment and morale. When everyone was at home, lots of members of the track team could not easily access a gym, exercise equipment, or a reliable place to run," Thurber said. "Of course, it was not optimal, but I believe it was the best we could have done at the time. The other difficulty was keeping people motivated and excited to be a part of the team."

As a new runner on

the team, prep Michael Yang expressed his admiration for Smith's leadership. "Drew is the captain of the sprint group. Drew Smith is a committed leader on and off the field. Drew loves to get to know each athlete on the team and makes sure they feel welcomed. He works hard, always pushing his limits, setting an example for the rest of us. He has led the team during these challenging times through keeping the team connected," Yang said.

"Drew is always upbeat and happy, but he is also very focused on his work and his training. His attitude towards improving in every aspect of track is contagious. On more than one occasion I have been supported and pushed by Drew to do my very best when I was underperforming. During these times where I am pushed it is very easy to forget about the pandemic and everything that is going on right now," prep Jackson Giampa said.

Giampa found Smith's attitude inspiring during practices. "Drew is very focused on his work and his training. His attitude towards improving in every aspect of track is contagious. On more than

one occasion I have been supported and pushed by Drew to do my very best when I was underperforming. During these times where I am pushed it is very easy to forget about the pandemic and everything that is going on right now," Giampa said.

Thurber expanded on Oberai's and Chen's leadership during the pandemic. "That being said, it's still far from ideal. Trying to manage a large group with the current COVID protocol is tough. But, I think that Connor and Varun have both been great at leading by example, setting a high standard for the rest of the team," Thurber said. "I haven't worked too closely with either of them, but I can say that the times when I have gotten to practice and compete alongside them, I have been impressed by their enthusiasm and incredible skill level."

Looking back on their track careers at Exeter, the captains reflected on some of their favorite moments from the past few years. Chen said, "One of my favorite track moments at Exeter was actually this past weekend at our intrasquad meet.

On Saturday, there really weren't many events, and most of the people at practice had their eyes turned to the middle of the field, where javelin was taking place. With a slight tailwind, it seemed like all the throws were PRs, and our run was full of cheers and claps and whoops. And then, there was David Mancini. His javelin sliced the air and arced across the sky like an eagle swooping down towards its prey. Even amidst the 20mph gusts, there was somehow silence, as though God had calmed the entire world for this humble throw. When the tip of the javelin plunged into the earth a few feet across the 200m mark, we erupted with joy and many celebrated with pumped fists and smiles and cheers. It was a remarkable day and a fantastic achievement from David and the whole team."

The track captains are looking to continue their careers in college. Oberai commented about his track career, "I'm going to be running cross country and track at Yale next year along with Drew!"

# Golf Wins Over Andover, Ties Belmont Hill

By NAT KPODONU and MICHAEL YANG

Phillips Exeter's varsity golf team had their season opener in a tri-cup against Phillips Andover Academy and Belmont Hill School. Big red won 6-1 in their first match against Andover at Indian Ridge Country Club, and tied 3.5-3.5 in their second game against Belmont.

Senior golfer Will Huang, the number one seed for the team, talked about the structure of the matches. "We played in threesomes with the num-

ber one seed from Exeter against the number one seeds from both Andover and Belmont Hill so there were no teammates within the same group."

Assistant Head Coach Gordon Coole added to the unconventional structure of the tournament, "To a point, it depends on if it is match play or stroke play, but basically it's just playing a game of golf. It doesn't really look any different than if you and I were out playing a round."

Senior Robbie Herzig said about preparation, "We had the opportunity to play some real golf

at Apple Hill Golf Club a few times, which was very helpful preparation. Besides that, we would go to Sagamore to use the range."

"We had worked with Coach Fischel in the gym twice a week leading up to the match and four times a week at the course, so we have had good preparation this pre-season," Upper CJ Drapeau added about the golf's team training schedule.

Huang continued, "Our home course just opened up the week of the match so we were able to go out and play

on a real golf course to get back into shape. Other than that, we've been working hard on our games and were pretty confident going in."

Coole talked about the matches from a coach's perspective. "Unlike most other sports, in golf almost all the coaching happens before the match begins and very little during the actual playing of the match. In my role which focuses more on the body's ability to move correctly coupled with the best mindset, I offer words of encouragement from teachings of positivity, motiva-

tion, mindfulness, habit formation, and behavior change methods. Helping players get their mind right and keep it there is a good summary," Coole said. The less-than-optimal conditions the pandemic has forced upon the team has made coaching difficult, but the team has worked hard to maintain their skills.

The golf team was excited about their season opener. "There was definitely an excited atmosphere going in. It's been so long since we've all competed and we just wanted to get out of that and play some golf.

We've all been itching to get out there so we were definitely ready for the first tee shot," Huang said.

"We haven't played any competitive golf for Exeter since spring of 2019, so it felt really nice to be able to play as a team again," Herzig said.

Coole added, "It was great to get out on a course in a competitive way versus a practice round. The challenges, both as individuals and as a team, were good to witness and be a part of."