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Phillips Exeter Academy
Exeter, New Hampshire

The Exonian

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General Alumni Association Discusses DEI Vision

By AUDREY DENT, ASHLEY JANE, JUNHYEOK JANG, LUCY JUNG, LAUREN KIM, EMILIA KNIESTEDT, LAUREN LEE

On Friday, Sept. 16, the Academy welcomed alumni back to campus for the Senior-Alumni Dinner and Exeter Leadership Weekend, offering in-person opportunities for students to connect with the alumni body. Over the next year, the General Alumni Association (GAA), a board consisting of over 22,000 former Academy students, hopes to develop more opportunities for students, Trustees, and alumni to connect.

Among members of the GAA, 25 are annually elected to serve on the

Board of Directors. The board is led by four Executive Officers, who also represent the Academy's trustees. Many of the GAA's duties include planning class reunions, strengthening alumni relations with the Academy community, and hosting the annual Exeter Leadership Weekend. This year's newly-elected Board of Directors include Julian Bobb '90 P'24, Veronica Juarez '00, Lori V. Lincoln '86, and Kwabena Safo-Agyekum '02.

Bobb shared his understanding of the purpose of the GAA. "The [role of the] GAA [isn't] necessarily a change agent with respect to Academy policy and plans," Bobb said. "We are a portal through which ideas and thoughts can be communicated to the other side, and hopefully through



GAA, 2 New GAA Director Veronica Juarez '00 speaks at Assembly.

Courtesy of Phillips Exeter

Boundary Training Returns to Academy

By ANVI BHATE, SELIM KIM, SOPHIE MA, ASHA MASOUDI

Over the past two weeks, students took part in a mandatory boundary training on navigating student-teacher relationships. The sessions were divided amongst grade levels, with preps and lowers attending on Sept. 29, and uppers and seniors attending on Oct. 3. A few weeks prior, faculty members participated in similar training centering on legal responsibilities toward students.

Presentations featured conversations between Attorney Djuna Perkins and Psychologist Dr. Deb Offner, and student leaders representing Exonians Against Sexual Assault (EASA), Transitions, and Feminist Union.

Perkins and Offner explained that they taught boundaries to school faculty at various inde-

pendent schools before adapting a curriculum for students, at Director of Student Well-Being Christina while Palmer's suggestion. "Students are the ones who are most affected and most impacted," Perkins said.

Offner detailed her passion for her work. "I worked at an independent high school in Boston, and saw very personally two very serious cases of emotional violation of male teachers and young female students," she said. "I was really, really alarmed and disturbed by what happened and what the cost was to the kids."

She continued, "I just like the idea of preventing things from happening that cause a lot of pain. And so, just going to this and then having some kids come up afterwards and ask us some questions—I feel like if I can make this not happen at other schools, it's

really worth my time."

A new addition to this year's boundary training was the involvement of student leaders in the organizing process. Palmer, Perkins, and Offner invited student leaders to see their peers on the stage... last year there was no student input and it had been received really poorly."

Lower Advika Verma felt the inclusion of student moderators was a definite improvement from last year. "I feel like having the students up there was a lot of help because last year the people that came were from

an outside source, so they didn't know anything about the school. People had questions about the school rules and they didn't know how to answer them... they were a lot better at clearing up what is right and wrong this year."

"We wanted to be a lot more clear with the language," Chen said, "This year, we wanted to remove any ambiguity and rewrite things so that people had a much more concrete understanding of different red flag signs and terms... We wanted it to feel more like a conversation rather than students being straight up lectured or as if this just felt like a required class that they had to be at."

When asked about the effectiveness of the presentation, prep Maya Piluski said, "I appreciate the thought behind it. I think it's really important

BOUNDARIES, 3

Fall College Fairs

By HANNAH PARK, NHAN PHAN, CATHERINE WU, ANDREW YUAN

The College Counseling Office (CCO) organized college fairs on Sept. 29 and Oct. 6 featuring over 75 colleges and universities from across the world.

This year, CCO made the decision to extend the invitation for the college fairs to uppers as well as seniors. Many uppers viewed this opportunity as a helpful first step to acclimate to the college application process, but some seniors were frustrated that it took away from their application process.

Dean of College Counseling Elizabeth Dolan spoke on the purpose of college fairs. "For uppers, we hope that it is an opportunity to explore

a wide range of colleges by asking questions that are broad in scope but relate to them personally. For seniors, they are demonstrating their interest to specific colleges and are asking more nuanced questions than perhaps they did in the upper year. Still, there are some seniors who are still adding schools to their college list and the college fair allows them the opportunity to learn more about these new schools," Dolan said.

"For college counselors, it is an opportunity to meet the admissions reader for the Academy and to learn what will be institutional interests as well as priorities in the coming review cycle," Dolan added.

"COVID changed how college fairs have been offered to our students. The biggest change this

COLLEGE, 3

Exeter Celebrates Rosh Hashanah and Yom Kippur



Sukkah, or a temporary dwelling area. It is traditional for Jewish people to invite family and friends for festive meals in their sukkah.

Minseo Kim/The Exonian

By OLIVIA BRAHAM, ANSHI MEHRA, BHUMIKA PREM, CJ SMITH, MONINISHA YADAV, ALAYSHA ZHANG

From Sunday, Sept. 25 to Tuesday, Sept. 27, some students and faculty at the Academy celebrated the Jewish Holiday of Rosh Hashanah, welcoming a New Year. On top of the usual Exeter Jewish Community dinners, the Academy offered worship services, meals, and other events for Jewish students during the holiday.

For many Jewish students on campus, Rosh Hashanah is an important celebration of ending an old year and entering a new one. Lower Matthew Grossman described the importance of the holiday: "It's sort of a call to dissect what you did this past year and realize your wrongdoings or things that you

may have done wrong and understand that you can stop bad habits or fix and repent."

Exeter Jewish Community (EJC) co-head and senior Ben Martin explained how Rosh Hashanah is celebrated at Exeter: "We started our celebrations the night before when Rosh Hashanah actually starts. Then around 10 a.m. the next day we have our morning services and then a lunch together. And then we have our service which is down by the river, we toss bread into the river, which symbolizes our releasing from our bad sins from last year."

"We had service the night sundown the night before and that would be when it started. Then the next morning we had services and then we went out for Toshlich. It was very similar to what I've

ROSH HASHANAH, 2

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General Alumni Association Cont.



Courtesy of Phillips Exeter

that communication, the alumni will have a better sense of what is going on at the Academy, and the Academy can get a pulse of the alumni's feelings on certain issues."

Principal Bill Rawson '71 P'08 described his role in engaging with the GAA. "GAA Directors help identify opportunities to strengthen the connections alumni have with the school and with each other," Rawson said. "I typically meet with the GAA Directors when they are on campus and met with them last month during Exeter Leadership Weekend. They are a diverse and committed group of alumni, and I find it helpful to hear their perspective on a wide range of issues."

"The GAA is really valued as important thought partners to the Academy's leadership, faculty and staff. The idea is that we are in touch with a number of alumni and can bring that messaging and work back to the school. It's super important to be able to have that line of communication towards the Academy administration," Juarez added. "There is... opportunity for us to evolve as a GAA board and show up in the ways that alumni and students would like us to."

President of the Trustees and alumnus Morgan Sze '83 described the GAA as having "its own governance and operates independently of the trustees, undertaking various initiatives to serve our alumni community, selecting each year's Founders' Day Award recipient and recommending each year's John and Elizabeth Phillips Award recipient to the trustees."

"The selection of these awardees from among all our distinguished alumni is an important responsibility and an important way the

Directors support the mission of the school," Rawson added.

Many GAA Directors credited the Academy for instilling communication skills and broadening their perspectives. "Exeter was the first place [where] I gained an appreciation for people from different walks of life than myself," Juarez said. "Having friends from different countries that I had never visited, friends from other states, and friends from different socioeconomic backgrounds really opened my eyes to a global world that I had not experienced before."

"[Additionally,] what's most dear to my heart is that Exeter gave me skills to be able to explore my intellectual curiosity in a way that I could emulate throughout my life," Juarez continued, "It's what keeps me really engaged and allows me to create new opportunities for myself professionally."

"My time [at Exeter] let me know that whatever my passions were, I could work towards them and would have the support to be able to achieve any goals that [I wished to pursue]," Safo-Agyekum agreed.

"One thing you would hear a lot of Exonians say is that we learned how to write at Exeter. That is a skill I have leaned on, even in my first career in a trade," Lincoln said.

The skills and perspective which she gained at Exeter motivated Juarez to serve as a GAA Director. "Because Exeter gave me so much, I am really motivated to give back. The other piece that's very salient for me is that Exeter as an institution at the center of enormous power, privilege, influence, access, and opportunity. It sits at a very unique position, not shared by very

many educational institutions, and so my personal interest is to be a part of the community that is going to continue to have an impact on the world."

President of the General Alumni Association and Trustee of the Academy Betsy Fleming '86 shared her involvement in the GAA. "A vibrant alumni network enhances the whole Exeter community," Fleming said. "Since becoming a GAA Director, I have been actively involved in improving communications between the Academy and alumni, growing alumni engagement around shared affinities and interests, and selecting awards recipients."

The GAA works with various institutions on campus, including the Alumni Relations team at the Office of Institutional Advancement. "The GAA Directors work closely with the Office of Institutional Advancement—helping to spread the word about the Exeter experience today to the broader alumni community, providing feedback on alumni engagement and fundraising initiatives, and sharing with the Institutional Advancement team what they are hearing from members of the general alumni association," Rawson said.

Director of Alumni Relations Michelle Curtin described the collaboration between the Alumni Relations team and the GAA. "I work very closely with the [GAA] Board of Directors on opportunities to connect alumni to each other and then back to the academy, whether that be regionally or when they're here on campus," Curtin said. "Most recently, we've worked with the GAA Directors to develop these

three subcommittees that are focused around affinity engagement, communications and community, and participation."

Fleming elaborated on the goals of the three GAA subcommittees: to "create opportunities for dialogue and community-building," Fleming said. "I am very excited about the work of all three of these committees. With such intentional focus, it is my sense that we can make a significant difference in all three areas over the next two years."

Bobb shared his goals as a GAA Director on the Affinity Engagement committee. "As a member of the Affinity Engagement Committee, I am personally interested in acting as a bridge for other Black and Brown Alumni of the Academy. The Afro-Latinx Exonian Society Community played a major role in my experience at the Academy, and I feel a strong kinship with all of its Members through the generations of Exonians," Bobb said.

In planning initiatives focused on diversity, equity, inclusion, and justice, such as affinity groups on campus, the GAA also closely collaborates with the Office of Multicultural Affairs (OMA). "The things that we do on our end further the GAA's mission to strengthen alumni connections to one another and to the Academy, and often and in many ways, our work will benefit current students. For example, the golf tournament that we host here in DC raises funds for scholarships that support diversity, equity, and inclusion—in particular, the William H. Bolden Scholarship Fund. Mr. Bolden was from Washington, DC, and was Exeter's first Black faculty

member," Lincoln said.

Fleming described the role of Trustees in supporting initiatives of the GAA. "There is strong support around the GAA Directors' initiatives among Trustees, with a keen interest in continuing to strengthen alumni relations with the Academy and among alumni," Fleming said. "There is also an openness to listen to the feedback and insights of GAA Directors, particularly in relation to what we hear and experience when engaging with alumni beyond the Academy."

Many GAA Directors plan to utilize social media platforms and focus on social media strategy to increase interactions between students and alumni. "I think that this tenure of the GAA is more tapped into how [students] are communicating and interacting with each other," Safo-Agyekum said. "We are really trying to leverage the infrastructure that already exists into creating new connections, and really working to create a pipeline for Exonians."

"One of the goals that we have is to raise awareness on social media. Hopefully, you'll be able to see a GAA handle on Instagram, a GAA presence on LinkedIn, and on other [platforms] where we know that both students and alumni are participating," Safo-Agyekum continued.

Juarez shared the factors she considers in order to strengthen the GAA's social media presence, saying "We're excited to look at our social media strategy and see if there's ways that we can really deepen the social media strategy and how we're connecting with folks... [we're focused on] how we [can] engage alumni and get them to participate with the school."

GAA Directors also hope to implement more inclusivity measures within the Academy, especially in accordance with the DEI Vision Statement.

Juarez also shared her excitement at the multitude of affinity spaces on campus. "There's so many amazing initiatives and things happening that I had no idea about. For example, all the affinity groups didn't all exist when I was there. To hear about affinity groups from so many of the students, everything from ethnic identity affinity groups to the number of business clubs that now exist, there are so many ways in which I feel like the students are showing up," says Juarez.

"I'm open to contributing to the Academy and in any way that I'm uniquely able to support initiatives that are important to students. But, I really believe that the DEI vision statement shows that we as an institution are very serious about leading the way as an inclusive and equitable organization," Juarez continued.

This year's board is working to connect students with alumni whenever possible, especially through in-person events such as Senior-Alumni Dinner and Exeter Leadership Weekend. "I had the chance to attend the Senior-Alumni Dinner and learned a great deal about what's happening on campus...[and] how the students are feeling and what their sentiments are with regards to COVID-19 learning and living. [Our role] is really about fostering more of those interactions," Safo-Agyekum said.

Looking ahead, this year's newly elected GAA Directors are hopeful to engage with and better understand the Phillips Exeter Academy of today. "Something that I didn't have any appreciation for when I was a student is you're going to be an alum of Exeter for a lot longer than you're going to be a student," Juarez reflected. "Because [as students] we don't really talk about what kind of alumni you're gonna be or think about and how you're gonna be engaged with the school."

"I'm learning more about [current student] experiences, especially after Assembly, and hearing from so many of you. It's really important for me to educate myself on what is happening at the Academy and not jump to conclusions," Juarez continued. "I have been really inspired by a lot of the work that has been taken on by Principal Rawson, a number of faculty members at the Office of Multicultural Affairs, and the Dean of Students office with Dean Weatherspoon."

Sze applauded the GAA on their past and future initiatives. "The GAA plays an invaluable role in engaging with our alumni locally and globally," Sze said. "We are very fortunate to have such a vibrant community of dedicated volunteers supporting the Academy and our students."

Rosh Hashanah Cont.

done in the past," prep Andrew Boova added.

Students were appreciative of the efforts of the EJC and Religious and Spiritual Services for planning the programming. Grossman added, "The fact that we can plan and come together to have a basically full-fledged Rosh Hashanah service is very impressive."

Director of Religious and Spiritual Life Reverend Bonnie-Jeanne Casey further described how Rosh Hashanah programming began. "EJC welcomed the New Year by attending services and celebrating a meal together

on Sunday, Sept. 25. The group met again on Monday for worship and fellowship. It was a great series of celebrations that were very well-attended," Casey said.

Senior Riley Jones added that this year, the Academy permitted "anyone who is Jewish or wants to celebrate had the option to miss any of their classes and have them excused by the Dean's office."

The Academy's policy around religious events is to work with any student to help accommodate their faith, as Casey explained. "We wanted to make sure that our Jew-

ish community can easily honor and observe that holiday... It's wonderful that there was clear accommodation. Generally, religious accommodation is our language around those events."

Martin appreciated the provisions the Academy made, saying "days off on the major holidays, Rosh Hashanah and Yom Kippur are very appreciated."

Although many students appreciated the day off, some felt that Exeter's rigorous environment made missing school a challenge. Prep Liv Lang said, "[Classes] were probably the guid-

ing reason why I didn't take the day off. Not that I feel the teachers wouldn't be accommodating, but I am a Varsity athlete and I have a lot of stuff going on, and so it was more of, I didn't want to have to play catch up," she said.

Many students similarly believed that there were some things Exeter could improve on regarding policies surrounding the event. "I feel like definitely not having classes on big holidays like Passover, Yom Kippur, Rosh Hashanah and stuff like that, that could be like more of a step in the right direction. It also gives other people who

are not Jewish a chance to learn about that holiday," prep Annabel Uquhart said.

Despite some concerns, many feel appreciative of the work the Academy has done to accommodate faith-based holidays and look forward to years to come with further support. EJC co-head Andrew Horrigan noted, "I think Exeter has done a very good job [with accommodations]... I mean, we get special catered meals to our Shabbat dinners as well as to our Rosh Hashanah dinner... We had a brunch that day as well. And they did a great job with that. So I

think, on many levels, the school is doing a very good job helping students be Jewish."

For most Jewish Students, Rosh Hashanah services provided comfort and solace during this important holiday. EJC and the Academy will continue planning religious programming for important Jewish holidays in the future, and the Academy is also to work with any student to help accommodate their faith. Boova concluded, "[At Exeter] I definitely feel supported. I don't know much about what we could do better."

Boundaries Training Cont.

to talk about any relationship that's going on."

"They taught us about the ways to identify when a teacher can take it too far and also the fact that it's not the student's fault, it's always the teacher's fault. I feel like that's pretty good for some people to hear if they ever feel guilty about being in that situation," prep Siena Saavedra-Bagdonas added.

Prep Nick Limoli agreed, saying that the examples provided in the presentation aided its effectiveness. "Some of the examples were kind of obvious, which makes sense since you don't fully know that something like grooming is happening until you actually realize it. So going over those examples was good. I think it was just overall

a good thing to have just in general," Limoli said.

Senior Priya Nwakanma shared similar sentiments, "Not everybody can recognize grooming and I think it was helpful to have it laid out for you by somebody who you could trust rather than just the Internet, or a TikTok video."

The focus on helping students recognize unhealthy boundaries was an intentional decision from the student organizers. "One thing that we really stressed was that the student's safety is the most important thing," Chen said. "These types of situations are hard, reporting can be difficult, and speaking out can be difficult. We wanted to make sure every student recognized and understood the signs,

red flags, how they [can be] supported, and what they could do if they see something [problematic]."

However, to students like Nwakanma, the presentation's focus on recognizing unhealthy boundaries seemed to be too narrow. "There should have been a broader topic list to cover. I feel it mainly focused on grooming, which isn't the only concern students have about boundaries on campus," Nwakanma said.

Other students had concerns about the presentation's scope as well. Piluski said, "I have to be honest, I didn't feel like I gained any information that I didn't already have. I think that it could have been far more in depth. There was an opportunity

to talk about something really important and that opportunity was missed."

Upper Coco Kim also brought attention to the redundancy of the boundary training. "I think that the faculty were a little bit redundant in how they spoke about things," Kim said. "I also feel like I was being talked down to. They kept talking to us like we didn't already know some of this stuff. And they kept asking what the students were thinking even though they're the professionals and they're the ones who are supposed to be talking about it."

Kim continued, "There was a section that threw me off where [the presenters] were saying all these things about grooming — very true things that are awful

— but then they were like, 'Oh, sometimes the groomer doesn't do it on purpose.' If your whole point is that grooming is bad, then don't try to defend the groomer like that... I feel like that invalidates a lot of people's experiences."

Further, some students hoped the advertisement surrounding the event would have been better. "[The Academy] sent out one email and didn't send out any reminder emails or any follow up emails. People basically got there through word-of-mouth," Nwakanma said. "I just don't feel like people gave enough notice for an event of this magnitude."

"In the middle of the assembly, I saw people literally just getting up and leaving. I feel like that really sums up what

people think about the assembly," Kim said. "[The current redundant content] could be explained in 15 minutes, but they dragged it out to 45 minutes. We know all this and it is important and yes, we need to talk about it, but it's discouraging people from listening if you make it too long."

"I do think there were things that could have been changed or altered that we just didn't know how it was going to be received," Chen concluded, looking forward to feedback from students. "For one, [we could] make it more interactive or even more engaging. Now looking back, there's feedback that we're looking to implement for next year."

College Fair Cont.



Students gathered in Grainger Auditorium, talking to visiting college representatives.

Minseo Kim/The Exonian

year from last year was the number of colleges allowed on campus at one time. This year we had many more colleges on campus this fall compared to last year," Dolan said. "The turnout was great. Many uppers and seniors attended the fairs."

Seniors reported an overall positive experience at the first college fair. "I learned a lot about what I actually want in a school," senior Michael Ngai said. "You get the opportunity to learn more about the schools without having to actually visit the schools, and get to know people from that."

Senior Kaylee Bennett also shared a similar positive experience, leaving the fair with a new interest in schools that she previously did not have. "It was a fun experience and it also helped me work on my people skills and social communication," she said.

"[The fair] was a good source of information for last minute university additions... The representatives from the schools gave me a good feel of what type of applicants they were looking for," senior Angie Wah said. "The brochures that they

were handing out were also great snapshots of different offerings and the types of students in the student body!"

Several seniors also commented on the fair being hosted in Grainger Auditorium. "It was a little crowded but still a great experience to get to learn about all the different colleges," senior Enzo Nakornsri continued.

Wah shared similar sentiments about the crowded space. "I think it would have been more effective for all participants to have had the fair in a bigger space, since there were both seniors and uppers there," she said.

Many uppers who attended the fair offered their insights as well. "My experience was great. I learned a lot about some colleges I otherwise wouldn't have looked at," upper Yoeku Sam said.

"Meeting with the college representatives was fun," upper Will Soh echoed. "I liked that I was able to learn about specific colleges rather than just about the process."

Upper Alex Rosen, however, was able to discover what he preferred in colleges mostly from

the present college counselors than the representatives.

Several uppers shared their thoughts regarding the benefits of such fairs for students. "It was nice that the colleges could come to you rather than you having to go out to them," upper Angel Guo said.

"I think the fairs are definitely great to provide insight for students and just have them get a feel of their potential college life," upper Eric Wu added.

Upper Edie Fisher found the fair to be beneficial in terms of college exposure. "A lot of schools won't get their names out there to students unless they come to fairs like this."

Upper Colin Maloney commented on both fairs. "The second fair had less students than the first, but the crowds were also spread out evenly amongst colleges than before. [In the first fair,] students were more concentrated around the same few colleges," Maloney said.

Students are encouraged by the CCO to ask questions to the representatives. Some students fo-

cused on student life and other aspects of college. Ngai said, "I asked about the housing aspect, financial aid, curriculum, etc."

Upper Valentina Zhang sought to gain an understanding of what made a college unique from another. "I talked to [University of Massachusetts] Lowell and Lasell University, and I asked generally about what made their university different from the other [University of Massachusetts schools] or what their campus culture was like," Zhang said.

Zhang found herself leaving with a lot of basic information. "Even asking specifically about their bio/premed programs (which was what I was interested in) led to pretty general answers of how they have many options or intern opportunities," Zhang said, "I think the most helpful thing was just becoming aware of more universities. The crowding really wasn't bad except at universities like Princeton."

Senior Yifei Zhao also found that "college fairs offer limited information [without much] in-depth information about the application process."

Several seniors noted the decision to have uppers and seniors share a space and time for the college fair. "The questions most uppers have are just inherently different from that of the seniors as we are at different phases of our research into colleges. This results in a lot of downtime where seniors have to aimlessly stand through the college representative answering a question that us seniors have probably already looked into," senior Krish Patel said, "[It was] astounding that uppers were allowed to attend this fair as it took away from meaningful time for the seniors to speak with the people who will be reading our application in just a few months!"

"I learned that uppers should not be invited to college fairs!" senior Joey Dong said, but added her appreciation for the prepared and knowledgeable college representatives.

Students offered initial feedback for future improvement of these fairs. "I wish I had more time to connect individually with schools because the nature of a college fair

fosters briefness in conversation, and it's hard to learn details," senior Cindy Su said, but added that the lunch information sessions were enjoyable as she was "able to ask specific questions and get a deeper understanding of the school."

Patel continued on the topic of uppers being invited to the college fairs. "The uppers deserve to have a chance to meet with each college," he said, and proposed that they meet at separate times.

"I think it's good exposure for uppers actually," Bennett said. "It would be fine if it was either just an upper fair, where you kind of just 'tested the waters,' or a senior fair where you're really immersed in the college process and about to be applying to these schools this month. I think there just has to be a balance [between uppers and seniors] in the future."

The inclusion of uppers in the College Fair prompted mixed reactions from both uppers and seniors alike. Nonetheless, the college fairs are great chances for students and colleges alike to make themselves known.

Life

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Senior of the Week: Weiyi Huang



Senior Weiyi Huang enjoys the fall weather on Swasey Parkway.

Minseo Kim/*The Exonian*

By ANVIBHATE, EMILIA KNIESTEDT, EMILY LEVINE, and CATHERINE WU

On a sunny Wednesday afternoon, as the muddy blue waters of the Squamscott river splash against the dock, senior Weiyi Huang helps bring the boat down from the boathouse and flips it onto the water. As the Hammy Bissell, Huang's "Head of the Charles" boat, begins to row, he sets the pace in the stroke seat.

An avid rower since his first year at the Academy, and boys' varsity crew captain since his upper year, Huang spends most of his days either on the river or at the Saltonstall Boathouse. In his free time, Huang enjoys spending time with friends and participating in Concert Choir. He is often described as hard-working and trustworthy, all his teammates and friends greatly admiring his leadership and dedication.

Huang shared his initial motivation behind applying to the Academy. "The reason I came to Exeter was because of crew. In the central region, Texas where I'm from is very good at rowing, but it's not comparable to the Northeast—there's no traditional history. That's why I started searching for private schools in general, but after I got into Exeter, the best high school in the nation, you couldn't compare other schools."

With regards to academics, Huang notes his favorite classes as "Probably physics, but I like chemistry a lot as well. Physics is very logical compared to the arts, where there's a lot of gray water and you don't really know what to choose, versus physics is very like 'snap snap' and logical."

On campus, Huang also takes part in Concert Choir. "We like to joke about how in Concert Choir, Mr. Johnson takes it very seriously, while we're just 'memeing' around all day. It would be the class that we would skip sometimes because we had just too much homework. Mr. Johnson definitely knows, but he also understands the lives that we go through outside of class."

Senior Dan Han remarked, "In Weiyi's and [my] first year singing together in Concert Choir,

before our very first concert of our upper fall, Mr. Johnson goes, 'Alright boys, look at each other, look around the room.' Weiyi and I happened to be standing next to each other, and Mr. Johnson said, 'You, Weiyi, Dan, look at each other.' And we looked at each other. 'You're co-conspirators now.' So ever since that day, Weiyi has been my co-conspirator."

Huang shared his story regarding rowing at the Academy. "I've told thousands of stories for college recruiting: When I came into Exeter, I think I was known to be fast. I was a person who had a lot of knowledge from previous clubs, and I feel like people got around to know me as 'being good at crew.'"

Past and current captain of the Exeter boys crew, Huang discussed his being a leader of the team. "As a captain, you don't have to necessarily do anything because the team will run by itself and the coaches will do a lot of the work, which is great. But at the same time, you can do as much as you want."

Huang shared the relationship he has with the Science Department and boys crew coach, Albert Leger. "I often talk to Coach Leger about the status of the team. Just another day, we checked in with each other just to make sure that he knows that the team is doing well, and kind of how everyone's feeling about the pieces. That's a really important relationship and it's one I really want to build."

"This year, our team culture has a foundation that we will continue to expand," Huang continued, "working with the girls captains to form one boathouse to bring those two teams together. The guys also always know they can reach out to me or Jack [Kugler], who works the hardest by far; like in winter training, Jack was always present, always there."

Among his friends and fellow athletes, it is clear that Huang sets an example of a driven leader, a dedicated athlete, but more importantly, a good person. Senior and crew co-captain Jack Kugler echoed, "He epitomizes leading by example: he gives complete effort in everything that he does, constantly working to make the team better.

His humility manifests itself in hard work each and every day, as he is constantly seeking ways to improve in his craft as an oarsman and inspires others to do the same."

Senior Henry Blake-more felt very similarly, commenting on Huang's dedication to his sport: "He's a person who lets the work he puts in speak for itself. Some captains in the past are more vocal, some are more funny, and while he is these things, he's also a guy who endears himself because he puts in this work and you just trust him instinctively."

"I think he's a person who is comfortable with who he is. Some people want to make these really hype speeches and kind of force it and it can seem a bit phony, but he's a guy who, when he says something, everybody listens because we know he means it," he added.

Upper Sangye Sherpa reinforced this sense of "realness" that Huang brings wherever he goes. "Weiyi brings simplicity to Exeter. As I've gotten to know him better as a teammate, captain, friend, and proctor, I've realized that he takes any problem, his or others', in stride and with an indomitable attitude. He is one of the few people on this campus that is an objectively good person," he said.

Senior and girls crew co-captain Izzie Riccardi agreed for another victorious season. "He is such a humble person, but he is also such a strong rower and a strong leader. It's really assuring having him as a co-captain this year because I feel a lot less stress on me knowing he is there. He knows what he's doing, he's organized, he's driven, he's passionate. He is carrying the passion onto the team."

Last spring, Huang led the crew team to an undefeated season. Upper Rohan Radhakeesoon credits the great success to the captain's dedication to mentorship and leadership. "When I started rowing at Exeter, he personally guided me through workouts, how to talk to coaches, and all that stuff from day one. A big reason why I think I progressed so much in the sport is because he taught me all I know. He will find the time out of his day to help somebody new or just with the smallest task. He

always wants to help."

Huang's sense of mentorship extends outside of Exeter as well. Over the summer, Huang and Radhakeesoon rowed with the U.S. Junior National team, which Radhakeesoon described as a "really scary experience," but Huang was there to help him the whole time. "We went there and it was really scary because it was my first year of rowing and I didn't know people; I wasn't even super good. He had been rowing for four or five years and just having him there at that two month long camp was really amazing because I would've been so lost without him," he said.

When asked to describe Huang in one word, Radhakeesoon said "hard-working".

"Over the winter, what comes to mind is how hard he trained. It would be freezing outside in tons of snow, but he'd be there at the gym, putting in work every single morning and every afternoon. He's always the first one at practice, coming straight from class," he added.

"He is such a humble person, but he is also such a strong rower and a strong leader," Radhakeesoon said. "It's really assuring having him as a co-captain this year because I feel a lot less stress on me knowing he is there. He knows what he's doing, he's organized, he's driven, he's passionate. He is carrying the passion onto the team."

Upper and teammate Parker Seymour similarly reflected on Huang's leadership during the crew. "He's a great captain. His motivational speeches are always inspirational and he keeps our team together," Seymour said.

Outside of crew, Huang's advisor noted some of his qualities as a leader in the dorm. "Weiyi is very well-respected in the Webster dorm community, and I am not the least bit surprised that he was chosen to be a senior proctor this year," Math Instructor Julie Van Wright said. "He is polite, welcoming, and kind to everyone—a model citizen and leader."

During their advisory, Van Wright shared, "He brought a calm, mature, and thoughtful presence to our group each week... Weiyi is incredibly mod-

est. He is very accomplished, both athletically and academically, and he is very internally driven.

"I remember during the height of the pandemic when Weiyi told me about a cool project he was working on called the 'Touchless Door Project' to automate restroom stall doors to help eliminate surface transmission risks... I thought it was really neat that he came up with that idea and was trying to teach himself the technology behind it all on his own. I know Weiyi is eager to make a difference in the world, and that was one way he had already started doing so," Van Wright continued.

Huang's close friends shared remarks about his character as well. "He is worthy of lifting Thor's hammer, a captain beyond crew who will stand by your side until the end of the Earth," senior Enzo Nakornsri said.

"Weiyi is down to earth and kind," senior and close friend Max Chuang said. "He has a lot of empathy for others, always there to cheer you up."

Similarly, upper and close friend Charlie Gao shared, "Weiyi is humble and authentic. He is one of the most genuine people I have ever met, and always a joy to be around with. A lasting legacy on the value of humility at Exeter."

"Humility," close friend and upper Harrison MCGovern agreed. "When I think of what Weiyi has done for this campus, I think of three words: humility, honesty, and crew."

Han said, "Weiyi's not like the other guys out here, he's a responsible guy. He is a man that just lights up my day, and lights up this campus."

Friends of Huang reminisced on shared memories. "Many memories come from small moments after classes, or talking or messing around. Weiyi has been one of my closest friends on campus since his arrival; he is one of the kindest, most genuine and caring people I have ever met," senior Krish Patel said.

Senior and close friend of Huang's, Cindy Su, shared, "I met Weiyi online for our lower year English class. My first impression of him was that he was always very careful and mindful with his words. I

knew from the beginning that he was someone who always had a strong sense of responsibility, and that's really rare, especially as teenagers."

"Being friends with Weiyi has encouraged me to go after my goals," Su continued, "And he's one of those friends you need in your life to keep you going on whatever path you're on even when you get lost from your goals."

On a side note, many friends noted Huang's affinity for bananas. "Weiyi really enjoys eating bananas. He reminds me of a minion because of his love for the fruit," Nakornsri said.

Banana man," Patel agreed, describing Huang in one phrase. "Weiyi loves his potassium."

In terms of his growth at Exeter, Huang noted, "Exeter developed me in more ways than who I actually was. I became so much of a better leader and person here than I probably would've back home."

With regards to the community the Academy fosters, "Coming to Exeter, you have way more responsibilities and you have to put way more effort into your work. It's a relatively realistic portrayal of modern society, kind of like how you're establishing your own social network and these will prove important. Like getting Senior of the Week, having so many people interviewing for your article that you just happen to know. At Exeter, you really connect with people from different aspects," Huang noted.

Huang continued to share ways he's grown the past couple years. "It's all about the work friend balance. At the end of the day it's difficult to manage hanging out with your friends, homework, and then sometimes life will throw random things at you... I feel like that's like the most I've grown—stepping out of your comfort zone and just pushing yourself to be a better person."

Looking back, Huang described some key pieces of advice he's learned. "When I got elected as captain my first time, my old captain said, 'When you get the role of captain, you're not elected based on what you can do, but what you've done and who you've already become.' That was really important to me because that told me that I did not need to become a whole new person, but I just needed to lean truly on my strengths and grow from there."

"Secondly," Huang continued, "trust yourself. Exonians are the best at finishing stuff."

A friend, student, captain, co-conspirator, and so much more, Huang ended with remarks on his legacy leaving the Academy. "I hope to be remembered, but at the same time, I don't. I honestly don't care because I feel like it's more important to teach others the lessons that I've learned and help them work through the same things without making the mistakes I did... Having a strand of yourself in those lessons being passed on to a wide variety of people—I feel like that's what's most important."

Students Reflect on Club Expo, ESSO Interest Night

By SHAWNA JIANG,
LAUREN KIM, SOPHIE MA,
and ARIANA
THORNTON

On Friday, Sept. 22, and Saturday, Sept. 23, hoards of Academy students eagerly attended the Exeter Student Service Organization (ESSO) Interest Night as well as Club Expo, formerly known as Club Night. Amidst the commotion of co-heads advertising their clubs and curious students walking from booth to booth, both events allowed Academy students to explore their interests and join new communities.

Offering over 100 clubs and societies, the Academy is home to everything from Mycology Club to the Daniel Webster Debate Society. Held in Love Gymnasium, Club Expo was a commotion of interactive attractions, booming music, and enthusiastic club heads greeting prospective new members. Meanwhile, ESSO Interest Night was held in Grainger Auditorium, where more focus was put on explaining what each service club does. Both events featured club heads handing out sweets and waving colorful posters to attract newcomers to their clubs—a

long-standing Exeter tradition.

Productive as Club Expo was, both new and returning students remarked on the business of the event. “I think Club [Expo] is always super chaotic, very busy, very loud, a lot of energy going on, but also tons of fun,” senior and Debate Society co-head Ophelia Bentley said.

Prep Cecily Reed agreed. “I would say that Club [Expo] was a little overwhelming, but very fun,” Reed said. “I ended up picking many clubs I’m excited for, including everything from Mock Trial and Exeter Investment Club to Bob Ross and Breakfast Club to the Meat Club. ESSO Night was more manageable, and I really liked many of the charities they had there. I signed up for several.”

New upper Emma Marden echoed Reed’s sentiment that Club Expo was overwhelming but enjoyable. However, Marden also experienced rather adverse and unexpected effects from the hustle and bustle. “No shade to them because they just wanted [to do] a demonstration, but the Powerlifting Club did end up fracturing my foot,” Marden shared.

“They had a barbell [at their booth], and some person who was doing their

demonstration lifted it up and slammed it down, and it landed on my foot,” Marden continued. “But otherwise, Club Expo was a really good opportunity to get to see all the clubs that were offered. I’m thinking of joining the ones very centered around social justice.”

“[Club Expo] was pretty positive because I discovered a lot of new [clubs],” new upper Abby Waritu said. “There were really funky ones, like the mushroom one. It was nice to see all the different affinity groups as well.”

“I signed up for so many [clubs], I forgot which ones they were,” prep Aruth Chinsupakal said.

ESSO Interest Night functioned slightly differently from Club Expo. “ESSO Interest Night is [a bit] different from Club Expo in that we’re not trying to get lots of members,” upper and ESSO board member Hillary Yoon said. “We’re trying to get people who are gonna stay throughout the whole year and actually make an impact on our community. We’re trying to get quality over quantity. It’s not a competition of who gets more [sign-ups], per se. So, instead of designing activities to get people to sign up, ESSO Night was

more focused around explaining what the club did,” Yoon continued. “It required a lot more one-on-one talking and conversations between club heads and potential members.”

This year, as COVID-19 restrictions begin loosening up both outside of the Academy and within, ESSO is returning to many of its pre-pandemic operations. “This year, we’re definitely excited because due to the looser COVID restrictions, we can have more engagement with our children’s clubs, connect with the Greater Exeter community, and run clubs that involve seniors at Riverwoods or other retirement homes,” senior and ESSO board member Jacqueline Subkhanberdina said.

Yoon agreed. “It’s a lot more hands-on now, and we’re kind of going back into the usual rigor of how ESSO clubs used to work before COVID hit. It’s been great!”

New students shared that Club Expo and ESSO Night not only allowed students to explore different areas of interest but also helped form new bonds and connections within the Academy community. “I really liked how enthusiastic all of the people running the booths were and how I could

walk around with my friends and sign up for clubs that are generally out of our comfort zones so that we can be out of our comfort zones together,” prep Bianka Laufer said.

“People that were running the booths now wave to me on the side of the street because they recognize me from going up and complimenting their club or signing up,” Laufer said. “So I think [Club Expo] really did bring the community together in a way, even if I don’t necessarily know [the club heads’] names.”

“I honestly loved getting the candy, but I also just loved seeing other people and what they were interested in,” prep Whitney Pickett said. “It was great learning more about my friends and seeing everyone come together in this shared interest for joining clubs. I joined the Economics Club and went to their first meeting, which was a lot of fun.”

“Just how many student-led clubs there were really interested me,” Pickett said. “It made me want to start a club.”

“A lot of the stations were interactive and [club heads] did a very good job of explaining their clubs,” prep Paris Tran added.

Senior and club co-head

Hannah Rubin, who experienced Club Expo and ESSO Interest Night throughout the pandemic, commented on how Club Expo has changed over the years. “When I came in as a new lower, Club [Expo] was on Zoom, which didn’t feel exciting at all because all I did was sit in my room and click on different Zoom links. I didn’t get to meet anybody, see any posters, or grab any candy,” Rubin said. “The year after, both ESSO Interest Night and regular Club [Expo] were in-person, but both were outside, which made finding the clubs you wanted to join a little bit chaotic because it was dark and the tables seemed to be scattered every which way.”

“But this year’s Club [Expo] was how I always imagined Club [Expo] at Exeter to be,” Rubin continued, “with all the club tables, shouting students, and excitement!”

Bentley added, comparing last year’s outdoor setting to this year’s indoor Club Expo. “It’s much more difficult to have sound travel outdoors,” Bentley said. “Also, your table’s location can influence how successful [your club is] because the people on the outskirts tables are not in the mix of things as much. The

Exeter Mock Trial Places Third, Fourth at Yale

By ETHANDING, JOO-
NYOUNG HEO, LUCY
PREVIN, and FORREST
ZENG

Exeter Mock Trial Association sent two teams to compete at the Bulldog Invitational at Yale last month. Placing third and fourth overall, it was their best performance in over five years.

The Bulldog Invitational is an annual event that Exeter’s Mock Trial teams attend. This year, the tournament was held on Sept. 24 and 25. Alongside their placements, four individual members of the team won awards. Outstanding Witness went to upper Charles Potjer and senior Priya Nwakanma, and Outstanding Attorney went to upper Selim Kim and senior Angela Zhang.

The tournament was well-organized. “The Invitational had four trials in total,” Potjer said. “It was sort of a power match, where the good teams were matched with good teams and the teams that placed lower went against other teams of similar rank.”

“We were all Pokémon characters,” upper Valentina Zhang added. “My team was the Minun. Once we knew our Pokémon, we were matched accordingly with other Pokémon. There was no finals round because we were just ranked on ballots. There were two judges for each round and if you won by points for that judge, you won their ballot.”

Over the summer, returning members met online in preparation for the tournament. “There’s a big time commitment and dedication that you have to make in preparation. You’re given a case that’s many pages and you have to go through all of it,” upper Jenna Wang said.

Other members had similar experiences. “We had Zoom meetings every weekend during the summer and wrote our material,” lower Angelina Gong said. “Once we got back on campus, we got together and ran everything. I remember a lot of late nights. We’d get food at Elm and just grind on work—mostly just writing and memorizing material and running through what we have down.”

The tournament was an excellent opportunity for returning members to try their



The Mock Trial team celebrates big wins at Yale University.

Courtesy of William Park '22

hand at student leadership on a higher level. “Applications for leadership were in the beginning of summer,” Potjer said. “The idea behind leadership is that it’s not the coheads running it, but rather that it gives the opportunity for younger students in the club to gain leadership experience.”

Members of the board elaborated. “We try to make it so that the next generation of mock-trialers have an opportunity to lead a team. The coheads take a step back from leading, and other members lead meetings throughout the summer. They are the ones who are ultimately responsible for the team,” senior Tucker Gibbs added.

When the time did come, the transportation to the tournament was a unique event for many participants. “We had very nice drivers and it was a good experience. There was carpool karaoke and people just talking. We’re a big community,” Wang said. “I’m not in the same dorm as most of the people on the team, so I don’t really get to experience that sort of feeling with them. It was nice to be able to relax and have fun together.”

For many returning members, the Bulldog Invitational was the first in-person tournament at Exeter. “There was so much camaraderie at Yale,” Potjer said. “Getting to cheer on the other team was great. The in-person experience is

really unique, and there’s a lot to it that’s lost on Zoom.”

“We had a lot to learn in terms of memorizing,” senior Ina Mason said. “We didn’t need to memorize our statements during on-line competitions, so this was a new experience for us. It was a learning curve, but we made it work.”

Other team members agreed. “It was a very important experience for all of us,” Zhang said. “We could sense it was very different from Zoom Mock Trial. There was a lot more energy. It was a good deal of anxiety as well, but also a lot more fun because you could really interact with the judges and the witnesses.”

“It felt like a family—we worked together, traveled together, lived together—it was just a blast, honestly,” Gong said. “It was a great experience for team bonding.”

“This off-campus Mock Trial tournament gave many people their first in-person trial. It’s crucial to get that sort of experience,” said Gibbs. “So while everyone was really tired on the way back, I think we all recognized it was very much worth it to participate.”

“You’re really close with the people on your team. You spend so much time with them and it’s just really amazing to see that all come to fruition,” Mason said.

Alumnus William Park ‘22, a former cohead of

Mock Trial, was also present at the tournament. “It wasn’t a planned trip, but it was just a two-hour train ride from Columbia,” Park said. “And it was incredible to see my team again in their element. I really think the discipline and rigor of Exeter Mock Trial shines through in person—the nuances of our training are often lost online. It reminded me so much of the community I had at Exeter.”

The tournament did have its hiccups, including a controversy that may have affected the placements. “Basically, the first-place team made up a piece of evidence they put in their opening statement, and then in two witness statements such that it diverted from their affidavits,” senior Sav Bartkovich said. “That was a rule violation.”

“Usually you fix that in trial with an impeachment, just cross-examining the witness and showing them what they said wrong. Then the judges take notice of that and they mark the person down,” said Gibbs. “But we didn’t catch it in time, so when we brought it to the tournament director, they agreed it was unfair extrapolation, but said it wasn’t extreme or egregious enough to take any disciplinary action against the team. So unfortunately, we did lose that last trial by only a couple of points.”

Other than the controversy, the team worked around the logistical chal-

lenges. “Sure, we stayed in a two-star hotel and it wasn’t quite the best lodging experience, but we got the most out of it,” Zhang said. “We did a scary emo photoshoot, for example, and that was fun. And I really enjoyed the bus rides. It’s those moments that build team spirit and get you closer with the others on your team.”

The tournament was a valuable learning experience for future competitions as well. “The Invitational showed me the things that I’m good at and the things that I can improve on,” Nwakanma said. “Now that I know those things, I feel like we could all go farther if we took those lessons to heart.”

“I think one of my favorite moments was getting comments from the judges,” senior Alysha Lai said. “Sometimes they would call you out and tell you what you did right. They would be like, ‘what you just did was amazing.’”

The team has high expectations for the year ahead. “I’m looking forward to working with everyone, new and old,” Wang said. “They’re all great people, and the memories you make along the way are something special.”

“We have an invitational tournament coming up, then states and nationals. We also have tryouts coming up, so newcomers will be able to participate in

those as well,” Gong said.

“I’m just so excited about this club,” Bartkovich said. “There’s a lot of talent. You heard it here first—we’re going to win nationals. At the Yale tournament, we didn’t even have incredibly stacked teams and we had an incredible performance. There were times in the past when we didn’t even get a placement. These teams were thrown together, and that says a lot. I’m so excited to see where the teams are going this year. I guarantee it, they’re going far.”

“I love Mock Trial because of the great team dynamic you create. Our team did a lot of fun preparation, we would get dinner together, and sing with each other. So, it’s not all about winning, it’s also about just being a part of a fun team that makes you want to win,” said Lai. “I really hope that in the future, teams also have a fun ride to the competition, and sing karaoke on the way back because it’s about the whole experience with the team. If you’re sad the whole time, it’s not fun.”

“I wasn’t planning on continuing Mock Trial at Columbia,” Park said, “but it was talking with my friends at Exeter that convinced me to join. It reminded me of how great that community was, and it made me want to do it all over again. Mock is unlike anything I’ve been a part of. I’m so glad that I experienced it at Exeter.”

Faculty of the Week: Diana Davis



Math Instructor Diana Davis stands before Lamont Gallery.

By IZYAAN BURNEY, ROX PARK, LIANNAYANG, and CHENGYUE ZHANG

Donning one of her flannel shirts with a red Exeter zip-up sweatshirt on top, Math Instructor Diana Davis enjoys breakfast with her wife before walking across Tan Lane to her classroom, the place where she first fell in love with the Academy.

Walking into her room for the first time and hearing the conversation sparked amongst her students, one thing is apparent: Davis was born to teach. Teaching math, as Davis described, is “the communication of different ideas to cultivate a situation to allow for something to...happen in [a student’s] mind...for them to learn math.” From the books she has published, to the math research she has conducted, and the many students she has taught and inspired, Davis is an asset to the Exeter community.

Davis is an Exeter alumna, having graduated as a four-year senior in 2003. Chair of the Math Department Gwyneth Coogan reminisced that “Davis was a senior the year that I arrived at Exeter to teach. I met her then, and then again when she came back as a Summer School Teacher and regular session intern in between college and graduate school.” After finishing her studies at Exeter, Davis

earned her undergraduate degree from Williams College, before going on to Brown University for her M.S. and Ph.D.

Specifically, Davis possesses a deep affection for Harkness math—she’s even collected data and written a research paper comparing Harkness math to lecture math. Before teaching at Exeter, Davis worked at Williams University and Swarthmore College and tried to introduce problem-based, discussion-based math class there. “There was some pushback. I had to convince the students to buy into [Harkness Math], and the other professors were also constantly skeptical,” Davis said.

Math Instructor Dale Braille commented on Davis’s special relationship with math through Harkness. “Davis is the only person in the math department that learned math through our math method,” Braille said. “She comes to us with not only having done this way of learning math, but with a love of it, and a commitment to it. The rest of us enjoy teaching it that way, but have no clue what it would’ve been like to be a student in that program, and with Davis, she knows exactly what it was like cause she was a student here, and that just gives a nice perspective in the department.”

As a teacher, Davis always makes learning math interactive and fun. “It’s not always easy to learn a

new piece of math, so I have done a lot with mathematical illustration,” she said.

Upper Daria Ivanova shared an anecdote that happened in Davis’s class last year. “In her multivariable calculus class, Davis brought bagels from D-Hall into class,” Ivanova said. “There’s this very interesting way to cut a bagel with one cut that it separates into two interlocking rings. It’s really hard to execute. She told us how to do it. Unfortunately, most of the bagels broke apart, but a couple might have survived.”

Described by Design Lab Coordinator Nico Gallo as “a power user of the design lab,” Davis also collaborated with Mr. Gallo on a hands-on project for students in one of her classes to learn math interactively by using the three dimensional printers.

“In my opinion [Davis] definitely embodies Harkness,” Gallo said. “I sat in on one of her classes. I like that she’s not afraid to show her excitement about the subject matter. I think that’s really important. She’s really inspiring to me in that way. I want to be a teacher like her.”

Davis’s unapologetic passion for math inspires her students as well. “Davis is really playful about math, almost childlike,” upper Charlie Scales said. “It sounds like an insult, but it’s not.

She’s just really exuberant and joyful... I have learned from her the love of math that I didn’t know I had.”

“I wish I had Davis from my math classes when I was in high school. I just dig her vibe,” Gallo continued. “There’s a certain kind of quiet reservedness that I see in some really, really smart people that don’t want to give too much away. I like that she leaves space for students to figure things out themselves, but then when she comes in to lay down some knowledge, she’s got a really beautiful way of describing things. And it just clicks.”

Davis’s classroom has a large collection of math toys. “There’s fun things everywhere... Her classroom is just a ton of super cool math toys packed into a very small area,” Ivanova said. “This year she made a tiny ‘Math Museum’ in an alcove in the wall where she has a lizard tiling, an angle trisector, and a drawing by M.C. Escher.”

“Davis has boundless energy. I honestly do not know how she accomplishes all she does in a day. And any time I have a project that I need help with, like coming up with a scoring system for an all cross country meet we had in the early stages of the pandemic or needing to fit furniture into an oddly shaped room, I know that I can call Davis. She will help me find a solu-

Owen Dudley/The Exonian

tion and have fun searching for it,” Coogan reflected.

As the head coach of the Cross Country team, Davis brings her spirited presence to every practice. “Davis came into this season very prepared to foster a supportive, fun environment, balancing helping us run our fastest to preventing and recovering from injuries,” captain and senior Tristen Crotty said. “She pushes us as a team but in a way that is positive and brings us closer together. I know my mindset around competition has shifted away from self-deprecation and towards encouraging and believing in myself, in large part because of Davis’s attitude at practice.”

Ivanova agreed on Davis’s commitment to build a healthy, welcoming environment within the team. “She always, or most of the time, runs with us, and not many coaches do that. I got to run alongside her. You feel a closer connection to her because she is participating in the sport with you,” Ivanova explained.

Davis also builds meaningful relationships with students as the dorm head of Gould house, where she plans a variety of activities, such as donut-frying or Sunday story night with cookies and milk. “I can see how she put so much effort into making us feel welcome and included within the dorm,” Bailey Cooper ’22, recollected. “[The

dorm activities she hosts] really helped me find a place within the school community outside of my classes.”

“One time she shared this old family donut recipe with the dorm, and we just cooked it in her apartment in the morning and ate donuts for breakfast,” senior Alysha Lai said. “She also put pictures of us on the walls to make it more like a home, like family pictures almost.”

Being able to live in a close-knit community is one of the reasons she came to teach at Exeter. “I wanted a place where I could teach discussion-based classes, where the kids do most of the work and live in the community, and where I could eat meals with people,” Davis explained.

Davis especially enjoys how living on campus allows her to spend time with her family. “One of the big joys of working here is that I get to have lunch with my colleagues and also my wife. My wife, Ms. Angelopolis, works from home and lives right in Gould House, so we can see each other throughout the day, which is just really wonderful and not something everybody gets to do,” Davis said.

Davis makes herself available for students whether for math help or random conversations. “She is able to empathize in a way that a lot of other teachers can’t, especially dealing with issues that I’ve had with this system or the institution of Exeter. I think Davis was able to explain why this, why the institution works, the way it works and how it works,” Cooper reflected.

“She is amazing at helping me with math. She’s a very reliable resource,” prep Anna Keeling, a resident of Gould House added.

With her determination, kindness, and enthusiasm, Davis has inspired many students on campus. “She is one of the most energetic, passionate people I’ve met. As I’ve spent time with her she’s become a really strong role model for me, especially as a female runner and leader.” Crotty said.

As Coogan said, “Davis is a thousand percent committed to doing the best job she can do and being the best educator of teenagers she can be.”

Club Expo Cont.

indoor setting made every club have an almost equal platform. I definitely think indoors was my preference overall.”

Student Center and Transportation Coordinator Daisy Jobarteh, who helped organize Club Expo’s set-up, spoke a little more on Club Expo’s location changes. “We used to have it in Grainger. Then we found that there were just too many clubs and it was very tight. The next place we had it was in the rink. That space wasn’t bad,” Jobarteh shared.

“[Because of COVID], last year we had it outside. It was horrible, only because it was under the tents. I felt like the students probably felt like they were really cramped,” Jobarteh continued. “I think space is a huge thing. So this time around, having it in the gym, I thought that was the best place. I don’t know if we’ll always be able to have it there, but that was great.”

Some returning students and co-heads, however, found last year’s outdoor setting to be charming. “There were parts like that I liked about both [settings],” Subkhanberdina said. “I think something about the night outside—there was a certain charm to that, and it felt very lively. Under the fluorescent lights in the gym, the mood was a little different. It was nice that at least all the clubs were in the same

general zone compared to last year. But I do miss the atmosphere of last year a little bit.”

To senior Val Whitten, this year’s Club Expo was nostalgic. “It reminded me of the [Club Expo] from prep year where everyone was super high energy, and we were all exploring the resources at Exeter,” Whitten said. “Only it’s different for me now because I’m on the other end of the table, running booths for the Exeter Business Club and The Exonian’s Business Board, getting to meet prospective [members], and introducing them to the clubs that I love on campus.”

New students also shared feedback for Club Expo. “Maybe [next time have] a map for Club Expo, just because it was sometimes really confusing, and I spent a while trying to find some of the clubs,” Pickett said.

Tran agreed. “The layout was really cool. I got kind of lost, though, looking for clubs. But the whole setting was very vibrant.”

“Having all the clubs there made it a little hard to find things or find friends if you got separated,” Reed added.

Jobarteh explained a logistical issue they faced during planning. “Because the gym was being used by others the night before, I wasn’t able to go in and visually plan the lay-

out of the clubs.” Jobarteh said. “So [next year, I’d like to] have more time with the space and better plan the layout of the clubs. This would also prevent last minute changes. We respect all the spaces we use for events, and trash can be a problem, so next year we should have more garbage cans.”

Some students offered ideas to mitigate the crowdedness. “[Club Expo] could have been held at different times or across the span of a few days so that it wouldn’t get as crowded,” Laufer said. “I think that drove a lot of people away because of how many people were there.”

Subkhanberdina suggested more chairs to be added next year for club heads manning booths for the entire two hours. “I got a little tired standing up,” Subkhanberdina said.

Other students commented on the methods some club heads use to attract new members. “I think it’s not very genuine when it comes down to trying to get members that will actually commit [to clubs] because there were so many clubs that would really coerce you [to sign up],” Waritu said. “I feel like that’s probably an informal tradition or something that just happens every year, but it’s kind of useless.”

“Sometimes we feel kind of pressured to sign up for clubs because of the way [club



Robotics Club shows off their work at Club Expo.

Joy Chi/The Exonian

heads] were shoving candy in your face and throwing their phone in your face. But it was kind of funny,” Tran added.

“I was definitely being persuaded into joining a lot of clubs that I probably would not have joined otherwise,” new upper Molly Lankler said in agreement.

“But the environment was really cool. There was a lot of excitement around the clubs, and everyone was very passionate, so I felt really welcomed into the community.”

Despite some hiccups, most students described their experiences at Club Expo and ESSO Interest Night as very

positive. “I feel like I met so many more people and really got to be a part of Exeter,” Pickett said. “Joining a club is something you actually choose to do. I thought it really made me feel like a part of the community on more than just a basic level.”

A Conversation With Martín Espada

By ANDREW YUAN '24

Martín Espada is an award-winning poet, essayist, editor, attorney, and activist committed to social justice and uplifting marginalized immigrant communities. His latest poetry collection, Floaters, won the 2021 National Book Award for Poetry. Espada spoke to the student body during Assembly on Sept. 30th and hosted a luncheon with community members on the same day. The following interview was conducted by staff writer Andrew Yuan.

Q: Growing up in an activist family, you want to narrate the struggle of immigrants and Americans in America. Why did you choose poetry as the medium? Why not prose, journalism or becoming an organizer?

A: Well, the standard answer is that poetry chose me. There's a certain mystery around that. As you say, I grew up in an activist household. My father, in fact, combined advocacy and art since he was both a community organizer and a documentary photographer who photographed that very same community. I grew up thinking that this was the way you did it. I thought this is how everybody grew up. If I could have been a photographer, I would've been a photographer. I never had the capacity to handle the technical aspect of photography, but I learned a great deal from my father as an advocate but also as an artist. It's not a coincidence perhaps that a political protégé of my father's by the name of Luis Gaden Acosta visited our home one day and handed me an anthology. With the anthology he spoke the words "you are going to be a poet."

Now, he knew I had made attempts and then given it up. In fact, by that point, I had dropped out of college and was well on my way to becoming a professional dishwasher. So he spoke the words with some gravity and I sneered at him, thinking "how can you predict my future?" But then I looked at the book called *Latin American Revolutionary Poetry: A Bilingual Anthology for Monthly Review Press*. It was edited by another New York Puerto Rican by the name of Robert Márquez.

When I opened that book, I first saw a poem called "Puerto Rican Obituary" by the New York Puerto Rican poet Pedro Pietri about a world I knew. Then, I turned to a poem called "Zero Hour" by the great poet-priest of Nicaragua, Ernesto Cardenal, about the dictatorship in that country, the resistance to it, and the revolution that arose against it. I turned to the works of Nicolás Guillén, the Afro-Cuban poet.

It was as if this whole world had opened up to me. I realized I was not alone. I was part of a great tradition and a diaspora within that tradition. I was writing in English, but I was writing about the very same subjects from the very same point of view. My primary concern was justice, and I could see that in Guillén, or Cardenal, or Pietri. I saw that you could do that in a poem. This was revelatory. I started writing again and never looked

back. I was able to synthesize my father's influence with the influence of the poets, and here we are.

Q: Thank you. During your luncheon and in your poem, "Letter to My Father," you spoke of the inspiration of your father, Frank Espada. In what other ways are you honoring your father through poetry?

A: "Letter to My Father" is one of my many poems either written about him or addressed to him. In my previous book called *Viva's to Those Who Have Failed*, there is a cycle of 10 poems about him because he had just died in 2014. I wrote poems to him or about him. I wrote poems about the grieving process. I wrote poems about myself and my mother. It was less an attempt to console myself and more an attempt to console others. In any case, I was writing about him again. He has been an enormously important figure in my life. He is also a very important figure in the history of the Puerto Rican community in the United States.

Not surprisingly, he's being slowly forgotten. This is the course of history. I also write about him because I want to preserve that memory. His photographs do that, too. They are collected in extraordinary places, included in the collections of the Smithsonian Museum of American History, the Smithsonian Museum of American Art, the National Portrait Gallery, the Library of Congress, and the Duke Center for Documentary Studies. But I don't know that they're on display, and in most museums, they squirrel away most of what they have. So it comes back full circle to me. I write about him as a hero, but he was also my father. Now as I mature, I am able to look at him and all of his dimensions, to address his flaws as well as his heroic deeds, which make him more real and more human.

Q: Thank you. In poetry, you use symbolism extensively, "Galapagos tortoises," "the massacre of fireflies," and "40-watt squints," to name a few. Where do you draw inspirations for your prolific symbolism?

A: My work, to begin with, is grounded in the image. Of course, when we speak of the image in poetry, we're not speaking solely of the visual sense, but of all five senses. In order to ground my work in all five senses, I rely upon certain devices. Those devices prominently include metaphor and simile as forms of comparison. I compare the like to the unlike, the familiar to the unfamiliar. I try, therefore, to render vivid the portrait or landscape I may be painting with those words. When you cite language, that's what you're citing.

Where does it come from? Sometimes it comes from my imagination. Sometimes it comes from the world around me. Sometimes it comes from the world I'm describing. When I write a narrative poem, when I'm telling a story, there's a world that surrounds the story. Therefore, I call upon images, metaphors and similes that would be endemic, growing natu-

rally out of those landscapes. Sometimes, I create a metaphor or a simile that is jolting precisely because they have nothing in common with what I'm saying in my narrative. They come from everywhere. A poet is like a bird feathering a nest. You take the language, images, and metaphors wherever you may find them.

Q: Thank you. In your poem, "Floaters," you wrote that "El Salvador is Spanish for Vietnam." In what ways do you see similarities and contrast between American interventionism in Vietnam and in Latin America?

A: "El Salvador is Spanish for Vietnam" was a slogan that arose in response to US intervention in Central America back in the 1980s. I went to University of Wisconsin-Madison. I was there in Madison from 1977 to 1982. That coincided squarely with US intervention in Central America, and especially in El Salvador, at that time. For us, Vietnam was a very fresh memory: the war, but also the resistance to it. The anti-war movement was fresh in our minds. In fact, many of the people at the core of the anti-war movement in the early eighties were themselves experienced in the anti-war movement of the 1960s and 1970s. We called upon them for their expertise and their leadership.

Among them, by the way, were Vietnam War veterans who provided a great deal of moral authority to whatever they did politically. As a result, that slogan rose very directly as a response to what was happening, and the will of millions of people in this country not to see another war in Vietnam take place, not to see more bombs being dropped, and millions of people ultimately being killed. Because that's what happened in Vietnam. We don't talk about that very much. The way it ended up was that President Reagan devised the strategy of waging proxy wars. While US troops did not go in and bombs were not dropped, the Reagan administration, at one point, was funding the Salvadoran military to the tune of more than a million dollars a day—a country the size of Massachusetts.

Ultimately, 70,000 people died in that country. That's what we were protesting. That's why we were using that language to protest. We wanted to draw a direct line and say, "no more Vietnams." We weren't naive enough to suppose that just because you weren't sending in troops, just because you weren't dropping bombs, that you weren't acting as an imperial power, that you weren't subsidizing the murder of other human beings. That's what eventually happened in spite of our best efforts. You can argue that the anti-war movement of the time might have prevented something even worse from happening. But we'll really never know.

There is another connection with the United States' so-called sphere of influence in Latin America. Ronald Reagan said: "El Salvador is closer to Texas than Texas is to Massachusetts". This reflects the mentality that Central America is our "backyard." This was the

kind of rhetoric coming from the right wing. Anti-communism rhetoric was still very strong at that time. We were still fighting the Cold War that we inherited from the 1950s.

All that added up to the slogan: "El Salvador is Spanish for Vietnam." We wanted to make clear with that slogan, which did appear on quite a few bumper stickers, that we got it. We understood, we saw the connections, and we wanted to make it stop.

Q: At the same time, I think that there are people nowadays who remember Vietnam but not what had happened in Central America during the late 1980s. I don't know if you can call that double standard or people turning a blind eye to the United States' proxy wars simply because they were not sending in troops or bombing mass populations themselves.

A: It's a form of amnesia. What is striking to me is how distant we have become from that history. I have friends who served in Vietnam, who were in the military, who turned against the war, and who are still active, writing and speaking out against war. But almost no one listens to them. When I think of them, I think of Cassandra, the mythical figure. I call them Cassandra poets because people don't listen to them.

Q: And they were right. They predicted everything, they predicted the next war...

A: They did. If you listen to them, they predicted what they saw coming and what they still see coming. But that generation is turning eighty years old, and in another ten years, maybe they won't be here anymore. So yes, you're absolutely right that the resistance to the proxy wars of Central America is now seen as a footnote. I can certainly invoke it in a poem, and I can invoke it in a poem about two Salvadoran migrants who drowned crossing the Rio Grande in "Floaters." It's U.S. foreign policy in Central America that destroyed the infrastructure of Central America, that destroyed the economies of Central America, that led to the migration from Central America we see today, crossing the border. It's not a coincidence.

Q: Their policy right now is nonetheless still inconsiderate. It doesn't have a purpose. It doesn't contain any humanitarian concern for Central America or for their past deeds.

A: No. Migration is now seen as a political football. It's a political problem, but not a human problem, not a humanitarian problem, not a human rights problem. It's purely political. With the midterms coming up, the Democrats want to retain control of power, so they've identified this as an issue they would like to avoid. Therefore, the measures that the Democrats take around immigration and the border are half hearted and sometimes empty headed. Meanwhile, the right wing continues to demonize immigrants. You're familiar with DeSantis and the now notorious relocation flight of migrants to Mar-

tha's Vineyard. This was a heartless political theater. The people of Martha's Vineyard crossed him up by actually receiving the migrants with some compassion and understanding. This is going to happen again, between Texas governor Abbott and Florida governor Desantis. This is cruel political theater in which they take sadistic pleasure, and it works for their base. We'll see it again and we'll prove them wrong again.

Q: Going off on this current political discourse, your book *Zapata's Disciple* has been banned in parts of Arizona and Texas as a part of the Mexican American Studies program. What do you feel is the future of literary activism or poetry in general in America where freedom of speech and press are becoming more limited over time?

A: Well, I can answer that in two parts. The first part is just to clarify my own history as a banned poet. The book *Zapata's Disciple* was originally published by South End Press. It has since been republished by Northwestern University Press with a new introduction from me explaining the history of the book and the book banning more generally in Arizona. The Mexican American Studies Program in Tucson was enormously successful, academically and culturally. That program was targeted by the state of Arizona. What the state did was to enact a law for that purpose. The law was couched in neutral-sounding language, but the law would wipe out the Mexican American Studies program in Tucson.

The curriculum contained a number of books by the likes of James Baldwin, Henry David Thoreau, and Howard Zinn, not to mention the Dominican writer Julia Alvarez and a number of important Mexican American authors like Sandra Cisneros. It was a list I was proud to join, but the authorities were brutal about the confiscation of the books. They came into the classrooms, boxed them up right in front of the teachers and the students. I even heard that there was a Mayan calendar taken off the wall.

This eventually turned into a legal battle that dragged out for a while. Finally, a ruling came back stating it was indeed unconstitutional for the state to target this one particular program, which was, despite the denials, the intent of passing this law. By then, they had managed to scatter the curriculum, the students and the faculty. I don't know where things stand in Tucson with respect to Mexican American studies now.

But the lesson was that censorship works. We don't like to acknowledge that because we live in a country where the principle of free speech is embraced across the political spectrum. It's embodied in our Bill of Rights. Yet, in practice, censorship works. It works because most of the time we don't know what's happening. What sets apart the current wave of censorship in this country is its openness. Most of the time we never see the curtain lifted to reveal the corroded machinery of censorship

beneath it. We don't hear about it. Instead it's done discreetly, quietly. Now, however, the right wing, in particular, sees an opportunity again to consolidate power by banning certain books. What we can do is to push back against them, to make sure that we buy the books, to make sure that we host events where we read from the books. The only way we can combat censorship in Texas or Arizona is by making sure that we, on the other end of the country, resist by embracing those very same books and authors.

In my case, my work was included on what I considered to be a very distinguished list. Ultimately, however, the publisher of the book, South End Press, went out of existence. The book went out of print and disappeared. An enterprising young editor at Northwestern University Press by the name of Gianna Mosser saw what was going on who offered to reprint the book with a new introduction. That's why the book is still in print.

We had to be creative when we were resisting censorship. If you are a student, read, read, read the books, and organize readings. If you are a teacher, the opportunity is even greater because you can put those books on your curriculum. You can even engage in exercises that demonstrate how censorship works.

For example, there was a high school teacher in Washington DC who conducted an exercise with her students. She passed out some poems I wrote to the students, and they wrote response papers to the poems. Right on cue, a white man in a suit burst into the room who represented some vague kind of authority. He asked the teacher "Didn't you get the email? Haven't you heard that this poet is on the list of banned authors?" Then she would announce to her students that they had no choice but to pass the papers and the poems to the front of the room.

She would collect them all and turn them over to this man in the suit. The range of responses was really striking. Some of the students complied, some of them vocally resisted, and some of them simply hid the papers and the poems away. At the end, after this white man in the suit departed, the teacher explained that this was just an exercise. I was not banned in that classroom, but I was banned in Arizona. She then asked them, "What are we going to do about that?" Her classes then collectively decided to write a letter of protest to *The Washington Post*, which had not yet covered the story. That's a brilliant way of resisting censorship. It has to be something where you roll up your sleeves and do some work. It's not just a matter of saying, "We are against that, that this is not right." We have to go beyond that. We have to be more creative than they are.

Q: Shifting a little to your choices in poetry: The fourth section of *Floaters* is named "Morir Soñando." You interweave the historical social injustice and personal accounts of loss. My question when I read through this section is why? Why did you

A Conversation With Martín Espada Cont'd

choose to blend these two sections together?

A: To me, there's very little separation between the two. I understand that we make a distinction between the personal and the political. If anything, that last section of the book makes the argument that to be Puerto Rican is a political condition in this country. Therefore, even a personal poem has political implications. There's a spectrum: some of these poems are more intimate and personal, some are more politically charged. But I find that they all fall somewhere along the same spectrum.

You mentioned "Morir Soñando" being the title of the section. It's a good example of what I mean. If you look at the back of the book, it would tell you that "Morir Soñando" literally means "to die dreaming" and it would also tell you the identity of the subject: Luis Garden Acosta, who I mentioned earlier in our conversation. He was a brilliant Puerto Rican and Dominican organizer. He co-founded a community center called El Puente, or The Bridge, in the Williamsburg section of Brooklyn, a neighborhood that needed the services that this multi-service community center would offer. That was the way he dedicated himself, heart and his soul, to that community.

My first visit to El Puente was when it was still an abandoned, hollowed-out church. My friend Luis saw it and envisioned it to be the community center it would become. I couldn't see it at the time. I was too young. I was going to law school. I was grounded in a different kind of thinking. I was not allowing the visionary in myself to emerge. The poem is an elegy because he had just died when I wrote it. The poem is very personal in that sense, and also personal in a sense that he's teaching me a lesson about community, about visions of justice, about believing in your dream in this particular case. Finally, when we go off to drink this delicious concoction called "Morir Soñando" at the end of the poem, I start to see what he's trying to say.

In the last stanza, that phrase repeats itself: "Morir Soñando". When I read that poem, which was too long to read at the Assembly, I actually sing that phrase out because that's how it feels to me: "Morir Soñando." This is a good example of what I mean: this is a very personal poem and a very political poem at the same time because my experience with Luis was both very personal and very political. It was quite natural to tell the story that way.

Q: In the same poem, you said that Luis died dreaming of "poets who stank of weed" and the mike he had "electrified for them." Do you wish to "morir soñando?" In what ways are you electrifying the mike for the generation of overlooked poets?

A: Well, that's a question that could better be answered by them than by me. I can only speak to what people say to me. You spoke to me at the beginning of our conversation about what my

reading meant to you; in that sense, you could answer that question better than I could. I really hope that I'm electrifying the mike for the next generation. I write the best poems I can and then perform them the best way I can. I do make a point of speaking to the next generation. That includes everything from Exeter, where you saw me, to a recent visit I made to The Care Center in Holyoke, Massachusetts, which is an educational program for adolescent mothers who have dropped out of the school system.

I visit and do a reading there every year. They are all writing poems and they put out an annual anthology called *Nautilus*. So I want to electrify the mike for young people at Exeter, but also I want to expand that spectrum with The Care Center. I do whatever I can. There was a time when I was more active doing other things as well. I've always worked as an editor, for example. It's important work. It's also extremely labor intensive. Nowadays, permissions to publish previously published work are very expensive. It makes the creation of anthologies, which I enjoyed doing, a much more difficult thing to do. So I try to pass the torch in other ways.

Q: Thank you for your empowerment. In your poem "The Spotlight at the Corner Where Somebody Had to Die," you described the reluctance of officials to put a spotlight until "somebody has to die." This poem reminded me of the death of George Floyd, Breonna Taylor, and Ahmaud Arbery. They are a few of the countless Black victims of police brutality. In actions of social injustice such as eviction where death is not the last straw, how do you see changes going forward?

A: I think changes have to begin at the grassroots. They have to begin locally, they have to begin with people organizing themselves, speaking for themselves, and finding their alliances wherever they can. Change, of course, is not linear. We can't measure it as a straight line of progress. I wish we could but change zig and zags, up and down. We win some ground, we lose it back again, then we have to win it all over. The cycle of history proves this again and again. We have to believe in our impact on that cycle of history, no matter how close or distant we are from the struggle.

Herbert Hill, a professor of mine at University of Wisconsin-Madison and former National Labor Director of the NAACP, used to say that "ideas have consequences." He meant that, even though you can't measure your impact on the world, you can't label it or box it, you have to persist. It's especially true if you're a poet. You have to have faith in your ideas going out into the world, becoming part of the atmosphere that we all breathe in.

Sometimes you can see the tangible results of those ideas when someone comes to you and says, "because you wrote that poem, I went ahead and did this." That happened to me very tangibly. At other times, you

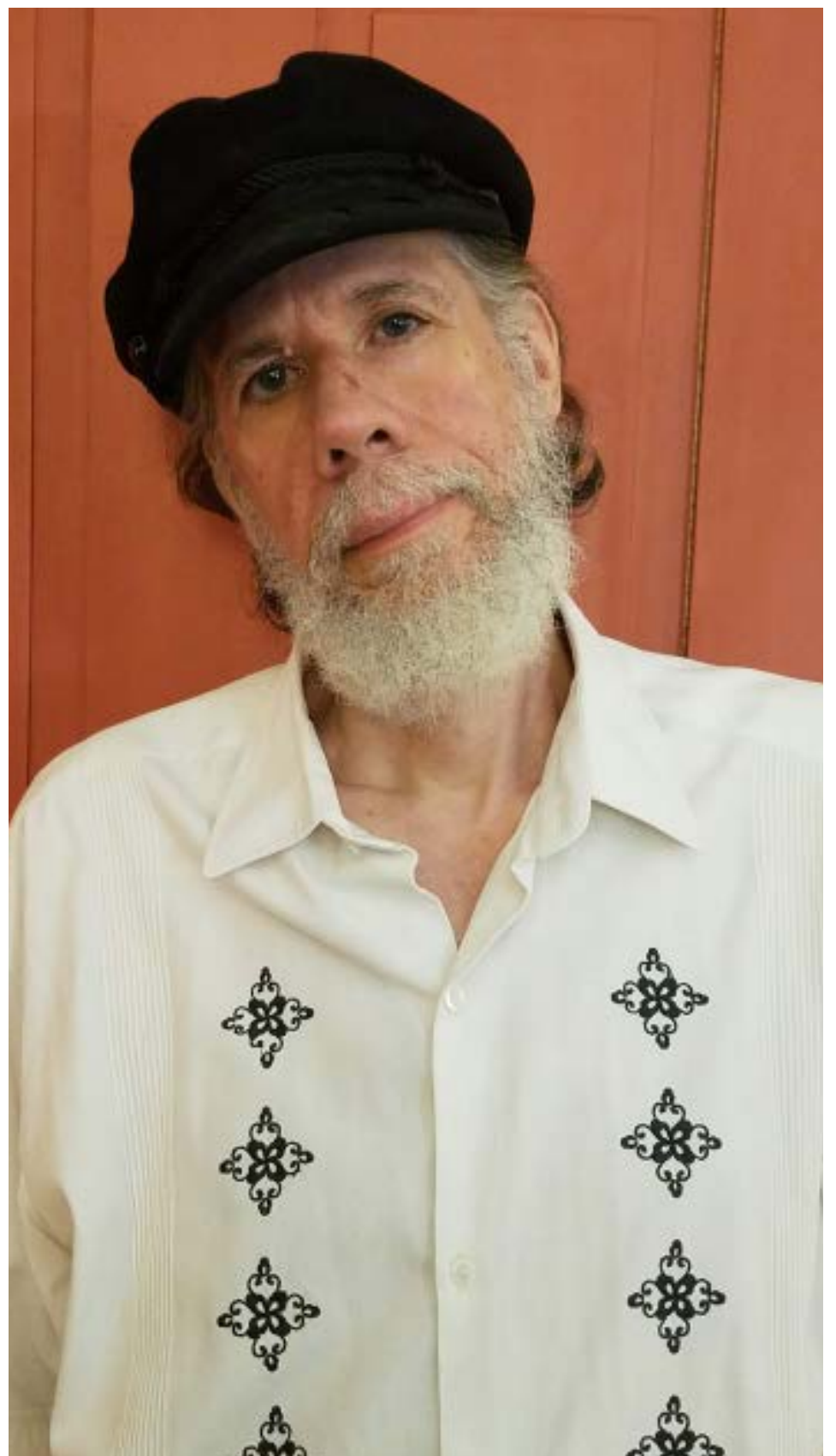
have no way of knowing. It matters a great deal to me that people respond in the moment and that they respond emotionally. When I visited Exeter, there were people who informed me that they cried. Some of them were embarrassed to tell me that. I said "No, no, tears are like gold coins to a poet." That's the level where we have to engage in order to change the world. First, we had to begin with tears.

Q: You center your poem "I Now Pronounce You Dead" on the execution of Nicola Sacco and Bartolomeo Vanzetti. That trial was heavily influenced by anti-Italian and anti-immigrant sentiments. In the same poem, you describe Charlestown prison as being replaced by a community college full of Dominicans, Cape Verdeans, and Haitians. Italians were once the marginalized communities of European immigrants. Now their descendants are not much different from other white people. Do you think that there's a possibility that Latin Americans might one day be fully welcomed here?

A: We have to look to history to answer that question. For example, Mexican Americans have been part of this country's landscape since the mid-19th century. We can look and see the way Mexican Americans are still treated in the Southwest to see that there is still discrimination, that there is still poverty, and that there is still state violence. We can see it in terms of the attitudes towards those across the border if they're Mexican, or from Central American countries, or from other Latin American countries for that matter. We can see that Puerto Rico has been part of the US since the Spanish American war of 1898, when Puerto Rico was taken as a prize of war along with Cuba and the Philippines by the United States.

The Puerto Rican migration really began in earnest following the Second World War. But consider how much time has passed since then. My father came to this country in 1939. It's 2022. Look at where Puerto Ricans stand in this country now, in terms of discrimination, in terms of poverty, and in terms of state violence. I won't say that there hasn't been progress. The progress has been hard-won, and yet there's still quite some way to go. Is there a possibility that one day everyone in the society will be fully accepted? Well, that is the goal. It may be Utopian, maybe we will never get there, but we have to keep walking in that direction. We have to keep striving for a more just society, for everybody no matter who they are. Discrimination is not acceptable against anyone, in any form, for any reason. We should all call upon our innate sense of justice. We can trust that instinct.

Q: On the same note, Puerto Rico is a Commonwealth of the United States with virtually no voting representation, and has been offered little to no assistance from the United States during times of its crises. What is your hope for a future of Puerto



Rico: statehood, independence, or staying as a Commonwealth?

A: Independence. Independence is a prerequisite for self-government. It is a prerequisite for democracy. Every nation on earth deserves the right to self-government. Every people on earth deserves the right to self-government. There's no reason why the people who live on that island should be any different from anybody else. It is a disgrace that the United States still has a colony in the Caribbean. It's a disgrace that the condition of that colony we call Puerto Rico has not fundamentally changed in so many years. Yes, it is called a Commonwealth, which I see as a contradiction in terms. If anything, it has been the site of plunder. It was plundered by the sugar companies in the decades following the Spanish American War and now it's being plundered by predatory capitalists.

In any event, independence for such a nation would have to be an independence that comes gradually, but also an independence that recognizes the debt this country owes to that country. It's an independence that should be structured and subsidized so that economically it can work to stand that country back on its own feet and stop the drain of wealth that is taking place right now. And for that matter, it would require, again, a vision, a recognition that it is inherently unjust for one country to own another one, for any country to have what they call territories. That's what "commonwealth" means. The word itself comes from the British lexicon. That's my hope for the future. Whether we finally arrive is a matter of what happens next. You would've thought that Hurricane Maria in 2017 would have sparked this conversa-

tion here, but it didn't. I think that Puerto Ricans in this country will have to amass enough political power and allies to force the attention of the federal government on this issue at long last. That may take some time.

Q: Related to that, we talked earlier about how immigration has been this political football kicked around by both parties, and frankly, American politicians neglect Puerto Rico. They neglect Latin American immigrants. When you are writing your poems, do you hope that your words, accounts and emotions could be heard by policy makers, by the general American public to raise awareness?

A: I have more faith in the policymakers of the future than I do in the policy makers of the present. I think there are policy makers, especially in the left wing of the Democratic Party, who are doing whatever they can, but I have more faith in the policy makers of the future. My feeling is, if I visit Exeter and I read my poems there, and I answer questions there, I am speaking to the policy makers of the future, not only in the United States, but around the world. I am speaking to future political leaders, future economic leaders, future leaders in education, future leaders in healthcare, future leaders in government, future hell-raisers and activists like my father used to be. I believe that poetry can plant seeds.

I'm not the one who makes the tree grow. I can't water it. I won't even be around when the tree finally reaches its fullest height, but I can plant the seeds. That's what the poems do. That's why, among other things, I was so gratified by the warmth and the strength of the response I received

Courtesy of Martín Espada

at Exeter. I was really deeply, deeply gratified. It always feels good to get such a generous response. But to get such a generous response there, among people I know will make a difference in the future and among people I know will take the torch and carry it on, that's important to me.

Q: Thank you so much. There is hope in the future, and I believe that our generation does sympathize and empathize a lot more than previous generations might have done. I hope at least, in the future, that we might be able to make changes, that people might be able to listen, because if we don't, it's going to be too late, too little.

A: You're right. This is your world now. This is the world you will inherit, and I regret that my generation has not done a better job of guarding and safe keeping that world for you. You're right that the greatest hope for the future resides in the next generation. It is a more activist generation. It is a more compassionate generation. It is a more aware generation. Therefore, when I engage with you and I engage with that kind of audience, as I did at Exeter, it does give me hope and feeds into this cycle of energy. It enables me to go home and write the next poem.

Q: Thank you so much for taking the time to speak with me today. I hope that this conversation has inspired something in both of us. I know it certainly has inspired me. We look forward to your future poems.

A: Thank you.

Op-Ed

» TENNIS

Read Leo Zhang '25's tribute to Roger Federer's career and love of tennis, 10.

» SPEAK ABOUT IT

Read Lauren Lee '24's reflection on the prep and lower Speak About It event, 10.

» KPOP

Read as Sophia Lee '24 discusses how K-pop culture can cultivate misogyny, 11.

Exeter Schedule Disadvantages Athletes

By NHANPHAN '24

Note: a week or two ago, I talked to several student-athlete friends of mine and we entered into a conversation about how they couldn't make club/extracurricular meetings because of their training schedules. This prompted me to take a closer look at how the Exeter schedule significantly disadvantages athletes from other leadership/engagement opportunities.

Student-athletes at Exeter know that they would have to make trade-offs in other aspects of school if they were to be a part of a junior varsity/varsity sports team; this phenomenon is nothing new. However, the extent to which this phenomenon is happening reveals much about how student-athletes here at Exeter are being robbed of extracurricular engagements outside of their sports commitments. In this op-ed, I'll outline instances in which student-athletes have had to compromise their engagement opportunities for their sports commitments and the role that the Exeter schedule plays in exacerbating this phenomenon.

Preseason

At the start of this school year, many returning students arrived on campus a week early for one of three reasons: they were part of a fall sports team, they were student leaders (Student Council and The Exonian executive members, proctors, Community Conduct Committee members, and Student Listeners), or they were an orientation program leader for

the International Student Orientation or the Exeter Equitable Experience. Student-athletes who otherwise could have been orientation or student leaders were unable to participate in those activities due to their sports training conflicts. Though efforts have been made to minimize conflicts, the extent to which it was reduced was negligible, according to athletes I've talked to who attended pre-season training. For example, a student-athlete who has been qualified to be an orientation leader would have had to make the choice between training with their team or skipping out on virtually all training with their team during the pre-season period. They must also take into account, long term, whether skipping out on practice would jeopardize their performance in games during the season, as well as create negative impressions within the team. Community engagement versus athletic commitment: a student-athlete should not have to make that choice.

Extracurricular Engagement

The schedule for this fall term is incredibly rigid in its layout. Most team practices end at 6:05 p.m., and if a student-athlete is also involved in music, they only have 50 minutes to both eat dinner and prepare for their music ensemble appointment. Comparing the normal Exeter schedule to the club schedule, I found out that there virtually is no way for student-athletes to be able to participate in clubs. For weekdays, except

Wednesdays, the earliest club meeting slot begins at 6:00 p.m., five minutes before team practices are due to end. Even if it is moved slightly later, student-athletes would have little to no time to exit their practices, get dinner, and prepare to go to their clubs. Moreover, student-athletes, if they wish to be involved with their clubs, would have to pass out on team dinners and other special occasions which are both crucial to team-building as well as creating a bond within the sports team. On Wednesdays, clubs begin at 1:00 p.m., ten minutes after G-block ends. No one, let alone student-athletes, can grab lunch and make the quick turnaround. Student-athletes would not be able to join these clubs also because of team training commitments and preparation for Wednesday sports games. The clubs scheduled on Wednesday night (as well as Sunday, but I am not mentioning weekends in this article because of student-athletes' sports games on Saturday; it is also worth noting, though, that most teams have unofficial practices on Sundays) may offer them some opportunities to be engaged with their clubs; however, the scope of the clubs they are able to join is significantly reduced because of their schedules. If student-athletes wish to engage more with their clubs, their schedule would be packed with classes, sports training, music, and clubs with little to no breaks in between.

Moreover, student-athletes would also have to balance their aca-

demics, sports, as well as extracurriculars. Because of the rigidity of their schedules, student-athletes would also have little time to do their basic day-to-day homework. The Exeter schedule, because of its compactness, acts also as a massive disincentive to the student-athletes because they would have to prioritize time to finish up on their work over engaging with their clubs (which takes up time otherwise spent on either schooling, social time with friends and/or teammates, or family).

Pressure

It is vital that I acknowledge the pressure that student-athletes face on a daily basis. From the perspective of coaches, practice is an unmissable part of being a member on the team. Student-athletes who may have to miss practices to attend their clubs or community engagement opportunities, especially during preseason or Wednesday afternoons, may be disadvantaged compared to other members of their team. This stems from the fact that many student-athletes believe that whether they are chosen to play in matches depends on the frequency of which they attend their practice sessions. Coaches might not play athletes who did not attend as many practice sessions as others, which puts pressure on athletes to prioritize their sports engagement above all others if they ever want to compete. To student-athletes, there is little choice.

There is a mentality that many student-athletes have: devotion

to their sport and their team. If one has decided that they are going to be a student-athlete, they would be conscious of the tradeoffs that they might have to make. However, the choice between devoting 100% of their time outside classes for their sport versus spending some of that time to engage with different communities, finding out more about themselves and their identity, as well as having fun and learning new things, should not be the choice that they have to make.

Some potential solutions would be designated club hours that meet after music commitments (around 8:00 p.m.), or more clubs that are more flexible in their meeting times. This would also mean a new system of club room sign ups based around a time-slot basis. This would allow clubs to decide when they meet, as well as allow student-athletes a chance to have a say in when they can or cannot meet. The current room allocation process is based on a fixed schedule where student activities take the brunt of the scheduling for the over 150+ clubs on campus. By handing clubs more autonomy in their meeting times, club heads as well as their members can benefit. Another step forward would be the availability of more meeting rooms that are made available upon a sign-up basis. If the problem of clubs having flexible meeting times is the lack of available meeting spaces, then actively dedicating locations for club meetings can be a solution. Perhaps we can draw on the sign-up pro-

cess for the Music Building's practice rooms for inspiration.

Moreover, when looking at planning schedules for future terms, we need to take into account the flow of the day for student-athletes. After training, they are afforded one hour to have dinner as well as prepare for their music appointment. Can there be more times during the day when clubs can meet? For example, dedicated blocks for club meeting times could be a possible solution alongside the existing department and faculty meeting blocks. Either way, the main goal is for clubs to have a more pronounced influence in our schedule.

Student-athletes, like all others, deserve a chance to explore their interests outside of sports. They might be interested in engaging with communities that they identify with. They might be interested in engaging with classics clubs, debate clubs, STEM clubs, and humanities clubs. They might be interested in pursuing their own projects that might be a massive learning experience for them or something that can benefit their community. The way that the current schedule is laid out takes away those opportunities for student-athletes here at Exeter. It is about time that we give back to student-athletes the chance to develop their interests outside of sports by considering how the current (and future) schedules work for them.

The Boris Blunder

By JOONYOUNG HEO '25

Amidst a storm of popular resentment and plummeting support within his own party, Boris Johnson emerged from 10 Downing Street in the first week of July and resigned as the Conservative Party leader. When a suitable replacement was selected, Johnson announced that he would also resign from a three-year tenure as Prime Minister of the United Kingdom (UK). As a crowd of reporters flocked to his podium, he told the public that he was sad to be "giving up the best job in the world, but them's the breaks."

This wasn't always the case. In fact, when Johnson took office in 2019, he handed the Conservatives their best election since 1987. He won in a landslide at the ballot box because the public latched onto a stroke of political genius—a single-minded "do or die" policy to finish Brexit, the withdrawal of the United Kingdom from the European Union (EU) initiated by his predecessor, Theresa May.

Within his party too, Johnson was uniquely situated as the prime candidate. The Conservatives were largely divided along a line that persists today. While some of their Members of Parliament (MPs) were inclined to back more

libertarian and free-market policies, others were equally devoted to government intervention and protectionist economics. Johnson was able to mediate between and ultimately bring together these polar factions because he supported both of them, promising in the same breath a policy of state spending and tax cuts, and of protectionism and free trade.

Johnson's tenure certainly did have its moments. When the COVID-19 pandemic hit, his administration was relatively competent in procuring vaccines for the public. When Russia began the march to Kyiv, Ukraine in February, his government was the second-largest military donor to Ukraine, pledging more than two billion pounds in support.

Despite the occasional bright spot in three years of office, however, inflation has risen to over 9 percent in 2022. While this recent economic downturn might be attributed to factors beyond Johnson's control—primarily the Russo-Ukrainian War—his government did not help matters when, in Labour party leader Sir Keir Starmer's words, it chose to "increase taxes on the working people."

Yet perhaps there were cracks in his campaign from the very beginning. Conservative MP Jeremy Hunt stated before Johnson's victory

in 2019 that the Prime Minister lacked "integrity, competence, and vision," and he wasn't speaking alone. The broader issue in Johnson's politics can be traced back to the policy that got him elected in the first place. Once he kept his promise to the people and wiped his hands clean of Brexit, Johnson faced a daunting proposition—with his single-minded political vision fulfilled, he was in desperate need of a new long-term plan. Indeed, as BBC put it, many of his critics accused his administration of "a lack of focus and ideas." The apparent absence of a concrete objective alone forced Johnson into a distinctly unfavorable position.

But the most significant reason behind Johnson's downfall was far simpler; although the economic by-product of his tenure and a dearth of political vision largely contributed to mounting public disapproval, the final nail in the coffin was a familiar compound of lies and scandals.

Such an explanation is likely surprising, especially when the politicians and leading public figures of our day often seem impervious to the consequences of deception and rulebreaking. Johnson, too, has been described by former Prime Minister David Cameron as a "greased piglet" for his extraordinary ability to rebound to greater heights

after each political setback. His history of fabrication stretches all the way to 1987, when he began a career in journalism as a reporter for The Times and was quickly fired for making up a quote, and in 2011 he lost a senior position among the Conservatives for lying about an affair. But now, his dishonest streak finally seems to have caught up with him.

The Partygate scandal stands out from the crowd. Recently, it was made clear that Johnson violated lockdown rules when he held a large gathering on his birthday in June 2020. Later he also apologized for hosting a "bring your own booze" party on Downing Street. He certainly wasn't alone. Nearly a hundred officials in Johnson's administration were fined for similar violations. Retirement parties, holiday celebrations, social gatherings—whatever the Conservatives have stated, there is overwhelming evidence that all of these took place, and with an extravagance well suited to a post-pandemic world at that.

Needless to say, the public did not take kindly to Johnson's flagrant disregard for his own lockdowns. The thought of him pouring champagne and posing for pictures as its people suffered in the streets engendered a wave of revulsion from the population. In

an opinion poll conducted by YouGov, a British firm specializing in market research and data analysis, 72 percent of the public held an "unfavorable view" of Johnson in Jan. 2022. Ipsos MORI, another market research company, cited "lack of faith in politicians and politics" as a critical national issue reported by a quarter of respondents.

The straw that ultimately broke the camel's back was the Chris Pincher affair. This past July, allegations arose sexual assault against Pincher, the Conservative Chief Whip at the time. In his letter of resignation to the Prime Minister, he admitted that he "drank far too much" and "embarrassed myself and other people." The case continued to grow, and similar incidents from years past came to light.

In a public statement, Downing Street told the press that Johnson was unaware of "specific allegations" when he had appointed Pincher in 2019. Shortly afterward, it was revealed that the Prime Minister had actually received a formal complaint in person. Once the gears began turning, Johnson confessed and apologized for appointing Pincher.

But there was no going back. The public and his own party turned entirely against Johnson. It was a period of crisis for his administration, with a great

chunk of government staff resigning in July. Evidently, most people were tired of Johnson's penchant for fabrication and his disregard for the law. Left in charge of what was essentially a defunct administration in Downing Street, Johnson was forced to resign as party leader and effectively as Prime Minister on July 7.

That was the final chapter of Johnson's tenure in the highest office of British politics. It is unlikely that he will vanish from the political sphere, of course; after all, he has demonstrated outstanding resilience in the past. We can expect with relative confidence that he will cling on and regain his footing in the future. But Johnson has indeed been removed, with any real chance of another victory at the polls nonexistent—and it was Partygate and Chris Pincher, not his economy or his political vision, that ultimately brought him down.

Perhaps the lies they tell and the scandals they create have more significance than we might think. Boris Johnson has reminded the world that our leaders can be held accountable for what they say and how they act. He seemed to have forgotten it himself, and that—more than anything else—was his undoing.

Reflecting on Roger Federer

By LEOZHANG '25

On a cold afternoon in January 2018, I sat watching the Australian Open final. The murmurs from the television filled my living room as he stood on the baseline, ready to serve. After five bounces, he threw the ball into the air and swung his racket at it, sending the ball to his opponent's backhand with a crisp topspin. The ball bounced off his opponent's racket, rolling on the ground to the front of the net. I jumped up from the sofa and cheered. Roger Federer could finally celebrate his twentieth Grand Slam title, setting another historical milestone for the greatest tennis player of all time.

Federer played his last professional tennis match on Sept. 23 at the Laver Cup in London, England. His retirement marks the end of an era of unmatched domination, elegance, and class.

In terms of his achievements, Federer holds unbreakable records. He won 103 Association of Tennis Professionals (ATP) titles, including 20 Grand Slams, six ATP Finals, 28 Masters 1000 titles, and an Olympic Gold in Men's Doubles. Along with reaching the semifinals of a Grand Slam 23 consecutive times, Federer spent 237 straight weeks as the World Number One. In his 1526 singles matches played, he never retired from a match, always finding a way through.

Federer shaped the



Courtesy of Wall Street Journal

tennis we know today. He revolutionized the modern forehand with his short takeback and early contact point. His technically perfect footwork poses as the benchmark even for professionals. For not being one of the tallest players, he has one of the most accurate and consistent serves. Along with his game, Federer set the standard of how players should behave on the court. He hardly shows his frustrations and fights to the end, al-

ways edging out the win in the toughest moments.

Off the court, Federer's legacy continues to influence fellow players. After playing against him for almost the entirety of his career, Rafael Nadal, Federer's greatest rival and friend, said, "An important part of my life is leaving too."

Tennis legend Billie Jean King expressed her admiration for him. "He has the most complete game of his generation [and] captured the hearts

of sports fans around the world with an amazing quickness on the court [and] a powerful tennis mind. He has had a historic career [with] memories that will live on and on," she reflected.

Andy Murray, who competed in the Laver Cup alongside Federer commented on the elegance of his game. "He's undoubtedly one of the greatest players to play the game, the way he played it, with his style and effortlessness."

Federer is the most revered tennis player in the history of the sport. He has won the ATP Fan's Favorite Award for 19 years in a row since 2003. Shortly after announcing his retirement, fans rushed to purchase tickets, skyrocketing the price to range from 900 to 50,000 euros. Along with his popularity, Federer has been an icon for thousands. Wimbledon finalist Matteo Berrettini talked about his appreciation

for Federer. "I grew up watching Roger Federer and always cheering for him. I supported him as much as I could, watching him on TV every time he played."

As the news of Federer's retirement subsides, his impact will influence the game forever. From his records to his attitude, he will always be an inspiration for millions and why I play and love tennis.

On "Speak About It"

By LAURENLEE '26

Content Warning: This article involves references to sexual assault and misconduct. The Academy lists a number of resources on <https://www.exeter.edu/about-us/our-commitment-safety>. If helpful, please seek confidential help at the National Sexual Assault Hotline at +1 (800) 656-4673, HAVEN 24/7 hotline at +1 (603) 994-SAFE (7233), or Counseling and Psychological Services through the Lamont Health and Wellness Center: +1 (603) 777-3420.

On Sept. 19, all preps and lowers were required to attend a presentation, supposedly centered around the topic of consent, organized by Speak About It - a "consent education and sexual assault prevention non-profit" based in Portland, ME. Due to the steady stream of reminder emails that crowd-

ed my inbox, I was well aware of this event. Though I was not excited to sit through an hour and thirty minutes of what was effectively another class block, I recognized the importance of this workshop.

Rape culture can be defined as an environment in which rape and sexual violence against women is normalized and excused in the media and popular culture. Rape culture is not a myth, and it is not simply about acts of sexual violence, but about cultural norms and institutions that protect rapists, shame victims, and demand that women make unreasonable sacrifices to avoid sexual assault. The failure of our school community has excused horrific violence. One example is the sexual abuse of two Exeter students by a former history teacher, Richard Schubart (he passed in 2019). In this instance, a victim had confided in her twin sister who

then informed her advisor, David Weber, who told the Boston Globe that he "did not recall the conversation." Another case: the sexual assault of a 16-year-old girl by a male student. In this instance, Exeter officials told the Globe they never knew about the alleged assault. In this instance, the victim committed suicide. Time and time again, young girls fall victim to men in positions of power. When I first found out about the charges against Jerzy Kaminski, I could not believe what I was reading. The Academy was supposed to be above all that. If not protecting the most sacred safety of its student body, what was the school's 1.15 billion dollar endowment being used for? There is clearly a pattern - both in the decisions of the administration and in the behavior of students who believe that they can get away with their choices based on the nonaction that

they have seen thus far.

Walking into the assembly hall that Monday, I immediately felt an odd sense of nonchalance from both the presenters and the student body. I didn't expect the big group of preps and lowers to file into the building in a single file line, but I expected the chatter to die down after the presenter introduced herself. It did not. The presenter tried to be relatable and funny—I can appreciate the effort, but I feel her tone and actions were not suitable for such a serious and important discussion. Her tone of voice and manner in which she began to address the main concepts did not give the topics the weight they deserved and almost invited side conversations. Additionally, she also mentioned that students could text an anonymous burner line with questions. This may seem helpful in theory, but in practice simply allowed for

jokes and rude comments to crowd out real, important questions that some students had. A friend of mine told me that her question was not properly addressed nor responded to in a timely manner. Put in simple terms, despite their positive intentions, the organizers of this seminar did not do enough.

However, what surprised me the most was the preps' and lowers' reaction to the presenter and the concepts that were being "explained." It was plain to see that students were not taking the seminar seriously. After every few sentences, some student would stick their hand in the air and utter a meaningless question. The students next to them, of course, erupted into bouts of uncontrollable laughter. Soon, the entire audience would begin to applaud. The assembly hall became a cacophony of noise. On this day, that noise silenced

voices that needed to be heard. In all honesty, I was horrified. I thought to myself: "Is this really one of the most prestigious schools in America?" I didn't expect this presentation to be like a lecture by any means, but I expected our grades to conduct ourselves in a respectful manner. Instead of opening our mouths and screaming whatever we feel like saying at any given moment, I implore our readers to try and absorb and understand the information—to empathize with whoever is sharing. Rape culture is a result of misogynistic ideals, entrenched social norms, and a lack of awareness. It's really not that complicated - don't be human trash. We at Exeter are given a unique opportunity and privilege to learn from individuals from every quarter. Let's not waste this chance to become educated, open-minded, empathetic human beings.

The Exonian

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

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Idolizing Toxicity: K-POP

By SOPHIA LEE '24

In the past few years, K-Pop has rapidly expanded from its market in Korea to the rest of the world. Being born and raised in Korea, I love the culture of K-Pop and the community it has brought to me and my fellow Koreans. However, this does not mean that I have no criticisms of the industry. Though I'm a big fan, I cannot deny that the nature of this industry is misogynistic: the way that boy groups and girl groups are marketed in K-Pop enforces toxic gender roles and beauty standards that pervade the patriarchy.

In every group, there is a member that's considered the "visual." In other words, they are the member deemed to be the most attractive, and it is their physical appearance that lures people into the fandom. Inevitably, this causes both male and female idols to be sexualized to some extent.

However, in order to be profitable, female idols are put under much stricter beauty standards than male idols. Many are

forced to undergo intense diets to lose as much weight as possible in order to look conventionally attractive.

Then comes every K-Pop group's "concept," which is similar to a theme and closely related to the way they're dressed. Traditionally, there are two different types of concepts. One is the concept of cute, pure, baby-like girls that seem to be vulnerable and need protection, which is what is considered to be desirable under the male gaze. A primary example of a group that embraces this concept is Twice.

The other concept is the total opposite. Groups that embrace this concept have female idols who wear provocative clothes, such as heels and tight, small, revealing dresses. They dance to sexualized choreographies that emphasize the shape and movement of their bodies. For examples of female idols and groups that embody this concept, you can turn to EXID or Hyuna.

These two contrasting concepts emphasize the harmful stereotype that women can only be

boxed into one of two things: weak and needing of male protection, or hyper-sexual beings who gratify men.

The lyrics of many female groups also reinforce harmful ideas about women. For example, while BLACKPINK is well known for their "girlboss," independent woman image, their lyrics still sing "Born skinny, bi*ch, thin, no matter how much weight I gain." I believe this is the company's strategy of attracting both male and female fans. The strong "girlboss" image attracts female fans by inspiring them and gaining their admiration, but their provocative dances and lyrics attract male fans by still being in accordance with what the patriarchy deems to be beautiful.

Because K-Pop stars are "idols," harmful ideas, like the one mentioned in the previous paragraph, are perpetuated in society. Kids follow their choreographies and outfits to look and dance like them. While this phenomenon happens to girl groups and girls in society, boy groups sing more traditionally masculine,

stronger music that often isn't even related to love. A clear example of this contrast is the Produce series, which was a phenomenal audition program in Korea, with 4 seasons, the first and third with girl trainees and the second and fourth with male trainees. In each season's theme songs, the girls sing "pick me, pick me, pick me up," while the boys sing "tonight, the star is me, it's me."

Another misogynistic aspect of K-pop is the exploitative nature of its fandoms, which consist predominantly of teenage girls. While the girl groups target the audience in order to gain more streaming, boy groups target teenage fangirls. The girls sacrifice a lot of money and time into supporting their idols.

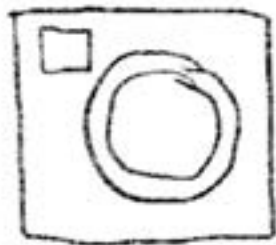
Financial support includes purchasing albums and merchandise. To increase their sales, the entertainment companies even host fan-sign events, where the more albums one buys, the more likely it is to get into the event. Some teenage girls even end up purchasing hundreds of albums for these opportunities. They also

pour a lot of time and effort into supporting male idols by consuming their media, and, especially, continuously streaming their newest albums for weeks in order to support their streaming records. They have to "donate" money so that the larger fan groups can put ads for the idols on buses and at train stations, which are jobs that, in other industries, the companies should be doing. Also, within the fandom, there is a pyramid-like structure, where the fans who purchase more albums and sacrifice the most to support their idols are respected and admired as "better" fans.

The K-pop market isn't one where the consumers are considered equal beings to the sellers, and thus, teenage girls are manipulated into putting their sense of self on their idols. They are manipulated by the system into feeling joy or sadness according to the success of their favorite idols, which makes the corporations easier to exploit them. I believe this is directly linked to the patriarchy, where the important role of women is

to support men.

Even though this exploitative, misogynistic nature of the industry has been rooted for decades, since the birth of K-pop, I believe there is still room for it to change. The biggest challenge, or conflict the industry will have is whether they can meet their goals of reaching the most captivating visuals according to their "concepts" for their performances while not adhering to the social beauty standards. Will it be able to sell as much without the "pretty" appearances and "attractive" physical features that they are known for? How will their prior audiences feel about the change? Corporations should also work to create more diverse employment bodies and understand their responsibility as they can impact large populations all over the world. The change cannot happen so quickly, but it can start with conscious audiences that acknowledge and critique its exploitative, misogynistic nature.



by 김민서.



Explanatory Journalism, Unexplained and Unendorsed

By ANDREW YUAN '24

If you have surfed YouTube in the past few years, you probably have watched a video with one of these titles: “The Israel-Palestine Conflict: a brief, simple history,” “The Middle East’s Cold War, Explained,” or “How America Became a Superpower.” Until recently, I always supported and almost instantly clicked on these videos whenever they came out.

These videos all shared a commonality: they were written, produced, and popularized by one media giant: *Vox*. When the *New York Times* columnist Ezra Klein founded *Vox* in 2014, *Vox* represented a fresh breeze of journalism without excessive commentary or clashing political debates before your television screens. It was accessible through YouTube, free of charge, entertaining, and most importantly, explanatory. Instead of having to listen to endless debates from pundits who would hardly agree with each other on any public policy, *Vox* handed their audience a simple course of political and historical narrative behind a conflict, political controversy, or intriguing social phenomenon.

Of course, *Vox* didn’t appeal to everyone. Its YouTube platform and online-only publication guaranteed that it would attract a relatively young population. Many of its videos commenting on American politics adopted a liberal and even progressive stance that naturally alienated conservative viewers. Yet to the left-wing and centrist audience, *Vox* was a visually enticing multimedia alternative to long Op-Eds and subscription fees of old-school journalism.

After a few years, *Vox* expanded its video-journalism section from public policy to culture, history, science, sports, design, geopolitics, technology, environment, communications, and health. In 2015, *Vox* acquired its competitor Recode, a journalistic startup specialized in technology and business

reporting. In the following years of expansion, *Vox* would acquire *Polygon*, *Eater*, and *New York Magazine*.

From 2016 to 2021, *Vox*’s YouTube channel alone grew from one million subscribers to 10 million, surpassing that of the *NYTimes*, *Wall Street Journal*, and *Fox News*. Its documentary series and explanatory videos gained not only praise from journalistic critics but also recognition from the entertainment industry such as the Emmys.

So you might ask: what is the problem with this successful and rejuvenating website?

Vox’s success depends on its explanatory journalism. Yet instead of detailing the opposing views and narratives that citizens of different political interests might take based on selective evidence, *Vox* introduces one explanation that it holds as “correct” and labels it as journalism, not commentary.

Explanatory journalism is a simple answer to many of the world’s dire problems, yet I hardly doubt that any president would make a call in the Situation Room based on suggestions from a 10-minute *Vox* video. The flaw of explanatory journalism lies in its own wording: can one really explain the rise and fall of ISIS or the conflict in Kashmir in 10 minutes without presenting an ample amount of secondary and primary accounts?

Though sometimes perceived as boring or politically divisive, the aggressive bickering from pundits of contrasting stances on CNN is a relieving sign that our political discourse has not yet been dictated by a unified voice. The rise of *Vox* and its seemingly innocuous offer of a direct solution threatens our innate ability of judgment. Particularly for its less biased videos on foreign policy that both Republicans and Democrats are willing to watch, such a danger becomes more significant than ever.

To arrive at a simple conclusion, *Vox* sometimes singularizes a glob-

al conflict down to one experience, one voice. For its video on the Israel-Palestine conflict, *Vox* followed up its coverage with a video “Why Israeli settlements Don’t Feel like a Conflict Zone,” depicting Israeli settlements as peaceful, utopic, and synonymous with American suburbs. Left out of that narrative were the harsh conditions of Palestine and constant missile strikes in the region from both sides.

Explanatory journalism’s same reliance on a selective representation also takes away the important groundwork traditional media outlets accomplish. This is not to deny that *Vox* journalists also visited conflict areas, but *Vox*’s push for a singularity of narrative neglects the work of reporters in VICE, Washington Post, or CNN attempting to diversify the narrative on a controversial event.

At the end of the day, the model upon which explanatory journalism operates is not much different from the system of the pundits: they find a few examples, cherry pick evidence that supports them, and craft an idealistic answer to a realistic problem. But pundits let the audience know that they come with a political agenda while *Vox* labels itself as correct and reliable.

Vox’s expansion of its journalistic coverage has caused some unforeseeable repercussions. Coupled with its use of explanatory journalism, *Vox* began to explain history: the transformation of political parties, the rise of American imperialism, and the fall of the Berlin Wall.

Again, perspective is important. *Vox* made efforts to include a more coherent and diversified narrative in its historical explanations. Yet out of all the subjects *Vox* decided to explain, history is possibly the most difficult one to achieve a conclusion at. Each decision in history is compounded by historical context, political motivations, ulterior motives, and personal beliefs. To rationalize one decision in 10 min-

utes is difficult enough, not to mention explaining hundreds of years of history. One can summarize history, but analyzing it requires tremendous effort.

Then came Johnny Harris.

You may or may not know him from the viral video “The REAL Reason McDonalds Ice Cream Machines Are Always Broken,” his passion for maps as modes of explanation, or his Emmy-nominated “Borders” Series.

Prior to becoming an independent journalist, Harris worked for *Vox* and produced the “Borders” Series, traveling around the world and documenting varying scenarios at borders. Overall, Harris was genuine in his narration, provided contrasting perspectives in his videos, and refrained from too much patronizing explanation. When the pandemic came, Harris resigned from *Vox*, and “Borders” was canceled due to COVID-19 restrictions.

Harris began his career as an independent journalist on YouTube, observing and investigating intriguing cultural trends and geographical anomalies. Much like his former employer *Vox*, Harris began a similar style of expansion into politics, business, and...history.

For a time, Harris proved that independent journalists could succeed without relying on a powerful media organization or mogul. He started investigative work on corporate greed, heart-wrenching Op-Eds on his personal struggles in the Mormon Church, and criticism of media misogyny towards Janet Jackson in the Super Bowl XXXVIII Halftime Show.

Then, the tides began to turn. Harris became more reliant upon internet memes, click-baiting titles, and unnecessarily prolific map uses in his videos. While he continued investigative journalism, he established a business website offering services on video editing. As his YouTube total views broke 100 million, Harris transformed from a dedi-

cated video journalist to a YouTube celebrity.

His video on European colonialism, “How Europe Stole the World,” became the last straw.

There he was: Harris, a video journalist with no degree in history or European studies, painting Renaissance Europe as “miserable” and its people as “farmers who had nothing.” Whether or not Europe was in a dark place is indeed up to interpretation. But some obvious mistakes in his reference to European history cannot be overlooked, such as his claim that the Portuguese began the age of navigation before Spain and Columbus’s “realization that there was no resistance” from indigenous people.

Backlash erupted on YouTube and blogs, criticizing Harris for his lack of citations and bias in storytelling. Some went as far as to label his journalism as “YouTube propaganda.” While Harris criticizes both political spectra in his videos with no clear political agenda, the merits in these criticisms hold true for not only Harris but also the entirety of explanatory journalism.

Harris became the sole victim of this suddenly realized disapproval of explanatory journalism. Yet years of build-up and the rise of explanatory journalism lie behind his blunder. *Vox* gave birth to this flawed platform and monetized on it for years, Harris just learned from his old bosses.

At the same time, we are to blame for the rise of explanatory journalism too. When Harris sincerely promoted his four-part investigative series on Turkey’s occupation of Cyprus, that video series achieved only an average of 1.2 million views per episode, far less than most of his explanatory videos. For that series, Harris went to Cyprus as the first abroad investigative trip he made after becoming an independent journalist.

Instead of reading articles on Foreign Policy, written by former White House advisors or watching a YouTube Channel, such as Histo-

ria Civilis, that actually cites their sources, we rely on Johnny Harris and *Vox*’s 10-minute videos to understand modern conflicts and historical events. Then, we go on and tell others how informative their videos are. The cycle of our ignorant understanding goes on and on and on.

If Harris had just added “Op-Ed” in front of “How Europe Stole the World,” I would not be so outraged. We know Harris as a reliable journalist from his past work and his candid personality, we take their accounts as the only narrative, as the explained truths. When traditional journalism operated based on complete partiality or impartiality, Harris chose an irresponsible perspective, labeling partiality as an impartiality.

Harris recently won an Emmy for his Op-Ed video collaboration with the *NYTimes* criticizing the hypocrisy of Democrats advocating for affordable housing yet making the minimal legislative effort to fulfill their promises in blue states. I’m glad it was his Op-Ed, not one of the videos on his own channel, that won the award. It is time for explanatory journalism to die, not to rise emboldened in the entertainment industry’s applause.

Then, a few questions come into mind: if Johnny Harris won an Emmy for an *NYTimes* video collaboration but not a video on his own YouTube channel, is he relying his success on established journalistic networks? Doesn’t the Emmys’ selection prove Harris’ work as an independent journalist an ironic futility? Is the future of independent journalism, without corporate funding or resources, just explanatory videos spreading misinformation with catchy titles?

I do not attempt to answer these questions or fix the dispute around explanatory journalism. But hey, this is an Op-Ed, and I’m only expressing my opinion here, unexplained, unendorsed. See, perspective?

Death of Queen Elizabeth

By ALLEGRA LAI and GOWRNIAIR

On the afternoon of Sept. 8, flags across the Commonwealth were lowered in respect of the former monarch, Queen Elizabeth II.

Many across the globe have plunged into a deep mourning, with floral tributes and masses outside the Queen’s residences, as well as public statements from government’s all across the globe. Through this emotional grieving period for countless people, many have taken to social media sites such as Twitter, TikTok and Instagram to post memes and gimmicks revolving around her death, while many have also delved deeper

into criticizing the monarchy and the Queen’s negative influence during her reign.

As a culturally diverse community, it is natural for the Academy’s student body to have diversity in its reactions to the news of the Queen’s death. To many, the Queen represented stability to Britain and the Commonwealth realms. Yet, there are also a vast number of people whose countries were negatively impacted during Queen Elizabeth’s reign.

So, should we mourn her death? Before Queen Elizabeth’s reign, the Kenyan concentration camps were still in existence. After World War II, an anti-colonial movement called Mau Mau emerged. A large amount

of time was spent detaining the Kikuyu population, with women and children being put into detention camps and subjected to horrific brutality and torture. These implementations forced the population to submit to British colonial rule. Through all 70 years of Queen Elizabeth’s reign, she has never acknowledged let alone apologized for the monarchy’s brutal past of colonizing multiple countries.

One might argue that the Queen bears no responsibility for actions committed by her predecessors. But because the Queen still represents the British monarchy, many see her as still a symbol of the oppression and brutality from the Commonwealth’s past. While on

her trip to India in 1997, the Queen gave a speech in Jallianwala Bagh in Amritsar. This site is where multiple civilians were shot in a massacre ordered by a British General. Many citizens were hoping an apology would be delivered, but instead, the topic was barely spoken about. Alongside that, multiple artifacts have been stolen from many countries, including the Koh-I-Noor Diamond, Benin Bronzes, and even Parthenon Statues. Given that Queen Elizabeth stood as the representative of the previous colonial British Empire, many countries and their citizens felt as though they should receive an apology.

Another example that is gaining media atten-

tion are Kenyan concentration camps. During the reign of Queen Elizabeth, the concentration camps committed acts of rape, murder, and other different kinds of torture, and many ancestral stories depict the terrible actions that took place in these camps. After the Queen’s death, this brutal past came to light in social media. Morally, I think she is responsible for the hideous actions her ancestors have committed.

Through her reign, Queen Elizabeth has done some extremely problematic things, but has also been a face of celebration and grace for her country, so it is understandable as to why millions have gathered to grieve for her. However, even though she may seem like

an elegant and admirable public personality, she as a person shouldn’t be separated from her legacy and her actions. Though she might have brought stability to Britain, she has also caused numerous others to suffer, and she should be held accountable for her actions. Even if she was an enjoyable internet persona, her legacy is what surpasses her mortality, and many will remember her sourly.

Humor

Correspondence Between the Tree Climbing Fanatic and Their Friend Paul

By CHENGYUE ZHANG '24

Greetings, my dear Paul Bunyan,

People say you should get fit and eat healthy because it is good for you, but what does that really mean? What do you mean it is good for me? I would rather give in to my primal urge to act like a monkey. If only I had upper body strength to pull myself up on a branch. Furthermore, I discovered that being able to sit on a tree with ants climbing up my arms and spiders chilling next to my fingertips is the singular reason for me to

go to the gym and get fit and eat healthily.

Unfortunately, dear Paul, you happen to be a resident of Phillips Exeter Academy, which I personally definitively am not anymore. You better go listen and take notes on the E-Book read by Dean Russell Weatherspoon to figure out whether climbing trees is against the rule or not. But since the person writing this letter is definitely not a resident of the Academy and is in no way associated with the Academy, it is not a matter of my concern. But just for reference, after a brief keyword search on the E-Book

using the keywords “climb,” “tree,” “scale,” and “property,” there seems to not be anything forbidding Exeter students from climbing trees on campus.

So without further delay, here’s a brief rundown on all the new climber-friendly trees on campus:

1. The super big tree that has been severely wounded by the generations of students carving on it.

2. The one with big dark leaves right in front of the Elm St. Dining Hall. (This tree is about the only thing good about Elm).

3. The two on the Academy Lawn.

4. In front of the library and, along the half-circle lane, there are another two.

5. Some others that are next to Phelps Stadium. I haven’t tried them myself, but you should try your luck.

Lots of love,

The Tree Climbing Fanatic

TBC: Tune in to the next issue of *The Exonian* for another scrumptious letter that will disclose the true goal and agenda of this tree climbing fanatic.

The Art of Email

By JOONYOUNGHEO '25

The art of composing the perfect email is an invaluable skill. If handled improperly, it will leave a horrible impression on your teachers and make it almost impossible to redeem yourself. What follows is a list of handy tips, compiled from an inbox of moderate successes and a junk folder of blunders, that may possibly serve you well.

1. Open with a “hello.” Play it cool. This opening strikes the perfect balance between personal and impersonal, casual and formal. “Hey” is too natural; it works over a cup of coffee on the weekend, not when your GPA could quite literally be on the line. “Dear” can easily come across as nagging and obsequious. “Hello” is, as Goldilocks is reported to have said, just right.

2. Inquire into their wellbeing (or lack thereof). Do not dive straight into your question. It may be the only thing you care about, but at least pretend to expand your horizons and be polite. This doesn’t have to be an in-depth line of questioning—the classic “I hope you’re doing well” will always suffice.

3. State your purpose. Back in the day, you couldn’t enter beyond a locked door before someone asked you to “state your purpose.” In this case, there is no locked door and you’d be the one reaching out to your teacher, but state your purpose all the same. Do it coherently. Don’t stutter (in text, that is). Use nice big words, but don’t cross-reference a thesaurus. In short, be appropriately eloquent.

4. “Is this a problem on my end?” When it comes to emailing your teachers (as in the restaurant industry and, indeed, many other places in life), you are always in the wrong. Blame yourself—or your friend, your dorm, the administration, the town of Exeter, the politicians, the melting ice caps. Say you think your computer is malfunctioning. Say you’re an apologetic klutz. But whatever you do, never place blame on the teacher. Their PDF could have a giant ink blot covering three-quarters of the page, making it quite impossible to read anything behind it, and it wouldn’t matter. You can’t have it any other way.

5. Express gratitude. This one’s fairly self-explanatory. Never close your email with the question. Thank them once, twice, three times. Thank them in the subject line if you must. Just get the gratuity done and you’ll thank yourself later.

6. Sign off. Typically you want to close with a short and sweet sign-off. You can try variants of “best” (best, best of luck, best wishes, best wishes for the future) and “sincerely” (sincerely, yours sincerely, yours most sincerely, sincerely yours, ever so sincerely). If you want to go above and beyond, indulge yourself and become a sycophant with “your humble servant.”

Taken together, these should provide you with a handy toolkit that you can whip out when the time comes. Most likely your teacher will be so pleased that you’ll get a reply within a fortnight. Long-distance social charm is everything. Make your emails count.

10 Struggles As an *Exonian* Writer

By CATHERINE WU '24

1. Finding yourself trying to get interviews for articles on the paths, before, after, or during classes in EPAC, dining halls, dorm hallways, until people end up calling *The Exonian* writers “vultures,” courtesy of Harry McGovern '24.

2. Accidentally sending an email under REPLY ALL to the 329 members of The Exonian email list.

3. Being unable to interview contacts because a third of the school is in *The Exonian*, apparently.

4. A page of the newspaper being used as mats in your art class or biology animal dissections.

5. Ending up in an article with a dead Messenger group chat.

6. Writing a sports article, then having that entire team come find you when the article is published under the title

“Andover Crushes Exeter [insert sport name] Team.”

7. Senior-of-the-Week article— but your senior gives contacts that are all pretty much the same people in different fonts...

8. With turnovers approaching, facing that (one) senior who keeps asking you to give them Senior of the Year when/ if you end up on the board.

9. Misattributing someone’s grade level,

e.g. upper Johnny Jones’ quotes written as “it was good,” lower Johnny Jones said...”

10. Seeing Alia during article assignments and facing the 100 “c’mon guys... Anyone???” and then a couple minutes later “quiet coyote,” she says at the rowdy crowd.

Lost in Town

By ANDREW YUAN '24

Caution: this article may be inspired by the real-life experience of this writer...or not!

On Tuesday, prep Emma Blost Reelkwik (who prefers the honorary title of “new prep”) followed her advisory group into the town of Exeter, NH. Expecting a metropolitan hub of excitement, instead, Reelkwik met a series of slightly confusing and culturally suggestive restaurant names such as Capital Thai, Las Olas, Szechuan Taste, and D^2 (particularly haunting after her first *MAT12T* class).

Hailing from the grid-like New York, Reelkwik found herself ensnared in the puzzling alleys, surprisingly not straight or named after numbers, and the cultural enrichment a New England small town could have. A few steps into town, Reelkwik realized that the streets were inclined at such an angle comparable to the hills of San Francisco. Dizzy from lack of sleep

and her first ever non-A grade, Reelkwik soon fell behind her migrating advisory herd.

Opening up her Google Maps, she tried to locate her dorm on the expedition back to campus. She distantly remembered Wheelwright Hall but did not recall it being an auditorium. She scrolled through the numerous names on the map: Dow House, pass. Dvnbar Hall, no. Exeter Inn, definitely not. Library? That could be it, after all, she kept on hearing how some students get to live in library penthouses.

“Where is New Hall?” Reelkwik was weeping, wailing, whimpering as she pressed her fingertips against her delicate phone screen. For a split second, she imagined how disappointed her teacher would be if she didn’t spend 12 hours meticulously crafting her first 200-word narrative assignment about a memory from summer.

At the thought of such horror, Reelkwik collapsed onto the rough pavement. She had heard

the nightmares of the 333, Senior Meditations, and Death Chem, but she never imagined herself, a proud, self-crowned Harkness Warrior, defeated by the treacherous town topography.

Senior Stres Sedout stopped before the trail of tears Reelkwik had trapped herself in.

“Do you need help? I can call Campus Safety for you,” Sedout did not even attempt to hide her despair from managing two 999s, Ancient Greek and Latin at the same time.

For a moment, Reelkwik saw her next four years of struggle through high school, the glorified yet self-inflicted guilt as an oil company lobbyist, and her rich demise flash before her eyes. “Savior, tell me, where is New Hall?”

“Oh, you mean New Dorm? So, it’s behind the Bowld, which stands for something along the lines of Forrestal-Bowld something something. Anyway, we just call it the Bowld. You can actually see them building the New Dorm when you

are playing in Bowld, which is just weird on a whole new level. I heard it’s also behind where the old Fisher Theater was, do you know where that is? I can’t imagine they actually tore that place down but RIP. Does that-” Sedout’s babbling jargon of seniority struck the last blow to Reelkwik’s fragile heart.

“New HALL! New HALL! Not New DORM. The name is NEW HALL. Call it NEW HALL.”

“Oh, here, I’ll just call the deans for you. Don’t worry, it took me a month to know that Weth even existed. Ah, and that stands for Wetherell, which no one really knows how to pronounce or why the quad is named after that when Dean Weatherspoon says it’s called by a different name on some plaque.

“You’ll get used to it,” Sedout calmly gulped down her fourth coffee of the day. She glanced down with her dark circles and bloodshot eyes at the sweet innocence of “show don’t tell” preps.

Mad-Lib!

By MAX MANTEL '25

I got out of class ___ (number) minutes late, because our ___ (adj) teacher was giving a passionate rant about ___ (noun). As I was walking on the path, covered in ___ (plural noun), I spied the pizza line. They were serving a special new pizza, with ___, ___, and ___ (all plural nouns with an individual size of <

10 inches). I spied my ___ (adj) friends, at the front of the line, but I chose to go to the back of the line, which was all the way in ___! (place on campus) Just ahead, I saw two kids playing ___ (game, noun) as a competition for a spot! The line was too long, so I left to go to ___ (place). In there, I saw another line, this one for ___ (plural nouns)!

Anonymous Exeter: Heard on the Path

Compiled By ARIANA THORNTON '24

“This sandwich is my best therapy. Wait, I meant to say recipe.”

“The tragedy of the human flesh is the unchanging chrysalis in which we are trapped.”

“I asked for a dog and got a baby sister. I don’t know how that got lost in translation.”

“If I lose game four, I will decompose.”

“Just choked on an anti-lactose-intolerance tablet after tempting God and consuming ice cream.”

“Oh, I just sprint everywhere.”

“I think I cried a few days ago.”

“My English essay is my baby that is weeping and crying for my

attendance.”

“For the small price of one dried mushroom and three shiny things, I will be your art tutor.”

“He zipped up my backpack twice, so I can vouch for him. He’s a cool guy.”

“I’ve never done a job where coffee doesn’t do anything for me until now.”

“I kinda live on

smoked salmon.”

“I’m not a big cookie man.”

“Your job is to teach us, not to tell us to look at Khan Academy.”

“I feel like a coyote stealing eggs.”

“This doesn’t even look like a textbook. It looks like a blender.” – a student looking at their art

“What’s your favorite

type of candy? You’re not getting it, so don’t actually think too hard.”

“Stay off your phones for these 40 minutes, and then you can be on your phones for the rest of your life.”

“Every so often, my friend counts my braids, and updates me when I gain a new bump.”

“I wish to live life as bright and explosive

as that God darn happy disco ball!”

“This room is so dark...just like my soul.”

“Have you ever seen a braided banana?”

“After I wake up, I’m dead for like 20 minutes.”

Top Ten Exeter Compliments of the Week

Compiled By AVEEN BURNEY '25

**WHY IS EVERYONE
SICK ALL OF THE
SUDDEN**

1. So relatable.

Aveen is funny

2. Valid.

I'm getting jacked

3. No you're not.

**Dana briner saved
me from a burning
building once**

4. Dana Briner should become a firefighter. We need more people like her in the world. Go UNC!

**Every day I hope
to be randomly
hyped up on Exeter
complements. Every
day I am
disappointed.**

5. Pick me.

**i glowed up so
hard over the
summer and yet i
have gotten zero
compliments im so
mad**

6. Pick me.

**Fire drill week
has commenced
have fun**

7. Fire drill week is the best week because it's so early I actually eat breakfast.

**Dean Weatherspoon
has a soothing
voice. Voice
acting is what he
should have been**

8. Dean Weatherspoon should do an ASMR series.

**Do yall find it
weird when
teachers say
"slay"?**

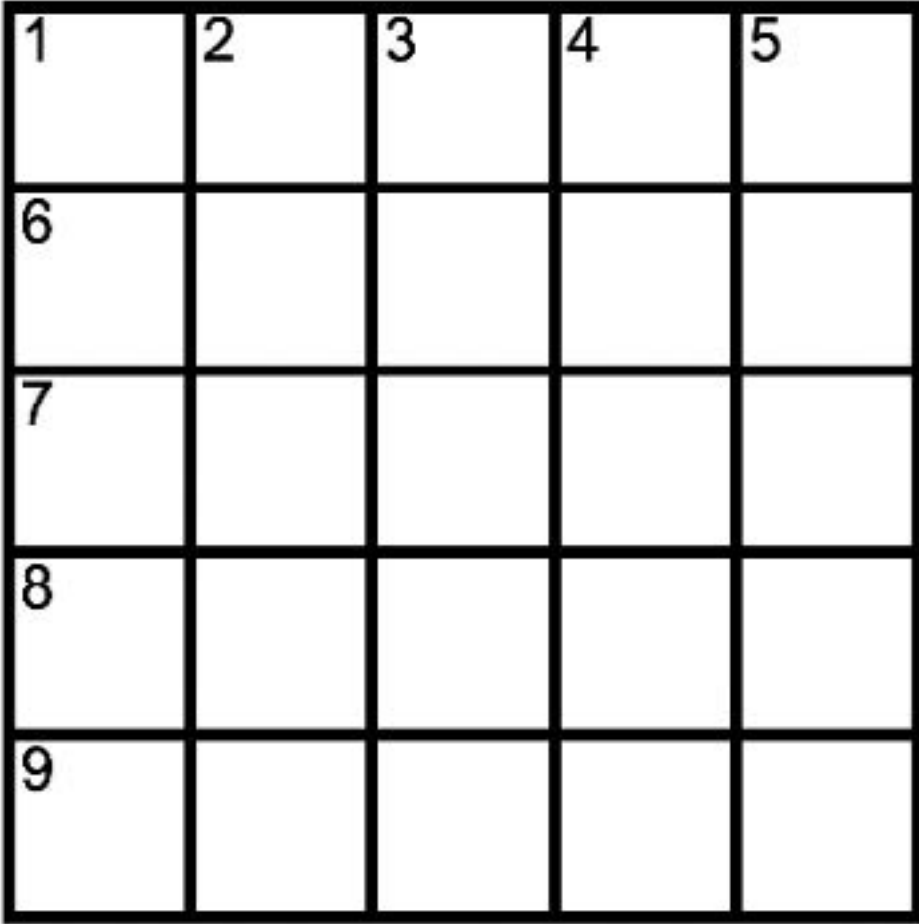
9. Mr. Hew banned the word "slay" in our class.

**HEAR ME OUT THERE
SHOULD BE A DAY
EVERY YEAR WHERE
ALL GIRLS SHOW UP
TO CLASS W ROLLED
UP SALMON BOTTOMS**

10. Salmon shorts and vineyard vines, a lax boy's dream.

Crossword Corner

By Gbemiga Salu '23



ACROSS

- 1 Accepts an invite
- 6 Campus Safety tested this system on 10/10 at 2:45pm
- 7 Andrea ___, ship that sank in 1956
- 8 “No worries!”
- 9 Chicago’s Intl Airport

DOWN

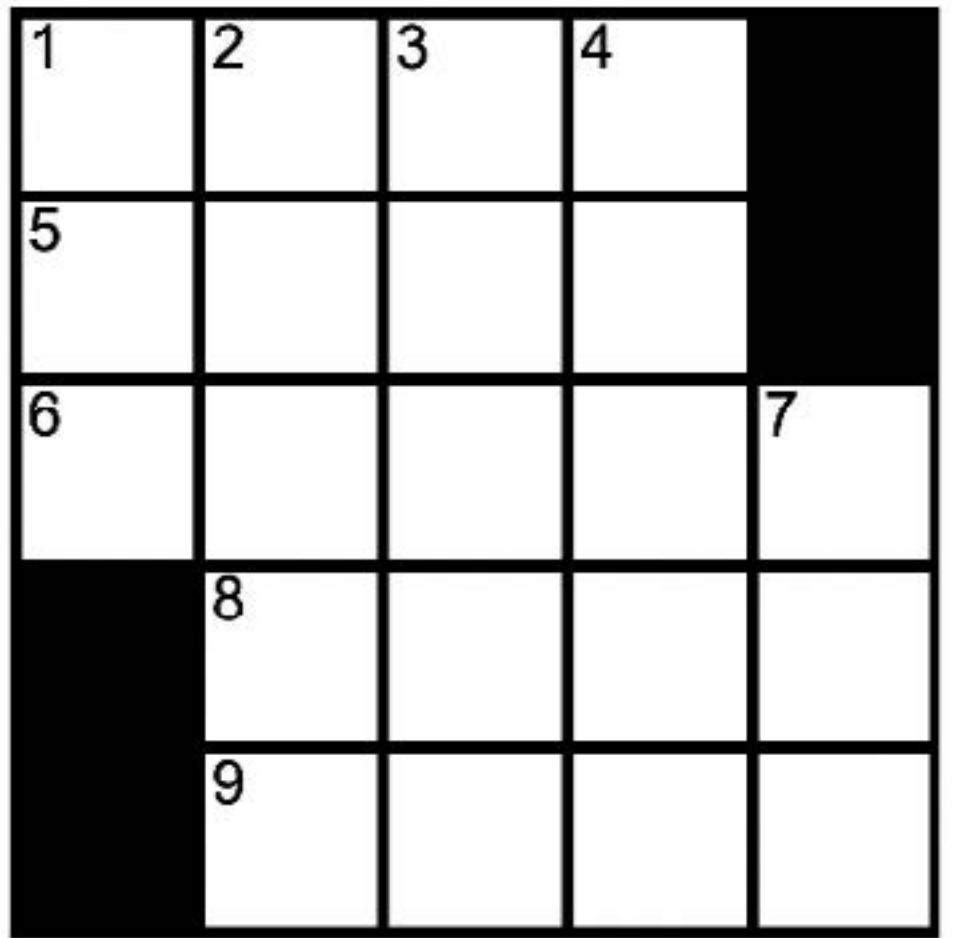
- 1 WPEA’s frequencies
- 2 Laziness
- 3 Vice...
- 4 The earlier mentioned
- 5 What one might use while vampire hunting

ACROSS

- 1 Wentworth upper Phan
- 5 Mythical Himalayan beast
- 6 Attains deservedly
- 8 Jackson 5 member
- 9 Meeting space in the Field House

DOWN

- 1 Bill the Science Guy
- 2 Joker, Ledger
- 3 Upper heart chambers
- 4 Noveno, en inglés
- 7 Male offspring

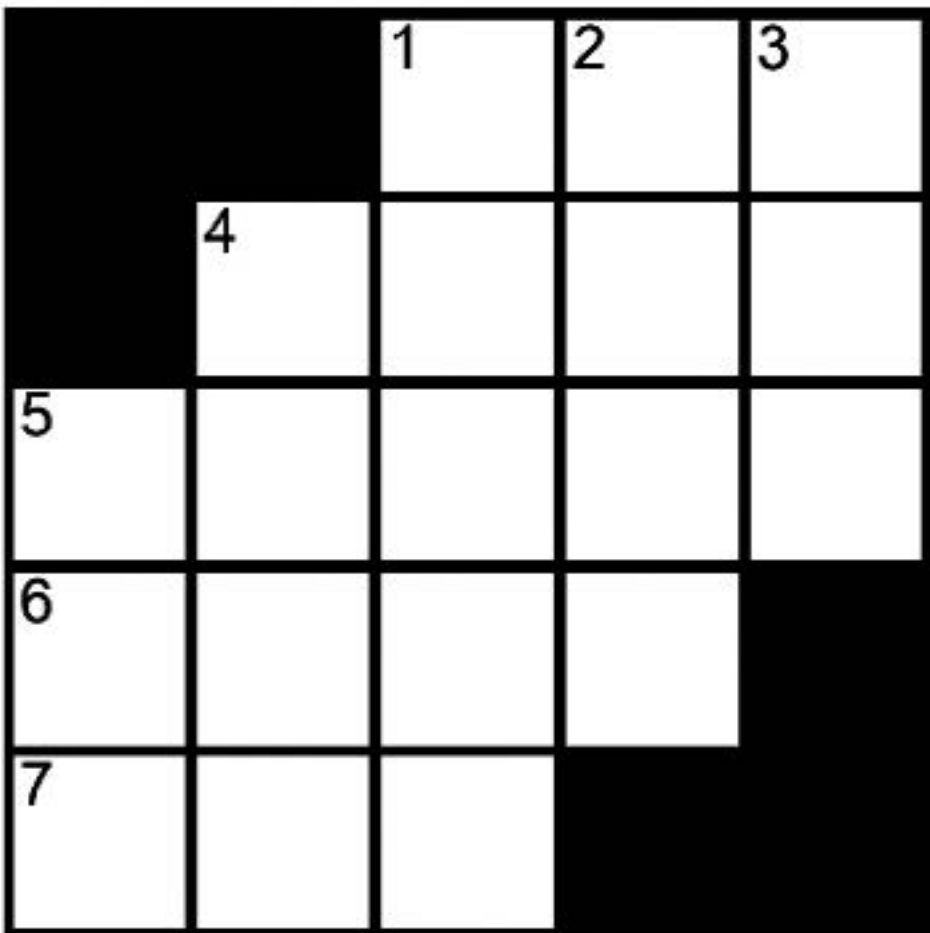


ACROSS

- 1 Catchy tune
- 4 Information
- 5 The British monarchy had eight of them
- 6 Tall, en español (fem.)
- 7 Abbot prep Max

DOWN

- 1 Language group including Swahili, Xhosa, and Zulu
- 2 Other, en español (fem.)
- 3 Take care of a bill
- 4 Simultaneous sub spot and supermarket
- 5 Green Lantern Jordan

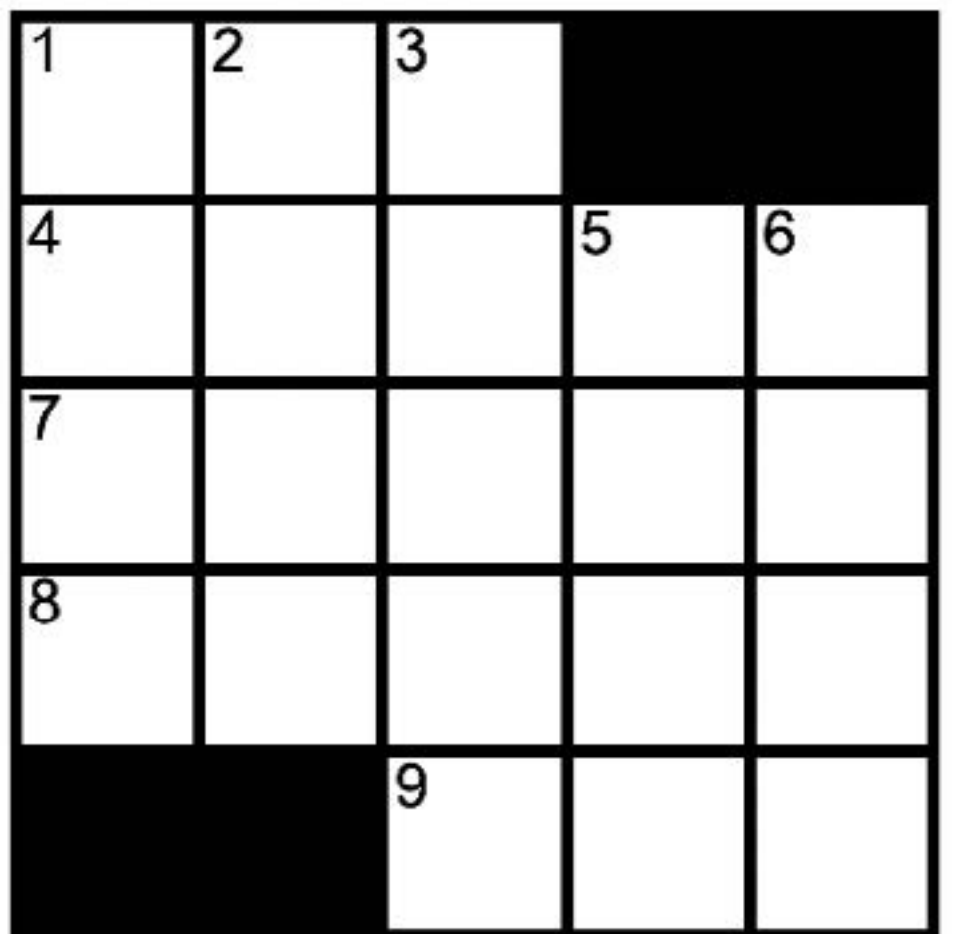


ACROSS

- 1 Period
- 4 Shade of brown
- 7 Pop singer Lavigne
- 8 Rests on
- 9 NY airport

DOWN

- 1 Bibliog. shortener
- 2 Some might say Fall Fling was one
- 3 Relating to the sense of hearing
- 5 Pong’s pair
- 6 Frozen’s queen



Sports

Captains of the Week: Girls' Volleyball

By BEEKE FOCK, JETT GOETZ, ANNA KIM, LIANNAYANG

As the first ones to hype up the team and bring everyone together during sets, seniors and girls' volleyball captains Coco Barton, Sofia Morais, and Jackie Wood lead by example with their competitive fire and team spirit.

Barton emphasized how well the three captains work together on the court. "I think that we balance each other out really well. Jackie brings a lot of team spirit, a lot of that energy, Sofia gets along with everyone and she's really good at bringing people together. I'm super energized just about the sport," Barton said.

Morais agreed. "We work less like captains, and more like friends. We love planning team dinners or outings with the team. All three of us love the team very much."

Senior Rupert Ramsey, a girls' varsity volleyball manager, spoke to Morais's energy. "She's just so loving and supportive of the girls. She brings the energy on and off the court. She's just a great leader, always positive around the team, leads by example, and tries to include everyone"

Wood outlined a few of her personal goals as captain this year. "One of my priorities is to be the best role model I can. That comes up a lot in the attitude I have. If I have a bad day at school, I try my very best to not bring that onto the court. I'm not gonna let my attitude bring down everyone cause when one person has a bad attitude, it does just break the whole



Senior girls' volleyball captains (left to right) Jackie Wood, Coco Barton, and Sofia Morais before the net.

Minseo Kim/The Exonian

team apart."

Morais elaborated about the role that the coaches play in team building. "At the beginning of practice, Coach Bruce Shang always tells us to get with a new partner and say things you're grateful for, or what your favorite song is. He's really put emphasis on what being a team means and making sure it's very united."

All three captains shared the same 2022 season goal: to be NEPSAC Class A league champions. "In my prep year we won the whole thing, and it would be a super full circle moment if we could rally and win it again this year. The way that things have been going so far, I think that we

have a really good shot at it," Barton said.

"We want to keep energy consistently high throughout the game no matter what the score is. I think that's one thing I try to focus on during games. Just like making sure everyone is hyping everyone up. Keeping everyone engaged and excited," Morais continued.

Wood agreed, adding, "Honestly I'm super impressed. Both skill wise and relationship wise between the players has exceeded my expectations."

The team has great chemistry, and this is also a high priority for the captains. "We work well as a team and people are coming in excited to

stay longer, get the extra reps in, and I think it's gonna be a good season," Barton said. "[Our close game against Choate on October 1st] was a little rough, but I think that was partly because people were so excited they came like two hours early and played for hours before the game."

Morais continued, "A divide between upperclassmen and lowerclassmen can be natural but everyone's doing a good job of talking to someone new every day and making everyone feel welcome. Everyone just really loves playing volleyball and loves to be at practice."

"I am totally in love with the captains— Sofia, Jackie,

and Coco - they are all just the most amazing people that I've ever met," upper Nat Godfrey said. "They inspire me so much and they inspire the whole team. They create such a positive, safe, and welcoming environment and it's incredible."

Upper Sophia Dabney had a similar experience, explaining, "We have a pretty great team dynamic and it starts with the captains, being super supportive of everybody. The team knows that they're always there for us and they're always around to talk."

Postgraduate Willa Hock added, "Coming in as a PG, my captains were very

welcoming and created an amazing team atmosphere. I really appreciate everything they've done to foster this amazing team spirit."

"Every single one of the captains has come up to me individually and just been like 'If you need anything, let me know. If there's anything I can do, like, let me know.' They genuinely care about me as a person and as a player, which means so much. For me they're my captains, but they're also my friends," Godfrey concluded.

Boys' Water Polo Bests Hopkins and Williston

By JAKE CREELAN, ROHIT KANTAMENI, HARRY WALKER, LEO ZHANG

On Sept. 24, the Academy's varsity boys' water polo team traveled to Williston Northampton for a doubleheader. They battled both Williston North Hampton (WNH) and Hopkins Academy, pulling out wins in both of their matches. The team started their season off 2-0 with wins against Suffield Academy and Phillips Andover.

Going into the doubleheader, spirits were running high. Even after a long trip to Williston Northampton, there was no effect on the team's morale. "The

atmosphere, for Hopkins especially, was very anticipatory. They had beaten us twice last year in some close scoring games and all of us returning players wanted revenge," upper Will Reed said.

"Going into the two games, we were feeling confident and motivated. After seeing the two teams play each other via livestream, we felt comfortable in the fact that we could take home the win against both of them," prep Jack Cassidy said.

A combination of high spirits and skillful play allowed the team to take home a 14-6 win in the first game against Hopkins.

"Our Hopkins final score was 14-6 which definitely reflected our drive to win. We played intensely, and our defense was very solid," Reed said.

"We gave 110% and did a great job," upper Alex Rosen commented.

However, the first game had exhausted the players as they were going into the next matchup against WNH right after. Rosen reflected, "[During] the second game, however, we got complacent, or maybe just a little cocky. That was a much closer game. After the game, I felt a weird mixture of relief and disappointment in myself. I feel like I could've played bet-

ter but I am overall happy with how I, and everyone else, did."

Cassidy described the challenges of the second game. "In the game against Williston, we truly had to push past a mental barrier of not only pain/discomfort, but also frustration." Even with the many physical and mental barriers, Big Red managed to stay on top and pull out a close 7-6 win.

The major highlight of the Williston match was Rosen's last minute save to stop the draw. "We were up by one, 7-6 with only 15 seconds left. We got the ball and called a time-out to set up and reset the shot

clock. All we had to do was keep the ball." Rosen explained. "I took a foul but he kept pushing me into the corner... he pushed me out of bounds and they got the ball. They, of course, called a timeout and set up. Meanwhile, their bench was cheering like crazy. I felt like I had just cost us the game. We set up and their goalie got the ball. He started walking it in. With three seconds left, he wound up...two seconds, got on his legs...1 second left and shot, only to be blocked by me. It was a crazy feeling of relief but also fear."

After sweeping the doubleheader, the team is

proud of their undefeated record. "Obviously you can't be mad at a 4-0 record," Cassidy said. Team expectations for the rest of the season are optimistic, but also humble. "As Coach Mills pointed out to us, we can't get complacent, and we are conditioning more than ever to get ready for the teams ahead, as well as for the Cardinal Cup," Cassidy continued.

"I am very optimistic for the rest of our season; we have a great squad. I wouldn't be surprised to see us competing for the championship," Reed said.

Boys' and Girls' Cross Country Triumph at Manchester

By ETHAN GUO, ASHLEY JANE, CHENGYUEZHANG

Less than two weeks into the season, the girls' and boys' cross country teams faced over 40 schools across the New England area at the Manchester Invitational Cross Country Meet. Across a spread of eight races, split between freshman, JVC, JVB, and varsity divisions, the girls' and boys' cross country teams placed 2nd and 5th respectively in the large schools category.

Manchester Invitational presented the team with the new challenge of facing a larger competing circle. "It was our first time not winning a meet for a long time, which is bittersweet," senior and boys' cross country captain Mateo Bango said. "Obviously you want to win meets, but we

have been confined to a pretty small competing circle for the past couple years, and this was one of our first times getting out."

To prepare for Manchester, the girls' team maintained a consistent and focused training schedule. "The biggest thing that we did to prepare is doing hill workouts every Tuesday. Fourteen of our runners go to Stratham Hill, which is a really intense, steep hill that they run eight to ten times. Then the rest of our runners go over to Swayze Parkway and do Crew Hill eight to 10 times, which is a more gradual hill," coach Emily Quirk said.

"We also do tempo runs every Thursday that help runners practice race pace alternating with active recovery running," Quirk continued. "That type of interval workout also prepares their hearts for the type

of cardio that happens during the race."

Intense workouts were also on the schedule for the boys team. "Most of the people on the team [did] summer training, so we were able to build a base, and then we've been doing intense training for the past two weeks," lower Paul Kiesling said. The team would expect more rest before a large invitational, and plans to do so at the end of the season.

Bango elaborated on the team's mindset for the racing and training as well. "We tried to reserve a certain mindset for racing. There's workouts, and then there's racing. Something that coaches say a lot is: 'If you're on this team, you're not here to work out. This isn't a workout club. This is a space to compete and we're here for competition,'" Bango said.

The competitive environ-

ment is bolstered by cross country traditions and strong team spirit across both teams.

"During practices during the week, the girls' and boys' teams are very separate. We're doing different workouts, and we're not really interacting, but it's so great to see both teams come together on Saturdays for our meets because we take the same bus and we have the same team area," Quirk said. "Seeing the girls cheer on the boys and the boys cheer on the girls has been really valuable and fun."

"We have a team cheer, Ache to Vitu, and its meaning is unknown to most," upper Michael Zhu added. "I like the fact that not even the preps and the coaches know what it means. It really brings the team together."

Upper Byron Grevious bounced back from an injury

a week later, winning the boys varsity race and shattering the meet record by over 40 seconds at the Blackbear Invitational. "I was really eager to race Aidan Cox today because I missed out on the Manchester Invitational due to a fall in training. The team made an outstanding showing today as well. Coming into this meet we knew this would be the last chance for us to see how we stack up against NH public schools. Our captains, Oliver Brandes and Mateo Bango, finished together in 4th and 5th. In the team results PEA finished 1st in all races. Success at Black Bear."

Both teams are looking forward to a promising season ahead. With three great meet results under their belt, both teams are focused on improvement and team bonding. "The biggest thing that we need to do

right now is make our spread smaller, which means reducing the time between our first runner and our 5th runner," upper Malcolm Courchesne said. "It's still very early in the season though, so I'm pretty optimistic about how our four and our five can really get up there in races towards the end of the season."

"Our overarching goal is getting as good as we can as a team while preventing injuries and keeping it sustainable for the future," Ivanova added. "We also have a lot of new people, so we're working on building team spirit around that and getting other people to understand what [being a member of the] cross country team means."