

NEWS

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Students Receive COVID-19 Vaccinations on Campus



Upper Kiese Nanor gets her COVID-19 vaccination.

By HANNAH PARK, SAFIRA SCHIOWITZ and CATHERINE WU

The Academy hosted a COVID vaccination clinic in the William Boyce Thompson Field House to provide students aged 16 and above with the first dose of the Pfizer vaccine on April 28. The Academy is offering to administer the second dose of the vaccine on May 19.

In the days following the first dosage, students who felt unwell due to side effects from the vaccine were excused from required appoint-

ments. Students were excited to receive vaccines, while considering the privilege they have.

According to an all-parent and all-student email from Principal William Rawson sent on May 4, "more than 570 students received their first dose of the Pfizer vaccine."

Assistant Principal Karen Lassey, Medical Director Katharina Lilly and the Academy's health center staff worked with the Regional Public Health Network (PHN) to provide students with vaccinations.

Lilly expressed gratitude for the team who drove the vaccination effort. "Our health center staff worked tirelessly to collect all necessary consents from parents, our providers held a webinar before the vaccine, provided patient education to parents and students before the clinic, and our nurses did a fabulous job of helping students who experienced any side effects after vaccination," Lilly said.

According to Lilly, "we will continue to follow CDC and state guidance on our protocols. The more of us that get vaccinated, the closer we can

get to more normalcy at Exeter."

Lilly celebrated that the vaccination process went smoothly and efficiently, with no unexpected incidents following the vaccinations. "We have been anticipating this for quite a while and were very excited to move quickly to make it happen. Many people on campus worked very hard and efficiently so that we could vaccinate over 560 students in one day," Lilly said. "We are also happy to report that no one experienced any significant adverse reactions from the vaccine!"

VACCINATIONS, 3

Student Activities Brings Joy to Community

By DAVID CHEN, EMI LEVINE, REILLY PERSIMONI and ATHENA WANG

Student Activities continues to provide many opportunities for students to relax and enjoy Exeter this spring term. Despite the challenges of the pandemic, students have found joy in a variety of activities, including food trucks,

bonfires, and badminton and spikeball tournaments.

Food-based activities have been especially popular on campus. Many students expressed their appreciation for Coffee House, an event hosted every Friday at the Grainger Auditorium where students enjoy fresh drinks and watch live student performances, and the food trucks. "I really like Coffee House,

STUDENT ACTIVITIES, 3



Students enjoy ice skating in Rink A.

William Park/The Exonian

NEWS-IN-BRIEF

Community Responds to Surge in COVID-19 Cases and Deaths in India

By ASHLEY JIANG and ANDREW YUAN

On Monday, May 3, Asian Student Program Coordinator Wei-Ling Woo sent an email to all students who indicated self-identifying as Asian or Pacific Islander, detailing the COVID crisis in India and encouraging students to reach out to their trusted adults, the Office of Multicultural Affairs (OMA) and Counseling and Psychological Services (CAPS) for support. As of 9:00 p.m. on Wednesday, May 5, there has been no all-student or all-parent email from the Academy addressing the COVID cri-

sis in India.

"In the same way that I sent the email addressing violence against Asian Americans in the Bay Area, I felt that it would make sense for me to send out an email to all Asian-identifying students to provide the support," Woo said. "I didn't want to assume which students would have a tie to India because the Academy doesn't collect students' ethnicity and I recognize that families might be transnational in scope."

"The increased surge of COVID cases and death has been very disheartening to read and watch in the news," Dean of Multicultur-

al Affairs Sherry Hernandez said. "Ms. Woo is also working with a student who is interested in fundraising for those in need in India at the Asian Night Market."

Senior and co-head of Asian Voices (AV) Emily Kang expressed her disappointment about the lack of response from the Academy. "Last week Asian Voices had a discussion about India's ongoing COVID crisis, and we talked a lot about how little people knew about it," Kang said. "However I don't believe Exeter, as a school, has addressed it and I am concerned. A school-wide email addressing India's COVID crisis is

necessary because it brings this crisis into the Exeter community's attention."

Upper and Asian Advisory Board (AAB) member Siona Jain commented on students' understanding of the COVID crisis. "I want to remind people to be mindful of their Indian friends. Check up on them," Jain said. "Our news feeds are filled with pictures of Indian people not socially distancing, but very rarely do these same sources tell us about the inequities that make it so most people in India cannot socially distance. Socially distancing is a privilege, and we forget that."

Lamont Younger Poets Announced

By ALIA BONNANO, JESSICA HUANG and VALENTINA ZHANG

Seeing through the eyes of a likely already extinct bird, meeting God in an Arby's parking lot, a man's struggle to reconcile debilitating sickness with societal standing, and the story of a political refugee wandering the streets of a harsh world. Maeve Kennedy '24, Priya Nwakanma '23, Clark Wu '23, and Philip Avilov '23 were awarded the 2021 Lamont Younger Poets prize for their carefully crafted pieces this past week, each of which highlighted their unique literary talents.

Students may submit poems for consideration each year. According

to the description, "The Lamont Younger Poets Prize honors poems of exceptional promise written by juniors (ninth-graders) and lowers (10th-graders)... The prize commemorates the dedication of English instructor Rex McGuinn to student poetry at Exeter—particularly his encouragement of student poets at the ninth- and tenth-grade levels. In such a spirit, the Lamont Younger Poets Prize seeks to recognize promise as well as achievement in the early years of a student's developing craft."

Head of Lamont Poetry Committee and English Instructor Matt Miller said, "Once all the poems are in we read them over and over

POETS, 2

News

» **FALL TERM**

Read about the Academy's newly released plans for the 2021 fall term, and student perspectives on it, 2.

» **STRESS**

Read about students' experiences with the compressed spring term schedule, and their hopes for the future, 4.

» **EXHIBIT**

Read about the poems, collages, and other works of art in the student and faculty-led gallery exhibit, 4.

NEWS-IN-BRIEF

2021 Fall Term Plan Announced

By NHAN PHAN and ELLIE ANA SPERANTSAS

On May 4, Principal William Rawson sent an all school email titled "Fall Planning" outlining plans for the 2021-2022 school year, with a focus on the fall term, and expressing gratitude for the Academy's accomplishments despite the challenges of the pandemic.

In the email, Rawson shared that all students will be required to receive the COVID-19 vaccine by the beginning of next year, "with accommodations for students seeking religious or medical exemptions." The email also addressed the Academy's intentions to deliver all programs in person. Rawson plans to "remove Plexiglass from Harkness tables, open our

campus to visitors, and invite students to venture into town and visit with each other across dormitories." Mask wearing protocols "will be evaluated as we get closer to the opening of school, but students will always have the option of wearing a mask if they feel more comfortable doing so."

"Given our focus and commitment to in-person

instruction, we will not offer families the choice to learn remotely during the school year," the email continued.

Prep Julian Bernal thought positively of the email and remarked, "I'm pretty impressed on what the Academy is planning to do. Honestly, allowing visitors to come on campus, taking the dividers off Harkness tables, they are

even evaluating to take off masks!"

Lower Aaron Joy reflected upon his ideal school year. "I hope to see programs that enable community development. This is especially for new students and those who have only experienced Exeter during the pandemic. But it would absolutely allow for an even further socialization than even pre pandemic."

Many students were enthusiastic about the plans to "move much closer to

the Exeter experience we all crave," as the email stated. Upper Pedro Coelho expressed his hope for a return to "a good 'new normal' where we apply what we learned from our lessons during COVID but get to recover a lot of the experiences we lost during the pandemic."

Lower Matthew Jutabha shared similar thoughts, "I think Principal Rawson's email to the school was exciting since it looks as if we'll be able to return to a normal Exeter school year."

Lamont Younger Poets Cont.

and try to find the ones that stand out above the other. We discuss poems and try to come to a consensus. The hardest part is when we get down to 8 or 9 poems that are excellent but then have to choose just four."

Miller explained the key components of the committee's criteria. "We look for original or refreshing use of language and imagery, the way that the line and the sentence and syntax are used, and a sense of the music and rhythm," Miller said.

The four winners have their poem published in a chapbook that is stored in the Class of 1945 Library, and are invited to read their poems to the Exeter community alongside a Visiting Poem. This year, the English Department invited Jenna Lê, an Asian American writer who centers her pieces around themes of immigration and femininity. Lê read her poems over Zoom this past Tuesday, and answered questions from students in a brief question-and-answer session after her reading.

Lê, who uses classical characters and themes in her writing, spoke on the mystery embedded in Greek mythology. "These stories have been with us a long time, and they've been with me... There's something about them that sticks with you," Lê said. "As you don't know their stories, I think part of their lasting power is that you know you read them at different times in your life and different things in the story jump out at you each time."

Besides using mythology to captivate readers, Lê varies the poetic styles she chooses to make each poem unique. "I like to keep practicing the different forms so that I have all those different forms in me," Lê said. "The poem picks the style it's written in... The goal is to make every poem sound different from every other poem because you're basically combining the subject with language in a new way that's never been heard before."

Lê emphasized her love for the writing process and the challenges that come with it. "I love the feeling of flow when you're in the middle of writing," she said. "But sometimes you're just at the beginning of the poem and you don't really know how to get into it... The hardest part is having the faith to know you've gotten through these dry spots before; you can get through them again. You just you just write until you get through them."

To all writers and poets, Lê offers the following advice: "Don't let external forces discourage you. You guys all have amazing voices;

you guys have amazing talents and not every poem you write is going to be your best poem. There are going to be poems you look back at in a few years and think about ways you could have written them differently and that's okay. You can always change it; they're not carved in stone. Just believe in yourself, and read a lot."

Avilov submitted the poem, "Immigrant Song: an Angry Letter to Ventian Pigeons," which focuses on the story of a political refugee in Venice, who wanders the streets aimlessly as he remembers his life before then. Themes of existentialism and divinity are prevalent throughout, as well as the complexities of discovering a new home, a new universe.

Avilov's inspiration draws from his own life. "The character, he's not the same as me; however, 'Letter to the Pigeons' is about leaving one place not because you want a bright future, but because they will break you and I resonate with that," Avilov said. "I moved around a lot [growing up] and I never knew what home was: maybe it's a country, a city, a house. Sometimes I defined it as a place where my immediate family was. This poem is not an answer, but I'm writing a means of asking that question."

Avilov views writing as a way to escape and express, which informed his stylistic and word choices in "Letter." "I am largely driven by confusion. If I don't get something, first thing I [do is] write about it," Avilov said.

Avilov was grateful to win the prize, especially considering it would allow others to view the poems. "I'm really glad that there was an opportunity to have people see my poems in the first place... I didn't really have expectations," Avilov said. "I'm also excited to see what other people wrote, because it's a good way to crawl into their heads to see how their brain works, you know?"

Avilov's advice to budding poets mirrors his approach to his work: "Don't be scared of words. What held me back most was the fear that my work was just not important enough, that there wouldn't be a revelation or something... [But] it doesn't need to be like that... Just keyboard smash if you want to. As long as there are words on the page, you're going to get somewhere."

Wu chose to explore the theme of patriarchy in his poem "The Man." Inspired by Naomi Snider's book *Why Does Patriarchy Persist?*, Wu



The 2021 Lamont Younger Poets from left to right: Clark Wu '23, Philip Avilov '23, Priya Nwakanma '23 and Maeve Kennedy '24.

William Park/The Exonian

retold one of his grandfather's stories. "The man is getting his lung surgery, and it's sort of implied that he has lung tumor, though you can sort of interpret it as you will. Then I look into how he dealt with this surgery. A large part of that is his quasi-backlash against his own family because of his understanding of mortality, manhood, shame and vulnerability. This poem asks what happens when our patriarchs realize that they are weak. Maybe they feign power and reclaim the role anyway."

Wu has heard others interpret his poems in many different ways, and he hopes his readers enjoy analyzing it. "Once you share a poem, the meaning that you intend is often lost. That's never a bad thing. I hope readers enjoy themselves in reading the poem, and I hope it brings some awareness to our ever more patriarchal society," Wu said. "What's our role? What can we do? I don't think it's at the forefront of our minds right now because of all the other social issues at play, but it's in my opinion slowly slipping away from public attention. I think that's dangerous."

Wu is thankful to have had so many people support his writing. "As someone who's only just begun to dip their toes into poetry, I never saw myself as a student poet. Mr. Miller definitely gave me a lot of confidence through the winter and spring terms. He actively tries to understand what you're trying to say and he offers the perfect dose of suggestion" Wu said.

The prize has greatly helped Wu take more risks in his poetry. "I feel very honored and very grateful for everything. I'm very lucky to have had many people help me in writing poetry and in helping me navigate the topics that I explore in poetry," he said.

Nwakanma's poem, "Completely Rational

Thoughts From the American South" describes one man's encounter with God in an Arby's parking lot, after a loss spurred him to bike across the country. The piece's themes of religion and grief are conveyed through a combination of humor and metaphor throughout.

"In a less literal sense, it's about searching for faith, after you have gone through something that's caused you grief," Nwakanma said. "When something's missing, we tend to look for something else to fill that space."

The idea of loss her poem conveys was inspired by the story "Really Long Distance" from the podcast *This American Life*. "A man set up a rotary phone in his backyard, connected to nothing, and he used it as a place that he could say the things he'd left unsaid when his cousin died. After the 2011 tsunami/earthquake in Japan, many people had lost loved ones and heard about this phone, then came to say the things they needed to say," Nwakanma said. "There's nothing really extraordinary about the phone other than the meaning imbued in it by these people."

Nwakanma also described the changes she made to her poem during the writing process. "The original title was not a title at all (it was a reminder of the original episode) and the poem used to just be about the woman with the payphone—like in the short story. As the idea of loss developed, I started writing something different and at the last minute added the woman back in as the 'mother' to provide context and flesh out the idea of individual grief; she's searching for closure, but she keeps getting a dial tone."

Nwakanma's love for writing poetry stemmed from her love of reading. "I think at some point, you want to try to create your own stories," she said. "I have more of a disjointed writing style,

and I find that poetry is a lot easier to bring many ideas together.»

Nwakanma's appreciation for language also brought her to love writing. "Language is special for the way it colors how we see the world. For example, in certain languages, there's not a color for blue and people just don't recognize it," Nwakanma said. "In kind of the same way, the stories we read affect our perspectives. The stories we write have the power to affect other people's perspectives."

For aspiring poets, Nwakanma leaves the following advice: "Trust your voice, but don't trust it so much that you eschew criticism."

Kennedy wrote her poem, "The Lord God Bird," from the perspective of an ivory-billed Woodpecker, a species that is likely extinct. She was inspired by a book she read in seventh grade, *The Race to Save the Lord God Bird* by Phillip Hoose, which tells the story of the extinction of the ivory-billed Woodpeckers. Through her poem, Kennedy hopes to shed light on the effects of human development on endangered animals through depicting the experience of the ivory-billed woodpecker as a war.

While Kennedy began the poem thinking about the benefits of environmental conservation, she made connections to other topics she is passionate about. "The last part of the poem is sort of about wanting to be remembered. What I was thinking about as I wrote was, I'm very interested in queer history. And a lot of times when you're reading [queer history], it's a bunch of tragic stories over and over again. You feel like all the people who came before you are just dead, or, have this tragic thing happening to them and you want to honor their memory, but you also have the feeling of dread, of 'maybe this is

going to happen to me.' But the bird and the poem is like, no, I want to be able to be recognized by people and have people come and see me," Kennedy said.

Kennedy attributes many of her ideas to daydreaming. "I've been writing since elementary school and I'd have these notebooks of terrible, dystopian stories. I'm someone who fantasizes a lot and daydreams a lot. So I guess it's like, it would be unproductive if I didn't put at least some of them down on paper, you know? You gotta milk that for what it's worth."

Kennedy advises: "Don't try to start out from a huge, deep topic and then try to connect it to something smaller. I feel like that's really difficult. But start out from something that, you know, maybe you're interested in or you know about, that's a more mundane topic. And then you'll probably make a connection from there."

"Even if you don't make connections to a deeper topic, I think a lot of poetry is just about seeing what you can do with language. So even if there isn't a crazy, deeper meaning, you still reached the goal of poetry, if you made something that you think sounds good," Kennedy said.

Miller encourages aspiring poetry writers to continue to write, no matter the obstacles or rejections. "There are so many good submissions each year and choosing just four is hard. Those not chosen should not be discouraged. Keep writing. It shouldn't be about contests or prizes. It should always be about the words," Miller said.

Miller also provided tips for upcoming writers: "Read everything—from poetry to scientific theory to the back of cereal boxes. Listen to the words in the air in conversations. Do everything. Live. Play with language. And don't worry about publication and prize validation. Write for you."

Students Receive Vaccinations Cont.

Many students reported that the vaccination felt quick and painless. Upper Caitlin Burke appreciated the patience of the vaccine administrators. “The actual vaccine was completely fine—I usually dislike needles, but the man giving me the vaccine was very efficient and friendly,” Burke said.

Lower Rodrigo Spinola e Castro shared similar thoughts. “The person who gave it to me was really nice and he was really good at it. I barely felt it at all,” Spinola e Castro said. “My arm is still a little bit sore, but I could forget about it really easily so I feel just fine.”

Lower Lexi Pelzer’s only reaction to the vaccine was soreness in the arm. “That was really my only symptom. Now I feel completely fine!” Pelzer said.

However, other students experienced stronger side effects from the vaccine. “I felt weaker physically. No fever symptoms, really just feeling physically weak,” upper Summer Faliero said.

Lower Warren Lawrence felt similarly. “When I first got the vaccine I felt super tired for the rest of the day so I slept a lot. I had to miss a few track practices because of it,” Lawrence said.

The Academy worked to accommodate students who were experiencing strong side effects from the vaccine. Many students were allowed to take required meetings off

to rest and recover, and some attended class synchronously via Zoom if they felt well enough to participate.

Upper Krishna Deora said, “I wasn’t able to go to most classes on Thursday, and the ones I did go to I took online. I was tired and I had a few tests on Friday, but overall I was able to sufficiently study for them.”

Upper Fawaz Omidia worried that he would miss out on learning crucial information if he took time off from classes. “The day after getting vaccinated, I felt extremely tired and wished I could’ve taken more time off. However, many of my classes were covering information that I felt I couldn’t afford to miss out on the class, which I think was due to some poor planning of class work based around the vaccination,” Omidia said. “I did have some teachers give options of asynchronous or remote classes, which I found to be extremely helpful.”

Many students hoped that vaccinations would allow for looser COVID prevention measures once off campus. “I’m hoping that especially during the summer when I’m back home, I’ll be able to interact with other people who are vaccinated more normally. I’ve missed hugging my grandparents for example and being able to see friends closer than ten feet away with a mask on,” Pelzer said. “Apart from seeing close friends and family, I’ll still feel cautious

when going to concerts and other public spaces, and I might wait for more research to come out on how likely I might be to pass the virus on to others, because that’s what I’m most concerned about.”

Senior Yulian Ye felt that the vaccine provided him with a greater sense of assurance. “I think to a degree, I would feel less cautious. Not so much in a reckless way, but more like relaxed and comfortable to hang out with my friends knowing that we have a dramatically decreased risk of catching and transmitting COVID,” Ye said. “At least my personal hope is that the Academy agrees to open up a little more in terms of out-of-town or in-town visits and possibly even opening up a radius a little bit.”

Omidia noted that receiving the vaccine meant feeling safer and more comfortable around other people. “Knowing that so many people are getting vaccinated has made me feel safer. Even though the vaccine doesn’t have a 100% efficacy rate, it does lift a little of the concern of my shoulders,” Omidia said.

Although students were excited to receive the vaccine, many students considered the ethics of the Academy’s mass administration of vaccines to students.

Kennedy agreed with the Academy’s decision to administer the vaccines. “I don’t feel bad about it. I’ve read a lot about the ethics of this, and

not taking a shot that’s offered to you doesn’t mean it will go to someone more deserving. Vaccines are starting to be in excess in some places in the U.S., so I feel strongly that this is not wrong. Especially because all faculty and staff got theirs before students,” Kennedy said.

Deora initially felt guilty about receiving the vaccine, especially while on a campus with COVID restrictions. “Personally, initially, I felt guilty especially given the fact that we’re in a bubble, but I decided that if I have access to the vaccine I should be getting it because it would ultimately help slow the spread of COVID,” Deora said.

Narapreddy shared similar thoughts, but pointed at the importance in receiving vaccines to achieve herd immunity. “I know there’s people who probably need it more than we do, but at the same time if we don’t take it I know for a fact that they won’t get it either, it’s just going to go to someone else who’s privileged like we are,” Narapreddy said. “At this point in time, it’s important that if you have access to the vaccine, you should get it, because it’s herd immunity.”

Senior Emilio Abelmann acknowledged the struggles that other countries are facing with COVID. “Selfishly, I’m really happy that Exeter brought the vaccine to campus. However, in relation to the larger world where, for example, India is going through

a crisis, seeing them have troubles with COVID is just another reminder of the immense privileges that we have as students at Exeter,” Abelmann said.

Abelmann continued, emphasizing the importance of reflecting on this privilege. “We are, in one way another, amongst the top 1% of educated people, we have an impressive endowment, and it’s an incredible privilege to receive the vaccines. But with this privilege needs to come a great amount of reflection and understanding that we should be grateful for the opportunities that we are offered,” Abelmann said.

Faliero acknowledged that many schools are not offering opportunities for vaccination, and admired the Academy’s decision to make this round of vaccinations non-mandatory. “I’m from South Carolina. A lot of schools don’t have the same opportunities,” she said. “I’m really glad we can get the opportunity to get the vaccination here, especially because it’s optional, it’s not being forced on anyone.”

Many students were also grateful for the Academy’s free distribution of vaccines to students and faculty. Pelzer appreciated the Academy’s decision to hold a clinic, considering the varied accessibility of vaccines elsewhere. “I’m happy I was able to get the vaccine because I’m a student from Washington state and it’s very unlikely a parent could’ve taken me to get the vaccine before the school year ended. I feel a lot safer knowing that when I’m traveling for

example, it will be unlikely for me to contract or pass on the virus,” Pelzer said. “Also, for some international students, being vaccinated means being quarantined for seven less days, so a lot of them can see their families sooner.”

Post-graduate Claire Wiest agreed and mentioned that vaccines may not be available in other countries. “I think it’s really good, especially for international students like me who may not be able to get the vaccine in their home countries for a while,” Wiest said.

Spinola e Castro was grateful for the vaccines provided by the Academy, recalling the difficulties he would face at home in Brazil. “My father and mother still haven’t been vaccinated, so [these vaccinations] would never have been able to happen in Brazil. I’m really grateful that I managed to get it here and I feel it’s really nice that they’re giving it off to everyone without paying,” he said.

Ye thanked the Academy for making the vaccines more accessible and timely compared to alternate options. “For a lot of students, they’re far from home and the vaccine wouldn’t otherwise be readily available to them, and especially not available in a timely manner. I think bringing vaccinations to campus was a great decision,” Ye said. “Even for a New Hampshire resident like me, who can’t easily get off campus, it helped a lot with just the peace of mind and I’m being a little more relaxed about the whole COVID situation.”

Student Activities Cont.

because they bring in this great caterer and it gives student musicians a great platform to perform for a live audience,” prep Nola Weeder said.

Prep Solei Silva-Carin shared similar thoughts. “I think these have been really helpful for students, especially Coffee House. It gives a place for kids to express themselves during the weekend. And oftentimes, everyone’s really kind... we’ll sit there and listen to them and cheer them on,” Silva-Carin said.

For Senior Noah Lee, Coffee House provided a place to relax. “Coffee House is probably my favorite event so far because it’s a completely different world from the rest of campus. There, my friends and I can de-stress with an iced chai or a London fog while listening to student performers who are all so talented,” Lee said.

Upper Zara Ahmed commented on the numerous food trucks options. “I just appreciate having extra food,” Ahmed said. “I love taking walks at night, so it’s nice to have something to snack on while you’re walking.”

“I really like when the Academy brings local restaurants onto campus because the restaurants get great revenue,” Ahmed added. “And then students also get good food that they otherwise can’t get because we can’t go off campus easily.”

Silva-Carin appreciated the diversity in meal choice. “I think the food trucks are really popular because it gives us [students] a chance to get a different taste of food and kind of stray away from the usual meal course on campus,” Silva-Carin said.

Aside from treats and delicious food, many students have also enjoyed the athletic activities offered.

Prep Sophie Zhu mentioned her love for the ice skating held in Rink A at the Love Gym. “I think my favorite would be the skating because I do it with friends most of the time,” Zhu said. “It’s a really nice way to de-stress at the end of the week when I’m

really mentally exhausted. I can also chat with my friends and see them as well, which I really enjoy.”

Several students also shared their thoughts on the spikeball tournament the school organized.

Senior Mathew Ngai, one of the winners of the tournament, talked about his experience competing. “I loved playing in the spikeball tournament. It was great to play against so many of my friends and it helps that my team won second place with free ice cream!” Ngai said. “I think everybody loves playing spikeball and the fact that it’s more of a fun rather than serious sport made it very appealing.”

Fellow competitor and senior Emilio Abelmann enjoyed the opportunity to connect with others. “I had a great amount of fun with it [the tournament],” Abelmann said. “It was really nice to see a lot of different people coming from different dorms, different friend groups, and coming together to play spikeball.”

“I always wanted to test my spikeball skills against the greater Exeter community and the tournament was a nice way to do that at a higher level than just playing casually on the quad,” Ablemann added. “It was a nice friend activity and also a good way to stay engaged with the community.”

“I’ve also really liked the Spikeball tournament and the badminton tournament because they’re a great way to get our community together,” Lee said.

The Love Gym’s Rink B activities are also a favorite among students. “I think I most frequently go to Rink B, just at night. It’s a great way to just engage athletically with my friends. I always have fun, am able to get some exercise in and it’s a great way to just enjoy each other’s company with spikeball, basketball, throwing a football, handball, all of the above,” Abelmann said.

“I always go to Rink B on Friday/Saturday nights



Students enjoy a game of soccer in Rink B.

William Park/The Exonian

because it gets dark out and there’s always fun games to play there,” Ngai said.

Upper Adam Belew also regularly visits Rink B over the weekends. “I like having massive soccer games [with my friends] and running around, just feeling tired, but being able to really enjoy myself,” he said.

Prep Finn Tronnes often hangs out with friends near the bonfires on the academic quad. “If there’s no other space to hang out in a large pack, the bonfires are really great.”

“The school is doing a really great job with offering activities, both indoor and outdoor, during this time. I’m satisfied with the way that they’re doing things,” Ablemann said.

Upper Lekha Masoudi acknowledged the benefits the activities have on mental health. “The issue wasn’t so much of boredom [for me] as it was from exhaustion from work, and then from exhaustion, you just don’t want to do anything,” Masoudi said. “I think [the events] did a really good job of giving me things to do.”

Director of Student Activities Joanne Lembo noted students’ role in planning the various activities. “The process is collaborative—we meet with the students who are interested in planning the event. We

collectively come up with a plan and divide and conquer the tasks,” Lembo said.

Assistant Director of Student Activities Kelly McGahie agreed. “It’s really been a team effort,” McGahie said. “I feel like the year has evolved in terms of the events. We’ve gotten better at understanding COVID, and we’ve got better at understanding how it’s impacting our ability to be together on campus and focus on what our primary purposes are.”

Prep Colbert Chang and upper Nick Chiu organized the badminton tournament, which had 90 participants. “During the early stages of planning of the tournament we looked at other tournaments and how those tournaments were run. We also talked with various faculty members about the viability of running a large scale badminton tournament and ended up deciding the important things such as venue, time and format,” Chang said.

McGahie pointed out challenges with planning student activities during the pandemic. “COVID presented a whole host of problems that we didn’t really expect, especially since we wanted the activities to be fun and interesting, but we also want to make sure that we’re doing them in a safe way.”

Former Student Council Recreation Committee

co-head and senior Cooper Walshe agreed. “It’s a little difficult to come up with events that are COVID friendly. We have a lot of events that we’d like to do, but the administration says that’s a little too dangerous, which we totally understand.”

Upper Adam Belew appreciated the COVID-safe activities. “The events that they’re putting on makes it much easier for us to engage in things together without having to possibly break COVID guidelines.”

Belew also expressed enthusiasm for continuing events after the pandemic. “Hopefully, Rink B and Coffee House can be continued into post-COVID era,” he said. “I hope they become a much more regular thing.”

Another challenge the Recreation Committee encountered was setting times for activities. “We have to make sure that Exonians who are athletes can get to their games and practices,” Walshe said. “A lot of people have orchestra and different commitments. So it’s a little tough to figure out when the best time would be.”

According to McGahie, the Academy’s finances posed another unique challenge during COVID. “It’s not like the Academy has X amount of money in some big savings account, and we can go and

make a withdrawal. A lot of the money that we have has rules for usage, so there were people involved in trying to figure out, ‘could we do X with money from Y.’ All of that is upstream of the Student Activities office, and certainly they were communicating with us,” McGahie said. “The idea was that if the Academy was going to make those purchases, those were things we could use for years after this year, not a one-time thing to use.”

McGahie encouraged students to take advantage of the activities offered every week. “You have more opportunities to be social and to enjoy each other’s company and to be safe while doing that,” McGahie said. “Going forward after the pandemic is over, I hope [to try] to keep that in the forefront.”

Recreation Committee co-head and senior Maegan Paul emphasized the presence Student Activities has on campus. “We think that we know what students would want, but there are a lot of things that we just don’t know about event planning that’s enriched by the Student Activities office,” Paul said. “They’ve been doing this for so long, and they’re still engaged with every project that they work on. We definitely couldn’t get anything done without their help.”

Students Stressed by Compressed Schedule

By ANVI BHATE,
ATISHAY JAIN
and ELLIE ANA
SPERANTSAS

With the new, more compressed spring term schedule, students reported feeling stressed and overworked, and faculty and students have also felt there has been an impact on the extracurricular activities.

In their recent department meeting, the Religion and Modern Language Departments discussed potential changes to workload and adding in an asynchronous class on the four-class-day weeks. Both departments committed to cutting down synchronous classes from four per week to three a week and trying to excuse students from homework at least one night a week.

Instructor in Religion Patrick Kelly addressed the COVID-19 pandemic as being a contributing factor to the “level of stress and exhaustion on campus.” “Certainly the transition back on in-person and the rigours of a more regular, if rather compressed, schedule play a role in these issues,” Kelly said. “[The Religion Department has] opted to have many of our classes meet on three of the four scheduled meeting times during the week one schedule. How this is enacted varies some from class to class and depends on the nature of the work in a given week. We are trying to remain responsive to the needs and well-being of our students, as best we are able.”

Kelly explained that although he personally

preferred in-person classes as opposed to asynchronous learning, he also expressed the concern of classroom dynamics during the COVID-19 pandemic. “The plexiglass dividers, the white noise of the fans, and having some students Zoom in from their homes or quarantine have made the classroom dynamics at times challenging,” Kelly said. “However, I think it is working and I hope that students likewise find the in-person learning preferable.”

Modern Languages Instructor Fermin Perez-Andreu expressed his opinions regarding the changes made to the four-class meeting days in the department. “We thought of it as some kind of exchange, you lose one in-person class every two weeks, but you gain having students a little fresher and happier, and hopefully in a better mode to sustain their attention and learn,” Perez-Andreu said.

Perez-Andreu shared his thoughts about the pandemic being a factor of stress for students as well. “I think the pandemic has more weight on your levels of stress and your anxiety about how tired you can feel,” Perez-Andreu said. “We have seen more students visiting the health center because of the schedule that is putting some weight on them.” Perez-Andreu also preferred in-person, synchronous classes.

Many students expressed mixed opinions about the newly-introduced no-class Wednesdays. “I’m not a big fan of the Wednesdays off, because I feel like it just disrupts the week and my whole cycle,” prep Nupur Malhotra said. “I

would rather have it be a half day Wednesday, or have a Friday off, so you actually get to enjoy the three days.”

Students also commented that teachers unknowingly give out too much homework to be done on the Week 2 off Wednesdays. “I’ve heard this from a lot of other people as well, but people tend to get more homework on the Wednesday off, because teachers are like, ‘Oh, you have more time to complete it,’” Malhotra added.

Upper Fawaz Omidia agreed. “The off-Wednesday in the middle of the week is odd because I feel like the following two days are really packed,” he said. “It feels like we’re getting a day to do homework — like a Sunday where you know that your next two days are full.”

Prep Helena Kline shared concerns about activities scheduled during the no-class Wednesdays. “We still have sports in the afternoon so if you don’t live here, you still have to be here at a kind of difficult time for day students. If you can’t drive, you usually have to have a parent drive you and no one goes to work at two in the afternoon,” Kline said.

Prep Aavik Wadivkar addressed the constant change in the schedule, which has been a burden for several Exonians. “My Exeter experience has been changing constantly since I got here, being a prep. Every trimester brought something new, and has unique challenges. Regardless, I think the current schedule works well. I’ve heard from other students, especially preps, that it gets stressful. However, I don’t know how much of that

is ‘regular’ Exeter stress and how much is unique to this term,” Wadivkar said.

Wadivkar added, “I have had to cut some activities, as there have been days with back to back classes, sports, and activities from 8am to 8pm. It comes down to the individual, in terms of how much they want to take and how much they can.”

Some students believe that part of the problem stems from the long stretch of uninterrupted schooltime students have to work through, due to the short spring break. Senior Charlie Preston said, “I think there’s a collective sense of everyone getting exhausted under the weight of what is at this point three or so straight months of just working.”

“I really liked having 8pm classes [last winter term] actually. I know that’s probably the minority opinion, and it does mess with social life and clubs and stuff, but at least it gave us a giant hole in the day to do things for ourselves to get ready for classes, so that you know we didn’t feel like we were trying to sprint through a five hour marathon every single morning,” Preston continued.

Omidia expressed thoughts on fluctuation in the frequency of classes. “I’ll have a class for a day straight, or sometimes I’ll have eight classes in two weeks and some will have seven, which is weird.”

Prep Vera Aimunmondion shared that the winter term schedule took a toll on her. “Winter term was a lot more spaced out,” Aimunmondion said. “I do prefer this term

[compared] to winter term, just because I don’t have 8:00 p.m.s anymore, and I was just really busy, juggling track and also dance. Now I can focus on dance, which is something that I really love to do. The schedule this term is pretty tight in terms of jumping from one thing to another, but I guess if it’s a bit more like a normal schedule, because it’s sports or activities after school.”

The free time helped some students cope with their workload. “I think the new schedule provides students with more time to relax and finish their work,” upper Jean-François Manigo Gilardoni said. “I personally find that having longer free periods throughout the day makes me less stressed and allows me to focus more.”

Senior Jackson Carlberg shared similar thoughts on free time throughout the day. “It might be nice to be able to have a little bit more free time because of the asynchronous blocks. Like a lot of people got used to having less classes in a day, and I know other schools have schedules that are less packed than ours. I know that also might come with longer assignments or more frequent assignments, things like that. It’s a give and take where I wouldn’t mind if we had more asynchronous blocks,” Carlberg said.

Students found the continued implementation of asynchronous formats helpful. “Some teachers still occasionally have some asynchronous classes, which I have found to be a big stress reliever as I can use that time to catch up on sleep or get ahead

on my homework,” Manigo Gilardoni said.

Students across campus also appreciate the transition to in-person learning, and many people felt that it was more effective. Lower Nina Kellogg explained that in-person classes helped her explore and retain more knowledge than online instruction. “It’s interesting to see the contrast when we’re in person rather than online, and we can talk so much more freely, and our conversation flows a lot better,” Kellogg said. “And the relationships that you form with your classmates and your teacher, in person, are so much stronger, and honestly, I take away 10 times more from those in person classes than I ever do from the Zoom logging on.”

Regarding future changes to the schedule and student involvement in its creation, Kline said, “It would either work very well because it would be structured exactly how we want it, but would also be very bad because it would be structured exactly how we want it. Because there’d be no one else to blame, and we’ll still never be happy with a schedule.”

Kellogg reflected back to her prep year. “Personally, I would lean towards students getting back to how we used to have it before, which is having five days a week every week, but Wednesdays are always half days. Having assembly twice a week, we also had this GH block, and there would be a much longer break in between the last class and when sports started and I appreciated that to have that longer passing period to completely transition. And we would have dinner after that,” Kellogg said.

Co-Education Exhibit Cont.

their work & so it began, we began, the space began.”

The exhibit was created for community enlightenment. “It was created partly to offer ART to the Community & to create an ending to the Feminist Bookmaking course & to bring the students’ vastly diverse creations to a curation,” Carbonell said. “Our mission was to lift the voices of those who have been historically marginalized, silenced, delegitimized; to give space for BIPOC/Queer/Intersectional perspectives & some white wom(x)n/women trailblazers.”

Sung expressed that the idea of hosting an exhibition started last year, but came to fruition this year due to the pandemic. “Due to COVID-19 last year, however, we weren’t able to share our works that were centered around the theme of Gender, Sexuality, and Identity. Fortunately, Ms. Carbonell, Activism in Art’s faculty advisor and the teacher for the Feminist Bookmaking course, was willing to collaborate with us and create a huge exhibition that focused on Exeter’s 50 years of co-education theme!” Sung said. “It’s really amazing that this exhibition happened because Ms. Durand and I had been planning an Activism in Art exhibition since last year, and we’re really fortunate to have worked with the Feminist Bookmaking class.”

Exhibit organizers came up with the name “A Collective Curiosity” to be inclusive of the exhibit’s diverse array of content. “There’s a wide range of topics and mediums covered in the galleries, so I feel like [A Collective Curiosity] is a good overarching theme. It does help to be inclusive of identities and experiences that aren’t within the gender binary and also, not everything in the gallery is about gender,” Crossman said.

Carbonell described the exhibit as a “beautiful collaboration of Feminist Imagination.” “In so many ways, the exhibit is an Act of Care, of Community Care, of the care rooted in criticality, of Feminist Coalitionary Care—At the core are some essential truths

from Audre Lorde ~ to honor our differences, to name our differences, to come to reflect on the sources of our power, to name what systems are not allowing us the freedom we want, to legitimize our feelings—I Feel, therefore I can be free.” As one student said at the Opening: “beautiful rage.”

“[The exhibit was] a space where visitors and creators would wander in and allow their imaginations a chance for flight, to sit with what may be some discomfort, to reconceptualize history, to experience the queering of that space, to let ambiguity be present, to ask ourselves what we are feeling as we interact with the Art—‘The space speaks,’” Carbonell explained.

The art was meant to pose questions to viewers as well. “What voices do you hear in new ways? What silences begin to echo? How might what you see & touch & read & listen into ask you to consider history, power, testimony, truth, systems of white patriarchal oppression in new ways? How can seeing this exhibit inspire us to imagine into radical coalitions, to recognize the beautiful value of the Resisters, the Liberators, the Feminists in our Midst?” Carbonell asked.

Lower Alysha Lai created a collage with magazine cutouts to emphasize the feeling of “freedom and knowledge.”

“I love using magazines because they often reflect highly edited cultural and societal standards. It was a simple yet meaningful piece, and the use of magazines tied together well with the bookkeeping class,” Lai said.

In her artist statement, Lai emphasized co-education. “We all enjoy that burst of excitement when we learn something new, and curiosity is the motivating force to hold on to and deepen that information,” Lai wrote. “When something seems previously so incomprehensible or unattainable, we cry of joy or satisfaction when we finally find it. This is why co-education is essential to fueling that familiar desire to seek out new information.

It’s time to celebrate our common love of learning which we all share as fellow lifelong learners.”

After interviewing several figures who played notable roles in Exeter’s journey to co-education, senior Sarah Huang created five books for the exhibit as part of the “Bookmaking as Feminist Archival Practice: Reinscribing Histories” course. “I had so much fun because originally I thought it was going to be in the traditional sense of a book, but with [Ms. Carbonell], nothing is traditional,” Huang said. “In the interviews, I by no means could get a sense of everything they do and how amazing each person was. But for each of my books, I tried to focus on a specific part of the interview, maybe something they said or something that I learned about them, and then kind of explore that in the art itself.”

In a reflection on the process, lower Hannah Rubin shared their thoughts on their piece, a poetry collection titled “What Can Fill an Empty Space?”

Rubin’s collection consisted of five poems. “Writing poetry allows me to see the world in new ways. There’s this quote that I was just thinking of by the first Lamont Poet [Jorge Luis Borge on April 27, 1983], I think that something along the lines of, ‘art is fire plus algebra.’ So I think that the algebra aspect of poetry is being able to express X in terms of Y which allows you to create beauty out of your experiences. I express something in terms of something else when I’m writing, and that allows me to see the world in a new way, which is really beautiful,” Ruben said.

Rubin explained that they found inspiration from quotes by Louis Kahn, the architect behind the Class of 1945 Library. “I have them right here... ‘A [person] with a book goes to the light. A library begins that way.’ I was really interested in the idea of the action of going to the light and how that could represent perhaps these women coming



Enough. by Sabrina Kearney hangs in Lamont Gallery.

to Exeter and learning in the same way that the people with the books go to the light in the library they give towards the window and that representing enlightenment,” Rubin said.

“So that’s one thing too, the idea of an empty space and specifically what can fill it. And my idea was that with the beginning of co-education, the women Exeter had filled an empty space,” Rubin continued.

Prep Vedika Amin created a depiction of an umbrella titled “Mindscape.” She shared in her statement that she used the umbrella “to project my innermost thoughts, optimistic ideals, positive beliefs, values, imagination, expectations, and hopes connected to the role of gender, sexuality, and identity in cultivating a progressive co-educational environment.”

“‘Mindscape’ is a canopy of positive affirmations and graphics which help to remind, empower, and inspire me and others,” Amin said.

Upper Siona Jain created five books from a series of interviews she conducted about co-education, where each book featured a different perspective on co-education. “One person talked about how we view coeducational as a binary—educating both girls and boys. They pointed out how we rarely examine how race, all genders, and sexuality play in,” Jain said. “For their book, I made a folding accordion that could be flipped and turned to be read multiple different ways. I eliminated the

binary image that comes with a book, which is only read in one direction with two-sided pages.”

Senior Frankie Getman painted a picture of youth climate activist Greta Thunberg. “I really just wanted to accurately portray Greta, and I also tried to use a more posterized style than how I usually paint. I wanted to keep it simple, with no background, so that all of the focus is on Greta and her stoic presence,” Getman said.

Senior Violet Goldstone created a collection of three untraditional “books” from interviews with alumni about their unique passions and experiences. Goldstone’s goal was to “convey the experiences of each interviewee through exemplifying something that made their time here at Exeter unique.”

Prep Sophie Zhu explained how she choreographed her own dance to represent her experience as a woman of color. “I choreographed a piece of dance to the song, ‘Godspeed,’ by Frank Ocean. From hearing about the club, Activism in Art, during club night to final decisions, I knew I wanted to share what I’m most comfortable with, which is dance. Because this was the first piece I’ve ever choreographed, I wanted to show something special,” Zhu said. “Being a POC woman, I have had my share of discriminatory experiences, and I decided to create a piece about these occurrences.”

Sung spoke about the progress brought forward by

William Park/*The Exonian* co-education. “Co-education, to me, means progress. It’s amazing to see how much Exeter has changed in the past 50 years—while we started from an all-male institution, we are at a school where all genders learn together, sit openly at the Harkness table and discuss any topic without being restricted because of their gender or identity,” Sung said. “Exeter has shown me that we, as students, have so much to learn from each other, and I think one of the most essential parts of the Exeter learning experience is the diverse backgrounds the students have, and the environment we have managed to create.”

“I really can’t choose a single ‘favorite moment’ from the exhibition, because the entire exhibition was amazing. I visited the Lamont Gallery the day it opened, filled with excitement because of how long we had been planning this,” Sung continued. “I could feel the effort and love everyone poured into their works, really creating something they felt passionate about.”

Please find a ChoreoPoem composed by English Instructor Mercy Carbonell based on material from the course “Bookmaking as Feminist Archival Practice: Reinscribing Histories” on The Exonian’s website, theexonian.net. The artist in course will be reading the poem for a 50th Anniversary of Co-Education film that will be released on June 6th.

Life

» MAEGAN PAUL

Read about Senior of the Week Maegan Paul, and the many ways she is involved on campus, 5.

» DORM LIFE

Read about how dorms are attempting to foster a sense of community despite COVID-19 restrictions, 7.

» KIRTLAND

Read about spotlighted club, Kirtland Society, and the reasons why Classics students appreciate it, 6.

Senior of the Week: Maegan Paul



Senior Maegan Paul outside Dunbar Hall.

By CLARK WU

“As a prep, I just thought I was really funny,” senior Maegan Paul laughed. “Before I even got to the school I thought ‘Nightmare at Elm Street is such a good movie — what if I wrote a Humor article about it?’ Then when I got here, I wrote some silly piece about preps going hungry after P.E.”

Before Exeter, Paul spent her childhood in Texas, then in sixth grade moved to Washington DC where she studied at an all-girls school. “I think I picked up on very traditional values while growing up in Texas, things that I still hold onto today. But living in DC during middle school, which is a very formative time for anyone, sparked my interest in politics and social justice issues because of the political nature of the town and the events of the 2016 election.”

Paul has drawn from all of her life experiences to inform who she wants to be today. “I learn more about myself as I learn about parts of this country. It makes me more empathetic because I can understand where a lot of people may be coming from, and that’s something I really value and appreciate.”

When she first arrived at Exeter, Paul worried about what the Academy held in store for her, but she quickly realized that Exeter was “much friendlier” than she had pictured it. “People had their own niches, and that for me, that was the humor page on *The Exonian*,” she said.

Among her friends, Paul is notorious for her humor. “Maegan always, always has the perfect reference for the joke she’s making,” senior and fellow Dunbar dormmate Anne Brandes said. “And that’s a skill you don’t see that often—that kind of skill requires both a fantastic sense of humor and a real intelligence to connect jokes so easily. She never fails to get the group chat laughing.”

“She is very quick to think of references for jokes and can pull up any meme in a fraction of a second,” senior Katie Moon added. “A favorite memory is when Maegan wore a Zayn (from One Direction) mask around the dorm. She is such a jokester!”

“At Experience Exeter, I saw the April Fools page and immediately felt inspired to join,” Paul recalled. “I was writing thousand word articles every week and even began running a meme page outside of Exeter. In truth, I wanted to become a humor editor by lower year, but once I started to get more involved with *The Exonian*, I discovered other parts of the paper.”

Eventually, Paul went on to serve as the 142nd Board’s Operations Manager. “Navigating my new position as the Operations Manager on the 142nd board was interesting. I think my experience on all three boards [i.e. Editorial, Business and Web] helped me gain a very nuanced understanding of the three boards’ coordination. My goals were to build cohesion across the different boards and to bring in more revenue to make ourselves more financially independent.”

“The pandemic and the board size shift kind of rattled these plans, but we made steps in the right directions,” Paul continued. “We were able to address some systemic issues within our board and work towards improving the paper in so many unseen ways, so I am incredibly grateful for my experience.”

“In *The Exonian*, Maegan had some pretty incredible big ideas,” Brandes said. “She has a real way of understanding the big picture across boards of the paper. She had big ideas for the paper and, what’s even better, the persistence to see them through. I am still in awe of all she has given the paper.”

“I’m very proud of the website redesigns,” Paul continued. “The Exonian site was not the most visually appealing and we didn’t have any advertisements on the website itself, and the two went up hand in hand during my tenure. Our viewership went up as the website became easier to navigate and more aesthetically pleasing. And to that end, we could add Google ads onto our page and market that to local Exeter businesses.”

Paul, knowing the power of a good website in the digital age, encourages everyone to learn a little bit of computer science. “It’s integral to society. There’s so much you can learn about other fields through computer science,” she said. “I took this class at Exeter called Silicon Valley Ethics, which examined the financial connections, algorithms and data management practices of most tech companies and popular concerns for the user experience. It’s really fun for me to examine how different fields I hadn’t seen as connected play into each other, and I definitely plan to continue investigating these intricacies of our reality in the future.”

In addition to working in *The Exonian*, Paul also participated in Student Council (StuCo). “I got involved in the PR and Recreation committees during my prep fall and firmly believed I was going to be Student Council President one day, though I didn’t even end up running,” she laughed. “I think I appreciated my work as a committee head because it helped me understand the role of student leaders, and the responsibility in meeting with important adults on campus. I think this was when and where I picked up on a lot of the skills needed to become a leader.”

In Paul’s lower and upper years, she worked on the Spring Fling planning, the EA pep rally, and the gingerbread house making contest. “It’s fun to see

Indrani Basu/*The Exonian*

school spirit and excitement play out and know that you were part of creating that experience. I think it’s wonderful for me to contribute in a way that I find meaningful—to build platforms or events that allow people to shine in their fields and have fun doing it.”

“At Exeter I realized that any system has complex parts to it. And yes, when I say systems, I mean institutions like Exeter itself. I still don’t know everything about the world, but I think that Exeter’s given me the tools to investigate further,” Paul said. “This comes from things as simple as having a conversation in the dorm, in a friend group, or talking to an underclassmen with a different perspective. The people around me compel me to think deeper about the issues I might not be familiar with.”

Coming into Exeter, Paul didn’t expect to be involved in student advocacy projects and groups. “I came to Exeter finding myself with a very limited understanding of feminism, but continuing these conversations at Exeter allowed me to realize that diverse leadership in any movement is deeply important,” Paul said.

As the current co-head of Fem Club, Paul reflected on the work the club has done in previous years. “Last year, the 2020 Fem Club co-Heads and I recognized the troubled and often exclusive history of the Feminist Union at Exeter, so we hosted a fundraiser and gave all proceeds to Women for Women International, which aims to support women in non-western communities. We were also sure to emphasize our commitment towards fostering an intersectional environment within our group by modifying the iconic ‘feminist’ sweatshirts to include an ‘intersectional’ element on the back, and ultimately raised over \$3000 for the charity.”

Paul also spoke on the work

her board has accomplished. “Most recently, Fem club decided to collaborate with the Exonians Against Sexual Assault (EASA) and several other groups for the co-education symposium. It’s so important to make sure that we’re listening to everyone’s interesting history, not just that of the white women,” Paul added.

In the classroom, Paul has felt that Harkness does not always enable or encourage empathy needed to build advocacy and improvement. “In Harkness we’re judged on participation. Of course teachers try to aim for an environment where no one is talking more than others, but that’s not always the case. And I think most of the time, people listen to respond and to continue the conversation rather than to understand; people are more anxious about appearing engaged than actually doing so, and I wonder if that’s what we want to be teaching people.”

“The most precious thing about Harkness should be learning about people,” Paul added. “Of course, the subject matter is important, but I think discussing materials conducive to Harkness should be a rewarding process because it gives insight as to who we are as people or who those before us were as people,” Paul said. “A lot of the best discussions I’ve had on this campus were ungraded and casual.”

Her friends couldn’t agree more. “One thing that I love about Maegan is that she is so easy to talk to. We’ve spent a few nights in my room up until the wee hours of the morning just talking. She has this way of making people feel valid and important. That is so rare,” lower Riley Jones said.

“I remember that during the beginning of the winter term this year, Dunbar had this zoom dorm bonding event... absolutely no one wanted to attend. We were separated into breakout rooms by floor. Maegan was the one who changed the atmosphere,” Jones added. “She started playing this crazy awesome playlist, and just made everyone laugh. I didn’t want to leave the Zoom that night!”

Brandes also appreciated what Paul brings to Dunbar. “It seems like every year there’s someone who is the glue of the year—you know, the person who spent all their time in the common room for four years. That person is Maegan. She makes Dunbar, the largest dorm on campus, feel like a tight knit community.”

“From day 1, I could tell that Maegan was an incredibly strong and together young woman. She is not afraid to speak her mind, but also always does so with deep consideration of others,” Math Instructor and Dunbar dorm faculty Panama Geer said. “Maegan’s strength of spirit, intellect, resilience, and her calm voice of reason has made her a senior that many younger students look up to. I’m so grateful for all her

work as a proctor in Dunbar this year.”

Paul was one of senior Hassane Fiteni’s closest friends when he entered the Academy. Fiteni’s favorite memory involved an act they did together on a lower karaoke night during the winter Hell weeks. “I noticed that it was kind of a boring event. People were singing but everyone was languishing and nobody was really excited. And I thought I could hype it up,” Fiteni recalled.

“I went to Maegan and I pretended to ask her out. I did this whole skit where I sang John Legend’s ‘All of Me’ and got down on one knee and asked her to WinFo. She said no. And the crowd went wild, everyone erupted,” Fiteni said. “She ran out in a dramatic act and it was all super fun to me. I think that brought us so much closer - now I had something to talk about with her.”

“Maegan has always been emotionally available for me. I actually kind of look up to her as a sister in a way because she was there in ways and forms that I needed. She has never not picked up on one of my calls, which I really do appreciate,” Fiteni added. “She’s been a big support for me following the passing of my father. I think Maegan’s the model Exonian because she brings a breath of enthusiasm into her clubs. She’s a role model for black girls on campus and I’ve only seen her as a leader.”

Thinking back at her time at Exeter, Paul recommended exploring all Exeter has to offer, especially the trails. “I really enjoy nature and I like taking photographs. I might get lost sometimes and then I’ll have to use maps to find my way out, but that uncertainty is fun for me,” she said. “It’s a nice way to pop out of the Exeter bubble and find new parts of campus you’re unfamiliar with. When you’re outside of Exeter I think you have the opportunity to stimulate your brain without engaging with your coursework. Being in nature has given me the space to reflect a little more about whatever it is I care about.”

“I think it’s been a pretty interesting four years here. I’m happy to have connected with all the people, all of my friends and this great little place in New Hampshire. This is a place I certainly hope to revisit either as an alumni or as a parent, but I’m also ready to leave. I’m excited to see what else the world has to offer,” Paul admitted. “I’m glad I’m being released into that world given the foundation that I have.”

“I hope I’ll take more risks and feel less constrained by my own expectations. I hope I’ll realize that plans aren’t going to go exactly as I expect them to. And being okay with that,” Paul said. “I hope that I continue to advocate for change, and continuous change at that.”

Another strong aspect of the miniseries was its expansion into new territory, namely the Pacific city of thieves and gangsters known as Madripoor. Madripoor serves as an otherworldly set for an episode of the show and introduces a host of new villains into the MCU. With these carefully planned additions, Marvel has successfully set up an enormous amount of potential for the rest of Phase Four, a welcome sight for eager viewers.

Overall, *The Falcon and The Winter Soldier* sets up a classic superhero conflict with plenty of action and plot investigation, but unfortunately, it comes up a little short on its ending, tying too many shallow plot lines together too quickly. However, the miniseries is certainly worth a watch for avid MCU fans and may play a pivotal role in Marvel installments to come with the introduction of many intriguing characters.

Show Review: The Falcon and Winter Soldier

By NICHOLAS ROSE and VIR SHRESTHA

The Falcon and the Winter Soldier have returned to the big screen with a new addition to Marvel’s “Phase Four” of the MCU. This miniseries is almost like a reality check, exploring the impact the blip had on humans after the events of *Avengers: Endgame*, and centers around superheroes Falcon (Anthony Mackie) and the Winter Soldier (Sebastian Stan). While Marvel’s first project in phase four, *WandaVision* was experimental and fresh with its show style, *The Falcon and the Winter Soldier* sticks to basics, grounding viewers on Earth inside the Marvel Cinematic Universe. While the show integrated important themes regarding the meaning of a superhero,

it unfortunately was unable to successfully tie up its intricate plot in only six episodes, leaving viewers with largely unsatisfied feelings after the finale.

The show follows the two Marvel veterans as they fight their way around the world, trying to curb the spread of the dangerous super-soldier serum and its deadly effects. Along the way, they reunite with old allies and struggle to fill the void left by the departure of Steve Rogers, or Captain America. Steve has also previously given his symbolic shield to the Falcon, but it is confiscated by the U.S. military, causing another host of problems the duo must fix.

With a longer runtime, *The Falcon and the Winter Soldier* could have tied up its many plot points in a much more satisfying, conclusive way. In the first episode, *The Falcon and*

the Winter Soldier introduced viewers to the Flag Smashers, a group consisting of the survivors of the snap. They essentially served as the overarching antagonist of the miniseries. The showrunners kept on pushing this idea that there were no definitive villains or heroes, making it appear that each side (Flag Smashers and Falcon/Winter Soldier) had its own logical beliefs.

While Falcon and Winter Soldier’s perspectives and backstories were comprehensible with the intro episode “New World Order,” the Flag Smashers were limited to mere teases of their plans and backstories. Because of this, it was difficult to become invested in the Flag

Smashers’ storyline, as there was a lack of depth or interest with all the vagueness around the group. With a few more

episodes and a couple of flashbacks, *The Falcon and the Winter Soldier* could have built up character arcs to a more emotionally resonating finale.

An important character *The Falcon and the Winter Soldier* introduced viewers to was John Walker, the newly-dubbed Captain America. Actor Wyatt Russell depicted an amazing portrayal of the development of John Walker in the show. Starting off as headstrong and confident, he ends as a man who has learned from his previous mistakes and is willing to cooperate, with many scenes filmed from his own perspective to portray such raw and passionate emotion. Unfortunately, Walker’s intricate character loop was cut short due to the rushed nature of the last few episodes which created an unfulfilling and inaccurate finish to his personality.

Additionally, for the first time, Marvel also takes a deep dive into the conflicts between race and the idea of a superhero with the introduction of an African American super-soldier named Isiah Bradley. Bradley was formerly known as the “Black Captain America,” before he heroically disobeyed orders to save comrades and spend the rest of his life behind bars and on lab tables.

Bradley’s strong opinion that there can never be a Black Captain America serves as a central tenet to the show, causing the Falcon to question whether or not this is a mantle he should take up. These racial overtones present in *The Falcon and the Winter Soldier* do not feel forced, but instead add a sense of reality absent from many previous installments of the MCU and add a new meaning to the word “superhero.”

Faculty of the Week: Ellen Glassner



Ellen Glassner smiles with her dog Charlie.

By SELIM KIM, ARIA SCANNELL and LIANNA YANG

In the round Harkness table occupying the center of room 310, Ellen Glassner sits with her students, 14 eager faces ready for class. Glassner begins to speak Spanish, using sound effects and corny jokes to move along. From subjunctive tenses in the SPA300 courses to analyzing and examining telenovelas in Spanish 590—Telenovela, Glassner's classroom is where both learning and laughter can flourish.

"I think one of the things that makes her a really good teacher is her energy. She's just such a positive person and very outgoing...she wants you to succeed," senior Molly Theobald said.

Originally teaching at an all-girls school in Baltimore, Maryland, Glassner came to Exeter in 1999 with her husband and infant son. "We came at the end of the last century...and we came actually for my husband's job. We lived on the fourth floor of Wentworth with an infant," Glassner said. After working part time for a while, Glassner became a full time instructor in Spanish.

Glassner has lived in many dorms and an Academy house during her time as an Instructor at Exeter, but she currently lives in Cilley Hall with her husband, children, and dog,

Charlie.

From the beginning of her time at Exeter, Glassner has been in love with the Academy's sense of community and expressed her fondness of raising her family on the Academy lawns. "I had known about Exeter since I was a teenager. Before arriving, I had never seen the Exeter campus and didn't know anybody who lived here. But after my husband got his job, we came here, sight unseen! Luckily, I loved it," Glassner said. "The community at my school in Baltimore...was so small which was great as it was really intimate, but I loved that [at Exeter] it was bigger. There were just all kinds of people on campus and raising our children here couldn't have been a better place to raise them. The other faculty kids are lifelong friends and like family. We found a really wonderful community."

"When you say working at Exeter, it just goes hand-in-hand with living at Exeter. It's not even the line between your private life. I know people who would never live in this kind of community...it is for a very specific lifestyle. It's the lifestyle that you have to choose," Glassner continued.

Additional to the sense of community that Glassner has found at Exeter, she has also found joy in teaching Exonians, students that are truly like no other. "How lucky we

are to have Exeter students. I mean, it's a gift," Glassner said. "Your students are never the same from one course to the next and for one year to the next. And you're constantly [teaching to] different types of learners and different personalities, different groups of students. Each course, each year, each term is so different depending on who your group is. [I love] learning to adapt, learning how to get the most out of students...and developing those relationships."

Her students undoubtedly feel the passion that Glassner carries towards teaching. "Her lesson plans that she would create and the activities that we would do. [Our class] didn't know Spanish at all, pretty much a lot of us don't and so we're learning it for the first time. Even just having like three months of Spanish, we only really knew the basics. But, I feel like in her class, we started to learn more beyond the basics," Theobald said.

Prep Aaron Park agreed, sharing how much he appreciated Glassner's efforts to keep the class engaged. "Her corny jokes keep us awake. She herself knows that sometimes, some of the stuff we learn in class are kind of boring, but I really like how she does her best to keep us awake," Park said. "I remember this week, we learned about accent marks and their rules and that's not really fun, they're just rules,

but she tries her best to make us all engaged. She tells us to stand up if we want, and do whatever makes us comfortable. Whenever we read a book, she will do fake sound effects."

Glassner mentioned that this is why she loves to work at Exeter. "I love the freedom that we have in our classes...there's no prescribed way of teaching a certain topic or books. We have guidelines, but there's a lot of freedom," she said.

Park also mentioned that he admired Glassner's ability to value the content over the grades. "I really like her teaching philosophy. She knows that grades are pretty important to us, but her teaching philosophy is that, rather than grades, she actually wants us to learn it," Park said. "I think she really looks out for students. She doesn't judge by the score or a number, but she judges us by how well you actually know and use the material."

Prep Jenna Wang agreed and added her appreciation for Glassner's consideration when assigning homework. "Mrs. Glassner is super considerate and makes sure that the homework we are given isn't too much, and that we know that we only have to spend 45 minutes on it," Wang said. "I'm really glad to have her as my Spanish teacher, I've learned a lot and I love her personality."

Many students also mention Glassner's caring and

considerate presence on campus. "She's just a really caring person. She's really warm and during advising, everybody is relaxed around her and we're not afraid to share what's happening in our lives, both the good and bad. She's really open-minded and just loves to hear about what's going on with us," advisee and lower Aubrey Zhang said. "I appreciate having an adult on campus who I can talk to whenever I want...I know that she's there for me and that's just really nice."

"The first time I met her, she was so inviting to all the preps from when we first came [to Cilley]," prep Aidan Ting said. "Whenever she does check in or whenever she sees you, she's always happy. She's always very genuine."

Fellow faculty members share similar statements on Glassner's caring personality. "Ellen is just very open. She has a beautiful heart, she is sensitive. When she feels injustice, you can tell that it's affecting her...If you know her, you're lucky if you're taught by her. She's just that type of teacher, she opens up to you too, and she's easy to talk to," Spanish instructor Jackie Flores said.

Spanish instructor and husband Fermin Perez-Andreu agreed. "She always makes good and interesting conversations with everyone in a way that makes people included. Señora Glassner is a very welcoming person who enjoys developing relationships with students and colleagues," Perez-Andreu said.

Despite Glassner's clearly eager and passionate approach to teaching, she shared how teaching was not always a profession she considered. "My parents were teachers. My grandfather was a teacher, my aunt and uncle were teachers, everyone. I mean, there were teachers all over my family and I originally thought, 'I'm definitely not going to be a teacher,'" Glassner said. "Yet, even when I was in high school and college, I was always a tutor or a peer tutor. I was always involved in teaching in some form or another."

This changed when Glassner decided to move to Madrid to improve her Spanish. There she met her husband, Fermin Perez-Andreu, who told us he first met Glassner at a "gathering with English people in an apartment in Madrid."

Glassner agrees that moving to Spain was an important factor in how she started teaching. "When I went back to Spain (Glassner spent a year in Barcelona in college), I started working by teaching English and doing translations because I love both of those things. I was like, 'Oh, well, I love [teaching]. So I'll do that until I figure out what I'm going to be doing with my life.' It was always a fallback thing because it was something I knew I felt comfortable doing...And I realized when I was in this, that this is what I want to be doing. I thought, why do I keep dismissing teaching as an option?" Glassner said.

Outside of the classroom, Glassner enjoys spending time with her family, knitting, reading her favorite Isabel Allende novels and watching movies. "I love spending time with my family...and that includes my dog. I love to travel...I love knitting and I don't like to follow patterns. So a lot of times I'll start knitting and then I take it out, but I'll do it again. My grandma Sylvia taught me how to do that when I was nine, and it calms me. But, don't ask me to make clothing or anything, though I used to sew all the costumes for my kids who were very into theater," Glassner said.

Advisee and Upper Jose Vivanco said Glassner has provided relief for him during his hardest times. "Ms. Glassner has been there for me in every step of my Exeter life so far. On nights when she was on duty and I wanted to procrastinate or avoid a specific homework subject, I'll go to her study and hang out there for as long as possible...I can trust her with anything, and I am sure that she has made my Exeter experience better."

Another one of Glassner's advisees, Julia Norsworthy-Edgill agreed. "She's a wonderful and kind person who is always a pleasure to be around. I appreciate her welcoming and relaxed presence. She's very easy to talk to and truly wishes the best for you. I love going to her home and seeing her dog Charlie and having a nice cup of tea. She is one of the adults I trust most on campus and has been so impactful in my adjustment to Exeter."

To her students, advisees and fellow faculty members, Glassner has been a presence in the Academy that many can look up to. As a teacher, friend, advisor and mother, she touches countless members of the community with her kindness, guidance, and joy.

Club Spotlight: Kirtland Society

By JESSICA HUANG

Have you ever played discus in the rain? Sang carols in Latin around campus? Had your club advisor dye their hair red after a win? These are just some of the fun and exhilarating activities members of Kirtland Society, the classics-dedicated club at the Academy, experience in their tight-knit community of peers who love the ancient world.

Kirtland Society members meet every Friday evening in the Latin Study to share their passion for the classics with one another. "Meetings range from fun games (trivia contests, scavenger hunts, etc.), to academic competition, to discussions of the classics, to guest speakers," current co-head and senior Joe Laufer said. "There is no one 'Kirtland activity,' the club is entirely about understanding the classics in all of its nuances, having fun, and meeting others who share an interest in the Ancient Mediterranean."

"Nothing beats the Friday meetings," co-head and senior Charlie Preston added. "Everyone's together on Friday meetings and feels like a family that has a great atmosphere...There's this great

sense of fun and camaraderie that's really hard to explain."

Besides discussing events of the ancient world, however, the club also addresses current views of the classics. "We've been having conversations about the role of classics in modern society because historically [the classics] signify the white supremacy and supremacy of the West. We, of course, reject that," Preston explained.

Preston explained how the club stays aware of the lack of diversity and types of thought in the classics. "[Our] conversations and work have been in trying to dismantle those ideas and diversify it... What voices and expressions have been generally excluded from the table, and how can we expand the idea of classics perhaps to the entire ancient world?" he asked.

Another core part of the club is Certamen, which is similar to quiz bowl, where teams of up to four students compete to answer classics-related questions. Students who competitively play Certamen meet on Sundays and Wednesdays to hone their buzzing skills.

"There are three different levels and four specialties. So you can be a novice, intermediate, or ad-

vanced. And you can be a grammar specialist, a culture specialist, a myth specialist, or a history specialist," Preston explained. "Sunday meetings are split up by level, so all the novices work together, etc. And then sometimes on Wednesdays, we've had meetings where all the grammar specialists, all the history specialists and all the myth specialists join together to practice in their respective fields."

Lower Holden Quaresma enjoys putting his knowledge to the test in the high-energy competitions. "I think [Certamen's] a perfect blend of a culture of wanting to be competitive, but not being toxic. I think it's just all friendly competition. We all want to get better and I think that's something that drives me forward and also is really fun," he said.

For former co-head Michaela Phan '19, her time in Kirtland Society has carried over to her extracurriculars at Stanford. As a classics major, she continues to play Certamen, and she is a part of the Senior Classical League and state officer for the California seat, helping to organize state and regional conventions while moderating Certamen tournaments. "I really liked

waking up early and going on the bus to a university campus or another high school to compete, because it was fun hanging out with all my friends, eating food and talking to people, and just getting off campus," she recalled.

Kirtland Society is a home to both classics and non-classics students alike. "Provided you have an interest in the ancient world, there's something for everyone at Kirtland," Classical Languages Instructor and club advisor (also known as "Imperator") Nicholas Ungert said. "But while an activity like Certamen may draw students in, what keeps them coming back is the community. We are like a family at Kirtland (albeit an eccentric one, but that's how we like it!)."

Indeed it was former co-head Jason Huang's '20 interest in classical civilizations that drew him to the family, and he hopes the Kirtland family will continue to expand. "I really hope [members] find a place where everyone is very close with each other. It's just really a place where people who love the ancient Mediterranean world can gather and really find others who also really

like that era, and learn new interesting stuff with other passionate people," he said.

To upper Cyrus Braden, the people are what makes his experiences in the club so valuable. "I think when comparing it to other clubs that are also academic in nature, what really sets Kirtland apart for me is that everybody there really wants to be there, and really likes being there in the community," he said.

The strong community the club has fostered is one reason why Kirtland society has so many dedicated members today and why any interested Exonians should join. "I would say what makes Kirtland unique is that, in my mind, it is one of the few clubs that perfectly bridges the academic and social," Laufer said. "People come back every week, not only because of their academic interest in the classics but because of the bonds we have made over that academic interest. Without those connections, there is no Kirtland. Kirtland is only as good as its members, and that is why Kirtland is so great."

Upper Anika Tsai agreed. Since joining the club, she felt like she has learned more than just history or Latin language skills. "One thing I learned is, really, there is a place where you can just be yourself and have a lot of fun," she said. "When I went

to the club for the first time I was like, there really is a place that just immediately accepts you and just welcomes you. They really don't judge you about what kind of things you like or what kind of things you do, or if you're quiet or if you're loud. They just welcome you as part of the group."

Phan, like many other members, shared similar sentiments. "I feel like what binds us all together is the fact that like Latin and Classics is so uniquely difficult; the experience of taking Latin and Greek at Exeter is so unique, because of our sight tests, and the specific faculty that we are taught by. We all have the shared experience."

For interested students looking for a place to pursue their classics interests, brush up on their Latin or find lifelong friends, Kirtland Society is a club that should not go unconsidered. "It will become your home away from home; whether you engage rigorously with the academic side, simply come for the social interactions and games, or occasionally show up for a guest speaker, Kirtland will embrace you as a member of our family," Laufer said. "Club meetings are eye-opening, exciting, competitive, and everything in-between. There truly is a place for everyone at Kirtland."

Staff of the Week: Leigh Drapeau



Courtesy of Leigh Drapeau

By HANNAH DIRSA

It's a Friday night—students enjoy coffee, espresso, chai and tea in Grainger while listening to performances. The initiator behind the Coffee House event is Director of the Principal's Office and Class of '22 adviser Leigh Drapeau. Drapeau provides much to the Exeter community in addition to those lovely treats. Her ideas and support have brought our school together, and recently, have made navigating the stress of COVID-19 a little easier.

Before Drapeau arrived in the Principal's Office in 2018, she worked in the Finance Office for 27 years. This sense of community has been strong for Drapeau in her career at Exeter. "When I came to the Academy, I was 22 years old. It was just going to be a temporary job, but then the people that I worked with, they became like my family," she said. "They were all there when I got married, they were all there when I had kids. They were an extension of my nuclear family."

In 2018, when Principal Rawson arrived, he put an emphasis on giving adults more opportunities for community

service. Drapeau sprang into action to help create one. Working with Exeter Parks and Rec, they identified a landscape that needed refurbishing on Court Street. "We had a group of about 30 - 40 employees that showed up that day and we literally transformed it," she recalled.

It turned out to be an opportunity for connection and community as well. "Dining came over and did a barbecue in the parking lot for everybody. And we just worked all day. We were all so tired at the end of the day, but it was a gorgeous transformation. And so everybody was like, this was a lot of fun. We need to do this more often and sort of help out our community more often in these efforts."

Since then, Drapeau has continued to organize events to build community. Along with another initiative of Principal Rawson's to "Build ONE Community," "[Pre-COVID], I worked with a group of folks that built a year-end event for all of our employees to be able to come together for a number of years. Our year-end celebrations were separate for faculty and staff, and that really had a lot to do with logistics. We just don't even have a place to bring all

of our employees together, one place where we can fit everybody," she said.

"We combined the use of Phelps Science [Center] and the music building, and sort of created this traveling celebration event where you could go from building to building. You'd get your main meal in the science center, and then you'd travel over to the music building for some entertainment and desserts, and it really worked well," Drapeau explained.

Assistant Principal and Mathematics Instructor Karen Lassey shared her experience working together with Drapeau. "She has boundless energy and skills for getting things done. Particularly in the pandemic we've done a lot of work together, where we've been able to divide up operational concerns. She has incredible ideas and initiative and capacity for thinking outside the box," Lassey said.

"She is a person that pulls people together. She is always thinking of ways to support the students and the adults here—she is a wonderful asset to this community," Science Instructor and co-adviser for Class of '22 Michele Chapman said.

Drapeau's role as an adviser for the Class of '22 has been extremely valuable to the class representatives. "Without her, class events wouldn't happen. Most recently, with the milkshakes, we were feeling a bit nervous about the event—but she gave us her support, helped us estimate the turn out, communicate with the businesses we were getting our food from, and set up, and she chaperoned the event." said Class of '22 representative Shalom Heady.

Upper representative Bona Yoo also spoke on Drapeau's involvement. "She is such a warm and kind-hearted person. She makes time out of her day to make sure all of our projects are going smoothly, to have lunch with us, to plan with us. She genuinely wants to make events good for the upper class. It's really encouraging to have the support of a faculty member."

Yoo described how Drapeau's compassionate nature was wonderful at events. "When we would host our Take-Out Tuesday events, she would always take care of the treats that were left over. She is always thinking of others—things like giving the treats to the staff after a long day of work."

Drapeau has continued her theme of service even as COVID-19 continued to complicate plans. The processes of the school had been familiar throughout her career, but as COVID arised, Drapeau put in extra work. "It was like, everything's different: traffic patterns, signs, hours, coverage of buildings, adult dining. We've never had to man you guys in the dining halls before. Before, you could go into the dining halls and you would pack in like sardines and eat and be happy as clams," she said. "And then suddenly we realize we can't have that. We literally have to build an opportunity. We have to build a whole sort of program on how they can eat differently, eat outdoors, spacing." For example, the adults who supervise the

lines at the dining halls are one of the solutions to overcrowding that she helped bring to fruition with the irreplaceable support of Laura Buell in the Finance Office.

Executive Assistant to the Principal Mikki Deschaine explained the work Drapeau has done for faculty. "For Exeter adults, she's been the driving force behind an annual December event for faculty and staff with a non sibi component, and even reinvented it as a drive-thru event this past December due to the pandemic, with raffle prizes that supported our local businesses and a food drop-off to benefit two local food pantries,"

Drapeau also helped put into fruition many of the other improvements to students' pandemic life, including the opening of spaces for students to be indoors. She also initiated the efforts for the goodie bags that students received. "Last year, when the Class of 2020 wasn't going to get a graduation, Drapeau worked on all the care packages that went to them. She also designed all the bags you all got last September and October when you got back, and led the efforts to compile and distribute them," Lassey explained.

When it was announced that students could no longer go downtown, Drapeau was not only concerned with students losing dining options, but also with the restaurants losing a lot of their commerce. "We thought really uniquely about how we could then get the business to those businesses without you leaving campus. And that meant bringing them to campus," Drapeau said.

Events such as Coffee House served by D Squared or Las Olas food trucks feeding students on campus were created to remedy the issue. It became beneficial in multiple ways: "One gave us the sort of reduced density that we were looking for in the dining halls at night, but then two brought the commerce to Las Olas. Because again, you guys would normally be walking up there and eating dinner. They suddenly were going to be missing out on that reve-

nue," Drapeau continued.

Drapeau was also involved with the organizing of the recent supervised visits downtown. "In advance of that, she recognized the need to coordinate with businesses and opted to walk downtown and talk to the businesses so that they would know what to expect and what the rules were going to be," Lassey said.

Drapeau has been able to discover some positives out of the COVID-19 situation through these events. "Obviously there's plenty of negative things about COVID. There's the stress that it's caused for a lot of people. There's the loss of connectedness that you guys have not been able to experience in your young lives, because you're social beings, this is what you guys do," she said.

Events like the Friday Coffee House may stay consistent in the future, regardless of the presence of COVID-19. In fact, this may be true for many other things, such as using the ice rinks as turf fields for activities. "We should have done that years ago, but we didn't. COVID forced us to do it. It was a fantastic result of COVID," Drapeau said.

Drapeau reflected on the small changes throughout campus that the pandemic has brought. "I think that those are some of the exciting things that I hope can stay. And then those will become integrated in the new Phillips Exeter by your senior year," Drapeau said. "You'll look back on this and you'll be like, wow, that was a whirlwind. And by senior year, I hope that this is a distant memory for all of you guys."

Drapeau's work has undoubtedly improved Exonians' experiences. Since she has come to Exeter, she has worked to bring together our community. Her unique ideas and events have brought joy and life back to the campus during the pandemic restrictions. Exeter is grateful to have such a kind, compassionate and hardworking person as Drapeau in our community.

Exonians Build Dorm Community

By SAFIRA SCHIOWTIZ

Throughout the course of the pandemic, community has been one of the most important aspects of our lives. There are various facets that constitute the Exeter community, and among the most significant are dormitories.

Dorm life is a necessary support system for students living on campus in these stressful times. Despite the challenges posed for socialization, dorms have been finding new ways to create opportunities for bonding among residents.

A few dormitories, including McConnell Hall, Lamont Hall and Wheelwright Hall, will be hosting teas sometime in the coming weeks. Dorm teas are semi-formal events in which residents are usually able to invite one person from a different dorm to enjoy the festivities.

Dorms have also been hosting smaller events for their residents. "Faculty have been offering some trips to town (Stillwells,

Donut Love, et cetera) recently," said Chelsea Woodard, a member of Lamont Hall's dorm faculty. "Due to Covid restrictions and weather, we haven't had a great many events recently," she noted.

"We have had dorm turf nights, which have been a lot of fun," senior Daniel Addonizio said, who resides in the Exeter Inn Dormitory. Turf nights, Addonizio elaborated, entail a variety of games, including dodgeball, kickball and spikeball. "We recently had a ping pong tournament as well, which many people participated in," he added.

Students in Cilley Hall have also had the opportunity to play games this term. "The proctors and dorm faculty have organized dodgeball matches against other boys dorms. We have played against Main Street and Wentworth so far," resident and senior Brandon Anderson said.

"These matches have been pretty fun and I think they offered the

Cilley community a great chance to get closer with each other," Anderson continued.

"We often play [Cilley Ball] which really connects the dorm members with one another," upper Aiden Silvestri said. "Overall, despite Covid, I think our dorm faculty and proctors have done an amazing job in Cilley to keep us unified," he added.

Similar to Cilley, Wheelwright has preserved some of its pre-pandemic traditions. Every year, proctors there gather residents in the common room for a dorm meeting. Little do they know that they are in for a surprise party. "They brought us to Grainger and there were cupcakes. There were cream puffs. They had fake cocktails, which were actually just grape juice," lower Joey Dong said "It was a Hollywood theme. They put so much effort into it. It was actually super fun."

McConnell has also found ways to find spaces for bonding within

pandemic restrictions. "Proctors have been able to [organize] hallway parties. We have been able to do our first Friday Pancake Nights in the kitchen with a rotation of students eight at a time and one night we did grilled cheese night too," dorm head Michelle Soucy said. "We held our upper and senior dinner last week outside under the tent [on the south quad]. We've had birthday celebrations as well rotating students in and out for room capacity. And, we use the MC beach for fire pits, smores, et cetera."

Dow House Student Listener and senior Albert Chu emphasized that any kind of conversation or informal dorm bonding is never a bad thing. "Personally, as someone that's been remote for most of the year, I've tried to open up Zoom rooms almost every week," Chu said. "People generally stop by, which I think is good considering there really aren't too many people in Dow. I think that's what is so unique is that close-

knit community that we have."

Proctors and dorm faculty in Amen Hall have also been hard at work coming up with fun events. "We have organized a movie night. Also, they have organized a night with donuts," prep Abigail Byun said. "I have enjoyed these things greatly! I hope that we continue to do more casual and fun things, like play games, eat food, and more."

Dow House proctor and senior William Vieter has also appreciated the opportunity to organize events. "We've been trying to do a lot of cookouts because we all like food and it's a really good time to get together," Vieter said. "A lot of time we'll do s'mores and stuff and just be around the campfire, which is very conducive to Dow bonding and making connections."

Other students hope for future events in their dorm. "I hope in the future we can have an official C-Ball tournament," Silvestri said.

"Personally I'd prefer for our potential future dorm activities to not be mandatory," prep and Wheelwright resident Addison Brannon said. "Also, any dorm activities that help encourage the younger kids in the dorm to interact with the older kids without feeling pressured or anxious is definitely a thought to consider," she added.

Dong stated that Wheelwright recently purchased a Nintendo Switch console for the dorm. "We should do something with that, like have a tournament," she said.

"As a senior, I am aware that I have only four to five weeks left, so there isn't much time to arrange something big for the dorm," Anderson said. "However, it would be fun if we could do something like our annual barbecue kickball event that happens before the pandemic for old time sake."

All dorms are creating opportunities for socialization. Many students are thankful that these exist despite the pandemic, and hopeful for the future as protocol becomes more lenient.

A Study “Paws” for Students

By DAVID CHEN and JANE PARK

Bark, bark, bark! The sounds of happy puppies and Exonians filled the quad with a cheery air. On Tuesday, April 27, students gathered on the Library Quad to enjoy frozen treats and the company of friendly canines in an event hosted and organized by English Instructor Jane Cadwell and Assistant Director of Admissions Eleanor Down. Students milled about, chatting with each other and playing with the pups. The dogs also dashed around, barked and enjoyed treats handed out by students themselves.

“Ms. Down and I started Pupnight (as it was originally called) about 10 years ago. It was clear and obvious to us that students miss their dogs as much (or even more) than other family members,” Cadwell said. “When I lived in the dorm [and] the guidelines were more liberal at that time, my dog Bailey would wander ahead of me when I was on duty, jingling his tags to let the students know I was coming and to alert them to start their homework. He was a member of the dorm community, and I saw how much comfort

he gave the students.”

Prep David Goodall agreed, “It reminded me of my dogs from home and I really appreciate everyone who worked to put it together,” he said.

Study Paws impacted lower Anamika Seth the same way. “I miss my dog, so it was nice to see some,” she said.

A deviation from the previous years, this year, due to the COVID, this event was moved outdoors. “This year because of COVID guidelines, we moved the event outside to the Library lawn,” Cadwell explained. But regardless of the slight alteration, many students enjoyed this event.

“I really enjoyed going to Study Paws! It was such a nice break from the stress of school. At Exeter, it can sometimes be hard to find pockets of time to practice self-care, but Study Paws is a perfect way to do so,” senior Gabi Shreet Saavedra said.

Lower Alysha Lai shared similar thoughts, “I really enjoyed the event. I liked the ice cream and all the dogs. They were very adorable.”

Some students noted that it was nice getting to talk to

some of the dog owners and see the teachers outside the classroom, “It helped bolster some relationships with teachers, which you don’t really usually get to see outside of class, and the dogs are with you. They were running around and so happy. So the happiness kind of rubs off on you,” prep Lucas Rodriguez said.

Lower Rupert Ramsay agreed, “Study Paws was a great event. It was nice not only to see the dogs, but also reconnect with old teachers,” he said.

Others expressed how this event allowed students to be able to take a break from the taxing schoolwork, “I loved petting dogs and talking with faculty. Being at the event was a nice break from all of the schoolwork and activities,” prep Jenna Wang said.

“I think [the event] was a great way to relieve stress, especially for people like me who are really missing our dogs right now,” senior Jackson Carlberg said.

Lower Andrea Hernandez also expressed appreciation for the event. “This term has been pretty stressful for me, so it was nice to forget about school work for a bit. All the



A student pets a dog on the lawn of the library lawn.

dogs were so well behaved and playful” she said.

Cadwell noted an unexpected benefit from this event. “Many students who have been wary of dogs often show up, and after meeting and hanging out with a variety of dogs get over their fears—it’s awesome.”

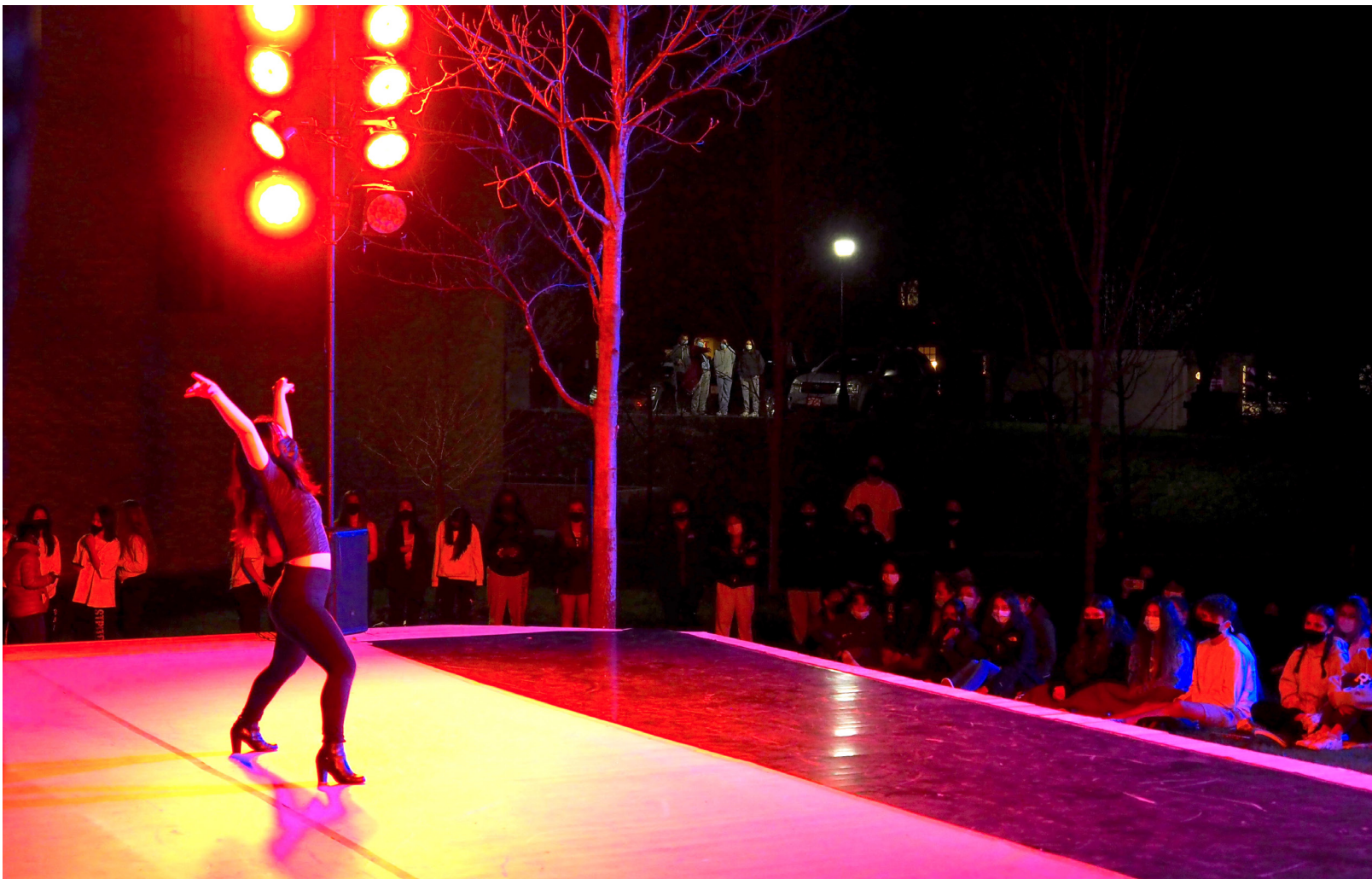
Overall, the students found the event to be nice. “I have to say, the popsicles were a nice touch. Additionally, it was nice to see my peers smiling and having a good time instead of brooding over upcoming work,” Ramsay said.

William Park/*The Exonian*
Lai looks forward to future Study Paws events. “This is my first study paws event but definitely not my last. I will be coming back every single time and giving all the dogs lots of love.”

Rodriguez shared a notable moment from the event. “We gave the dog some treats and I had these snacks in my pocket. The dog sniffed it out and I had to bring it out and give it to the dog. The dog kept checking my pockets after that too. It was so smart.”

Cadwell anticipates this event to be an ongoing gathering beginning next year, “We intend that next year, Study Paws will be back and happen every term. This spring we hope to hold a few more informal pup to person gatherings.”

Dancers Dazzle the Crowd in Showcase



Senior Christina Xiao performs a solo to an enrapt crowd.

By 143rd DIRECTOR OF WRITING MOKSHA AKIL

For the past month, dance clubs and student performers prepared tirelessly for the Dance Showcase: the culmination of all of their hard work. After countless hours of rehearsals and preparation, the Showcase ran on Saturday without a hitch and was a hit among students, faculty and parents alike.

The idea for the showcase came initially from the students, who requested a Hip Hop Showcase, similar to ones done in previous years, for this spring. “I thought that was a good idea; however, I thought that the aperture of the dance class should be expanded to include really everything,” Director of Dance Allison Duke said. “Because of the pandemic, so many of the performance opportunities have been so limited for all dance clubs and the whole dance community. I thought it would be good to revise to something that was not just limited to hip hop.”

This year’s showcase featured many forms of dance as well as clubs, adhering to Duke’s vision. Dance clubs Beat of Asia (BoA), Precision, Academy Bellydancing Society (ABS), InMotion (InMo), Afroshade, POMS,

Echappe, Imani and Heels performed, and varied in styles from belly dancing to ballet. Many of the dancers in the clubs were in multiple pieces as well.

Senior performer Anna Rose Marion was in four pieces: two duets, with upper Kira Ferdyn and upper Anne Chen, and two clubs, Echappe and Heels. “The showcase was a large mental lift, trying to remember and develop all this choreography,” Marion said. “I am really proud of what we did. The duets were some of the most difficult pieces that I have ever performed in 15 years of dancing, but we performed them very well.”

Student organizer, solo performer, dancer in BoA and Heels, co-head of POMS and senior Christina Xiao agreed. “It was really clear that everyone, from the co-heads to the dancers to the teachers, had put in quite a lot of time and effort,” Xiao said. “I was in many of the dances, and my week leading up to the performance was packed with rehearsals for it! I also loved having the opportunity to perform a self-choreographed solo.”

The rehearsal process was long, yet rewarding, for many other dancers as well because near the end,

groups were well prepared. “I thought that we had enough time,” prep and Imani member William Weber said. “Like two days before the show, there was the option for extra rehearsals, but we didn’t need it because we had practiced and learned the choreography well.”

For some groups, this was their first time performing in years. “I am proud of the fact that Échappé got back on stage for the first time in 2 years. We had a lot of fun developing that particular performance,” Marion said.

Prep Sophie Zhu performed in Heels and enjoyed her experience. “It was a really fun experience, especially as my first big performance as a prep during the pandemic,” Zhu said. “I thought it was really fun.”

COVID-19 parameters were especially limiting while organizing the showcase. “Most of [the limitations were] a combination of pandemic, limiting factors, things that you don’t have to consider when we’re not having this awful distance, or even when it comes down to blocking a piece,” she said. “But I think students, the student leaders and choreographers did a good job with that,” Duke said.

Even with these

limitations, the dancers put on a wonderful show that was noted by the audience members. Upper Lekha Masoudi applauded the performances for their perseverance through the pandemic. “I thought it was very well done especially considering COVID and the dancers had to be outside!” Masoudi said.

Upper Shalom Headly enjoyed the show as well. “It was very cool,” he said. “I loved seeing so many groups perform, and it felt really nostalgic as I remembered being similarly amazed during the Hip-hop showcase my prep year.”

The audience’s atmosphere was also notable to lower Lara Muyombwe. “I loved it so much,” Muyombwe said. “It was just so nice to see a really big community of students watching all of these others and supporting the other students in what they love to do. It was really, really nice.”

Zhu agreed and noted the energy from the audience. “I think there was a really good overall reaction from the audience and attendance. There were definitely more people than we were expecting,” she said. “And I think everyone had a lot of high energy, especially for a Saturday night. There were just really good

Indrani Basu/*The Exonian*

vibes. Good energy.”

Duke appreciated the support of the crowd and praised the dancers as well. “I hope the audience was pleased, but I hope more so the dancers themselves were proud of the work and kind of the success of the event,” she said.

Both audience members and performers hope for a similar event next year. “I would like to see a hip hop showcase or this next year but I do [kind of] prefer hip hop showcase, however this allowed more types of performance,” Masoudi said.

Headly agreed, bringing up the idea of a Hip Hop Showcase as well. “I hope they go back to Hip-Hop showcase next year as I felt it was one of the few times on campus that I got to see people celebrate black culture and black art in an authentic and passionate way,” he said. “I understand that for this year there weren’t many performance opportunities, but that is something I’d hope to see in the future.”

However, Duke noted that an event exactly like this year’s is unlikely. “I hope there are performance opportunities for the clubs next year—I can’t say if this exact thing would happen. There’s a pretty unique situation with

some of the resources that we used—we were sharing the stage with the play, and we were sort of forced outside because of the pandemic,” she said. “We were working with a lot of pandemic specific parameters that made that event what it was, so I can’t say we could recreate the same thing in the future. But I definitely think there will be performance opportunities next year for clubs. More so than this year.”

Performers celebrated the work of their friends. “I’m super proud of what Kenneth and I threw together, and I’ve been dancing with that man for three years,” lower and performer in BoA and InMo Daniel Han said. “I’m so grateful that we could be in this piece together as a culmination of that friendship.”

The showcase was also an opportunity to try new styles of dance. “I had never done Heels until we started preparing for the showcase. While it was out of my comfort zone, I gained confidence in the process,” Marion said.

Weber appreciated the style of dance he performed as well for giving him new opportunities in dance. “I enjoy how it gives me an outlet to express myself in a creative way. [Hip hop is] not very technical,” he said. “I feel like I have a very fluid ability with hip hop in the motions and learning choreography because I’ve been in hip hop classes where learning choreography is very difficult. And then that’s actually prepared me for this year, a lot. So it’s cool to be able to have that skill, and practice that skill.”

Weber also noted the environment of his club, Imani. “I really like our community. It’s fun to see how people dance outside of technique classes, well, it shows you can be really good at ballet or jazz and also be really good at hip hop too,” he said.

Marion appreciated the opportunity to perform before graduating. “It is bittersweet that this is one of my last performances,” Marion said. “During the last two years, live performances have been so disrupted that I feel lucky to be able to perform for an audience again before I graduate. There is nothing like experiencing the support of the community as I do something that I love!”

(note: Moksha Akil was a performer in the dance concert)

» JACOBY

Read about Science Instructor Michael McLaughlin's warning against restricting discourse, 9.

» COVID

Read about Nhan Phan's '24 criticism of the Academy's COVID policies, 9.

» SCHEDULE

Read about Clark Wu's '23 suggestions for the fall term schedule, 10.

Highway to the Danger Zone

By MICHAEL MCLAUGHLIN, SCIENCE INSTRUCTOR

(Trigger warning: flip-pant and possibly humorous sentences ahead.)

Following last week's reaction to Jeff Jacoby, I was left wondering: has our collective sense of subtlety reached so low a point that a single word, "unsafe," describes both a child without a seatbelt moving at 80 mph and one seated behind a computer screen Zooming into a high-school assembly? It seems a coterie of well-meaning Exonians calling to de-platform Jacoby, a relatively mainstream conservative voice, have bought into the Woke's linguistic charade. Words can harm. Students are hurt.

Students. Feel. *Unsafe*.

A quick train of thought, a bit of extraneous punctuation, and poof: Safety deified! And this would be lovely with an apt mythology, a Greek moniker (Krývo), and a slew of other, unseen gods: Exploration, Growth, Thought, Provocation, Subtlety, Freedom, Forgiveness. But Safety stands alone, above all, and the Woke forces us into a most insidious logic trap: I disagree, but you are hurt, therefore I cannot disagree.

A brilliant trap too. It leaves the opposition in a nearly impossible position, framing the argument as if it were a fight with a child; you lose either way, but especially if you lose. And what does it say of the Woke ideol-

ogy that any opposition is isolated and summarily cast aside as racist, bigoted, or xenophobic?

Lost is the complexity of a caring and considerate dissent. Lost is a deeper understanding of human connection, intellectual adventure, and a goodness that goes beyond a delicate eggshell dance. Lost is nuance; can an anti-racist stand with Black lives and against *Black Lives Matter*? Consideration of one another's feelings is a laudable goal. So, too, is giving space to grow, err, reflect, laugh, and challenge. The most diligent hypochondriacs raise children in pristine bubbles with immune systems that never learn from provocative bacteria and viruses. Their children enter adulthood in a state of

extreme fragility, unable to explore the world lest even the slightest encounter causes irreparable harm. We, too, do a disservice to our students by slowly adopting a highly sanitized, curated discourse on our campus. Our students deserve better than an echo chamber, even if it is a comfy one.

I am not suggesting speech without boundaries. Safety is likely a deserving god, if one among many. I am merely suggesting that we restrict speech rarely, only in the most extreme circumstances, and with the greatest of hesitancy. It is not a coincidence that our forebearers laid out a freedom-of-speech as the *first* amendment to our founding documents. Speech provokes thought, and restricting the for-

mer generally diminishes the latter. Dissent moves us forward. Perhaps the pendulum has swung a bit too far in the direction of safety and perhaps it is time we dial it back a little. Tear down Jacoby's logic if you disagree (a few *Exonian* articles did just that) or criticize a poor performance as you would any bore, but do not silence dissent.

Too often we allow a crackling voice or a few tears (or perhaps a protest or two) to end stimulating conversation, and more significantly, to end self-reflection. A stale air seems to be settling in over the Exeter culture. Voices are silenced, opinions cancelled, careers ended and doors to ideas bolted shut. Division ensues. We hunker down in our respective camps.

I label virtue signalers and sanctimonious justice warriors that guard a carefully constructed "safe" space, and they one-up the response with their own labels at the ready—bigot, racist, sexist. Doubling down on repetitive orthodoxy (repeat "I am Woke" five hundred times please) then leaves little room for novel, intellectual encounters; Exeter's principal purpose, *raison d'être*, lost in the pious harmony.

Restricting speech, restricting discourse, restricting thought—these are the ultimate "attacks on personhood," on our very being. *Cogito, ergo sum* (Descartes, 1637). Beware the insidious logic trap: I disagree, but you are hurt, therefore I cannot disagree.

The Academy's COVID Response Needs to Change

By NHAN PHAN '23

I would like to credit Henry Chai-Onn, Rex Bedwick and Dax Knoll for inspiring this article.

Since the start of this school year, the Academy has taken caution in its handling of COVID-19 on campus by imposing restrictions on parts of campus life (such as mandatory mask-wearing, being unable to enter other dorms and being unable to leave campus unsupervised) which, normally, would be mundane. However, at the present moment, over a year has passed since the Coronavirus was declared a pandemic. Students are beginning to become vaccinated. The question arises: as the majority of the student body receives vaccines, should COVID restrictions be eased? Should parts of campus life that seemed so common be allowed again?

The CDC has recently updated nationwide guide-

lines, stating that people who have been fully vaccinated can gather with other vaccinated people without wearing masks or social distancing (in a reasonable capacity and avoiding large crowds). With this new update, the Academy has begun taking the next steps in returning campus life to its normalcy by allowing a maximum of two family members to come to campus, allowing them to spectate outdoor athletic events and attend limited Sunday family visits. Other aspects of school life, however, are remaining prohibited or ambiguous. The mask-wearing enforcement, social distancing and frequent testing by the Academy have been extremely well executed; it is effective in curbing infection rates on campus and allows for easier contact tracing should a student or an individual on campus contract the virus. The community has complied well with these seemingly common-sense measures in this pandem-

ic backdrop. However, in regards to campus life, the Academy's COVID policies regularly contradict one another.

The trends of the Academy's pandemic policies reflect inconsistencies in the way they want to handle possible COVID exposure on campus. For example, in the latest email sent by Dean of Students Brooks Moriarty, family members (regardless of their vaccination status and testing) will now be able to visit campus. However, as of now, students are not allowed to visit one another's dorms, even though everyone on campus has continued to abide by the Academy's weekly testing procedures and COVID policies. Many, including myself, are confused as to why unvaccinated parents are being able to interact with their children without the proper surveillance and observation similar to the student chaperoned town visits.

Allow me to provide extended analysis into one

major topic of contention: Senior Prom. The Class of 2021 has suffered the most damages this past year, undergoing terms where the pandemic has prevented them from doing what Seniors would normally do in other school years: having fun, socializing and enjoying one another. The Academy's faculty has failed to understand the emotional toll this is having on seniors. Looking from a pandemic perspective, the CDC has updated their guidelines for fully vaccinated individuals. In two weeks, the majority of seniors will have had their second vaccine dose, meaning they will be fully vaccinated. Should they be allowed to fully enjoy their final high school prom experience if they are vaccinated against the virus? Such action and reasoning is beyond unjust: it's inconsistent.

The Academy has expressed their viewpoints that they do not want to set a precedent, which is understandable. However,

if we consider the context that all participants are fully vaccinated, frequently tested and tightly controlled, seniors should be allowed to fully engage in their prom. However, gatherings of larger sizes are becoming increasingly prevalent as the larger populace becomes safer. The Oscars, for example, took place last weekend. All participants were tested twice, Union Station was fully packed with nominees and staff, and none of them were even wearing masks. There were no emerging cases of COVID-19. The Oscars set a perfect example in hosting an event where all participants are contained in a controlled environment.

The administration has even allowed large gatherings in the past month. Hundreds of students were bundled up on the Academic lawn during the Spirit Assembly; few socially distanced. The Assembly contradicted any possible logic against a prom: they allowed a mass gathering

of unvaccinated students. Why shouldn't seniors be able to have a smaller controlled gathering where everyone is vaccinated, while the Spirit Assembly was allowed to take place? The Academy has not yet made any decisions regarding the Prom and have left seniors in the dark. It is crucial they effectively communicate with Seniors about this issue soon.

The Academy's COVID policies give the impression that decisions were made on a whim, without careful consideration of the Academy's past actions and the student responses on campus. We are forced to question the true intention behind decisions and wonder what choices they make are merely for optics. The confusion and doubt the Academy continuously arouses is avoidable. The Academy must alter its policies to dispel any discrepancies, provide transparent reasoning behind actions and elicit sufficient student input in its decisions.

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A New Fall Term Schedule

By CLARK WU '23

The Academy shared their spring term schedule with The Exonian in late January (posted on Instagram on January 26). I remember seeing a bunch of people reposting the Week 1 - Week 2 graphics on their stories, celebrating the prospect of normalcy, the 9am weekday classes and the free Wednesdays.

What we didn't notice, expect, or frankly look at closely enough to assess, were the shortened lunch blocks, the possibility of having three academic classes in a row and the difficulty in sitting down for 5 extra minutes in every class. Details that eventually became the subject of our complaints were actually handed to us a month and a half before its implementation.

As such, my first ask for the fall term schedule: send a draft out to students in an all-school email early (in July, if possible) and collect feedback. I also hope that the Academy could share with those of us not involved in the planning process what actually went into the decision-making and what constraints/minimum requirements (number of classes, etc.)

there are so we could give educated suggestions.

I recognize that some problems of practicality could only be solved once we come to it, but we should still try to preemptively sidestep some red flags.

With that said, I want to highlight a few things I'd like to see in the fall:

1) *Keep the 9am start (if only for a majority of classes) and breakfast open past 10am.*

If people didn't eat breakfast last year...well they sure didn't this year either. The majority of students I've spoken to find the 9am start a saving grace, especially on Mondays. This is especially true for day students.

With the 9am start in mind, I personally tend to work a little later into the night knowing that I have more room for flexibility and more time to sleep. On most days I now wake up at around 8:45 to change and wash up before classes. Unfortunately this doesn't leave much room for breakfast (except for those lucky ducks at the Inn with delivered breakfast). Last year classes started at 8, breakfast ended at 9 - reasonable for those with a

free second block to get some quick food in the morning. If operations at the dining halls allow, can we keep the current extended breakfast period?

2) *Bring back reserves*

For new students, the reserve is a weekly 75-minute block for every class. This additional time is typically used by science and math classes to catch up on material or allow a bit of extra time for tests and labs. In history and English classes, this is the usual block for release time before a paper is due. Concert Choir reserves were AMAZING last year. I believe teachers find reserves spectacularly useful. If we put reserve blocks before lunch blocks, it also means that students come to lunch in waves, thus avoiding the long lines.

3) *Keep the 10 minute interim time between classes*

This is the time that usually makes my day. I might be able to sleep for an extra few minutes if I didn't have a class beforehand, or stay back to ask my teacher a question, or chat with a friend on the paths, or get to my next class early, complain about the homework, jitter about a test and chat with

my classmates. It's some down time for my brain to take a break.

4) *No blocks exclusively in the morning or afternoon.*

I think students and teachers alike dread three times during the day—the first block in the morning, the first block after lunch, and the last block of the day. During these times students usually feel fatigued and unmotivated, which is nightmarish at a school where proactiveness is central to Harkness learning. In our current schedule, E and F are always stuck in the awkward afternoon times. Let's shake that up.

5) *No Saturday classes (we had them last year!).*

If we can fit a work-spring curriculum into a 10-week trimester with free Wednesdays every other week (a total of 20 fewer classes), I think we can go through fall term without any Saturday classes. This is under the premise, of course, that the Academy would not cancel school for many a number of days (due to snow, nationwide politics, etc.)

6) *Introduce specific blocks for private music lessons during the week*

Right now some music teachers who live off-campus are struggling to schedule times with the students. What if we added special music lessons/uni free blocks as an additional option for scheduling?

7) *End the day later, with longer breaks built in.*

You may have sensed that my proposed schedule requires that we have more time built into our school day. This was inspired by a conversation with a few friends. As Exonians, it is not surprising that we are constantly busy and overbooked. We can imagine an average value of 'busy-ness.' Those above the average value use their time more efficiently (and, yes, sometimes we cut corners—that's why Harkness tables are round). Those below the average value may have fewer concrete obligations, but fill their time with additional work, conferences, meetings, here and there. Everyone ends up feeling that same average value of 'busy-ness,' though those with more work may feel more stressed out. So why don't we extend the class days (push sports back - it's not too dark outside in the fall anyway) and build in more concentrated universal frees? That might

mean to you a nap, a catch-up on work, an Exonian interview, or just a little exercise.

8) *And finally... please no more confusing letters.*

This is a minor one. A humor article already addressed this. Why use random letters from the end of the alphabet and not the lowercase letters? My guess is that this may have to do with some of the organizational quirks of the course registration process. Nevertheless, I think it would be useful to change the lettering system once and for all so that new (and old!) students don't get confused.

Blocks with a lowercase letter could be used only by classes that use the reserve. This means that you would have at least 4 of the same class every week, with at least 1 being the reserve. Blocks E and F have 2 reserves in one week - this may allow teachers of electives to plan for a curriculum that functions on a different workload "wavelength," which should reduce the number of instances where students receive more than 3 major assignments on any given day.

Thus incorporating these suggestions, I propose a revised timetable here:

Week 1					
6:00			Hannafords?		
8:00-8:45	A(a)	B	D(d)	D	E(e)
8:55-9:40	B	C	C Res (8:55-10:10)	E	F
9:40-10:45	Department Meeting	Music Lesson Block/Meditation	Advisory (10:20-11:00)	Anti-Racist Block	Assembly (9:50-10:20, Zoomed)
10:45-11:30	C	D	E Res (11:00-12:15)	F	A
11:40-12:55	D Res	E Res	Lunch (12:00-1:30)	A Res	B Res
12:30-1:55	Lunch	Lunch	Department Meeting (1:30-2:30)	Lunch	Lunch
1:55-2:40	E	F	Sports (3:00-5:00, competition otherwise)	B	C
2:50-3:35	F	A		C	D
4:10-6:00	Sports	Sports		Sports	Sports
6:45-9:00	Various Ensembles			Various Ensembles	

Clark Wu's revised timetable for the 2021-2022 school year.

Week 2					
6:00			Hannafords?		
8:00-8:45	F(f)	A	A(a)	C(c)	D
8:55-9:40	A	B	B Res (8:55-10:10)	D	E
9:40-10:45	Assembly (9:50-10:20, Zoomed)	Music Lesson Block/Meditation	Advisory (10:20-11:00)	Anti-Racist Block	Music Lesson Block
10:45-11:30	B	C	F Res (11:00-12:15)	E	F
11:40-12:55	C Res	D Res	Lunch (12:00-1:30)	F Res	A Res
12:30-1:55	Lunch	Lunch	Department Meeting (1:30-2:30)	Lunch	Lunch
1:55-2:40	D	E	Sports (3:00-5:00, competition otherwise)	A	B
2:50-3:35	E	F		B	C
4:10-6:00	Sports	Sports		Sports	Sports
6:45-9:00	Various Ensembles			Various Ensembles	

Clark Wu/The Exonian

Let's Keep Parts of Spring Schedule in the Fall

By NICHOLAS ROSE '23

This spring, it seems like students have been forced to adapt to a calendar change almost every two weeks, demonstrating the difficulty involved in establishing an effective schedule. At its best, a schedule is able to maximize educational and extracurricular opportunities, while giving students ample time to work on homework and socialize with friends. At its worst, it can place enormous amounts of stress on students during the school day and prevent any decompression afterwards.

Overall, I believe that our administration eventually developed a successful schedule for this spring, and it should largely be preserved for next year. In particular, early-morning and evening classes should continue to be absent; the ath-

letics and arts should consistently be placed in afternoon time slots; and the lunch block should remain at its current length.

It is difficult to find voices supporting evening classes among both the students and faculty. Overall concentration slowly wanes as the school day continues, and the addition of an evening class greatly extends the time that both groups need to focus. While a block at 6:00 or 8:00 p.m. may free up time earlier during the day for homework, I personally find it much more difficult to squeeze in work between classes compared to when I am working at night in my room.

The removal of 8:00 a.m. classes seems to have similar effects on concentration and the ability to do homework, as the early time leads to groggy students struggling to participate

in Harkness. Furthermore, as I will be awake until the same time doing homework regardless, the absence of an early class allows me an extra hour of sleep every night. While the homework level has certainly risen this term, I have at least found my sleep schedule to be healthier without an early class.

There also seems to be a general consensus on campus that having sports and athletics in the middle of the day, especially in winter term, is a recipe for stress. The placement of practices right after lunch greatly inhibits the amount that athletes are able to eat and shortens the length of time that can actually be used for practice. Students are also rarely able to shower before returning to class afterwards and struggle to concentrate in these next few blocks. A consistent time for athletic practice right af-

ter the conclusion of the day's classes can serve as an effective method of decompression, especially if it does not interrupt the concentration needed for Harkness.

Another important aspect of the daily calendar previously under scrutiny is the lunch break. Earlier in the term, the amount of time allocated for lunch was only about thirty minutes and sometimes even split between two blocks. With this style, lunch became an incredibly stressful time of the day as students attempted to wolf down their food and hurry off to their next class. As soon as lunch was placed into a more consistent time block and lengthed, it turned from one of the most stressful times of the day into the most relaxing, in which students are now able to socialize and experience a welcome break before moving

on to afternoon classes. This change should definitely be preserved for next year.

This term, Exeter also experienced having no class every other Wednesday for the very first time. This was certainly a beneficial aspect to reducing collective stress; however, if this practice is continued in any form next year, it could be more effective to move these days to Friday. Teachers currently assign greater amounts of homework over Wednesday because students have more time to work, and so the day is mostly spent completing assignments. If these types of breaks are instead moved to connect with the weekend, students could use this time to truly relax and make the most of their time off.

In order for this system to be successful, however, teachers would have to continue

assigning a normal length homework over the weekend. Athletics could benefit from this change as well, for instead of being squeezed into Wednesday afternoons, contests could take place Friday afternoon and evening. The weekend would then serve as a more centered environment for competitions, instead of a stressful midweek game.

While our current spring schedule certainly involves a quick pace and condensed classes during the day, it strikes an important balance between productivity and decompression. The divide earlier in the day allows students to mentally flip a switch for the afternoon and unwind a bit, while at the same time remaining more focused for a shorter overall period of time. A similar weekly calendar for the next few terms could greatly improve both academic performance and stress levels, while also allowing time for students to pursue extracurricular activities with ease.

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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Humor

A Guide to Failure

By BLAKE SIMPSON

As a prolific failure, I'm often asked how to fail properly. Many know how to fail, and do it often, but few strategize. This leads to a feeling that one has failed at failing. The following are some tips to maximize the potential of failure, or to clean up the pieces of your shattered life:

- 1. Lay out all of your classes and choose one whose grade has absolutely no bearing on your self worth.** This is your "treadmill." I call it a "treadmill" because often when I use treadmills they see me putting in little effort and giving up very easily. (Of course, I would never do this, nor would [INSERT EDITORS AND EXECUTIVE BOARD MEMBERS IMPLICATED BY INVOLVEMENT WITH THIS ARTICLE]. Right guys?)
- 2. Fail right after midterms.** A bad grade in the first two weeks sets you down a difficult path, a bad grade right before midterms tanks your midterm grade, and a bad final is one of the worst things that can happen to you in your life, and instantly decreases your value to the school and society. A bad grade right after midterms leaves you plenty of time to pick things back up and maintain a squeaky clean record when the term draws to a close.
- 3. Become a living legend.** Get a grade so low that they have to invent a new plank of wood to put in the academy building for exceptionally terrible students who still manage to graduate. Face it, you see that gold lettering at the base of the marble steps and want nothing more than a spot with the brightest. I say however: when you can't be the best, go lower than the rest. Wear that bio test like a badge of honor. Say "see minus" like you just won a nobel prize. If you amass enough recognition, you will be able to use your influence to manipulate your way to success.
- 4. Leave your mark.** If the school refuses to formally recognize your achievements as a Failure (see point 3), carve your name, GPA, and class year into every harkness table.
- 5. Bribery.** If you aren't comfortable monetizing your success at failure, look into bribery. Think outside the box, violate trust, blur boundaries, dilute the meaning of effort, succeed. Bribery is the oldest and most respected means of cheating. I often think of the story of my two favorite ancient philosophers. In the year 670 BC (before countries) the Roman philosopher Philisophonus' publisher kept him on a tight deadline to release new thoughts. Overworked, he turned to the Greek philosopher Sleepdepravices and gave him fourteen copper pieces. Sleepdepravices gave Pleeshelpus two thoughts to claim as his own, and his generosity was remembered for ages, while Pleeshelpus is still revered as one of the finest thinkers of the ancient era. Bribery is almost always win-win.

In conclusion, I spelled failure wrong a couple thousand times in the process of writing this article, and yet here I am editing the world's oldest high school newspaper in the world. Go easy on yourself.

Excellent Ideas for Alternative Exeter Merchandise That Should Be Available at the Bookstore

By JACK ARCHER

1. TI-nspire calculator holsters
2. Classic D-hall cups, for old times' sake
3. Exeter branded bottled water (sourced from the tears that dot unfinished 333 drafts)
4. Covid spit tests emblazoned with the Exeter logo, so we can test positive in style
5. Dorm desk replacement parts, because I'm pretty sure there isn't a fully functioning desk on campus anymore (let alone one without some form of genitalia drawn on it somewhere)
6. Exeter brand sporks because that's like the nerdiest thing I can think of and I kinda want one
7. Big Red Fan—not a PEA fan, I mean a really big fan that happens to be red colored cause the weather's starting to get warm
8. PEA Zyrtec - for all the poor souls with hayfever. May your eyes stay unswollen and your nose dry, and may you one day no longer feel like beings of pure pain and snot.
9. Extra dorm chairs. We want more chairs.
10. Replicas of signs from around campus. They would be awesome memorabilia and it would cut down on the sign stealing since most Exonians are quite lazy so they would much rather buy something from the Bookstore rather than scour Amazon for hours searching for the perfect screwdriver to loosen the two stubborn screws above the signs that hang from the lamp—not that I'd know how that feels haha.

Word of the Week:

By JACK ARCHER

Mid•term

noun

1. You are only halfway done.
"The easy part is over. The grind starts now."
2. We're already halfway there!
"Yay! :D"
3. The midpoint of the term. A cause for happiness or sadness, depending on whether you are an optimist or a pessimist. The week where some classes do nothing for a day thanks to MET-ICs Or the week where your teacher sends you a google form and you curse them for being efficient.
"Midterms. The week where each of your classes sit down one day and write 'we like the class dynamic' on the board because there's nothing else to say."

The 5 Stages of Getting Your Midterms Finished

By JACK ARCHER

The five stages of getting your midterms:

The Wait: Midterm week arrives, and the wait begins. You count down the hours until advisory, wondering how bad they'll be. Every major assignment you labored over last week races through your head, and you panic because you

can't remember what the heck you did for any of them. You run through every possible scenario, considering every possible midterm GPA you might end up with. English might be and A-, but it'll probably be a B+. You're expecting an A in math, but what if you lost one too many points on that last assignment? And chem is a B for sure, but it seems like your

teacher kinda likes you, so what if you get an A? What if...

The Search: You're done being scared. You're done waiting. You're done in general. You convince yourself that midterms don't matter and are not at all indications of your final grade, just gentle reminders of how each of your classes are going at the midpoint of the term, and

that you can change in the final half, despite the fact that literally nothing else will. Advisory rolls around, and you walk in (or, more likely, hit a button and stare at a zoom window) feeling confident, happy, and ready to shatter at the slightest touch.

The Suspense: naturally, your advisor forgets to give everyone their midterms. You're halfway to

your next class by the time you remember. You can only grind your teeth and try not to think about the email you should have gotten hours ago as you slog through the rest of your five class day. Each time you enter a classroom, you give your teacher the side eye, wondering if they took mercy on your soul this half-term or snatched your dreams and crushed them be-

cause they hate you specifically.

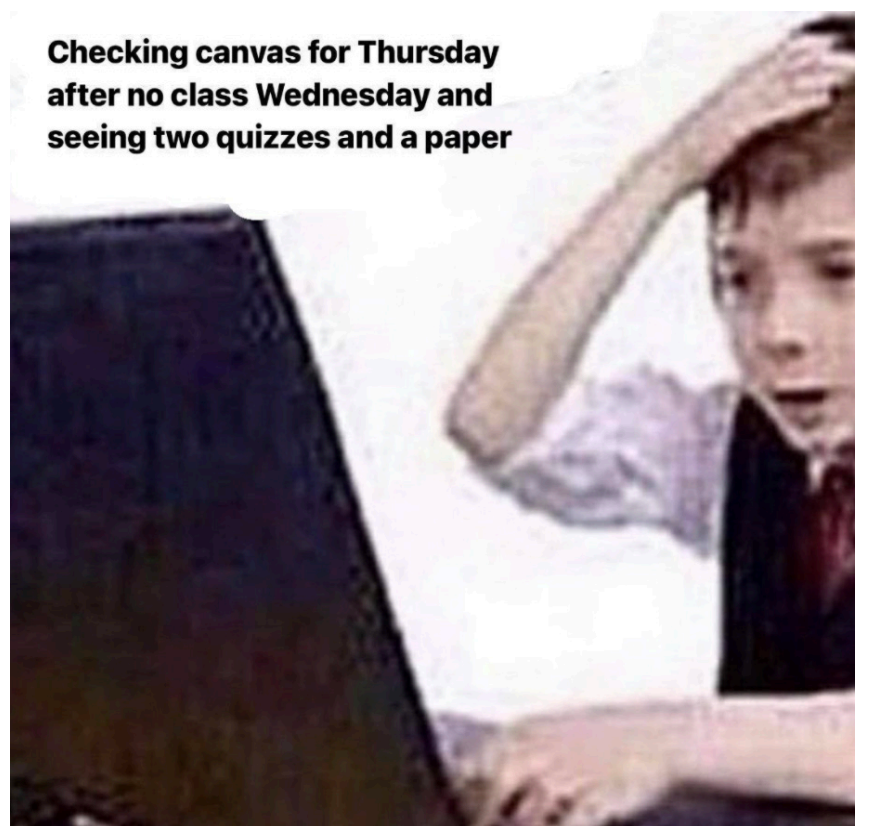
The Arrival: finally, your phone dings and an outlook notification appears: an email from your advisor. You take a deep breath and tap the alert.

The Revival: Hey! That's not too bad. That's a GPA of ten-point- oh wait no nine-point- eight-point... uh oh.

When you hover over citrus peach cocktail then water comes out



Checking canvas for Thursday after no class Wednesday and seeing two quizzes and a paper



Boys Crew Bests St. Pauls in Scrimmage



Courtesy of Exeter Boys Crew

By MICHAEL YANG

The boys varsity crew team defeated St. Pauls' top two boats in a scrimmage.

Senior rower Zachary McConnell talked about the setup. "We lined up all four boats, St. Pauls' and Exeter's 1v and 2v up together."

"Instead of the usual 1,500 meter race distance, we did several different length pieces of hard rowing at different rates," lower Michael Goodall added.

McConnell continued, "Our scrimmage was

mostly pieces between one and two minutes. We started the pieces at the same time and in between pieces, we let up the pressure and paddled down the straight at St. Pauls that we were racing on. Leading boats were asked to ease up on the pressure to let the trailing boats catch up. We were able to fit around three to four pieces in before we had to spin the boats and race back the opposite way."

On the coach perspective, head coach Albert Leger explained, "We were a little nervous and tentative in the first few

pieces, but then we relaxed, found our 'swing,' and beat them by a good margin on the last few pieces. We look forward to racing them (1,500 meters) in two weeks."

Assistant head coach Avery Reavill added, "Coaching the scrimmage was a lot of fun. On a typical race day the only chance I have to talk to the crew is before they launch for the race. They have one shot to race and that's it. During the scrimmage I had the chance to observe and coach after each piece which was a huge plus compared to a

normal race."

"It honestly looked like any other scrimmage from before COVID, which, although it sounds underwhelming, was a great reminder of normalcy within this current time," lower Weiyi Huang reminded.

The practices ahead of the scrimmage had a major impact. "We worked a lot on building up the rate as a boat. We have also been covering a lot of distance and have been rowing around 20k meters each practice," McConnell said.

Lower Charles Holtz

added, "The two varsity boats did mock 'pieces' which are just pretend parts of races to get us prepared for the feel of a race."

Huang said, "Throughout winter term, we had been building a lot of fitness, and now it was time to use that fitness, combined with good technique and fast stroke rates, to go fast on the water."

Marking almost the first time the boys suited up for an interscholastic event, coach Leger said, "It was great to get into our Exeter uniforms and line up against another

school."

"It felt overall really good, and I thought it was a great way to kick off the season. Both boats rowed really well and also found some things to work on in practice the next week," lower Nick Rose said.

Huang added, "It served as motivation for us to go even harder on the water and to keep on getting faster, no matter the circumstances."

"Big day for the coxswains as well, keeping a straight course and calling their crews attention during the pieces," Reavill said.

Girls Lacrosse Defeats Northfield Mount Hermon



Courtesy of Girls Lacrosse

By MICHAEL YANG

Last weekend, girls lacrosse faced off against Northfield Mount Hermon. After a well-fought game, the team came out triumphant with a final score of 15-8. Quick thinking and an anchored defense lead the team to victory.

This year, the girls lacrosse team boasts a strong lineup of athletes. Head coach Christina Breen spoke about the pre-game hopes and opinions about the roster. "Our team is very strong, so the energy was very positive and confident."

On the improvements she saw in this game compared to the beginning of the season, Breen commented, "Our team is starting to play as a collective unit, pulling together and believing in themselves."

Although the team was victorious, many players still saw room for improvement. Lower Emilie Dubiel added on to Breen's sentiments and spoke about the collective team effort throughout the season. "I think that we have become able to work a lot more like a team since the first game. Our team has improved a lot since the first game

by playing clean and really working together to win," Dubiel said.

Students noticed improvements throughout the season so far. Senior Molly Theobald said, "I think that our team chemistry has improved. We also have become a stronger transition team because we work together through the midfield as opposed to one person doing all the work."

Lower Sami Smith added, "I think the team has become more comfortable since the first game and has improved a lot. The atmosphere energy level has remained consistent throughout the

games, but I think a lot of the unknowns of the first game have been relieved."

The victorious outcome was accomplished by the hard work of the team, but there were some players that were highlighted by their fellow teammates. Dubiel gave a shout out to her captain for her stellar performance. "Maryegan Wright, one of our seniors, played great this game," Dubiel said.

Lower Eden Welch was the high scorer of the game. "Eden Welch scored 5 goals which was super sick!" Smith said.

Many players com-

mented on the high energy from their fans. As Theobald describes, "It was a super fun game! Our fans got involved which really helped to fuel us!"

Smith also expressed the same feelings, "The atmosphere was electric, people were screaming and cheering and overall, it was a great environment."

Students enjoyed playing on their home turf. "I loved the atmosphere of this game. I love home games because playing on Phelps is so fun, especially when students come out to support. The other team was

physically really big, but our team played strong, clean defense to win," Dubiel said.

The game highlighted the talents of their strong team, but the team is still looking forward to playing and improving in future games throughout the season. Breen expressed her goals for the rest of the season. "We want to win the rest of our games! But we also want to keep improving, to try new things, to grow as players. Mostly we want to have fun," Breen said.