

# The Exonian

The oldest continuously running preparatory school newspaper in America

Phillips Exeter Academy  
Exeter, New Hampshire



## NEWS

Read about the Academy's first Climate Action Plan outlining potential goals, approaches and aspirations for campus sustainability, 1.

## LIFE

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## OP-ED

Read Joonyoung Heo '25 discuss Russia's ongoing war with Ukraine, and its impact on world economy, .

## Merrill/Langdell Moving to Front Street Commons



Front Street Commons continues construction.

By ANNA KIM, LAUREN KIM, SELIM KIM, CALIS-TALEE, HANNAH PARK

Beginning in the summer of 2021, a looming framework of wood and concrete developed on

Front Street. As each glass pane and flooring panel was assembled, the Academy's latest dormitory, Front Street Commons, slowly came to life. Front Street Commons' construction is set to finish in the fall of

2022. Situated next to Front Street House and the music building, the Academy aims for the new dormitory to improve student life and environmental sustainability on campus.

The Front Street Commons will contain 60 residential rooms, while also serving as a base for health classes. It will first house students and dorm faculty from Merrill Hall

DORM MOVE, 2

Joy Chi / *The Exonian*

## Class Representatives Announced

By ANVIBHATE, SELIM KIM, and CATHERINE WU

On Tuesday, March 29, the Student Council announced the class representative elections results. The lower representative-elects are current preps Aven Burney, Joonyoung Heo, and Beverly Oleka. The upper representative elects are current lowers Nhan Phan, William Soh, and Corinne Blaise. Finally, upper Minseo Kim is the senior class president-elect, upper Nina Kellogg is the vice senior class president-elect, and upper Eric Zhang was selected as the senior class secretary-elect. Methods for campaigning ranged from posters around campus to social media reposts. Elected representatives reflect on their campaign, and look forward to the following year.

This decision was made after a week of candidates campaigning for their peers' votes. The class representatives will represent their respective grades for the year to come, host class-wide events, plan for class merch, and for the senior representatives, communication after graduating.

When asked why she wanted to run for lower rep in the first place, Oleka described her desire to give back to the community. "I really loved the community, and I feel like the first way I wanted to give back through all the seniors I've become friends with was to be class rep," Oleka said. "And I knew that for class reps, we would rather plan ahead for the class and find ways to build the community. So I knew that I wanted to be a part of that."

Burney hopes to create more opportunities for

CLASS REPRESENTATIVES, 3

## NEWS-IN-BRIEF

### Climate Action Day Presentation

By *The Exonian* 144th Board

In recent years, the Academy has increased emphasis on sustainability efforts. Largely driving these efforts is the faculty-run Environmental Stewardship Committee, which meets twice a month to discuss various sustainability projects. Its members are now finalizing longterm goals for the Academy's continuous striving in environmental practices.

On Friday, March 25 Science Instructor Andrew McTammany and manager of sustainability and natural resources Warren Biggins, both members of the Committee, gave a presentation on their proposed Climate Action Plan (CAP). CAP consists of three subcategories: improving the sustainability of campus infrastructure, campus operations, the curriculum, as well as co-curricular offerings. The plan aims to establish environmentalism

among the Academy's pillars of education and community engagement.

Some of the goals contained in CAP are meant to be fulfilled by 2026, when the incoming prep class will graduate, while others are set to be accomplished by 2031, which is the 250th anniversary of the Academy's founding.

If CAP is passed by the Academy trustees, some changes that McTammany and Biggins hope to implement by 2026 include the

construction of all-electric non-dormitory residential housing, sustainability orientation for all new students, and the achievement of a 25 percent reduction in all buildings' energy usage.

Biggins and McTammany's presentation also preliminarily outlined the goal of developing a climate literacy curriculum "that seeks to graduate students that are well-versed in the science, issues, and solutions of climate

change."

CAP's 2031 goals delve deeper into improving the Academy's energy usage. McTammany and Biggins stated that they and the Environmental Stewardship Committee would like for the Academy to achieve carbon neutrality by that time. They also ask that the administration make the campus vehicle fleet 75 percent electric.

The Environmental Stewardship Committee will present CAP

to the trustees in the coming months and plan to begin carrying out their goals during the next academic school year. They have also presented their proposal to faculty and staff, and stated they would advise according to community responses to the pitch.

## New Course Selections Announced

By JETT GOETZ, CATHERINE WU, ANDREW YUAN, and CHENGYUE ZHANG

Several new courses were added to the 2022-2023 Courses of Instruction, including courses in the English, Exeter Innovation, Modern Language, Music, PE and Science departments.

Director of Studies, Scott Saltman, explained why these select courses were added. "Most of these new courses are electives and the hope is that students will see them as interesting and valuable. In several cases, they replaced courses that were under-enrolled," Saltman said.

The Science Department will be adding two courses into its curriculum: BIO440 Regenerative Agriculture and CHE470 Biochemistry of Medicinal Drugs. Speaking on those courses, Science Department Chair Albert Leger said,

"[They're] both very timely. I think students have demonstrated a great interest in those two areas of science."

In Regenerative Agriculture, students will "think about how to conserve, how to produce local foods, and how to take care of the earth. All those things will be weaved in and there will be a social aspect because students are going to be helping or working with a local farm," Leger continued.

"The Biochemistry of Medicinal Drugs is incredibly current with the vaccinations. It's not only how we make vaccines, but also how we distribute vaccines and who gets the vaccine. There's a scientific and a societal aspect of that course, which is very important," Leger added. This course will continue as part of the science curriculum even after the COVID-19 pandemic is no longer prevalent.



Exeter town

Courtesy of

The English department will be offering four new courses: ENG535 Theater of War: Staging Race, Religion, and Empire, ENG537 Shakespeare Now, ENG538 Documentary Poetics, and ENG566 Graphic Narrative and Literary Comics. "[These new English courses will provide students] immersion in important genres and topics, as well as continuing work on writing and critical reading." English De-

partment Chair Nathaniel Hawkins said.

Saltman explained the lengthy process new courses must undergo before being added to the curriculum. "Courses are proposed by teachers or groups of teachers and are vetted and approved by the department. They are then discussed and approved by Department Chairs and finally by the full faculty," he said.

"Exeter Innovation courses are proposed by

faculty and a few are selected by the Curriculum Committee," Saltman continued. "These courses are always innovative and don't fit the traditional design of many Academy courses. After the Curriculum Committee, they go on for discussion and approval by Department Chairs and the full faculty."

Courses in the Science Department are approved by a similar process. "A teacher comes up with a

course description, which is then reviewed by the department, then the department heads, and then the full faculty. It has to be voted on by the full faculty in the end before it goes into the Courses of Instruction," Leger agreed.

As for Modern Language courses, the new courses are created catering to students' needs and interests. The Transi-

NEW COURSES, 2

# News

## » CLASS REP

Read about the newest class representatives' platforms and visions for their new tenure, 3.

## » FRONT STREET

Read Langdell and Merrill residents reflect on their expected relocation to Front Street Commons in the coming school year, [pg].

## » PERIOD

Read about ESSO Period's recent work in distributing free menstrual products to all dormitories on campus, [pg].

## New Courses Cont.

tion Spanish for Heritage Speakers course, for example, “could fill a niche for students who, although they can speak the language with a certain degree of fluency, have limited reading and writing skills due to a lack of formal education in the language,” Modern Language Department Chair P. Fermin Pérez-Andreu said.

“The Socio-Linguistic Exploration Through TV Series course in French stems from the telenovela class in Spanish, which has successfully motivated students to learn the language in a fun way for them,” Pérez continued.

“The PE course will replace the three levels of fitness classes, so students don’t have to decide between them. That will make scheduling easier, too,” Saltman added.

After reading through the new courses in the Courses of Instruction, students have expressed interest in these upcoming classes. “I believe they did an excellent job at creating a variety that collectively satisfies a large portion of the school community,” upper Enzo Nakornsri said. “I, for one, am extremely excited for Graphic Narrative and Literary Comics, and Principles of Engineering and Design. Some of these courses also seem rather inter-

esting, such as History Through Food. [It makes] me curious to read them in more detail.”

The new French course, FRE590 Socio-Linguistic Exploration Through TV Series, drew the attention of upper Chloe Zhu. “I am interested in Linguistics, and to have that combined with my interest in French and TV series seems like a nice mix of all my different interests and passions,” Zhu explained.

Students in the STEM field also expressed interest in the new courses. “I’m particularly interested in the Biochemistry of Medicinal Drugs course. I think a lot of students here want to do pre-med, and I feel like courses like this one are definitely the first of their kind to introduce us to the pre-med field. It’s like pre-med but at Exeter. I would take this course if I have course space,” upper Max Chuang said.

“I think it is really great that the school is venturing out more towards college and university-like classes. As I continue to plan out my senior year, the Biochemistry of Medical Drugs course will definitely be something I will try to fit into my schedule,” upper Krish Patel said.

“I think it is also great

that the academy is expanding in many fields. For biology, it seems often that the focus quickly shifts towards molecular biology. However, this new addition of Regenerative Agriculture allows people who may not be interested in molecular biology to learn about something else of interest,” Patel continued.

Upper Chaney Hollis is excited for the Principle of Engineering and Design course. “We have nothing emphasizing on engineering, which is kind of odd when so many things are structured around [engineering] in the modern era. Most normal high schools in comparison have at least some sort of introduction to engineering courses. All we have is our traditional science courses [like biology, physics, and chemistry] and maybe the electronic and robotics electives.”

Younger students also expressed interest in the newly offered courses. “For me, I am excited for the new opportunities that these courses will bring,” lower Max Sheldon said. “I’m not the biggest fan of English classes but the class about Graphic Novels allows a new way to digest English material that is different from what I have taken before and now I might choose to enroll in that

class. Another class that interests me is advanced music production due to the great experience I had in my basic music theory class and allows for students to learn even more about making music.”

Uppers have taken note of the new senior English electives as well. “I would like to see [English] courses that give us full creativity over writing poems, narratives, etc. I feel this would not only help us improve our writing and creative thinking, but also provide a less stressful environment without having to follow a certain prompt,” Nakornsri said.

“[English] electives during senior year really help [students] open up from more of the structured curriculum compared to your prep, lower, and upper year. With these added electives, there are just so many more different courses we have the chance to choose from,” upper Kaitlin Clark said.

Some students spoke honestly about grades determining their selection of a course. “As for senior year English class selection, I think the thing at the forefront of my mind, like for many rising seniors, is how I can get an easy A,” Patel said. “When it comes time to choose a class, I think interest and diffi-

culty will definitely be heavily considered by everyone.”

“[I look for] easy teachers,” Max Chuang agreed. “Honestly speaking, by the time it gets to senior year, I’m just looking to take an easy course with easy teachers for the sake of my grade.”

Many students discussed their interests in future courses as well. “I really like that the [new] classes are very interdisciplinary — at least more than before,” Patel said. “I hope the school continues to create more classes like such. Some classes that I think would be really interesting to see would be neuroscience, computational biology, a class that talks about the science of archeology, particularly carbon dating, quantum computing, autoimmune diseases, [and more].”

Sheldon discussed his hopes for new courses, too, particularly “more engineering-based courses. At Exeter, I have always felt there was a lack of true STEM courses like robotics or car workshop, and I realize there are clubs or not plausible ways to get these classes into the school, but I would like to see PEA make an effort to include more of the engineering courses in the catalog,” Sheldon said.

In addition to science courses, other students recommend further history classes. “I think it would be cool to have a recent American history course as in the past 20 years,” upper Sachin Shetty said. “A lot of the stuff that’s happened in the past 20 years really is what is going to affect us in the future through college and when we’re looking for a job. It’s something that we don’t really cover in any history class.”

“I think [the departments] should consider student input more [when adding new courses,]” Shetty continued. “Students have a lot of good ideas on what courses should be added, so I think if they took that into account or had a voting system, then they could have some courses that a lot of kids would sign up for.”

“There are a lot of classes that really interest me, but I am not sure about the amount of interest it would gain from others. I think classes that begin to delve into the specifics of a certain field are really interesting and something that would continue to make Exeter more special,” Patel concluded.

## Dorm Move Cont.

and Langdell Hall, who will move into the new building at the start of the 2022-2023 school year. In the same year, Merrill Hall, Langdell Hall, and Wetherell Dining Hall will be renovated.

Students in Langdell and Merrill reflected on this relocation. With Langdell and Merrill being next to Wetherell dining hall and near the academic buildings, many students mentioned the less convenient location of the new dorm. Upper and Langdell resident Veruka Salomone spoke on getting breakfast. “It’ll definitely feel a lot more difficult to get up and walk all the way over to Elm. If it’s in the winter, I don’t want to walk all the way over there in the snow before class,” she said. “It’ll definitely feel a lot more difficult to get up. I’ll really just have to get that motivation and find friends to go with each morning.”

“I could just go downstairs and grab a snack and a meal. Next year with Weth being renovated, I’ll have to walk to Elm for meals. It’ll be less convenient, but I think I’ll adjust,” prep and Langdell resident Paloma Sze added.

As Langdell and Merrill are both long-established dorms with separate traditions, many students spoke about how they expect a separated community at first in the new dorm. Salomone is ready to “take on” responsibility with other upperclassmen on “combining Merrill and Langdell traditions.”

Salomone expressed her hopes that the new dorm community will bond over time. “As more prep classes start living there, it’s defi-

nately going to feel like more of a community,” she said. “They’re going to see themselves as one and not as Langdell and Merrill. I have friends in Merrill and people from Merrill have friends in Langdell so eventually after a little bit of time, we’ll merge.”

Lower and Merrill resident Mav Murray agreed. “I think that there are a bunch of really cool people in Langdell. I really like a lot of the uppers, so I think it would be nice to get to know them better,” Murray said. “I also think that if there were any two dorms to be combined and to do it harmoniously, it would probably be Langdell and Merrill. That being said, I think that there might be a danger of things getting cliquey, at least in the beginning, but I don’t see that being a long term issue.”

Like Salomone and Murray, Merrill dorm head and history instructor Troy Samuels is hopeful that both communities will merge, but also hopes that the dorms will still maintain some aspects of their individuality. “I think it’s important not to lose the fact that here is going to be around two, three years of being in the communities and forming them [before leaving]. The proper term for this is a confederated approach. You are one entity, but there are certain individual things, and we need to find out the right way to do that where it doesn’t create division,” Samuels noted.

Though upper and Merrill resident Grace Puchalski doesn’t believe that the “dorm culture will change much,” she noted that a part of the change de-

pends on “the faculty changing the way things are run.”

Noting the differences in dorms with proctor selections, lights-out policies, among other aspects of dorm life, Samuels believes that collaboration will play a key part in maintaining a successful transition. “Merrill and Langdell are not the same, so we need to figure out who our adult team is gonna be, what our culture is, and have a really open process. I think working with student leaders, working with dorm faculty, working with the students office, working around the [Dean of Students] Residential Life’s office to figure out what this new thing will look like is important,” Samuels explained.

There are some mixed emotions among students regarding the upcoming transition. As lower Safa Alwakya explained, “There is a lot to love about the Langdell building, [and] after a while it starts to feel like home. But, moving to the new dorm is undoubtedly something to look forward to, especially the new facilities.”

When asked about her feelings on the move, Salomone spoke about her love for the “griminess” of Langdell. “I’ve just settled into Langdell, and there’s history here. It isn’t totally clean, stuff is breaking, but that’s the fun part of it. I don’t really want to be in a really sterile, modern dorm. Here, so many people have lived in my room and the rug’s tearing up, but there’s just so much more fun being in a classic red brick building versus a new dorm,” she said.

Samuels added, “There’s something about living in Merrill. The walls are falling down and we had a hole in our wall for most of winter term, but it’s our space.”

Merrill has a very close-knit community, and some students are worried that may not be the case after the move. “I think Merrill’s a really close dorm. People are always hanging out in the common room, and that’s just not going to be there if we merge with another dorm. That whole dynamic changes,” prep Advika Verma said.

For Murray, much of their reservations about the new dorm is the size of its total residents. “It probably took me like two or three weeks to get to know all the people in Merrill, but the idea of doing that in front of another 30 people is a little bit strange,” they said. “I think that there’s no danger to the dorm culture. I do think that having a culture around 30 or 40 people is better than having a culture around 60 to 80 people, because it means that you’re going to be far more cohesive amongst a smaller group.”

Some of the preps expressed feelings of displacement due to the upcoming move. Prep Sophie Turner said, “It’s kind of weird to kind of lose a year in what I’ve enjoyed and what I’ve now become accustomed to.”

On the other hand, Verma communicated her confusion as to why the current Merrill and Langdell preps will come back to their old dorms in their senior year. She adds, “I’m happy we get to move back to Merrill, but I just don’t see the

point of it. I’m going to be a senior, so I don’t see the point of moving back for only one year.”

Between both Merrill and Langdell, there are some little things that the students and faculty will miss. Samuels said, “Look at the beam in the common room with all the [past students’] names in it, and there’s kind of a history there which makes a place really interesting. It has this deep past that’s always going to be gone.”

On the other hand, many students felt positively about the move and expressed their excitement for new facilities. “I am most excited to move into the new dorm for the facilities because Langdell and Merrill currently have so many leaks and electrical issues. I especially can’t wait for the AC in the summers,” lower Eden Fisher said.

Adding on, Sze expressed her excitement, mentioning the “old and rundown” facilities in her dorm. “[Langdell] had a lot of maintenance problems recently,” she said. “I look forward to having a dorm with hopefully a fully functioning kitchen too.”

Samuels believes that the new facilities of the dorm will also aid in the transition and community-building process. “The space itself is really open and welcoming. There are two common rooms: a common room and a game room in the basement, so lots of spaces for students to congregate. There’s also going to be a really wonderful quad created by Front Street House and the Commons together. That’s going to be a really wonderful space when it’s nice out to play spikeball or just sit and

enjoy the sun...It’s really designed to let everyone live comfortably, and to let the faculty do our jobs as best as possible, which is really exciting,” Samuels said.

Puchalski agrees with this sentiment. “I’m excited to move to the new dorm because it’s an exciting new space with the same people from Merrill,” she said.

Although they may be in a different dorm, students look forward to creating new traditions with each other while preserving their original dorm culture. “I think that Langdell and Merrill will retain most of their dorm culture and pride, although I think we will also develop and share new traditions together that might even carry over into when we move back into our old buildings,” Fisher said.

“Merrill and Langdell have always, jokingly, seen each other as rivals. I’m curious as to how that tradition will play out with the two dorms now being considered as one. Same with the dorm screams. The names Langdell and Merrill are going to be retired, but I guess that means an even louder scream for the new dorm!” Alwakya concluded.

## Class Representatives Cont.



Left to Right: Minseo Kim, Nina Kellogg, and Eric Zhang.

class events through her campaign. “I started my campaign based on the idea of change and actual action...I tried to make my platform as doable as possible. They were just mainly focused around events that were pretty much tangible, such as class competitions and the idea of class bonding,” she explained.

Burney went on to explain more specific opportunities she hopes to implement. “One idea that I thought of was having a class wordle or your own custom wordle that the lower representatives can send out. Also the more small stuff, like lemonade in Elm,” Burney continued. “I’m also excited for sports competitions, and also some new ideas, like a food fair, or a baking competition, or beach trips.”

As for Heo, he sought a safe space for underclassmen to share their thoughts on the community, and hopes to encourage speaking up. “A big thing for me is I want to have one-on-one conversations with just lowerclassmen. I support a mass survey, but I also think that one-on-one conversations is where people can get really honest about what they think about policies or what they think about administration,” Heo said. “And also, what changes and special events they want to see for the lower class, as long as it’s within what I can do.”

Oleka continued describing ways to build the community by laying out some of her more concrete initiatives. “I had an idea of bringing cultural events for lower rep, because being Nigerian, there’s specific home games my family and I would do, and I miss them,” Oleka reminisced. “I feel like being here at Exeter, so many people would love to participate in family or culture events that are specific to you, and people could learn more about your culture.”

“I’m also thinking of a spring picnic or having a barbecue. I know Exonians love food,” Oleka continued to detail some of her plans for the

spring. “I also love doing escape rooms. And I asked a lot of my friends, and they love doing escape rooms too.”

The upper class representatives shared some of their campaign platforms as well. “I was a lower rep,” Soh said. “I know exactly how event planning works, how to be successful, and how to be more successful because I have that first hand experience. My main initiatives and platform is centered around communication: I want to get stuff organized that people want to do... I want it to be as open as possible to come to any of us [class representatives] for ideas to plan out for the class.”

“I will plan a beach trip for our class, and hopefully it will take place at the end of May. Also, the usual events (e.g. food events), but also a dodgeball tournament, handball tournament, another talent show like the one we had this year, which was successful, and a spikeball tournament,” Soh continued.

Blaise aims to enact more out-of-town trips and implement class merchandise. Like Soh, Blaise also hopes to increase communication amongst the representatives and the student body. “More than anything, I want to be a candidate for the people. I feel like there’s been a big disconnect between past representatives and the student body, which is something that I hope to change...Whether it be through asking questions about what’s happening in student council or offering ideas for the representatives to put in place, I want the people in grade to feel like they have a representative that they know,” Blaise said.

Phan described his campaign, which revolved around realistic policies. “I’m a lower rep and after a year of being a class rep, obviously you have an idea of what you can do, of what you can’t do and what you can feasibly expect to achieve as a rep. So, my campaign definitely ran on tangible and feasible action that I think I can achieve.”

Kim, class president of 2023 for this year and so many to come, had her own unique campaign strategy that caught many peoples’ eye. “I was asking people to join the ‘Minseo-verse’ which is a spin-off of spider-verse or the multiverse,” Kim described. “It sounded fun and it was catchy. I think people really enjoyed it.”

“The basis for my platform was mostly to focus on spreading positive activity on campus and for our class and making sure that we have the best year yet. It’s like a good time for us to heal as a class, so it’s just to bring about a lot of events, like ‘Up-pers got Talent,’ which we are hoping to do this spring term. That’s part of the fun aspects, and then the change is the bigger picture of improving the Student Council,” Kim continued, detailing some of her major plans.

Kellogg discussed her ideas for the class of 2023. “I think I’m excited about implementing some more traditions in EA weekend—an extension of EA weekend, because I think that’s some of the best core memories and upperclassmen experiences,” Kellogg said.

Zhang agreed with Kellogg regarding Exeter traditions. “I’m hoping to bring back some Exeter tradition that was lost over the pandemic but also bring in some new events as well.”

“Just stuff that’s just for seniors,” Kellogg continued regarding her platform, “such as having seniority and privileges, including senior grill and letting food be open until 10 for seniors... Then traditions. I was promoting a lot of things like ‘powder puff’ and ‘senior assassin,’ things that I’ve had in my past high school and I know a bunch of other people have had, too, that just bring our whole grade together.”

Kim built off of Kellogg’s idea, speaking about some things she was most excited about for their last year. “I really want to make a super good speech to deliver on that day since it’s a really meaningful

day,” she said. “A lot of us have been at Exeter for a long time and have joined along the way. So that moment is the culmination of everything.”

“The year passes by really quickly, much faster than we think. I just want to make a change in council during my senior year, because there’s a lot of discussion about how we could improve it and how we could set a better precedent for future generations of stuco.”

Zhang concluded by talking about class merchandise. “I’m looking to do the work of a class rep in making awesome and affordable class merch. The merchandise that the athletic teams have is much cheaper than the stuff that goes through custom ink or other websites like that.”

Kim, along with the other two reps, also had ideas for how the class could continue staying in contact after graduation. “I was thinking of making a class website, because we have that set site to stay connected, give updates to each other, and communicate,” Kim elaborated on her goal for the post-graduation connections. “This is the age where technology and social media connect us. So if there’s a site for us, then that’s just going to stay with us for life. And with that, reunions in person. I just want to host a bomb party. It’s gonna be fun.”

The class representatives also discussed their hopes for working with their fellow representatives in the coming year.

To Burney, working with the other class representatives is a process similar to Harkness. “My fellow class reps have a lot of good ideas and it’s sort of like Harkness in that you listen to each other’s opinions, and you just try and work on your own. But, you also do what’s best for the class...there’s that whole idea of respect and not trying to say that your idea is better,” Burney said.

Heo also looks forward to implementing some of his fellow representatives’ policies together.

“I’ve seen what they promised I’ve seen and what their plans are. I’m just really excited to have the opportunity to work with them. For example, I know Beverly and Aveen both have some plans to implement multicultural parties, and events, food during different events.”

Soh shared similar sentiments. “Nhan and Corinne are great people and I think we will be productive in the work we do for events. I hope that they will be supportive about the beach trip. There is no doubt the three of us will work great together, and I don’t see any conflict happening,” Soh said.

Blaise agreed, noting the similar platform the upper representatives share. “We have the same vision for the next year, so we’ll be working together to make sure that we plan a lot of fun events,” Blaise said.

Phan added on about his fellow reps. “I feel like they’re determined to get their stuff done. I’m determined to get stuff done, and working with their ideas is obviously awesome. We all just want the best for our class, so I feel we will do well together.”

Kellogg had a similar viewpoint regarding working with the senior class representatives. “I know Minseo is really experienced, not only just in StuCo, but she’s had a couple years’ experience being a class rep [representative]. I’ve had classes with Eric. I think he’s a totally solid dude, and Minseo’s lovely and super well versed in StuCo. While we all have different ideas, I get the sense that we have a common goal of just making it [senior year] great. And I’m pumped on any of the ideas that they’re bringing. We all might have our own like alleyways and things we want to push for. But on the whole, I think our initiatives align a bit. It’s gonna be exciting, but I think the three of us are a great team,” Kellogg said.

Kim reciprocated Kellogg’s views, and had her own excitement to work with the other senior

reps. “I really like to be part of a team and I know Nina and Eric are really great people, and I’m really excited to meet up with them soon and start planning events together, policy-change wise,” Kim commented. “I’ll have to think together with both of them as well as many other members in the whole council. So, I look forward to working with them.”

Each representative-elect looks forward to a new year, and expresses their gratitude to their respective classes. “I’m thankful. People have put their trust in me, and I promise I won’t disappoint,” Soh said.

Zhang agreed with Soh. “I went into the election with no expectation of winning. I had no prior election experience. Community is really important to me so it was really awesome to see the overwhelming support that I got in my first campaign. I am really honored that my class decided to elect me as senior class secretary and promise that I won’t let them down,” Zhang concluded.

As a part of her message to her class of 2025, Oleka said, “We are so open to ideas. I am so grateful for you guys, and it’s a collaborative effort. Being class leader and being titled doesn’t mean things will go our way. I’ll make sure to always keep you guys updated. Be transparent with us.”

Kim concluded with a short message to her fellow classmates. “I love y’all. It’s so cheesy, but you just have a really special place in my heart,” Kim said. “We’ve been through a lot together, so I really wanna make this a good last year for all of them.”

*Courtesy of \_\_\_\_\_*

# Life

## » FOW

Read about one-term Math Instructor Laura Stordy's teaching philosophy and interest in cryptography, [pg].

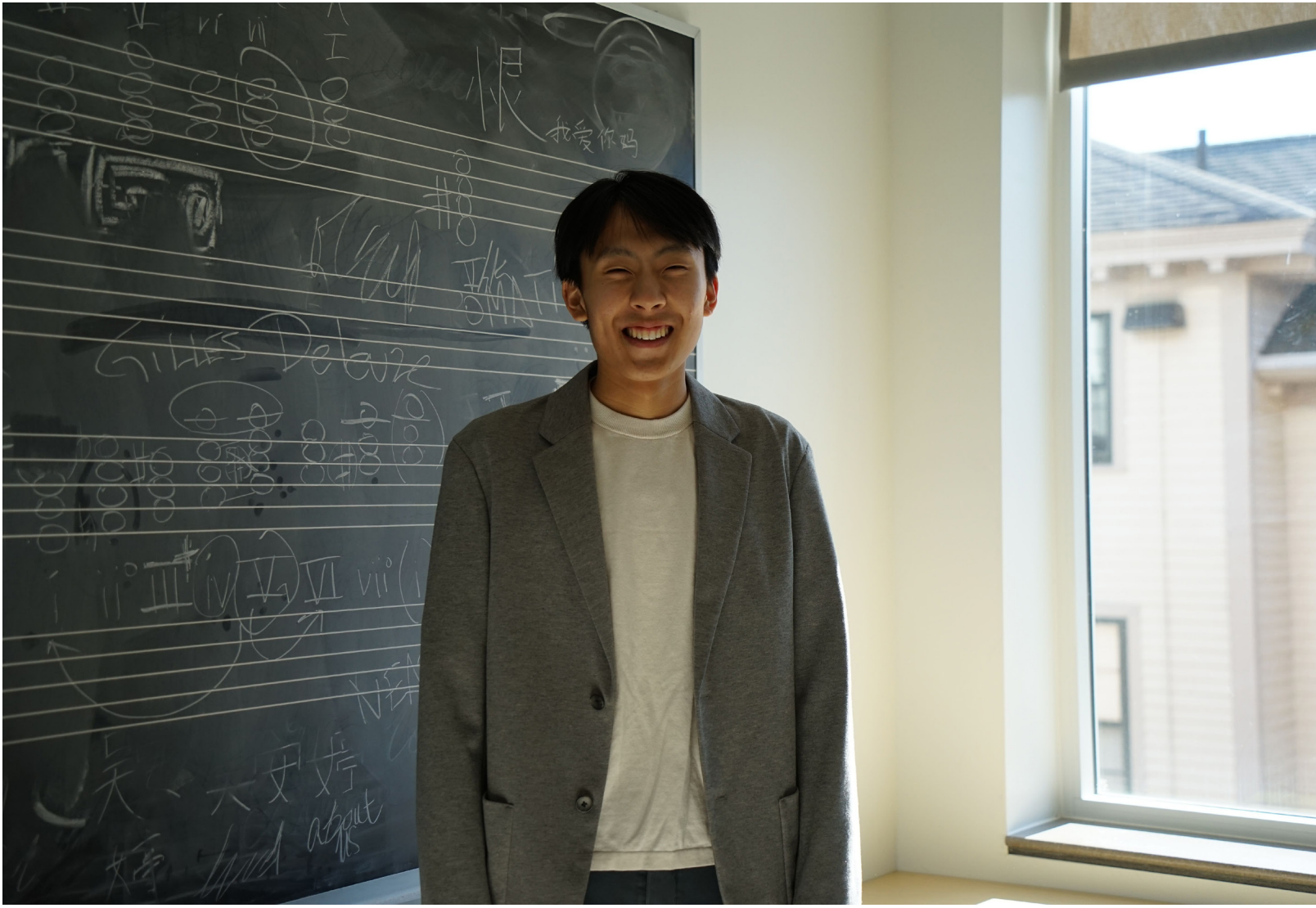
## » TRADITION

Read about the upperclassmen's favorite Academy traditions, [pg].

## » FILM

Read Nhan Phan '24 review Paul Anderson's comedy-drama film *Licorice Pizza*, [pg].

## Senior of the Week: Garrett Paik



Senior Garrett Paik grins in front of a language classroom chalkboard.

Joy Chi / *The Exonian*

By ANVIBHATE, SELIM KIM, and LIANNA YANG

The pittering-pattering of running shoes hitting the trail paths echo through the humid afternoon air. The boys' cross-country team is on one of their recovery runs through the middle-of-nowhere woods, ankles covered in dirt. Senior Garrett Paik leads the pack; to his many fellow runners, Paik makes up what is the essence of the team.

Hailing from New York City, Paik expected Exeter to be a challenging transition. "I was looking to broaden my horizons and take a chance. My school back home did go through 12th grade, so I definitely could have stayed. But, I knew some close friends that had gone in the past who really loved the experience here. So, it was sort of a leap of faith to try something new and go far from home," Paik said.

At Exeter, Paik branched out in unexpected ways. "When I first got here, I was positive that I was going to be a physics kid. In my prep year I had drawn up a full four year plan. I was gonna take US history a year early and take AP physics and do quantum mechanics my upper year. But that never really panned out," Paik recalled. "I took first year biology, and I kinda went down that path. Then, over COVID, I found a really deep

interest in English and English literature."

"Exeter made me realize that there are no boxes here," Paik said. "There're people on campus who are known for specific things, but I think there are just as many people who do what it is they want, and Exeter encourages its students to take on their passions."

Paik attributed his newfound interest in the language arts to the past Lamont poets and speakers. "A few of the speakers really moved me, some of which included John Murillo and Jericho Brown, both poets who read my upper year. That really just changed the way that I thought about literature in creative writing, especially poetry, and turned it into a less formal endeavor and more of a personal one," Paik said.

Paik's writing skills are also not to be taken lightly. Many friends and teachers alike share their admiration of Paik's pieces. "Garrett is a phenomenal writer," advisor and Instructor in History Leah Merrill said. "His love of words and ability to put them together in powerful ways is remarkable."

Cross-country and track coach Brandon Newbould agreed. "Garrett's a thoughtful young man and brings passion to his ideas, which combines powerfully with the always-growing knowledge gained by a rigorous educa-

tion," he said.

Outside of the classroom, Paik can always be seen running with his beloved cross country team, where he has no doubt left a mark on both the team and his teammates.

Senior Tommy Seidel ran with Paik on the team since their prep year. To Seidel, Paik brings a supportive nature to the team. "He's very funny. If you just sit back and watch for a while, he's very inclusive, just by nature of the way he handles himself in groups and on the team," Seidel said.

"It's difficult to put into words what Paik has brought to the team. I will say that the team has named a course after Paik: the Big Paikster's Palace. I'll also say that a lot of preps and lowers look up to him without him even realizing it. He's a good, solid rock," Seidel added.

"He's not just a runner. He's also an amazing musician who can carry his own tune. We composed some short little pieces in class once together, and you could feel that he infused his soul into his music. He feels like a Fleet Foxes kind of person," runner and senior Toby Chan added.

"One thing I appreciate about Paik is how he only beats to his own drum. For example, he's the only one I know who always orders a hot dog from Lexi's," senior and fellow runner Will Morris added. "He's always there

for us, pushing us through workouts. It's always an honor for the team to have a guy to count on, always."

Lower David Goodall met Paik his prep year on the cross country team. Like Seidel and Morris, Goodall shares a deep admiration for Paik's guidance and friendliness. "I was pretty quiet and nervous because everyone on the team was incredibly fast. What I appreciate so much is that all the seniors, Garrett especially, helped me and the other beginners feel like a part of the team," Goodall said.

"He was always willing to give advice and guide my way, both on the cross country trails and at Exeter in general. I'm glad I listened to him, because his advice is now quite important to who I am," Goodall said.

"I remember one time in cross-country he had me and the other preps pose on a rock and take a picture. It's now on my wall. I'll forever cherish that moment," Goodall said.

Newbould agreed. "Our sport, particularly the long-distance running niche within it, affords the athletes and coaches plenty of miles and time to get to know each other. I'm grateful to say that I've enjoyed quite a few conversations and exchanges with Garrett that go far beyond the auspices of athletics."

"Garrett leaves a legacy of intellectual rigor, true

friendship, and a conviction to stick it to the man, and he will be missed on the team," Newbould added.

To Paik, these relationships that are established is what he loves most about being a part of cross country. "It's been really cool to see the team develop over time and how things change and also don't change. It's just a really solid group of kids that you get to rely on no matter what and that are actually always around to support you," he said.

Paik is a leader outside of the running teams. Paik's passion for community service drove him to serve as the Exeter Student Service Organization (ESSO)'s co-president.

Merrill believes that Paik's role within ESSO is demonstrative of Paik's hospitable character. "Garrett embodies our motto non sibi. Not just through his leadership and tireless effort in ESSO, but in all facets of Exeter life. He actively works to create a positive environment, to recognize and validate other's experiences and thoughts, and is both a calming and unifying force," Merrill said.

This is no surprise as Paik believes that empathy is a core part of what every Exonian should aim for. "I think it can get very hectic on campus at times, and there's a lot of events on campus that seem very polarizing. But, remember that you're all part of the

same grade and that you're here for the same reason, even though you come from different backgrounds...be apathetic," Paik noted.

Alongside other ESSO clubs, he is also a huge part of the Chinese Culture Club, Asian Advisory Board, and the Korean Society.

Though Paik "didn't really expect it to", Korean Society has become a monumental part of his experience at Exeter. "It's a very unique community that a lot of younger students don't really understand at first how special it is. I think the experience that most clubs here have is fairly rigorous...So, I think what we try to create at Korean Society is a space where it'd just be very chill, and where people could be very open with each other and talk about their days... which is the point of a lot of cultural and affinity spaces. But I think it's sort of interesting that we've all just become kind of friends rather than club members," Paik said.

Many of those around Paik, including members of Korean Society, acknowledge that much of the club's warm and sociable dynamic comes in part from Paik's contributions. Fellow co-head and senior Allison Kim reflected, "I feel like he's very involved in Korean Society. He does so much of the work and we don't have to ask him to do it. So I think that people will definitely remember him as a fun person and someone who created the fun."

Senior Bona Yoo agreed. "People enjoy being around Garrett because he simply has good energy. He's relaxed, he makes people laugh, he doesn't take himself too seriously-- but that doesn't undermine the fact that he's a brilliant thinker with a lot of insight both in and out of school," Yoo said.

Paik will always be remembered for his compassion and humor. "He's super funny and a really great guy, 50% of the cutest couple on campus, and all-around someone who leaves a positive impact on everyone he talks to," Goodall said. "Garret will forever be remembered."

"Garrett was my day one. He was my prep year roommate, and I am so grateful to have been paired with him. I have yet to meet anyone with more love in their heart, love for people, community, and learning. I don't think there's anyone I admire more than Garrett," senior Otto Do shared.

## ESSO Period Stocks Free Menstrual Products

By LAUREN KIM, SOPHIE MA, and KATEROSE

On Tuesday night, students enjoying music, pizza and drinks filled the Agora to help Exeter Student Service Organization Period Club (ESSO Period) in their latest endeavor: packing menstrual products to be distributed in each dorm on campus.

Organized by ESSO Period, students and faculty members alike spent an hour sorting menstrual products such as pads and tampons into baskets. Student Council Dorm Representatives then brought these baskets to every dormitory's bathroom, enabling free and easy access to period products to all students, regardless of gender identity. Advertised in emails and on social media, the event received more student volunteers than expected, and many students agreed that this drop-in event

is one they would attend again.

"I thought it was a genius idea to put period products in every single bathroom," upper Lara Muyombwe said. "We've all been there."

Upper Jacqueline Subkhanberdina, another attendee, agreed. "I thought that this was a super important initiative, and one that is very much overdue as well. I was actually very surprised when I first heard of this event and it dawned on me that period products actually aren't free in any of the dorms. I just can't believe that we are in 2022 and this still isn't a thing," Subkhanberdina said.

"I really admire Maya and Lila for putting in the time and effort to plan and create such an important and helpful event," Subkhanberdina added.

This event has been in the works for some time.

"We've been planning this since the beginning of winter term," upper and ESSO Period co-head Maya Cohen explained. "Unfortunately, due to COVID restrictions in the earlier terms, we were not able to get it on its feet for a while."

Working with former advisor Elizabeth Reyes and current advisor Dionna Richardson-Alayyubi, the club planned out the operation's logistics. "We needed to decide on a time and determine where we were going to get the products," Cohen explained. "We figured that we would first distribute the products in early spring and then a maintenance group would restock them weekly."

"There were a lot of moving parts between the ordering of supplies and the organization of packing and distribution," Richardson-Alayyubi explained. "But, finally, it's done and I'm so excited about it!"

Richardson-Alayyubi also congratulated the student organizers and volunteers for their hard work, impressed at the numbers of students who were involved. "I was blown away by how well the packing event went and how many students rolled up their sleeves to help count and pack menstrual products into boxes! Non sibi at its best!" Richardson-Alayyubi said.

Senior and ESSO Period co-head Lila Busser agreed. "We estimated that it would take about two and a half, even three hours to do all the packing but we got it done in under an hour. The process was really fun. We played some music, we had pizza, and we packed a bunch of period products into the boxes. I was very happy with it," Busser said.

Senior Toby Chan joined in with the packing after passing by Agora. "There were a lot of hands on deck,

which shows that people really care. That's one of the most amazing things about this community—the fact that people care about helping others. That's the spirit of Non Sibi. That's what Exeter is all about," Chan said.

"I think it's definitely imperative that health products are accessible to everyone on campus that needs them," Chan added.

The event's organizers stressed the importance of the event in increasing the accessibility of menstrual products. "We're putting them into all the dorms on campus and not just the girls' dorms, where there are typically a lot of menstruators," Busser said. "This is because anybody, in the future or now, might be menstruating but do not have access to these [products]."

"Now, regardless of where you are or who you

are, you can access free period products," Richardson-Alayyubi said.

"We're really hoping to destigmatize [periods] on campus," Cohen added. "We're trying to make events like these for everybody. We don't want it to be exclusive to cisgender women. [Periods are] supposed to be a normal thing that people can talk about and do; it's not awkward."

"I think [this event] did a really effective job of starting those conversations on campus," Busser agreed.

Subkhanberdina shared that she looks forward to future events. "I really hope that there are more events like this. I really hope that ESSO Period gains a lot of power in this community. This has been my favorite ESSO event that I have ever been a part of," Subkhanberdina said.

# A Conversation with Laura Stordy

By BEEKE FOCK, CJ SMITH, and ANDREW YUAN

*The following spotlight includes excerpts from a longer interview with one-term Math Instructor Laura Stordy appointed in March, 2022. Stordy graduated from Agnes Scott College and obtained her masters in mathematics from the Georgia Institute of Technology in 2021. She previously served as an interim faculty member at Governor's Academy. She currently teaches MAT310 and MAT410 classes.*

## Q: How has your first week of adjusting to Exeter been going?

A: It's been good. I think part of the change has been being on campus. Not just being in the classroom, but also being in the dorms and dining halls and living in faculty housing. So I get to walk to work and that feels more connected to my teaching. I've also adapted to the Harkness teaching method well because of my prior teaching experience at Gov-

ernor's Academy, which uses a similar teaching method to Harkness.

## Q: What's your teaching philosophy?

A: Anyone can do math and if you think you're bad at math, it's probably because people have told you: A. you're bad at math or B. You didn't get put in the "high" math track when you were 10. But it's probably never been explained to you in a way that makes sense. So I always put up a lot of extra diagrams to help explain mathematical concepts to students. So if you think you're good on that problem, then we move on and we always have time if you don't understand.

I also ask students to think more creatively. For example, in Zeno's paradox, the addition of  $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \dots + \frac{1}{2^n}$  eventually converges to one. But students often ask why. One way to think about it is by imagining the distance from a door to the classroom as the sum of this geometric series. If you follow that

geometric series, you will eventually cross into the classroom.

## Q: Why did you choose Exeter to teach? Is there anything outstanding about Exeter that attracted you?

A: I really love the equity and justice that Exeter commits to, which is not something you see or think about in all boarding schools. I also love how the math curriculum is designed.

## Q: What is your favorite part of teaching at Exeter?

A: We can identify which problems are the hardest and students can always solve the most difficult questions. Sometimes, when students put up a problem on the board and need help, I want to help but then I realize that their classmates will offer them help. So, I'll take a step back. Exeter students are really brilliant - even better than some of the college students I've taught.

## Q: What is your favorite mathematical concept?

## Q: What are you passionate about? And how is it reflected in your teaching?

A: I'm definitely passionate about diversity and equity in mathematics. I put up a quotation every day for all my students. March is Women's history month so I put up a quote by a female mathematician and May is AAPI Heritage Month, but I have to figure out a theme for April.

I just hate giving an equation and not talking about where it comes from. And Exeter math does the opposite of that with its textbooks that guide students to conclusions using problems. I love how students are able to figure it out themselves and understand where the math is actually coming from. I like to talk about the history and the math behind a new definition.

I also love talking about the history of a concept. We credit a lot of our math to history and only very recently have we started applying some of these mathematical discoveries.

I went to a talk in graduate school and every time when the speaker introduced a theory or talked about her research, she would have a picture of the person that either created or discovered it, depending on how you think about math or the people she was working with. I realized that "oh, you can do that." It made me realize that there are people who look like me doing math. It's not just all these old white guys, and it helped me visualize the future I could have in math. That's something, I love doing and talking about math because math doesn't exist in a vacuum, you know? But so often people teach it like one.

## Q: Beside math, what else are you interested in?

A: I play fiddle and mandola. I hike a lot too.

**Q: Thank you for your interview, Ms. Stordy! We are so excited to have you and I hope you enjoy your spring term!**

# Students Reflect on Lost Traditions

By HARRY CLARK, PHIN GIBBS, and CATHERINE WU

As Exonians return to campus in the spring, many upperclassmen reminisce about their favorite memories of past school traditions, particularly those involving school-wide gatherings, made precious in the past years by the COVID-19 restrictions.

Senior Catherine Uwakwe shared her fondness for the school assemblies. "Assemblies are one of the most crucial parts of 'Exie culture.' There's elegant symbolism to be found in how seniors sit closest to the stage and how the newer students sit upstairs. You see yourself move forward and grow at this school," Uwakwe said.

"Sometimes we get an excellent speaker and I can't wait to talk about it with my friends. My favorite assembly, one we haven't had since the

pandemic, is the Dance assembly," Uwakwe continued. "The different groups perform dances of different genres. Even students who usually dick assemblies come to support their friends then, and so the hall is always packed. I think it's a great way for people to showcase their talents and to feel supported by their peers!"

Many students also miss the traditional Exeter-Andover weekend (E/a). "E/a is just such a really fun and hype time, and almost everyone shows up. It's definitely one of the times when you get to see the whole school completely united, completely together," upper Weiyi Huang said.

Upper Cindy Su agreed. "I think traditions like E/A that bring the entire school together makes up the essence of Exeter. It's the high school experience that every kid has been fed since they were little (shout out to High School Musical). It's

what builds community and school spirit," Su shared.

Su added that the break in boarding life during the pandemic years caused many dorm bonding to fade. "When I was a prep, Tatum Schutt '20 was the proctor in my dorm, Amen Hall, who would host 'Tuesday Tea Time with Tatum' in her room when she was on duty for check-in," Su said.

"We would all pile into her room at night. There'd be so many warm faces when you come back to the dorm after a long day of classes, and we would chat about anything and everything while attempting to do homework. It was something that we all looked forward to, and it really brought our entire dorm closer together," Su said.

"Because of COVID-19, masking, and room capacity limits, the culture of check-in has definitely gone

down. I've personally found that I spend much more time in my own room, and I wish I was able to get closer with the lowerclassmen in the dorm through these old traditions," Su continued.

Upper Dax Knoll looks forward to a possible return of Abbot casino. "In my prep winter, we got to dress up in suits with our friends and go play a bunch of casino table games in the gym. It hasn't happened since, but I'm praying that we see it again next year. I want to have at least one more Abbot casino before I graduate."

Many students hope to see student life return to its original state, before they were modified to fit safety protocols or lost altogether. "When we were remote, a lot of the in-person traditions were non-existent. When we were first back on campus, even the little things like being able to sit next to our friends when we're eating didn't

happen," upper Aaron Joy shared.

Joy recalled the discontinued "club or dorm-organized dances like 'Back in Black.'" "As we're moving out of the pandemic, if dances are deemed to be safe in consultation with the pandemic response team, I think bringing them back would be a welcome addition."

On Wednesday, March 30, seniors Alexander Masoudi and Dorothy Baker produced the newest episode of "On the Paths," one focusing on recent Exeter traditions. Masoudi and Baker created the series along with senior Ben Ehrman earlier in the year to shed light on campus discourse.

"As seniors, we want to make sure that traditions that have been lost during COVID are being passed down to younger students. I'm thinking of hissing at assembly or evening prayers (EP), or the midnight scream.

It turned out really well, one of our favorite episodes," Baker shared.

Reflecting on the episode, Masoudi spoke to the fear that many upperclassmen shared about failing to pass on or revive Exeter traditions. "I loved hearing about so many of the different traditions on campus. I think it's important to do what we can to keep those traditions going," Masoudi said.

"I think it speaks to the enthusiasm of the student body when it comes to school culture. When people were talking about their dorms or teams or clubs or whatever it is that they're involved with on campus, people got very passionate. I think it's really cute to see how people's needs and communities at Exeter are reflected in the traditions that they value," Baker concluded.

# Movie Review: Licorice Pizza

By NHAN PHAN '24

Licorice Pizza, a movie directed by Paul Thomas Anderson, is one of the most raw, refreshing, and down-to-earth portrayals of adolescence, showcasing the tumultuousness of love and youth. The movie is perhaps one of Anderson's most profound and sterling works to date.

The film opens at a high school picture day, where a teenage actor named Gary Valentine (played by Cooper Hoffman) notices the photographer's assistant, Alana Kane (played by Alana Haim). From then on, they develop more than just a friendship. Licorice Pizza tells the story of Gary and Alana's journey together, both experiencing life to the fullest, and ultimately falling in love with one another as they embattle

the challenges of growing up. Together, the two face a series of uncertainties, from launching a briefly successful water bed company in the midst of a national gas crisis to taking a stab at acting. Left without jobs, the two are forced to figure out what is next.

At first, what makes this movie so relatable, so realistic, and so down-to-earth is Anderson's golden, dreamy vision of the backdrop this movie is set upon. Anderson somehow managed to make Licorice Pizza a nostalgic, California-sun-infused trip down memory lane; the movie is set in the 1970s San Fernando Valley, after all. The filters Anderson used reminisced of what it feels like when one hallucinates or enters a semi-realistic daydream; in fact, that's exactly what the movie is: a daydream. The

movie doesn't feel like one coherent, perfectly strung series of stories, but rather several disconnected, incomplete anecdotes that, when filled in the blanks, reveal a whole new dimension of Alana and Gary's journey. In many ways, the audience is invited to fill in the blanks of their story, almost like contributing to a mad-lib.

Anderson also manages to bring the experiences of Alana and Gary remarkably close to that of real life. When analyzing certain segments of this movie for their meaning, I came to the conclusion that not everything has to have a meaning, especially with a youthful couple chasing each other trying to figure out the basis of their relationship. That's where this movie triumphs; it manages to bring out the humanity of a relationship without

the use of complicated metaphors or overworked meanings. The movie is, in itself, a documentation of the many puzzle pieces Alana and Gary must solve together. Anderson's engagement with the character's humanity, naivete, and willingness to do it all allows him to effortlessly make this movie his own testament to youth and love.

Licorice Pizza also captures the fear of growth perfectly. Throughout the movie, Alana searches not only for that someone who can make her feel more like herself but also the undivided and unadulterated attention from that special person. However, through a series of failed relationships, she comes to the conclusion that only she can help her live as her most authentic self and ultimately realizes that Gary was there every step of the

way, that he was the one and only person she feels like she can be herself with.

Although this may sound like a cliché, that might be exactly what Anderson tried to portray. What's more, Anderson does give the relationship complexity and subtlety by noting that Gary is not as afraid of growing up as Alana. With his exaggerated confidence - way beyond his years, I might add - Gary wants to age to see what's to come, whereas Alana doesn't want to grow anymore until she feels like she can substantially experience everything life has to offer. These appear to be two diametrically opposite sentiments towards growing up; what the movie does well is that it shows these two sentiments are not as contradicting as we think. Even though Alana is afraid

of growing up, Gary is Alana's catalyst to conquer that same fear; it is a relationship where both have room to grow. It's a great portrayal of love and the value of a company.

Paul Thomas Anderson's Licorice Pizza, a dreamy vision of a 1970s California, brings across real, powerful, nostalgic feelings that we all yearn to relive from our childhoods. These feelings inspire us to explore the transformative power of self-discovery and recognize that not all things in life need to have meaning. If you are looking for a funny, profound, and personal coming-of-age movie, Licorice Pizza is the movie for you.

## » IDENTITY

Read Lauren Kim '24 discuss the Eileen Gu controversy and the complexities behind multicultural identity, [pg].

## » BREAK

Read Nhan Phan '24 reflect on the relationship between Exonians, toxic productivity, and self-care, [pg].

## » PIXAR

Read Ariana Thornton '24 review Turning Red, the newest hit Pixar film about coming to age, [pg].

# Eileen Gu: Skier, Model, Asian-American Revolutionaire

By LAUREN KIM '24

A precariously steep slope warps into a majestic arc, all blanketed by a thick layer of snow. Freestyle skier Eileen Gu sets her gaze on the dizzying hill before her and launches into mid-air. For a split second, Gu is airborne, careening into a routine of spins and twirls. With nothing but cerulean skies and a cheering crowd before her, the 18-year-old Chinese-American freestyle skier sticks the landing flawlessly and makes Winter Olympic history.

It is no question that Gu is an accomplished young woman. She earned three Olympic medals for China in the 2022 Winter Olympics, transforming into the face of women's freestyle skiing. She secured modeling contracts with high-class fashion brands, including Louis Vuitton and Victoria's Secret, and she's matriculating to Stanford University this fall. Serving as an in-

spiration to millions of people, what is Gu, if anything but an exemplary citizen?

Despite her airborne ski abilities, Gu's decision to represent China over the United States in the Olympics has recently incited a debate about identity. Many have questioned the status of her citizenship and whether she is a "traitor" to the U.S. While many Asian Americans may not be acclaimed skiers who also happen to model on the side, many can empathize with her.

I'm one of those who can empathize. Although I'm ethnically Korean, Korean was my second language. I learned through bits and pieces of conversation with my parents. Seoul natives giggled at my accent; my tone was too sharp and consonants too pronounced. There were the shopkeepers and vendors along Itaewon, who hurriedly attempted to converse in English and bragged that they could tell

I was foreign just from the way I walked. My Korean culture told me to bow reverentially and wait for my grandparents to eat first, but unlike native Koreans, the culture was never second nature to me, as my mother always pointed out my embarrassingly incorrect euphemisms. Everywhere I went in Korea, my Westernization seemingly radiated off of me, gushing out of every pore. Yet, when I'm in America, immigration officers raise their eyebrows at my American passport, asking the ever-so-pervasive inquiry of "No... Tell me where you're really from." My life has been a constant tug-of-war between being considered far too Westernized when I'm in Asia, but far too Asian when I'm in America.

That's why Eileen Gu's mentality has mystified me ever since I heard about her. When asked about her cultural identity, Gu merely summed up, "When I'm

in the U.S., I'm American, but when I'm in China, I'm Chinese." I was stunned. It was so easy for Gu, whose mother-tongue country accepts her more than I have ever felt, to demean the complexity of an Asian-American's identity struggles into a single sentence. But her easygoing mindset about her multicultural identity is not relatable for most.

What about Chinese American skater Zhu Yi who had to renounce her American citizenship to skate for China? Her disappointing performance incited the Chinese media to tease her for her accented Chinese. Some told her "to go back to America."

I've longed to feel closer to Korea, to my home country. It didn't matter what country I was in or whom I was surrounded by; I've always apologized for my diminished identities; my watered-down Koreanness, and the fabricated Western-

ized facade I displayed. I *wonder* if this is being authentic to myself.

However, the one thing Eileen Gu has made me consider is embracing both identities and considering myself the best of both worlds. I, and many others, wish that it was as simple as being Korean when in Korea and American when in America. Yet, who I am should not be two clashing identities, threatening to yank me over towards one of them. Rather, my multiple cultures are an undivided aspect of who I am. Why does being Asian-American have to be so fractured?

In a press conference, Gu said her identity has never been about making others happy. "I'm an 18-year-old girl out here living my best life. Like, I'm having a great time," she said. "It doesn't matter if other people are happy or not because I feel as though I'm doing my best, enjoying the entire process and

using my voice to create as much positive change as I can for the voices who will listen to me in an area that is personal and relevant to myself."

Perhaps Eileen Gu's support for China is an outcry against her San Francisco childhood and American citizenship. Perhaps she is attempting to stir geopolitical relations between the US and China. Perhaps it was for her own financial benefit. Perhaps in spite of her supposedly easygoing attitude towards her identity, when the paparazzi aren't there, she still wonders where home is. Maybe Gu is just a girl who is good at skiing and does what feels true to her at the moment, whose identity should not be politicized. Whatever the theory, the missing holes in Gu's tale may leave the world scratching their heads in confusion and fascination for years to come.

## Exeter's Work-Break Dilemma

By NHAN PHAN '24

It's that time. You see buses lining up in front of the gym, Logan or South Station-bound. Lines of Exonians and their suitcases, backpacks, duffel bags, and lacrosse sticks extend all the way to Goel; you can almost hear School's Out by Alice Cooper blasting in the background. Your vacation is a flight away. For many Exonians, breaks are a much-needed time to escape from the stress of schoolwork, and the responsibilities and commitments of being an Exonian. Yet, during these breaks, Exonians constantly find themselves feeling as though they need to work to feel productive as they do on campus, thus constantly feeling as if their breaks are not really, well, restful. Is this the case?

For all Exonians alike, breaks can feel stressful. For athletes, breaks can feel significantly shorter than usual. During the latter half of the break, sports teams usually meet for preseason training (Florida being a recent example). The training itself lasts around five to six days; that's nearly half of their break time

dedicated to training. From the perspective of international students, breaks can be a daunting challenge. With the backdrop of the global pandemic, international travel is becoming more and more difficult. For those fortunate enough to return home, their travels often take up a full day; if including travels back to campus, out of the two weeks Exonians are allowed for break, two of those days are spent in the sky. For those not fortunate enough to return home, they find themselves in the unique position of having to make accommodations themselves. Thus, working out these accommodations before break begins proves to be stressful for most international students.

In addition, grades, comments, and new schedules are usually released at the end of the break. For many Exonians, the wait for the release of grades and comments can ramp up feelings of nervous anticipation; everyone wants to know how well they did. Because Exeter is such a competitive environment, grades, as well as term and cumulative GPA, are often an important

indicator of how well you are doing at Exeter. Exonians are also conscious of the impact of GPA on future college admissions. This makes the grade-release time period always so stressful for all Exonians alike.

On the other hand, many Exonians also feel as though they need to occupy themselves with work to feel productive. On a normal school day, classes can start as early as 8:00 a.m. and, combined with sports and music ensembles, end as late as 8:15 p.m. Moreover, after required appointments, Exonians also find their nights occupied with homework and extracurricular projects that may take hours to finish. Without work to do over break, Exonians, after daily exposure to this packed schedule, may create work for themselves because they are used to doing so during their time on campus. In other words, breaks are disruptions to the high-octane life rhythm that Exonians are so used to on a daily basis; adjusting to a slower rhythm proves a difficult task.

I mentioned previously that Exonians who find

themselves feeling unproductive/lethargic over breaks tend to create work for themselves; preparing for next term's courses is an example of that work some Exonians decide to take on. For example, in math, Exonians prepare for their upcoming courses by getting a headstart on the next set of problems in the problem set; for science subjects, Exonians prepare for their upcoming courses by looking over introductory material for the topics that the upcoming term will address.

Another example of the work Exonians create for themselves may also include preparations for standardized tests like the SAT, AP Exams, and the ACT. Even though the school recommends a standardized testing schedule, many Exonians have plans to take the tests during the summer or in their own time at a separate testing center. Hence, many Exonians take advantage of this free time to squeeze in test practice since their schedules in the normal school year do not permit them to.

The question to ask: how can breaks be improved to

place a heavier emphasis on rest? Perhaps, there might not be a universal answer to this question since each Exonian decides to spend their own time differently. However, structural changes to improve Exeter's competitive culture are needed. A large portion of students view their GPA as the end-all-be-all measure of academic competency. Reducing reliance on grades and GPA might be a factor worth considering when discussing ways to de-intensify Exeter's competitive environment.

For athletes taking part in preseason training, one way to place a greater emphasis on rest is to allow athletes more free time during preseason days, where they could roam around the area they are training in, hang out with their teammates, and spend time for themselves. Teams could also use this preseason period to place an emphasis on conditioning. Conditioning allows athletes to strengthen supporting muscles, even out muscle imbalances, and increase mobility. It also prepares them for their sport when they return to campus. A mix of free time,

and training will allow athletes to not only hone their skills, but relax, and really enjoy what a break is all about.

For international students, perhaps the solution to the difficulties of international travel may not lie within the period of the break, but after the break instead. Jetlag proves to be one of the toughest issues international students face since their biological clocks take time to adjust to different time zones. The school should take jetlag into account and reduce homework for the first week back on campus proceeding the break. Not only will this facilitate all students on campus to settle back into school rhythm, get all the resources they need, and catch up with their friends, it will allow international students to have ample time to regain their energy lost from travelling and get adjusted to the Exeter time zone. Those are just some of the solutions to make breaks more restful for all Exonians.

# Doors or Wheels?

By ETHAN DING '25

Doors and wheels. Two of some of the most ubiquitous and omnipresent things that may exist in our world. “Are there more wheels or doors?” is the question in question, and it has taken the internet by storm since being asked on March 4 on Twitter. What seems like an absurd and foolish topic at first turns out to be quite interesting. Hundreds of thousands of people have joined the debate to state their opinion on the matter. The American professional tennis player Coco Gauff has expressed that she is firmly on team wheels, and the acclaimed author and content creator John Green has gone as far as to say that there is a “Team Wheels, and a “Team People Who

are Mistaken.” Even UPS has mentioned on TikTok how there are thousands of wheels in each of their conveyor belts. The more you think about this seemingly mindless debate, more and more information comes to light. Each of the valves in our bodies is technically a door. The gears that make up much of our machinery are wheels. All the doors from the Monsters, Inc. movie are also doors. How can we determine who is right or wrong? Team doors or team wheels?

The whole of the debate can come down to this: how we define what a door or a wheel is. The inclusion or exclusion of a single word can completely change how we approach the question. In order to begin the discussion, we have to agree on a universal definition

for doors and wheels.

I am defining a door as a usually swinging or sliding barrier by which an entry is closed and opened. A wheel is defined as a circular object capable of turning on an axle.

Each side can be argued very easily. For every office building and skyscraper, there are only doors and no wheels. There are the doors on bathroom stalls, on refrigerators, and cupboards and drawers can also be considered doors. The doors, hood, trunk, and glove box of a car are all also doors. But in buildings, there will be wheeled office chairs, and other random items with wheels. Taking our own school, for example, even if there was a door for every student on campus, nearly every student also has multiple

luggage bags which each have four wheels. In cars and other vehicles, there are four wheels to balance out whatever doors they have, and then there are modes of transportation like motorcycles and bicycles which have two wheels and no doors at all. The largest wheel manufacturer in the world, LEGO, doesn't even make wheels for actual vehicles. The number of toy cars that exist is in itself a staggering number. It can even be argued that for every door that is hinged, every hinge is a wheel. They are circular, and they rotate about the pin inside them which acts as an axle. Every hinged door would at the same time be at least one wheel as well.

Although doors may seem like the “underdog” choice here, doors are primal and intrinsic to the world, while wheels are purely an invention of humankind. Even animals know to make doors. Lin-

guistically, people also use doors in a metaphorical sense as well. People refer to something as a “closed door” if it is too late to make changes to something, and “Love Is an Open Door” is the name of a song from a rather cool movie that you may have watched (Frozen). In both of these cases, the word door is metaphorically used in a literal sense. By the definition of door, love is in fact a door, as it is the open entry to infinite possibilities. Someone could even say how “every second is a door to new experiences.” Would every second for every person be a door then? If instead of every second, how about every half-second, or even every hundredth of a second? There are an infinite number of scenarios in which you can use doors in a metaphoric sense. Wheels, however, can not be used in a figurative sense to the same extent as doors.

Of course, this trumping

argument for doors would not be valid if we simply agreed on a different definition for doors which limited doors to physical ones. Similarly, if the definition for a wheel did not require them to be able to rotate on an axle, every circular object would then essentially be a wheel.

Undeniably, this is a pointless question posed as a result of one out of many of those random conversations between friends, but it does yield some good thoughtful considerations. Interesting debates such as this one instigate conversations that would have never happened between people that would have never met. Go out and express your opinion to someone. Sometimes we need these trivial things to ground us in the present with each other.

# We Need More Movies Like Turning Red



Official movie cover for *Turning Red*.

Courtesy of Pixar

By ARIANA THORNTON '24

“Some Pixar films are made for a universal audience. *Turning Red* is not,” managing director of CinemaBlend Sean O’Connell tweeted on March 7, sparking massive online backlash. “The target audience for this one feels very specific, and very narrow. If you are in it, this might work well for you. I am not in it. This was exhausting.”

Directed by Domee Shi, Pixar’s latest film *Turning Red*—centering on young people who

are neither white, male, nor American—seems to be its most polarizing yet. What O’Connell did not recognize, however, is that *Turning Red* is one of Pixar’s most universal films. *Turning Red*’s brilliantly intersecting themes of adolescence and Asian culture, as well as its loud and unapologetic depictions of girlhood, make it a catalyst for necessary conversations about periods and sexuality.

The coming-of-age movie centers on Meilin Lee, a 13-year-old Chinese-Canadian girl whose family runs one of the

oldest temples in 2002 Toronto. One morning, she suddenly finds that in a rite of passage experienced by the family’s women, she is “blessed” by her ancestor Sun Yee to transform into a giant red panda whenever she is overcome by emotion. It’s a creative allegory for the general experience of puberty and menstruation: In panda form, Mei finds herself red, bulging, hairy, and smelly. Over the course of the movie, Mei experiences hormonal surges she doesn’t fully understand and connects with her three best friends over boy in-

fatuations and family troubles. Growing up in an overprotective Asian household, Mei’s universal experience of puberty is rendered with a cultural specificity that makes her story feel distinctive.

*Turning Red* delves into relatable aspects of girlhood in unprecedented ways, from awkward music obsessions to menstruation. When Mei first wakes up as a panda, she panics and shuts herself in the bathroom until her mother, Ming, assumes that Mei just began her period. Then, Ming brings out a box packed with period products for Mei: pads, tampons, painkillers, a hot water bottle, the works. The scene was a confident depiction of the reality of girls’ periods, a part of youth that is near-invisible in children’s films. These topics have historically been taboo and are still uncomfortable for many, including parents who criticized this scene as being “child-inappropriate.” Yet *Turning Red* is child-appropriate precisely because it acknowledges normal biological processes experienced by minors. It shows us that “periods aren’t vulgar or shameful, because nearly all women have them.”

Set in and around Toronto’s Chinatown, the film also fully embraces and celebrates Asainness, with Director Domee Shi’s personal connection to the material shining through. The animation style has an anime inspiration, with the characters having “kawaii” eyes at certain moments and Mei having sweat droplets pouring down her

face at others. Ming sits on a worn floral couch to watch Cantonese period dramas, and Mei often plays with her Tamagotchi: a handheld digital pet created in Japan. Perhaps one of the film’s greatest homages to Chinese immigrant family culture is a stunning scene of Mei’s father, Jin, preparing a home-cooked meal. Each element of the cooking is set to a romantic score and revealed through beautiful cinematography: expertly chopped vegetables, pork belly slices swirling around the edges of a well-used wok, dark soy sauce drizzling from above, and plump skins of wontons glistening in boiling water. The scene carries an underlying emotional significance: a traditional Asian demonstration of love through home-cooking rather than verbal affirmation.

Sean O’Connell’s review, then, comes across as small-minded. As shown by countless other Pixar films—from *Toy Story* to *Ratatouille* to *The Incredibles*—every viewer does not need to be “in” a movie in order for it to be exceptional. And when a movie doesn’t simply cater to a general audience but offers an intimate window on a specific culture or way of life, it becomes all the more valuable. When half of the global population is female, and a majority is Asian, what Pixar movie could be more universal than *Turning Red*? The film stands as a bold and long overdue landmark in representation, one that I hope will be a precursor to many more such movies. Japan.

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## 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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# Sports

## NEPSAC Division 1 Swimming Championships

By KENDRA WANG and CATHERINE WU

Swimmers dove into the pool and raced towards their victory at the Division I NEPSAC 2022 Swimming Championships. The Academy's varsity boys' and girls' swimming teams swam a wonderful meet on March 6, both placing third amongst all New England swim teams.

Coaches and swimmers recounted their experiences at the championships. "This meet at the Roger Nekton Pool was electric," girls' varsity swim head coach Nicole Benson said. "Having the fans in the stands cheering us on along with our deep fast pool contributing to several pool, school and New England records broken shows that this site is a fabulous, fun venue to host a meet. The team performed beyond my expectations both in times, places and skill."

Aquatics manager and lifeguard Kate D'Ambrosio shared similar sentiments. "The entire weekend was amazing! We hosted 13 teams and the feeling on the deck was electric! Everyone was so excited to be able to have the championship again, and our teams did unbelievable! There were so many personal bests, not to mention a lot of school records on the girl's side! I know that the swimmers and all the coaches were so excited with all the fans that were there, Principal Rawson and Mr. Baseden, the Athletic Director were on deck with us during finals and their support was awesome," D'Ambrosio said.

Senior and captain of the girls' team Sydney Kang, shared, "My overall experience at the NEPSAC championship meet was a mixture of excitement as it was our [the seniors'] last meet swimming for Big Red and a bit of nostalgia. The meet was a little different from other meets because it was split up into trials/finals for two sepa-

rate days. Also, it encompassed all prep schools in New England instead of just one (like a dual meet) so I would say the energy was pretty high due to the packed pool deck!"

For swimmers new to the team, the championship meet was also an unforgettable experience. "It was my first season with the team. I loved it. I loved the camaraderie, the (painful) practices, the wins and PRs and we overall just had a good time," lower Ellie Wang shared.

"The NEPSAC championship meet was one of the most fun meets I've been to. Hosting the meet here at our pool was nice because that meant we were well-acquainted with the facility and we could be well-rested. Thanks to that, my teammates and I were able to swim many of our best times. As a freshman, I don't think I could have asked for a better season. Practices were always tough. Coach Mills made sure we were working hard with the grueling sets he wrote as well as weight room workouts. That hard work reflected in our performance at meets," prep Lang Gou said.

Both the boys' and girls' teams swam outstandingly during all three relays. "Our girls [team] won two of the relays, with the 400 free relay setting a new school and pool record!" D'Ambrosio added.

"For each relay, we would have four girls swimming in the lane and an entire village of teammates behind that lane. With swimming normally being such an individual sport, it was really cool to see that amount of bonding and team spirit between all of us," lower Audrey Zhang said.

Many individual shout outs were sweetly awarded to swimmers who performed exceptionally well during this meet. "Some highlights were definitely the numerous PR's including Lindsay's season PR in her 100 Free," Kang said.



Boys' and Girls' Varsity Swimming Teams

"The younger members on the team also definitely deserve honorable mentions—several school record swims by Sophie Phelps and Brianna Cong."

"Kang also set two individual school records in the 200 Individual Medley and 100 butterfly and teamed up with her teammates to establish school records in the 200 Free and 400 Free Relays at the Easterns Interscholastic Meet earlier this season," Benson shared.

Team captains were shouted out by coaches and teammates for their enormous support as well. "The support I have witnessed from each and every person, from prep year athletes to senior captains, cannot be measured but only expressed through simple words of awe and thanksgiving. [I am] thankful for our captains, Sydney Kang, Lindsay Machado and Ginny Vazquez for their leadership. I am in awe of our uppers, lowers and preps as they come out of a disjointed past two years, with COVID, to rise

to the expectations of a varsity athlete at Exeter," Benson continued.

Especially for younger swimmers, captains played a crucial role in terms of fostering team collaboration and spirit. "I will miss our AMAZING captains (Lindsay, Ginny, Sydney!)" Wang said.

"Everyday, we would practice together and there's something about shared pain that makes people bond. Our last two meets were both big ones where we got to hang out with each other which I enjoyed. I think our captains: Sydney Kang, Ginny Vazquez-Azpiri, and Lindsay Machado deserve a shout out since they are amazing swimmers, friends, and captains," Cong agreed.

Many looked back at the successful season with hints of bittersweetness—sad that the winter season was already over, yet hopeful of what the future of Exeter swimming will look like. "When I walked on deck for the first time, I could tell that this team

was going to do great things. And we did. Looking back, this season was loads of fun and I hope that we can keep working hard to reach new heights," Gou said.

For seniors like Kang, the NEPSAC championship meet signified the end of her swimming years at the Academy. "I had a lot of wonderful memories with the team and with my fellow captains this past season. I loved our bus rides to Easterns championships in Lancaster, PA, our after-practice team dinners at Elm, and our senior gifts at the end of the season (posters with poems and animal towels). My favorite meet would have to be the away NMH dual meet due to the beautiful campus and fun playlists they had. Shout-out to the underclassmen for bringing so much energy as well as our injured teammates who were so tenacious throughout the season," Kang said.

Despite COVID, both teams swam, trained, and performed amazingly well this past season. "I think

everyone was so excited that we were able to have a 'normal' season again. I was so impressed by the improvement that all our swimmers made. Coach Benson and coach Mills worked so tirelessly to make this season so great for their swimmers. I am so hopeful for the future of both the boys and girls teams. The majority of our teams this year were preps, lowers and uppers, and although we are graduating some outstanding swimmers, we have a depth of talent that is going to keep the momentum we had this year going forward," D'Ambrosio said.

"The 2021-2022 Phillips Exeter girls' varsity swimming and diving season is one for the record books. This team masterfully carried the traditions of excellence and healthy competition established 49 years ago when girls' varsity swimming began here at Phillips Exeter Academy," Benson concluded.

## Girls' Lacrosse Preseason

By BEVERLY OLEKA and CHENGYUE ZHANG

The girls' varsity lacrosse team bonded during preseason due to their scheduled games and activities. Their preseason in Orlando, FL was an excellent opportunity for the team to hone their skills and sportsmanship.

"We'd wake up, have breakfast together, and play lacrosse for four or five hours. Then we'd probably end up going to Universal from 2 p.m. to 10 p.m. We had a three day park pass, so we went there every day," upper Samantha Smith explained.

What made this trip even more memorable, was the fact that the team had been unable to attend preseason in the previous two years. Head coach Christina Breen said, "last year we

had a pre-season on campus which we tried to make it fun, but going to a warm place with the added bonus of Universal Park was fantastic."

Senior and co-captain Victoria Quinn agreed and discussed her lower and upper year lacrosse preseasons. "In past years, we were supposed to go to Florida, but that got canceled because of COVID... I think having the ability to go to Florida and being with the team every day for 24 hours, got [us] to build deep connections with everyone. It was awesome!"

Although the team lost 17 seniors from last year, new connections developed among the new and returning players which got the current season off to a solid start. "The atmosphere during preseason was everything I could

have hoped for. All the girls were interacting with one another and there was not a single soul left out," senior and co-captain Kate Mautz said.

Lower Adora Perry, who is a new player on the team, agreed. "The team is very welcoming," Perry said, "there's a lot of new people, and it's a pretty different team from last year. So everybody is trying to get to know each other, work with each other, and play with each other. We had a lot of time together."

"It was so great to work with my teammates and build the chemistry on the field that will be very important throughout our season," Mautz continued. "We were able to establish new motions and plays, and we all grew a better understanding of our strengths and weaknesses individu-

ally and as a team."

Lower Esme Shields commented on the team's highlights saying, "the team is off for a great start. We ended up playing five games and had only two practices, but we won all our games."

"There were long and hot days that I wasn't really prepared for, but I think I got used to it in the end," lower Gigi Lannon, a New Hampshire native, added.

Despite their rigorous practices and games, the team also got a lot of time to have fun together. When asked what their favorite moments or highlights from preseason were, everyone explained their memorable trip to Universal. "Another highlight was definitely going on roller coasters with the team. It was hilarious to see everyone's different

reactions. The long lines allowed for great conversation and more team bonding!" Mautz said.

Lower Caroline Shu agreed, and talked about the friends she made while hanging out with the team in Universal. "[After practice], someone would text in the group chat and say 'Oh, I'm gonna go over to the park, does anyone wanna come?,' and you would just be hanging out with people that you hadn't been close to [before]. I know that I made really close friends from the preseason, and that I'm going to be close with them for a really long time."

Another highlight mentioned was a tradition in which the team performed skits to the group. "Every year, each team would make a skit and perform it. There was no format

or prompt. You could literally just come up with whatever you wanted to come up with and perform it," senior Kathryn Welch explained. "This year [the skits] were so funny and so fitting to our team and we literally just sat in a room laughing for like 40 minutes... the uppers' skit was my favorite because they pretended to be Big Time Rush and sang really well."

"I think the main goal for this season is to keep improving and play to the level that we were able to achieve last season. I think our team has a lot of potential, and I can't wait to start playing some more games," upper Emilie Dubiel concluded, looking forward to an exciting and successful season with the team.



# New Balance Nationals Indoor Track

By HANNAH PARK '24

Overcoming obstacles with focus and determination, 11 qualifying athletes from the track team competed at the New Balance Nationals Indoor track meet. The team members earned many accolades from the meet and prep Jaylen Bennett and lower Byron Grevious set national records.

Track captains Aiden Silvestri, Chaz Cordle, and Sava Thurber earned 4th place overall in the Rising Stars Division. “The event that truly showcased our track program’s abilities as a team was the 4x400,” senior and track athlete Ethan Aguilar said. “The adaptability and determination that Aidan, Sava, Chaz, Jaylen, and Owen showed made everyone watching at home very proud. Not only did they run extremely well with very short notice of team changes, but they also managed to get a medal for their performance as well.”

Athletes showed exceptional resilience and versatility in the 4x400m race when an unexpected hip flexor injury emerged in one of the runners set to run in the race. Fortunately, upper and long-distance

runner Owen Dudley was in the area and was able to sub in their place. Despite the unforeseen event, Dudley ran as well as the rest of the 4x400m team.

The 4x400m medal was one highlight out of many. Some other celebrations included one for lower Tenley Nelson’s 13th place victory in the Rising Stars division after running the 800m, Bennett’s 4th place 400m finish in the Freshman division, and Grevious’ qualification for the competitive Championship division.

“[Bennett’s] season’s best time of 50.31 (a prep record) remained the fastest indoor time in the nation run by a freshman this year,” said head coach Hillary Hall. She continued, explaining that Grevious ran a school record two-mile time of 9:04.27, beating the record set “in 1972 by G. Andrew Walker.” With his two-mile time and 3000m time of 8:28.67, Grevious has run the fastest sophomore times in the nation this year.

The atmosphere at nationals was “wild,” packed with the nation’s “cream of the crop” athletes, according to Thurber. “Everywhere I looked, there were people competing,

people warming up, or people cheering on their teammates,” Thurber said. “Everyone there was obviously very skilled, so I was in awe watching the other events as I waited for my own.”

“On the track competing against some of the nation’s best runners, there was a lot of expectation coming from the crowds. Many of the athletes were running [NCAA Division I] level times,” Bennett said.

Athletes mentioned excitement and nervousness before the race. This was the case for Cordle, who spoke about his reactions after arrival. “At first it was really nerve racking,” Cordle said, “[but] having multiple schools around me with deeply experienced sprinters left me very hopeful for what was to come in the rest of my track career at Exeter and onwards in college.”

For Grevious, despite his nerves, a team dinner the night before helped calm him down and now he considers the meet as “one of [his] favorite running experiences.”

“I completely blacked out during the race,” Thurber continued, commenting on the race’s excitement and

the anticipation leading up to it. “Lining up to run was nerve-racking because everyone had one goal in mind: to run the fastest. When I was running, I don’t remember anything besides the back of the person in first place and thinking, I had to get closer to him.” Thurber’s first 100m split in the 4x400m ended up becoming his personal record.

With this season as Cordle’s first competitive running one, New York’s Armory Track was a “crazy, foreign experience” for him. “Seeing other high schoolers at the track that first day helped me get comfortable with the building, but it was really a new experience to be competing with and in the same meet as runners who’ve been in the sport since early elementary school,” Cordle said. Despite the novelty of the meet, it “gave a thrill and boosted the energies” of the athletes, and he ran his best time in his 4x200m split.

Preparations for the meet were rigorous, including daily practices, frequent lifts, and specialized exercises. Athletes pushed for efficiency, using everything they could to be as best prepared for the races.

“Not including our training during the regular season, we spent the last two weeks of the winter term and the first week of break training on our own and as a team,” Silvestri said. “We practiced our handoffs every day and kept our fitness up.”

Right before the meet, Thurber recalled warming-up with his teammates by running up and down the narrow hotel hallway before arriving at the meet five hours before it began. “Just like the days before, the atmosphere was packed, hot, and hyper,” he said, explaining that athletes had to get their shoes checked by officials and receive their numbers before waiting to run in the “bullpen” with around fifteen “other 4x400 teams.” Still, the meet’s atmosphere provided the adrenaline that helped Thurber “run a great race.”

Hall expressed the athletes’ hardworking and team-like ethic. “With a schedule that spanned four days, the athletes did an amazing job of staying focused, supporting each other and arriving to the track ready to lay the best they had on the line. Every event offered an opportunity to celebrate, to learn, or

both,” she said.

Bennett expressed his gratitude for the coaches. “The coaches did a great job of transporting us there and from the track safely. They made sure we warmed up at the right times and did what we were supposed to do,” he said.

“I was so happy just to be at the event,” Thurber expressed, recalling almost not being able to run in the 4x400m due to the injured teammate. “All I could think about then was how much I just wanted to be in the stadium to witness the greatest high school athletes duke it out even if I could not be among them.”

These celebrations do not mean the end for these athletes. They are continuing their hard work during practices, and with the resounding success in the New Balance Nationals Indoors, the team has a promising spring season ahead.

## Golf Preseason

By ASHLEY JIANG and SOPHIE MA

For the varsity golf team’s first rendezvous of the year, team members traveled down to Orlando, FL. Four days of hitting 18-hole courses, eating Chick-fil-A, and exploring theme parks strengthened the team’s bond and invigorated them for the coming term.

Looking to the season ahead, coach Bob Bailey noted a challenge for the team. “We have a strong schedule this year, [so] we’ll need to be on our game. We have a young team ... [with] some very good young players, and they are going to have to step up,” Bailey said. “We will be counting on our eight seniors for leadership.”

To do this, senior and captain Jeannie Eom explained the goal of the pre-season trip. “[This pre-season trip] was all about getting to know one another better and fine tuning our skills. We were able to get a sense of where the team was in terms of ability and where we could improve,” Eom said. “Because we did a 36-hole to kick off our pre-season then 18-holes throughout the trip, we got a lot of golf practice in and got ourselves ready for our season.”

“Golf is a very mental game,” lower Sophia Lala added. “It really helps to know your teammates well.”

Team members played games of varying intensities and formats. “[After we] warmed up in the morning, we played our [later] rounds in a more competitive manner...My teammate, Grady Larson, and I collaborated and challenged each other. We worked together to decipher the tricky greens, developed a clear strategy for each hole, and confirmed club selections with each other,” prep Paco Sze said. “That experience was completely new to

me, considering that I had competed on an individual level before Exeter. I carried this supportive mindset throughout the trip, and am working to maintain it during the season,” Sze said.

“We focused a lot on consistency because that’s where the big skill gap is in golfers,” explained senior and captain Brian Adams. “The top of the top are the most consistent. So I’m trying to get everyone to have a rhythm, have something to do before every shot to get them in the right mindset.”

Eom stressed the importance of trust and support between team members. “Golf is an individual sport and a team sport. Each golfer strives to succeed as an individual, but at the end of the day, we come together and how we perform as a team matters just as much,” Eom said. “This season, I want to capitalize on that—we will all work hard to better ourselves, but we will also learn to have each other’s backs.”

An unexpected highlight of the trip came when the team’s shuttle bus broke down on the road. “We were headed to an 18-hole at Mission Inn Resort & Club, when we ended up being stranded three miles out. The bus was becoming a sauna in the Florida heat, and some of us were joking about hitchhiking the rest of the way—it was hilarious,” Eom recalled. “We ended up waiting for another bus to take us back to Cabana Bay Resort, and we all departed to Universal to have a fun day at the theme parks.”

Lower Hillary Yoon also shared many enjoyable memories from the trip. “We were allowed chances to go to Universal Orlando, Harry Potter World, all the different restaurants, the universal city walk, and also just play golf. We went to three or four different golf courses and that was amazing. There was also a Khalid concert—it



Varsity Golf Players Leela Gandhi '24 and Angelina Gong '25

was free. If you just sit in line for two hours, you get in, and that’s what we did.”

“I feel super excited [for this season],” Yoon continued. “Last year because of COVID protocol and because we didn’t have pre-season at all, it was hard to know the team. Even though I had fun last year, it wasn’t as warm. This year I’m really excited that

I know all the seniors really well and all the new preps. We have a lot of new players, a lot of great players this year, so that’s really fun.”

Adams agreed. “I think we have a really great team this season. There’s a lot of young blood, so I think we’ll be great for the next two or three years after I’m gone. I’m really excited to

see what these guys are capable of.”

“I think my goal—or team’s goal—is to just play well, maybe undefeated,” Adams added. “Last time we had a real season, we only had one loss, so I think that would be awesome.”

Eom also shared her vision for this season and beyond. “I really want us

to feel like a family. We are a group of really passionate golfers who are from different grades and backgrounds,” Eom said. “I’m excited and hopeful [about the season.] As a graduating senior now, I’m happy to see that the team is strong and that we have players who can lead varsity golf to be really successful into the future.”

# Humor

## I Do Not like Green Eggs and 'Gram

By WILL PARK '22

On a cold January night, as students slip on ice, they slowly walk into Phillips Hall and the Academy Building to attend their H-block classes.

In future years and terms it is necessary that we maintain this format. Not only does it build discipline, but it also enables students to get the most out of their classes. A recent study reported that after two-hour sports practices, students are able to discuss *The Curious Incident of the Dog in the Night-time* by Mark Haddon at a much higher level than with appropriate energy. Not only that, students achieve higher academic

success under a 8:00 a.m. to 6:00 p.m. school day.

In order to have enough energy to make it through 5:00 p.m. English, students frequently turned to Red Bull to push them to the end of the day. The bookstore, who benefited from these sales would be forced to close if H block was removed from the winter schedule. It might even go out of business, who's to say?

However, to the terror of exonians, H-block is missing this term. WHAT HAPPENED? Exonians who do not participate in sports other than club tennis and P.E. have found themselves aimless during the waning hours between 5:10 p.m. and 6 p.m.. Additionally,

students have reportedly been able to get more hours of sleep due to the block not being present in the spring term.

The only way that these problems can be fixed is to reinstate H-block permanently. This would increase the lines at Wetherall dinner, decrease sleeping time, and make people with sleep-ins suffer to a further extent. But in case these problems persist, instating a second H-block at 8pm will be discussed at the next faculty meeting, this second H-block would be for all students despite their sport and run until 9:00 p.m. (a project which was successful, from what I've heard, last year).

## A Staunch Defense of H-block

By PHIN GIBBS '25

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## Exeter Trends

By ANDREWYUAN '24

*Note: inspired by SNL's "Trend Forecasters" and the comedic effect may or may not be exaggerated through reading the article like a shouting march*

### Exonians Trends on Instagram

In:

1. Commenting on every single Exeter Compliments post

2. Asking about and roasting grades on Exeter Compliments

3. Posting pretentiously aesthetic spring break and term updates

4. Tagging your friends on Exeter Admissions so prospective students actually think you got waitlisted

and...OUT: Faking Exeter Shlumped photo ops...spring term is starting so stop showing off how you get time to "sleep" in the snow! Get some coffee!

### Exonians Trends in EPAC

In:

1. Hanging out in *The Exonian's* newsroom

2. Spending all your Grill points at once on during Faculty Meeting on Monday

3. Tripping and spilling your Grill coffee on your Religion Teacher before class

and... OUT: Conversing in Agora... preppiest preparatory prep activity ever! Stop sitting on the couches and get to work!

To be continued...

## What Makes Literature Classic?

By JOONYOUNGHEO '25

As Exonians—and, really, as high schoolers—it is quite impossible that we should not have encountered classic literature in the past. Whether we love or hate classics, to be frank, is irrelevant; we have to trudge silently through the pages all the same. Just last term, prep winter, I was assigned Edith Wharton's *Ethan Frome*, a delightful tale of love and misfortune (but I repeat myself). Over the course of many such experiences, I have come to realize that most of these fine books have certain things in common. I let it pass when I first noticed it, but the similarities have become far too uncanny to ignore. From my tenure as a reader of "the classic genre," I will now attempt to create a list of the various tid-bits that make literature truly classic.

1. The author doesn't bother to fashion a "hook" introduction. For instance, this is the first sentence of Dickens's *Oliver Twist*, a figurehead of classic literature: "Among other public buildings in a certain town, which for many reasons it will be

prudent to refrain from mentioning, and to which I will assign no fictitious name . . . ." If you'll notice, I cut that rather short—what you just read was about a third of the entire sentence. Now compare that to the first sentence of *The Silent Patient*, a 2019 thriller by Alex Michaelides: "Alicia Berenson was thirty-three years old when she killed her husband." Notice the difference between these two excerpts. One really takes its time, easing into the story with a seven-line sentence, and one goes straight for the throat. There's a simple reason behind it, of course; in centuries past, there was nothing much to do in your free time, so the author had no need to grab the reader's attention and catch it in a chokehold. On the other hand, the human brain has become so bent and twisted and shriveled in the present day that three seconds of boredom will scare the most intrepid soul into the dank cavern of social media.

2. If you look up the title on Amazon, you will see 70 different print versions from 500 retailers, with each price ranging anywhere from \$2.99 to \$599.99. I looked up *Oliver Twist*

and I was greeted with an odd assortment of goods: an illustrated *Oliver Twist* for youngsters; *Oliver Twist (with an introduction by Edwin Percy Whipple)*; *Oliver Twist* from Penguin Classics; *Oliver Twist* from Puffin Classics; *Oliver Twist*, the "complete and unabridged" version; and *Oliver!*, a rental of the 1968 musical starring Ron Moody and Shani Wallis. An entire library could not possibly house a single copy of every version of *Oliver Twist*—but, then again, maybe there's some value in trying. I would so love to indulge in Edwin Percy Whipple's delightful introduction.

3. Everyone in the story is miserable. Of course, all stories revolve around some central conflict, but classics have a general ambience of wretchedness. Characters are either locked in a perpetual state of misery or are miserable human beings to begin with. Those precious few who are kind and patient to the protagonist(s) are betrayed, robbed, killed off in the most brutal fashion, or all of the above. On one or two occasions, the author may simply write the

benevolent side character out of the story, so that the main characters can continue on their train of abject misery.

4. The text is archaic. This is to be expected, given that many of these books were written before the twentieth century, but it stands out regardless. I have tried to imitate their style, and I have been thrust into ignominy for being "pretentious" and "high-toned." No one writes like this today. Take this sentence from Dickens, in which he plays with subject placement, passive voice, possession, and thesaurus.com: "And the cocked hat and cane having been, by this time, adjusted to their owners' satisfaction, Mr. Bumble and Noah Claypole betook themselves with all speed to the undertaker's shop." It's beautiful language, of course, but completely out of place with more modern works. Many drivers in the twenty-first century can't understand simple, one-word directions on the road; Shakespearean prose has no place for any author who wants to keep their wallet modestly full.

5. The endings are either irrevocably tragic or heartwarmingly happy.

There is no in-between. Tragedy comes when the protagonist dies, suffers a significant loss, or is left raw and broken; happiness comes when the antagonist gets their comeuppance and the protagonists reunite, typically over a large meal. In a few cases, there are more ambiguous conclusions with subtle details that hint at the characters' fate, but even these hints can blare in your face and leave little to the imagination.

These are just five of many patterns that make the classic genre what it is. The laws of probability dictate that, the next time you pick up a book for English, you may come across a few of these points. Now, as a parting word, I will attempt to construct a classic paragraph of my very own, using the rules I have outlined in this article. I have neither the time nor the space in this esteemed paper to write a few hundred pages, so I'll make do with flash fiction.

*In the second aisle of the apothecary, just past the clutter of the receptionist's desk and the little sitting-room which the youth of this town are often inclined to use for leisure and fair play, and where the older cottiers gather on Sundays to*

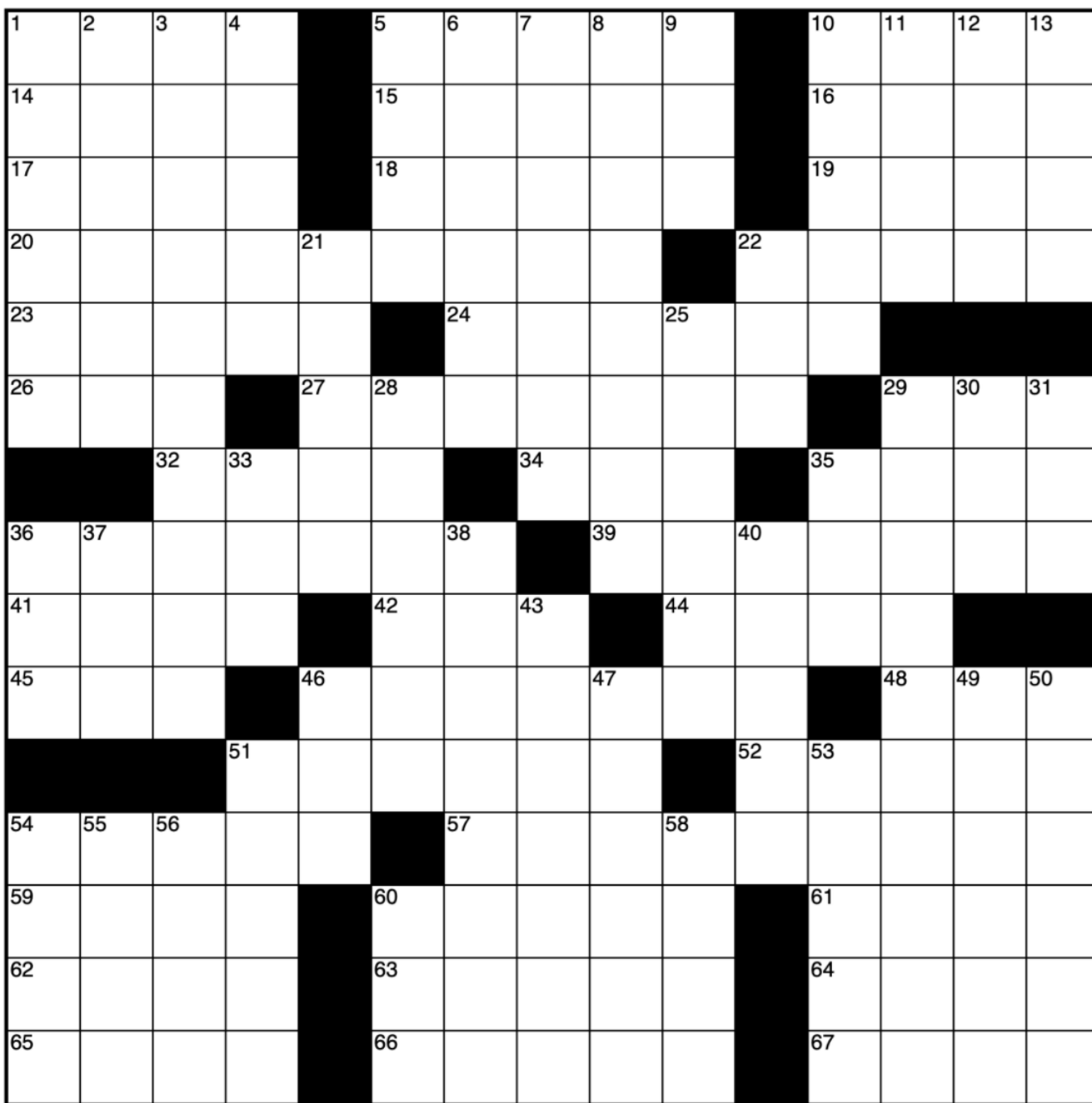
*collogue, and to which the schoolmasters fare to dine and soak, was a figure in boyhood, his scalp adorned with a crown of brown locks and his torso wrapped tightly in clouted apparel. The child stood upon a stool of oak, damp from the bumper of a stray reveler the night before, and wore on his visage an expression of abject misery. So absorbed in his self-pity was he that he failed in every respect to hear another boy approach from behind, his eyes bright with a frightening intensity which births sin. A girl crouched in the corner, kind at heart with a purity which cannot be made, only born with, parted her lips so as to produce a sound of warning, but she could loose only the beginnings of a word before a force dragged her from sight. The child on the stool remained, oblivious, and in the lapse of a few seconds the other boy crept to his breeches and pushed him over, and the child, teetering for the briefest moment before the abyss of that which is inevitable, fell.*

*Once he fell, he found he could not get up. And not a soul was present to save him.*

# The Crossword Corner

*Make-Your-Own Edition*

Puzzle by GBEMIGA



4/7/22-4/1/22

**ACROSS**

- 1 27
- 5 29
- 10 32
- 14 34
- 15 35
- 16 36
- 17 39
- 18 41
- 19 42
- 20 44
- 22 45
- 23 46
- 24 48
- 26 51

**DOWN**

- 1 21
- 2 22
- 3 25
- 4 28
- 5 29
- 6 30
- 7 31
- 8 33
- 9 35
- 10 36
- 11 37
- 12 38
- 13 40
- 46 46
- 47 47
- 49 49
- 50 50
- 51 51
- 53 53
- 54 54
- 55 55
- 56 56
- 58 58
- 60 60

## Kakuro Corner

Each puzzle consists of a blank grid with sum-clues in various places. The object is to fill all empty squares using numbers 1 to 9 so the sum of each horizontal block equals the clue on its left, and the sum of each vertical block equals the clue on its top. In addition, no number may be used in the same block more than once. Puzzles below from “Kakuro Endless.”

