

NEWS

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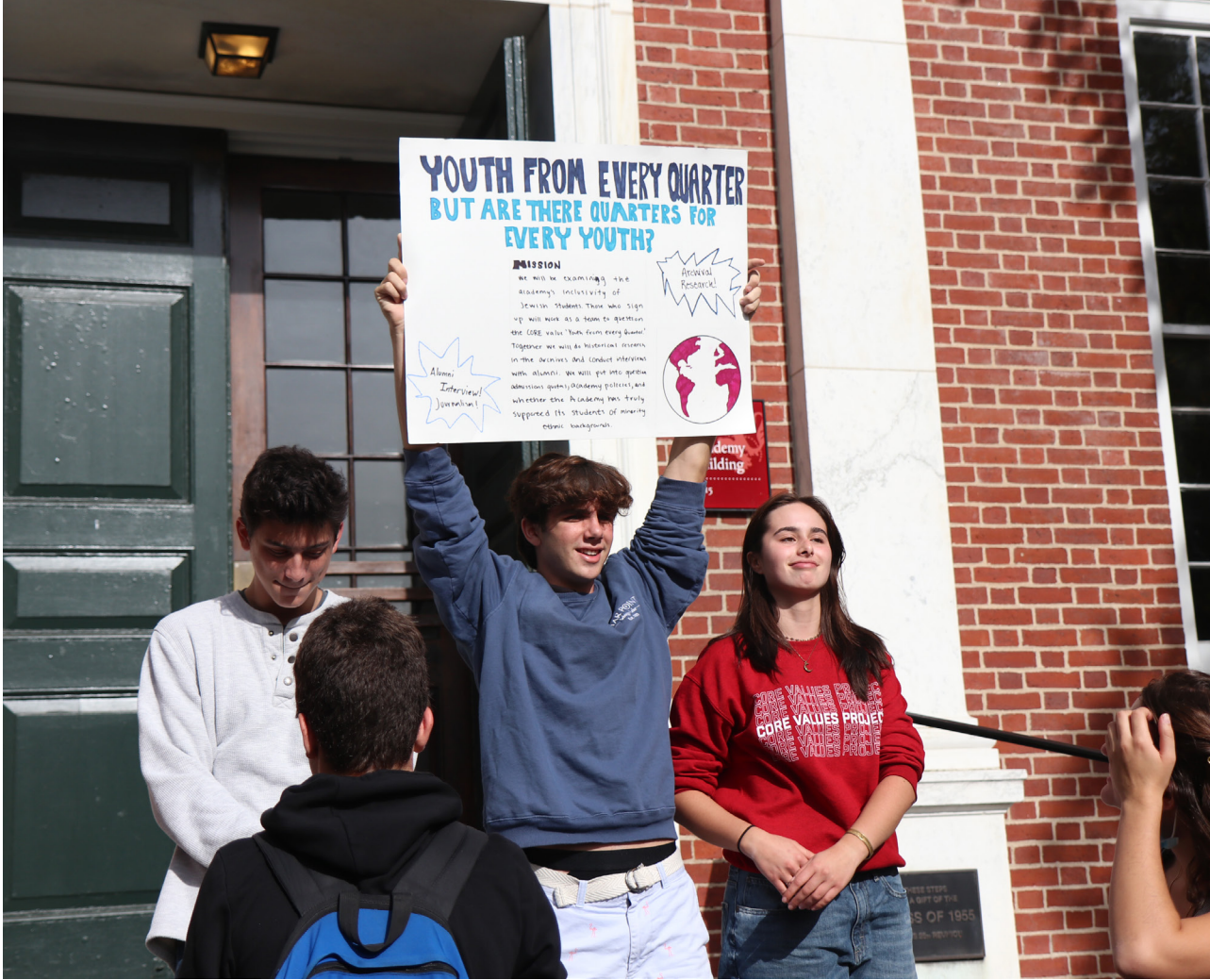
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Academy Launches Core Values Projects



Seniors Niko Matheos, Georgie Venci, and Juliette Ortiz present their project.

William Park/The Exonian

By EMILLEVINE, CJSMITH, CATHERINE WU, CLARK WU, and HENRY YAO

Children's literature. Bookstore stipends. Menstrual justice. These are just a few of the initiatives offered in the Core Values Project block beginning this year.

Students experienced their first student-facilitated Core Values Project (CVP) group meetings on October 19. Occurring every Tuesday, CVP was established this year as a continuation of the anti-racist workshops which were held during the latter half of the 2020-21 school year.

On August 10, Director of Diversity, Equity, and Inclusion Stephanie Bramlett reached out to facilitators of anti-racist workshops in the past year announcing plans for the Academy's second year of anti-oppression work. "The CVP will explore the ways in which our commitment to anti-oppression is embedded in the Academy's mission and

core values statements," she wrote.

"We call this a project because we want to inspire action in the community—leaning into these values and living them. As we build upon the anti oppression work that we started last year, we will also be re-building the sense of community after more than a year of trudging through the pandemic. For this program, a project is an invitation for further conversation," Bramlett continued.

Bramlett officially announced the beginning of all CVPs during the CVP period on October 12. Student and faculty leaders presented their individual projects on the Academy Lawn and stayed behind to host individual question and answer sessions for students interested in partaking in their project. The CVP groups convened for their first meetings on October 19.

Upper Tucker Gibbs partnered with the Children's

CVP, 2

Mask Mandate Reinstated Following Family Weekend

By DAVID CHEN, ETHAN DING, LAUREN KIM, ELLIE ANASPERANTSAS, and ANDREW YUAN

After Family Weekend and a spike in illnesses, all community members are required to wear masks for the next two weeks within indoor academic settings. Many student and faculty members share concerns on the community's health, as well as whether the Academy should extend the mask mandate.

Assistant Principal Karen Lassey announced the new mask policies in an all-school email on Saturday, Oct. 16. "Beginning Tuesday, we will require that all members of the community wear masks in academic classrooms and indoor meetings, regardless of vaccination status," Lassey wrote.

"For vaccinated students and employees, masks will

not be required in dormitories, practice or rehearsal spaces, and other indoor spaces, where there is generally more choice for seating and distancing. For meetings where adequate distancing (6-feet) is not possible, however, all should wear masks," Lassey continued in her letter.

Students and faculty members are cautioned to monitor their own symptoms and wellness, and to not to come to work, classes, or other activities if one has experienced any symptoms and has not sought care. Students with symptoms are asked to report to the Lamont Health and Wellness Center for COVID-19 testing while employees should stay home and seek care from health professionals. Over-the-counter rapid COVID-19 tests are also available for employee uses. Additional links, such as the Academy's

COVID-19 dashboard and safety protocols on Exeter Connect, were included in the email.

Teachers shared their thoughts on the recent changes in COVID-19 policies. Science Instructor Tatiana Waterman explained how priorities shift when being mindful of COVID-19. "We are still in a pandemic, and so I am willing to be mindful of all and every guideline we have to follow about masks, congregating, etc. Not being sick is more important than perfect Harkness," Waterman said. "Completed homework is essential for Harkness, and a lot more helpful than unmasked faces. Students missing class because of a cold/flu is not good for Harkness. The flu season is here, on top of Covid-19."

History Instructor Troy Samuels agreed. "Masks aren't perfect, but if it's

MANDATE, 4

Students Welcome New Snack Points Initiative

By ASHLEY JIANG, SELIM KIM, SOPHIE MA, and ARIANA THORNTON

Dozens of students wind around the aisles of Grill's convenience store, clutching snacks and drinks, eagerly awaiting their turn to check out. As each student reaches the front of the line, a repeating chorus is heard: "I'd like to use my Snack Points, please."

Snack Points, a new initiative spearheaded by Student Council, Dining Services, the Dean of Students Office, and the Finance Office, officially went into effect Monday, October 18. Every week, students are given six points on their Lion Cards, where each point corresponds to \$2. The points can be spent on any food or beverage item in Grill, but only full points are spent each time. If the price

of a student's purchase does not evenly distribute to full points, the price is rounded up. Points from the previous week do not roll over, and students must specify that they intend to use their Snack Points before checkout.

In an email sent Tuesday, October 26, Dean of Students Russell Weatherspoon wrote, "This program has been designed to provide all students access to snack options throughout the day."

Student Council President Siona Jain explained that over the summer, the Student Council Executive Board met with administrators, where they "heavily advocated for free food options to return in this Covid-transition year, and an item we brainstormed together at the meeting was a point system at Grill."

"Student Council noticed the huge help free food and free Grill food gave to the

student community. People could socialize in Grill and at food trucks without feeling a social pressure to purchase something. We hope students benefit from Grill points in the same way. I think it will create a more equitable community and allows all students to feel more comfortable in Grill's social space," Jain said.

Chief Financial Officer Marijka Beauchesne explained that Snack Points would be an exciting "trial program" for this year. "We wanted to incorporate some of the fun and convenient foods at the grill into the overall offering for all students. Our vision was to provide for a few snacks or a couple of meals for each student at the grill should a student wish to enjoy something at the grill counter or other food, beverage or snack items in the store," said

POINTS, 4

Bear Atwood '77 Receives John and Elizabeth Phillips Award

By ALIA BONANNO, MINSEO KIM, and ATHENA WANG

"Voting rights. Civil rights. Women's rights. LGBTQIA+ rights. They're all connected. Ours is an intersectional struggle." Whether watching in person in the assembly hall or tuning in virtually in the Forum and Grainger Auditorium, students were deeply moved by Bear Atwood's acceptance speech.

Last Friday at Assembly, Bear Atwood '77 was announced as the 2021 recipient of the John and Elizabeth Phillips Award. The

award is given annually by a board of Academy Trustees, General Alumni Association Directors, and Academy volunteers to an Exonian alumni who made significant contributions outside of the Academy.

"[Atwood] has been recognized for her advocacy and support of underrepresented individuals and groups," Director of Alumni Relations Michelle Curtin explained. "We hope that by recognizing the impact that individuals can have on their own community, our current students may learn how their own Exeter

AWARD, 3



Bear Atwood '77 speaks to the community in Assembly Hall.

William Park/The Exonian

» CORE VALUES

Read about student explorations of the Academy's mission through the Core Values Project, 1.

» PHILLIPS AWARD

Read about John and Elizabeth Phillips Award winner Bear Atwood's '77 activism, 1.

» SNACK POINTS

Read about Snack Points, a new initiative that increases student access to Grill, 4.

Community Values Project, Continued



Visions and Voices participants work in their sketchbooks.

Center Director Amanda Campano and the Day Student Coordinator Elizabeth Reyes to create “Representation Matters! Strengthening Community through Literature,” focused on promoting diversity, equity, inclusion, and justice through literature. The participants of the project work together to build a “little free library” on campus and stock it with children’s books that represent a wide range of communities.

When asked about his goals for his project, Gibbs said, “Primarily it’s to build the free library on schedule, but also just to have everyone engaged and learn things about children’s books that they don’t necessarily know right now.”

“Over the time that I’ve been thinking about this project, I’ve learned a lot about how the children’s books I read as a kid were not very diverse at all. I think it was a statistic that 32% of children’s books have animals as the main characters, while 20% have people of color. And most of my children’s books were about either animals or white people, so I’m looking forward to being able to explore that more,” Gibbs added.

Gibbs also shared why he wanted to become a facilitator. “I chose to be a facilitator because I wanted to shape some of the things that I focus on and that other people focus on and just help out wherever I can...I came into the project not having an exact idea and I joined Ms. Campano and Ms. Reyes because they had a really great idea for this project. I have done a lot of tech crew and building before, so that was another reason why I wanted to help facilitate,” Gibbs said.

Senior Baron Fisher created “Constructing Culture in Athletics” for athletes and non-athletes who want to see a more inclusive and equitable culture in PEA athletics. Fisher shared why he chose to become a facilitator. “Last year, I was a facilitator for Anti Oppression in Athletics, and I think what sparked that was my lower year race class with Ms. Carbonell, which was really instrumental.”

Fisher explained the process of creating his CVP. “It’s always a work in progress, but designing a course is really about trying to hear feedback from the students of what they want. Everyone is doing something different, whether they’re listening to podcasts and discussing, or doing case studies or research projects about the history of the academy or global issues such

as the Olympics.”

“I’m trying to have more empathy for athletes and their role in society because I feel like they often think they are one dimensional and they don’t see that their voice carries a lot of weight as well,” Fisher added.

Fisher talked about the goals for this project, explaining, “One of them is to be more aware of the role that we [athletes] play on campus and also to use our voice for change. I also hope we can understand the historic racism and gender disparities present in athletics. Even though it’s a game style, a lot of people have been marginalized and using that knowledge to guide how we go about our daily lives here at the academy is very important,” Fisher said.

Classical Language Teaching Intern Alexandria Frank developed the CVP, “Classics and Anti-Racism: Anti-Oppression in Physical Spaces,” along with Classics Intern Lina Wang, which builds on themes that emerged from last year’s Classics and anti-racism panel. This CVP will focus on translating ideas into action with its first steps being to reimagine and redesign classrooms as anti-oppressive spaces.

Frank expressed her excitement for facilitating this project. “Our whole department was pretty much on board with seeing this project through, but as someone who is really dedicated to seeing classics diversify, I was very ready for this project. I didn’t mind taking on the extra responsibility, especially because seeing how driven the students are, I knew that a lot of what they’re doing is sort of helping pull that enthusiasm and energy.”

Frank mentioned how the Classics department had been thinking about diversifying the Latin study for a long time. “About the start of this term, [the teachers and I] really thought more about what it would mean to bring student input into that process...It was more so just thinking, ‘Okay, what would be the best way to gather student input?’ A CVP seemed to be the best way to do so, so myself and basically the whole classics department decided that through a CVP, we would be able to bring in student input,” Frank said.

When asked about how the first meeting went, Frank said it was a “very exciting feeling to see so many kids who have interest in the space which is theirs.” “The conversation started flowing with people giving out their ideas immediately of how they feel in this space, how they

want to feel in this space. And it was really nice to see that not everything about this space is awful,” Frank added.

Frank pinpointed some of the goals of this CVP, explaining, “There is this deep historical resonance that people feel when they go into this very academic space that has had a history before them. Those are things we would love to preserve, but the other things like walking in and seeing people who don’t represent you or your identity, and that exclusionary piece, those are things we want to make sure that we get input on how to change.”

“But even more than that, we want to continue these conversations that have been happening around classics and anti-racism. It’s a field that’s going to diversify for a long time and...to continue those conversations, not just theoretically, but to start putting things into application right away, that’s what I would want to see. I want students engaging critically with classics, not just as a feeling that their totd should be important, but really feeling that in their bones, that they have something they can do to contribute to the field,” Frank said.

Lower Riya Tyagi, CVP facilitator of “Healthy Minds, Healthy Community,” expressed her reason for joining the CVP team. “I thought signing up to be a facilitator would be a great way to meet people interested in creating change and improving our school,” Tyagi said.

Tyagi also reflected on the initial beginnings of her CVP course. “Three facilitators from my CVP project group were interested in raising awareness of the impact of mental health on Harkness, an issue that had been brought to their attention by proctors. Fascinated by their idea, I joined the group, and together we fleshed out our CVP project: Healthy Minds, Healthy Communities,” she said.

When asked about their plans for the next week, Tyagi excitedly shared her aspirations for the project. “Next week, we hope to break into smaller groups to begin researching and interviewing students on their Harkness experiences as well as developing resources for campus,” Tyagi said. “The transition to Harkness can be incredibly challenging, and we want to do our best to ease it.”

Senior Felix Zou, a facilitator of the “Technology for Social Good” CVP reflected on the process of creating a CVP. “The process

was very streamlined. There was very little chaos, even though to be honest, we kind of expected a little bit. Overall I’d say they did a really good job organizing.”

Zou’s co-facilitator and senior Mana Vale agreed. Vale said, “Ms. Lembo did a really good job of making sure every project had its own space and that everyone was assigned to a project.”

Senior Celine Tan, also a co-facilitator of “Technology for Social Good,” outlined the project’s goals about discussing AI ethics, “I think that pop culture has spread a lot of misconceptions about AI to the point where a lot of people think that AI is about to take over the world when the issues are really things like bias within data,” Tan said.

Library Associate Director Beth Rohloff saw the Core Values Project as an excellent opportunity to get students involved with the library. “The library is a place for students to explore the connections between their own stories and others. It’s also a place to discover the conversations that writers are having with each other about anti-oppression, community values and justice,” Rohloff said.

“Personally, CVP was a way for me to work with students directly and have dedicated time in which I get to listen to their ideas,” Rohloff continued. “As a librarian and non-teaching faculty member I don’t get this chance often enough, so I couldn’t pass it up.”

Rohloff and senior Marina Williams started a chapter of the grassroots literacy movement Project Lit. According to its official website, this is a “network of dedicated teachers and students who are committed to increasing access to culturally relevant books and promoting a love of reading in our schools and communities.”

Rohloff discussed the goals for her CVP. “The original idea for the project was to start a chapter of a national book club called Project Lit. ‘Founded by high school teacher Jarred Amato, Project Lit is a national, grassroots LITeracy movement, a network of dedicated teachers and students who are committed to increasing access to culturally relevant books and promoting a love of reading in our schools and communities.’”

However, the chapter will not operate as a traditional book club. “After going to the Core Value Project facilitators meetings, working with my co-facilitator Marina Williams and talking and listening to others the project has evolved

a bit. While still inspired by Project Lit’s mission to ‘increase access to culturally relevant books’ and promote a love of reading in and outside the classroom...students in the group will have the freedom to explore the ways they connect this original idea to what is going on at PEA and in our surrounding communities,” Rohloff said.

Upper Cassidy Hurabiell-Trader, facilitator of “Human Imperative: Fighting Against Modern Day Slavery,” explained why she became a CVP facilitator. “I chose to become a facilitator for CVP because human trafficking is an issue that is very close to my heart [that] I’ve been working on for several years, so CVP felt like a perfect opportunity to share my passion and make a difference in the entire Exeter community.”

Regarding the goals of her CVP, Hurabiell-Trader said, “Our first goal is to switch anything not ethically sourced in the dining hall, grill, or the bookstore with fair trade products and bring awareness to labor trafficking on campus. After that, we will work in several different areas and expand to all human trafficking. We will continue to spread information about trafficking, connect with survivors, and work on petitions to enact real change.”

Senior Charlie Coughlin paired with Associate Dean of Multicultural Student Affairs Hadley Camillus for the “Let’s Talk About It” CVP, which aims to foster dialogue through podcasts surrounding the role of how students and faculty intervene when microaggressions and/or harmful language is said in a social space. Coughlin detailed how he became a facilitator of a CVP. “Last year, Dean Camillus and I facilitated an anti-racist block about racial residential segregation. This year, I kind of just reached out to Dean Camillus again because the anti-racist block changed into a CVP block. And I kinda just reached out to him and I was like, ‘Hey, I loved working with you last time,’ so I wanted to see if I could work with him again. And he was like, ‘Yeah, I’m working with this new concept. Let’s talk about it and I would love to work with you.’ So we just kind of went from there.”

Upper EJ Barthelemy, facilitator of the Diversify Our Narrative (DON), introduced how his project became a CVP. “For DON, it started this summer, but it became clear that it was a really good way to incorporate this into the school officially. [CVP] allows us

to ask a whole new group of people to incorporate into our work...The process of making DON into a CVP happened in about a week. We got things set up and everything became real in the moment when David [Chen, co-facilitator of DON] and I stepped on stage during the last CVP.”

DON’s first meeting during CVP went relatively smoothly. “I think it turned out pretty well. We had our groups separate on the Library commons. We had a lot of new faces and people eager to get started. It was good to introduce what we’re trying to do here and go over what’s gonna happen in the future. We had about like 60 people show up.”

Regarding the goals for DON, Barthelemy said, “We’re trying to help the school become anti-racist, because becoming an anti-racist institution doesn’t just happen overnight...We’re just here to really contribute to that, and that’s the whole point of the CVP. We want to figure out how to make this school a better environment for everyone, and CVP is the perfect way for us to continue our work, it gives us the right space that we need to go and accomplish this work.”

“We’re just here to really accelerate the process of becoming anti-racist, the institution for the school,” Barthelemy continued. “Our goals are to be as impactful as possible with our social media page and educate a broader audience beyond Exeter. With our investigative research, we want to provide a comprehensive report that reflects on student’s opinions of the school.”

Most students expressed excitement going into their respective CVPs. “I am in the Artificial Intelligence CVP, and I learned a lot about how natural language processing (NLP) can detect racism. I chose this course because I truly thought it was a really interesting way to connect anti-racism with technology,” lower Audrey Zhang said.

“It was so good to see that the school is really taking the initiative to better the community in ways that are tailored to the interest of the students and that we were able to gather and really work towards making Exeter the best place it can be,” upper Abigail Byun agreed

Upper Kate Nixon expressed her thoughts as well. “I think it was super empowering. For my CVP, ‘Bans Off Our Bodies,’ it feels really comforting to be in a space with like-minded people that are passionate about something and who wanna

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Community Values Project, Continued



Senior Eleanor Bolker explains her project to students.

better their community and just work in general. We've been brainstorming ideas and it's just been a weight off my shoulders to be able to work with people and it's been a good use of my time so far."

Prep Abigail Sears reflected on why she chose to attend the CVP, "Supporting Queer Students 101." "I chose it because it seemed interesting to me personally, I feel very connected to the community, and I wanted to help support others in the community and also help educate faculty and students not part of the community."

Lower Advay Nomula chose "Interfaith Dialogue through Religious and Spiritual Services and Office

of Multicultural Affairs," another popular CVP. "I really just want to increase my religious fluency, learn more about the major religions, and even like variants of each religion. I want to learn more about religion in modern times and how it can still persist and still really be, and its scientific values as well."

"Diversify Our Narrative" also experienced a huge turnout. "I chose Diversify Our Narrative because it seemed like one of the most interesting ones to help make the school community more inclusive," lower Aria Scannell said.

"I work for the social media design team, and we work on designing Instagram posts and I thought it was

super interesting... I've heard of the global Diversify Our Narrative team, and I'm glad that our school is a part of this," Scannell continued.

Prep Grant Leopold agreed. "I chose Diversify Our Narrative because I would love to learn more about the subject matter. I think the way that everything was presented sounded really exciting and I'd love to continue. Specific to Diversify Our Narrative, I'm hoping to gain a better understanding on topics that I don't understand," Leopold said.

Nixon explained why she chose her CVP. "I chose Bans Off Our Bodies because I'm actually co-head of Pro-Choice [club] on campus and

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women's reproductive rights and justice in general are important to me, especially with the recent legislative moves here in New Hampshire and also put bans on abortion. It's just something that is actually really impactful and close to the community."

Students varied in their opinions on the atmosphere of their first CVP meeting. "I felt like it was a very good environment. The topics are pretty heavy, so it's going to take a while to get into them," lower Sangye Sherpa said.

Lower Yoeku Sam, a participant of "Human Imperative: Fighting Against Modern Day Slavery," expressed disappointment in

his first CVP meeting. "It was not insightful. It was quite boring actually," Sam said.

"The club name is 'Modern Slavery,' but they talked about its effect, how people were underpaid, and they didn't really talk about how that tied into the title. So I thought that they didn't really do a good job today," Sam continued.

Lower Colin Maloney and "Human Imperative: Fighting Against Modern Day Slavery" Core Values Project facilitator explained the timeline of their project. "The project plays into modern day slavery because many workers especially in the cacao industry are forced into labor through human trafficking," Maloney said. "[For the second meeting] we worked to get a list of products from the bookstore and dining halls. In order to do further research on if these products are ethically sourced. The first meeting was introductions because we were expected to wait until the second meeting to start the project."

Sears detailed how the organization of the CVP could possibly be improved. "I would say having a project in place the first day of the core values would be important because I know about half the groups actually have a project they're working on, but [the other] half of them are still brainstorming."

Students had mixed responses regarding the new CVP blocks, some preferring CVP more than last year's anti-racism blocks. "I like CVP better than Anti-Racist block because it's a lot more specific and you're allowed to choose what you're interested in," Zhang said.

"The anti-racist blocks we had also weren't insightful. I think this is better because it's

a group of students instead of teachers teaching," Sam said.

Nomula agreed. "I think CVPs are on the same line as anti-racist blocks. Rather than a teacher-student relationship, it's more of a group relationship, and we've learned in the end to create awareness—just us and the whole school."

Other students preferred last year's anti-racism blocks. "I liked last year's Anti-Racism blocks better because the Academy was able to bring in speakers every week," lower Jack Hutchins said. "I feel like students weren't really told what the projects are about and there is a lot of confusion going on."

Lower Parker Seymour shared similar thoughts. "Honestly, I am a bit confused on the purpose of the Core Values Project. The instructions for signing up for a project were confusing, and at the end most of the interesting projects were taken and I could only sign up for the ones with remaining spots."

Byun said, "I didn't actually choose my CVP because I didn't choose it in time, so I just got put into a random one."

Students expressed their wishes for the CVP blocks. "I hope these projects aim to help the community on a broader scale," lower Ethan Jha said.

Sherpa agreed. "I hope these projects can expand everybody's understanding of their respective topics. I think there's a quote: 'To not fill a vessel, but to kindle a flame.' I think it's pretty on point in this situation regarding CVPs."

Nixon concluded, "I think we're hoping to accomplish something that has a lasting impact."

John and Elizabeth Phillips Award, Continued

experience may lead them to live a life dedicated to serving others."

Atwood is the Vice President of the National Organization of Women (NOW), a Women's Hall of Fame inductee, and founded her own civil rights law and criminal justice firm in 2014. Throughout her career, she has worked tirelessly to secure equality and anti-discriminatory policies at every level. "You know, I feel normal, I don't really feel like I've done extraordinary things, so [this award] is truly an honor... I mean [this work] is who I am. When they were interviewing for the citation, they asked, 'how do you keep doing this?' I don't know what else to do," Atwood said.

Curtin explained, "A committee of alumni representing Trustees, General Alumni Association Directors and other Academy volunteers meet to select the award recipient. [We] review documentation materials for each nominee. These materials include letters of nomination as well as extensive research and documentation on the nominees' life and work... The John and Elizabeth Phillips Award is one of the Academy's most prestigious honors."

Atwood explained her passion for women's rights was honed by her experience at Exeter. She came during one of the first years of coeducation. "I loved Exeter and it was a great place for me, but I did feel as a girl student that I was marginalized in ways that I didn't expect... It was sometimes very subtle, sometimes teachers would say, 'why don't you give us the women's perspective on this?', when I was the only girl in the class, like I could somehow speak for all women at age 16. Sometimes it was being told you shouldn't really

be in this class, you're not ready for [it]..." she said, "It really solidified a lot of what I already believed [about women's rights]."

During her speech, she explained how despite this, Exeter taught her valuable lessons that she carried forward through her career. "At Exeter, I thrived in an environment where you were expected to push back, ask questions and hold true to moral and ethical ideals. This award, forged in the crucible of those ideals, honors the values I learned from Exeter," she said.

After Exeter, Atwood went to Denison University and then Columbus School of Law in Washington D.C. Here, she first became involved in NOW. "I was looking for a place where women's voices weren't marginalized and found this organization called NOW. And I wasn't really very active in NOW, but they used to put out this newsletter and it would come, I think, every other month. I would read every word of it because it was just amazing that there were other people who were thinking the same things I was and doing something about it. So I've pretty much been a member ever since," she said.

Her career outside NOW has also provided her with various opportunities to channel her passion for women's equality. Speaking on how she felt she has made a difference in her own way, she said, "A lot of times I was a small cog on a big wheel. When I graduated from Law school in 1984, I went to Western New Hampshire and I was the only woman in my office. The secretary told me the first day, 'don't expect me to like you, I told them not to hire a girl,' and the two other attorneys there barely spoke to me. I was the only woman practicing criminal defense in the two counties that I

practiced in, so I didn't have any peers in my office or in my immediate surrounding area. [But] by the time I left, I was the managing attorney and I had hired four other women attorneys. So in that small way, I felt like I made a difference."

Atwood reflected how social struggles that were in the past decades are still evident in the present. "58 years since Martin Luther King was standing where I stood, we're still talking about the same things. We're still fighting the same fights. That's because we're facing the same threats and they're more pernicious than ever."

Atwood shares the steps she envisions for moving forward with her advocacy work. "I mean, we still have a long way to go on LGBTQIA equality, marriage equality. I'm glad I was able to marry my partner, but I do still think marriage is a patriarchal institution. We finally have workplace employment protection, but it's not real. In Mississippi, people still routinely get fired when their employers find out they're trans. When their employers find out they're gay, particularly in the service industry, there's no protection in housing and in places of public accommodation from discrimination. There's still a tremendous amount of work, both in terms of laws to pass as well as hearts and minds to change."

She also speaks her thoughts on the futureward growth for NOW. "We're working passionately on voting rights issues because there's no question that if we don't solve [them], then all the other things that we care about, in a legislative agenda, just can't happen... And we're really working on getting our chapters across the country and engaging in political action for the midterm

elections," Atwood said. "It's one of the things I love about NOW, but now it's challenging because it's not a single issue organization from its very beginning. It was always a multi-issue organization... I personally believe that the only way we can move forward is if we do it with an intersectional framework, but it's also challenging because it spreads us thin. Right now we have six core issues that we're working on."

History Instructor Betty Luther-Hillman commented on Atwood's achievements and what the award meant to her. "I think the significance of the award is to honor a PEA graduate who has contributed to making the world a more just, ethical and equitable place. Bear Atwood's career epitomizes those values," she said.

Senior Olivia Williamson expressed appreciation for the board's decision in light of the effort to make the award more inclusive and changing its name. "I thought it was interesting that [the recipient] was somebody who came when co-education first started to be integrated. I thought that was a good message, particularly after the award's name changed to be more inclusive," she said. The John and Elizabeth Phillips Award was renamed from the John Phillips award in 2019 to reflect Elizabeth Phillips's contributions. "It felt like they were doing good on their promise in the way that they were looking at the award recipients. It was cool to have her be here, in light of the meaning of the award that has just been given a name to justify it."

Lower Jocelyn Orr conveyed similar sentiments. "She's just done so much for the community and women's empowerment, which was really cool to hear about," she

said.

Luther-Hillman continued, "In talking with her at a dinner on Thursday night and on Saturday before and after my class, I was struck by how modest she was; she's had this amazing career in civil rights and social justice, but she just seemed so normal, and a little uncomfortable with being the center of attention. But her speech was so inspiring... I also love that she explains that her name is 'not Bear like a teddy bear, but Bear like a grizzly.' Now I'm considering changing my name to Bear, too."

Some students applauded her work but also voiced their observations about Atwood's work. Prep Shaoshao Tang shared, "It wasn't as memorable because I feel like I've heard similar remnants of what she said before. She's done great things and in no way am I denying that, but I feel some of it fell flat from my expectations from what I thought could've been a very powerful speech... it sort of followed the societal norms and activism that's been floating around on the Internet... I think a part of the problem might have been the way she was introduced, like she was 'the white woman who advocates for and rescues minority groups.'"

Prep Amara Nwuneli speaks on the importance of representation at the Harkness table in reference to Atwood's experience as one of the only female students during the Academy's early co-education years. "Personally as being a POC student and having some classes where I'm one of the only POCs or the only kid there from Africa or from a different continent, it definitely shows that the experience of being the only one and representing your group can definitely do a lot for you in the long run and it kind of builds your

confidence," Nwuneli said. "It definitely made me think that I'm not the only one in that situation."

Nwuneli continues. "It was a really nice assembly and her tearing up just showed how much it meant to her. [I] think the impact [of the award] was more of acknowledging the people who fight for other people's rights because they're really acknowledged in the long run, they're normally behind the scenes."

Unlike the President's Award and Founders' Day award, the John and Elizabeth Phillips award is focused on recognizing the contributions one makes outside of the Academy. Ms. Atwood has been recognized for her advocacy and support of underrepresented individuals and groups.

Luther-Hillman said, "I hope the current Exeter community realizes that their experiences here will shape their values and goals, hopefully in a similar direction towards social justice. I also hope the Exeter community learned to dream big and believe that change is possible [after her speech]."

Atwood's advice for current Exonians is to do just what Luther-Hillman described—be an active part of any cause they're passionate about. "Take risks and take opportunities and don't be complacent... Be an activist in whatever way is comfortable for you. [It could be] big picture activism, [or just] talking to your friends and spreading the word one on one. I'm truly a believer that the personal is political and changing the hearts and minds of people one at a time is what really made a difference. Vote, please. Find your way to make a difference in the thing that you're passionate about," she concluded.

Snack Points, Continued



Senior Mady Murray buys some snacks from Grill.

William Park/The Exonian

Beauchesne.

“The dining leadership team and finance office created this program together this summer. I am very grateful for those teams who made this happen for students this fall!” Beauchesne added. “The Academy’s operating budget is funding this program. Ms. Taylor in the IA office leads the Exeter Fund program which helps the Academy pay for program expenses like this one which are otherwise unfunded. I am so grateful for the efforts of Ms. Taylor and her team and our generous donors to the Exeter Fund who help make programs like this possible.”

Beauchesne said, “I hope all students enjoy our new program. If you do enjoy the program, please be sure to thank Ms. Leonard and Mr. Vasseur in dining and Ms. Dustin in the finance office if you have an opportunity.”

The Snack Points initiative was met with much support from students. “I like it; sounds like free money to me,” lower Jessica Chen said. “Twelve dollars seems enough for a week.”

“Snack Points allows you and your friends to all get snacks at the same time, even if you don’t have money on your Lion Card, or if you don’t have your card on you that you can use to pay,” lower Ayman Naseer said. “It leaves less room for awkward interactions with the Grill staff when you don’t

have money.”

“A lot of kids are already paying so much. So it’s just nice to have food that’s not from the dining hall. By having a little money, it’s more of a thing you can go to everyday,” lower Gamze Toksoz said. “You can participate with everyone else and it doesn’t feel like ‘oh, I’m wasting my parents’ money.’ I can just get a snack and I don’t have to feel bad about it.”

Senior Jean-Francois Manigo Gilardoni said, “It does allow you to get a snack theoretically any day.”

Senior Charlie Crumbo shared similar thoughts. “I personally wouldn’t change anything because free food is free food. More than that, it’s great because there are some kids who are conscious of their Lion Card spending habits, and when someone invites you to Grill, you don’t have to decline. You can use your points now.”

Senior Ty Carlson voiced his agreement with a Spongebob quote. “Like Mr. Crabs says in SpongeBob, ‘MONEY!’”

Upper and Association of Low-Income Exonians (ALIE) cohead Kodi Lopez emphasized the initiative’s impact on individuals from low-income backgrounds. “A common concern I’ve heard from attendees of ALIE is about food access. What happens if a student misses dining hall hours?

The common Exonian response would be to order take out or to buy a burger from Grill. However, some Exonians on campus don’t have the money for that, and the sad reality is many low-income Exonians simply do not eat if they could not make it to D-Hall,” Lopez said. “I see the Grill Point system eliminating most of this food access problem, as it creates more equity on campus when it comes to food access, and I applaud the initiative. This is the best thing the administration has done so far this year.”

Lower Ayaan Akhtar echoed the sentiment. “It’s good because it makes Grill more accessible to everyone and it’s nice not having to worry about not being able to pay for something when all your friends can pay for it,” Akhtar said.

Prep Tate Kelly also mentioned student difficulties with Lion Cards. “There are some people I know who can’t put more money on their Lion Card for whatever reason, so it’s really quite helpful, and shows that Exeter is taking care of students and their personal needs.”

Upper Krish Patel emphasized the value of Snack Points, considering Grill is often home to student gatherings. “Grill is part of the Exeter experience. There’s a reason tours come to Grill,” Patel said.

Kelly shared similar thoughts. “Grill is a nice space to relax, get food, and hang out with friends after a hard class, and the Snack Points make it much more accessible.”

Upper Cindy Su agreed. “It’s a place of comfort where you can just grab something. It’s a good place to take a breather in the middle of the day.”

Su viewed Snack Points as an improvement over the dorm snacks initiative from last year, which was discontinued this year. “It allows for people to actually buy what they want. There’s a lot of food waste that happens with dorm snacks, so it’s probably just better for us to buy on our own,” Su said.

Some students voiced their concerns about the full-point system Snack Points relies on. “I thought it was fake until I tried it out, and then I realized it was real, but it’s very confusing to use because they don’t let you use it on cents, only whole dollars,” Naseer said. “So that gets really annoying, because then you have to pull out your card or something else to pay with.”

Upper Yasmin Salerno agreed. “I thought that it was a good replacement for dorm snacks, since you can pick your own snacks. I just don’t like how it rounds up with the points.”

Akhtar said, “I don’t

like the whole-point system. It would be a lot nicer if it was just like a \$12 stipend. It feels counterintuitive, but I do think that \$12 is a good amount.”

Lopez agreed, but acknowledged that the whole points rule “must have been put in for a reason.”

“I just hope it was not to save money since people could theoretically lose money if they aren’t constantly adding up totals and exchanging items out to get the best value,” Lopez said.

Patel explained his strategy to make best use of Snack Points. “I think every item in Grill for sale should be a dollar or a dollar fifty,” Patel said. “I’ve had to buy three or four Grill cookies to round up my total to a dollar amount.”

Lower Carter Otis urged potential improvements to the Snack Points system. “It would be nice if it was a debit card system.”

Su also considered changes to Snack Points. “I heard some people talking about the possibility of cumulative Snack Points. But I don’t really know if that’s going to work, because people might buy a huge amount from Grill at the end of the year. So it’s a smart idea that they’re wiping it every week,” Su said.

Students also expressed their confusion over prices in Grill, as almost all packaged

snacks and drinks do not have a price tag. “I don’t understand why the prices aren’t listed, especially since points are rounded up,” lower Sofia Novosad said.

Otis also brought up Grill hours. “Grill being open on Saturdays would be extremely useful,” Otis said.

Although the check-out desk features a sign announcing Snack Points, students urged greater visibility for the initiative. On Tuesday, Weatherspoon sent an email announcing Snack Point. Previously, students mentioned only finding out about Snack Points from friends, faculty, proctors, a Student Council Instagram post on @pea.stuco, and the sign at Grill.

While ALIE was not included in the planning of Snack Points, Lopez communicated his wishes for their future involvement. “I would have loved for ALIE to be a part of the conversation, and I wish for ALIE to be included in all initiatives that would impact low-income people,” he said.

“StuCo didn’t handle the logistics and I want to make sure people know that,” Jain concluded. “I will advocate for [Snack Points] to be continued into next year, but currently I’m mainly hoping it remains for the rest of the year.”

Mask Mandate, Continued

keeping people healthy, would I be happy to see it stay? I’m gonna be honest. Yes. I’d rather have everybody be healthy. The [weeks where there was a cold outbreak] were notable, the number of kids I had to say, no, really, please go home. You are not healthy,” he said.

Samuels spoke in support of the mask mandate as the best policy for all Academy community members, regardless of vaccination status. “There are a lot of students who are under vaccinated or unvaccinated who are doing a wonderful job of following the guidelines, but there are also students who are not doing what they’re supposed to be doing and for their sake, and if they’re not gonna help themselves, we have to help them.”

Science Instructor James DiCarlo believed that the Academy would make suitable decisions. “If the folks who know best feel that wearing masks makes sense at this time, then I believe them. The effects on class dynamics,

etc, are only a secondary concern,” he said.

Lower Aria Scannell was happy with the mask mandate’s capabilities in preventing the spread of respiratory infections. “I’m fine with [the mask mandate] because it does make sense,” Scannell said. “If they’re able to give us the opportunity to have Family Weekend, I think it’s fine if they bring it back to keep everyone safe and then also to stop the cold from going around.”

Upper Maximilian Chuang supported the changes as well. “I fully support the recent changes in the mask mandate as they are appropriate to adjust to the health conditions on campus. Some of my teachers already maintained the in-class mask mandate in the last few weeks for safety causes before the recent changes were in place. I certainly felt safer with these policy changes,” he said.

Upper Tucker Gibbs agreed. “Given that some of us caught the cold a few weeks ago and that many

people went away for family weekend, implementing the mask mandate is a good step forward. I think that it probably should have happened a little sooner but as long as it’s protecting students, I would support it,” he said. “The mandates should last as long as the health threat is gone. It really depends on the circumstances.”

Senior Anne Chen agreed. “I’m just chilling,” she said. “I’m happy to wear a mask if recommended, but I feel fine taking it off once a new policy change is announced.”

Lower Riya Tyagi felt it was easier to follow the mask requirement after a period of optional masking for vaccinated students. “I already knew my classmates’ faces, so I had a better sense of my peers when we went back to masks. I’m more comfortable in a mask now than I ever was before,” Tyagi said.

Prep Mario Meneses concurred by saying, “I think our health matters most, and the [cold outbreak] isn’t something to just dismiss, and

I think that it’s a good idea to keep masks on for a little while longer until eventually everything gets sorted out. Keeping masks on a while longer won’t hurt anyone.”

Tyagi agreed. “Masking for me has always been about safety. Also, it’s comforting, since sometimes, you don’t want to fully show your face. For me, masks are kind of like barriers that also keep me safe, so the mask mandates haven’t bothered me that much.”

Lower Audrey Zhang wondered why the mask mandate wasn’t reinstated earlier. “If you were to have a lot of sickness going around, why wait until after Family Weekend to reinstate the mask mandate?” Zhang questioned. “Especially because so many new people are on campus and the campus population had dramatically gone up for a day. But at the same time, I think the school also did a good job of maintaining social distancing by transferring all dining to outside for family weekends. So, I think they did adapt in some ways, but

the masking could have been managed better.”

Prep Cameron Khater also expressed some concerns. “I feel that students spend as much time outside the classroom as in the classroom, and you have no masks in places like D-Hall, and Grill,” said Cameron. “The testing was also not immediate.”

Some students expressed concerns for the recent mask policy change. Lower Juno Cowans believed that there were alternate solutions to the Academy’s health concerns. “I think the mandate was an over-exaggeration of the new health conditions on campus. The health center would be more suited to provide vitamin supplements and protect the community,” he said. “I feel like I’m more isolated and I have more anxiety when I wear a mask because I can’t see people’s faces and facial expressions, which are important parts of one’s Harkness experience.”

Zhang remarked on difficulties with the mask mandate in class. “It definitely

is a little bit harder, because talking at the same volume that you would without a mask and then having to wear one muffles your voice a little bit,” Zhang said. “Though, I’d say you just need to project a little more.”

Lower Colin Jung agreed. “I think that because of the fact that the entire campus was vaccinated against, it’s not realistic to think that COVID would pose any real threat to the students. I suppose that the flu would pose a challenge, but we’ve never done mask mandates for similar illnesses. It doesn’t make sense to me why we should start now. If students want to wear a mask, that’s their freedom, but it seems too much to me,” he said.

Mathematics Instructor Brandon Hew concluded, “I think the mask mandate is a smart decision, particularly given the amount of people with respiratory symptoms. They’re not ideal, but I think we can still have effective discussions.”

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Senior of the Week: Catherine Uwakwe



Senior Catherine Uwakwe smiles on the Academic Quad.

Joy Chi/The Exonian

By ANNA KIM, EMI LEVINE, and CLARK WU

If you spot senior Catherine Uwakwe on the paths, she'll most likely be raving about her lunch. As close friend and senior Diwura Adesanya described it, "If you give her food, she will fall in love with you. Every time I [bring] her food, she's like, 'So you've proposed marriage.'"

It wasn't always this way, though. "I don't think I would be friends with the prep version of myself," Uwakwe said. "When I first came to Exeter, I was really excited but I was also very close minded and willingly ignorant. I was definitely insecure for a while. I didn't know why I was here. Everyone here is so smart and talented, and I'm sort of there. Stuck."

Uwakwe believes that her self-confidence has grown since then. "I think I gradually realized what I could bring to the community and that I chose to believe that everything will work out, you know? Now it feels like I know what I'm doing and I know what I can do to reach the goals that I have. I think I realized that I'm driven by an urge to create spaces for others and to help other people. I know that's what I want to do in the future," Uwakwe said.

Though known for her enthusiasm and energy, Uwakwe sometimes feels tired living up to that expectation. "I don't think my energy was authentic for a long time. It was a tool I used to make friends," Uwakwe said. "It's finally authentic now. I think I learned that it's okay to feel tired and maintain my energy in a healthier way. Sometimes I don't want to be funny, I can be dramatic. It's just about giving myself space."

Uwakwe's dorm, Bancroft Hall, was one of her first homes. "I remember that in my prep year one of my dormmates celebrated her birthday in the common room, and a senior told us that Bancroft is going to become all of our homes. And I sat there thinking how that's never going to happen. Yet here I am."

Now a proctor, Uwakwe seeks to model her leadership after that of the proctors in her early years at the Academy.

"We had a tradition of 'angeling.' My dorm angel did her research and talked to my friends to find out what I liked. She baked for me, decorated my door, and she checked in on me during times of need. I think it was that kind of relationship that helped me feel less afraid of speaking to upperclassmen. And I always knew that that was the kind of senior I wanted to be."

Bancroft dorm head and Science Instructor Katherine Hernandez described what she appreciates about Uwakwe. "She makes others smile just by being her. Catherine's care and concern for others coupled with her ability to make deep and meaningful connections with her peers makes her a tremendous proctor," she said.

Upper Lara Muyombwe has considered Uwakwe a role model since she moved into Bancroft as a prep. "I haven't really had anyone in my life I looked up to who looked like me, and to be completely honest, Catherine was my first," Muyombwe said. "She welcomed me with open arms into the dorm. I learned that Catherine has the same interests as me! We both are into kpop and anime and consume the same kinds of media, which made it really easy for me to grow comfortable around her."

"I just want to thank Catherine for being such an awesome person to me! She's such an awesome friend and a caring, kind soul, and she's not afraid to say what we all need to hear," Muyombwe added. "She's one of my favorite people at Exeter! I'm so glad I met her."

Bancroft dorm faculty and Uwakwe's advisor Meg Foley agreed. "Catherine brings a tremendous good spirit to everything she does. She loves to have fun and I have seen her infuse laughter and joy into many advisee and dorm meetings. She also brings a positive energy to serious matters when we are discussing hard issues that students and the school are wrestling with," Foley said.

"I feel so privileged to get to spend as much time with Catherine as I have because she really does elevate everything around her. I think what I've seen in her evolution over the years is an ever-

increasing depth to how she can on the one hand elevate serious issues and concerns and at the same time how she can bring joy and humor and earnest gratitude to the moment. In short, Catherine is really present for those around her. She pauses and truly listens and meets people where they are. She is just incredibly generous," Foley added.

Uwakwe has also found a home within the Exeter Track and Field team. "I didn't participate in a ton of athletics before coming here, so I was surprised at how supportive the team was. I never loved the struggles of all the laps and races, but I loved that we were doing it together," Uwakwe said. "Track is not the ordinary team sport in that the team is a single unit. But track is a place where everybody's work counts toward that common goal."

On the team, Uwakwe runs, high jumps, and—as of last year—hurdles. "I think my entire high jump career was a character arc, quite literally me going over the bar. I loved getting into the sport and feeling like I was part of something greater that represented the school," Uwakwe said. "I remember it was a meet against Andover, and I was told that my hurdle race could completely change the team's standing in the competition. And they were encouraging me and telling me that I could do it. I was completely mind blown."

Instructor in Physical Education and Track and Field Head Coach Hillary Hall attested to Uwakwe's immense contributions to the team. "She embodies the team ethos of supporting and celebrating teammates' success both big and small. And that celebration isn't usually a polite little golf clap. Catherine can be expected to bring more contagious enthusiasm than almost anyone else," Hall said. "If you clear a height you've never cleared before, or execute a great race, you are going to receive a full on end zone dance in your honor!"

"Another special part of Catherine is her willingness to do all the work it takes for her own self-improvement. That self-improvement is fueled,

in large part by her desire to compete well for her teammates," Hall continued. "That is a legacy she has picked up from those seniors before her and is a legacy she is certainly building to leave behind to the next wave. She has impacted the track and field team from day one."

Senior and track teammate Stella Shattuck said, "She's always someone that hypes me up. She's always been there and cheering for me, cheering for everyone," Shattuck continued. "She makes you feel good about herself and she's also extremely confident with herself and which makes me feel confident with myself."

Senior Adaeze Barrah agreed. "It's hard to pinpoint exactly what she is, but it's pretty safe to say that she embodies chaotic good," Barrah said. "I wouldn't say these things to her face, as my brand doesn't allow it. Sometimes, I wonder how it is that the stars aligned just so to allow me to be born in the same era, at the same location, and with the same heritage as her so we could grow up to be such close friends," she added.

Senior and fellow Bancroft resident Ana Casey shared a fond memory from prep year. "One of my favorite memories with her was prep fall. I was taking a photography class, and photographed her for an assignment. We shot pictures in front of the red and orange tiles of Goel. In the shoot, I had really wanted to get a picture of her with a serious face, staring straight at the camera, but whenever she tried to, she would burst out laughing and a grin would spread across her face. Even if she didn't burst out laughing, her eyes showed the same pure joy. I did eventually get my serious picture, but without her contagious grin, it isn't the same," Casey recalled.

Barrah shared one of her fondest memories with Uwakwe and another close friend, senior Diwura Adesanya. "We started off in a Korean neighborhood in Queens, tried a bunch of Korean food, migrated to Chinatown, and ate some Chinese food," she said. "My greatest takeaway from that day is that if you want to spend time with Catherine,

arrive empty. She eats. She will make you eat. There is no getting through an outing with her without being tricked into downing a 3-in-1 hextuple deluxe meal and being expected to have room for more."

Foley also talked about Uwakwe's love for food. "Even when we were having advising meetings over zoom last year—just struggling to stay connected—Catherine brought incredible energy and positivity. I remember her showing us her home, and particularly the food she was cooking during the pandemic, including her well-known favorite of Nigerian jollof rice. She really saw it as a chance to get to know each other better even though we were far apart and she also loved hearing others' share their stories of home."

Casey had similar sentiments. "I've known Catherine since prep year at Exeter, where she lived across the hall from me. She has always been a happy and bubbly presence in the dorm and has always had food and snacks. She has cooked up elaborate ramen dishes for us on countless occasions."

Uwakwe's relationship with her family has also transformed since her coming to Exeter and exposure to the Harkness method. "Harkness in science and humanities just changed how I think about learning and listening. Everyone comes in with their own understanding and we walk out of class learning about perspectives we never would have considered. It's like this giant mosaic of ideas on the table."

"I always knew that my family's got me no matter what. But through Harkness, I've learned how to talk with them. Now we can have conversations where we talk to each other, and not one person talking at another," Uwakwe added. "Now we can talk about things like race in America when we're eating dinner and the conversations no longer feel like it's like a lecture, and that's a pretty big thing coming from an African household. I think Exeter made me more comfortable in being an outspoken Nigerian girl in my house."

"Now that I'm about to

graduate and leave, I'm noticing things that I usually would not pay attention to. The other day I found myself in the library looking out the window and thinking, oh my goodness, such a beautiful campus," Uwakwe said. "I'm taking more pictures. I'm taking advantage of all the things and places I haven't yet explored. It feels like I'm living as a prep this year, trying to find the new in all things."

"Even though there are times here when I feel sad or lost I don't think I've ever regretted coming here. I'm grateful to have met the people I've met and the experiences I've experienced," Uwakwe said. "If I had stayed in New York, I don't think I would be as mature or independent as I am now. It's going through the motions that teaches you how to take care of yourself mentally, physically and emotionally when your parents aren't here, that teaches you how to cultivate deep relationships."

"A lot of people at Exeter have been kind to me, and I try to pass that on when I can. Then sometimes I remember the state it was just a few years ago. When students founded Black Students of Excellence, it wasn't simple. Teachers apparently said that we didn't really need it. Oh my goodness, if that happened today there would literally be a protest outside of J. Smith," Uwakwe continued.

"And that's disheartening and scary," Uwakwe added. "It makes you think how much of this change is actually permanent. Now that the Academy has changed the name from anti-racist workshops to the core value project it seems that anti-racism has always been here. That's not true. I know that this institution is trying to get to a position where all feel welcome and all feel like they can thrive here. But I don't know how permanent these changes can be."

For senior spring, Uwakwe hopes to spend a lot more time with friends, visit Trackside (finally) and head to Boston on the train. "I want to take a lot of photos, throw a lot of cute outfits on before greeting the grand finale and going off to college."

Faculty of the Week: Eimer Page



English Instructor Eimer Page also serves as the head of the Global Initiatives Office.

Courtesy of Eimer Page

By ANVI BHATE and CHENGYUE ZHANG

The sun shines brightly through the small windows of the marble dome monument in London, UK. 20 voices of young high-schoolers, standing in a large circle in the center, echo to produce a glorious ringing acoustic. It is an informal yet magical musical moment, and English Instructor Eimer Page's first instinct is to take out her phone and hit video record. A few hours later, this video is already the most popular video on the choir's Vimeo page. To this day, students and teachers alike still watch that video to relive that moment. And it's all because of Page's quick thinking and instincts.

Page accepted her job as an English teacher at Exeter as a temporary role while living in the Northeast, but didn't expect the Academy to be a permanent move. Having lived in England and Ireland, she wanted a school with "an international reputation," with the prospect of moving back to Europe someday.

In her earlier years, after finishing her graduate work in Dublin, Page taught at an independent school in the

south of England. Instead of returning back, however, she ended up teaching at Exeter and has stayed for the last 19 years.

When asked about her favorite parts about teaching at Exeter, Page answered, "I really love the amount of freedom I have to teach newly published literature, to teach writers who come to visit campus, [and] to team teach with other members of the English department... it's never repetitive."

Page loves teaching Toni Morrison, Shakespeare, Irish literature, all dramas in general, and the "Utopia and Dystopia" course which has been running since she proposed it at the end of her first year.

"I also love working with students as they go through the meditation, writing process," Page said, speaking about another one of her favorite parts of being an English teacher at Exeter. "Seniors write the meditation and we do a lot of brainstorming exercises, listening to models and so on."

"There are ways in which students go from knowing nothing about it to being able to write their own," Page added. "I really love that we allow students as

their final major English paper to focus on a topic of personal significance and to present it in that sort of extended personal essay form of meditation."

Page aims to help students further develop beneficial skills for their futures which include methods to approach literature outside of the classroom. When giving writing assignments she always provides students a lot of choices and freedom to write about topics of their interests. "I don't like being too prescriptive in my teaching," Page explained, "Above all, I want students to feel that my classroom is a place where their voices are respected."

"Ms. Page empowers [students] and helps them find their sense of agency... She provides support, but she also gives people gentle nudges in the right direction," English Instructor Genny Moriarty said.

Senior Jack Ambrogi, currently in Page's Senior English class, expressed a similar sentiment about Page's teaching style. "I like her kind of down to earth relationship with students... [She] teaches laterally and makes you feel valued as a student."

Page also runs the Global Initiatives Office. She is very appreciative of the opportunities she got to work with faculties from different departments through the process. "People [from other departments] welcomed me... I really enjoy getting to know what they do... and have developed really deep friendships with people," Page recalled.

Last year, the pandemic significantly restricted travels, but she managed to find creative ways to incorporate various online programs for students in Thanksgiving and summer of 2020 to immerse themselves in a topic that was important to them, such as language learning, athletics, activism, justice system, or food and culture.

Concert Choir director Kristofer Johnson recounted how helpful she was during the choir's trip to Britain a couple years back. "She has been an extraordinary help and advocate for the music program as we plan and execute our concert tours," he said. "The global initiatives office helps us to coordinate and to make sure that our tours come off really beautifully, safely, and with a lot of success."

"She also came as a

chaperone when we took the choir, and she was an extraordinary chaperone and just a wonderful person to travel with," Johnson added. "I also know Dr. Page because she is a very talented musician and singer herself. Over a number of the years that we've been here together, we have sung in a faculty chamber ensemble that we have rehearsed on a weekly basis. She is a lovely soprano and, and a very good musician."

English Instructor Todd Hearon had a similar sentiment and spoke about her passion for the viola and singing. "She has a beautiful singing voice. We both love music and love to get together with other faculty members for singalongs," Hearon said.

"The way that she can tie things into her musical knowledge is really cool," Ambrogi commented.

However, this is not the only unique aspect to Page's personality. "Her beautiful lilting Irish accent and fabulous sense of humor distinguish her from other teachers at Exeter," Moriarty pointed out.

Johnson agreed he loved her Irish accent as well as her composure as a person. "Because her

job is sometimes about crisis management, she is incredibly cool and measured in a way that's not detached," he said. "It's actually really present and really thoughtful. My grandmother had an expression, which was to always put her in my lifeboat, somebody that I would really know that could be awesome in a crisis and would be of help. And I know that if I put her in my life boat, she would keep calm, and keep everybody together and organized and working as a team."

"There are not a lot of people in the world like that, and certainly not a ton of people like that at Exeter," Johnson added.

Page expressed her desire to continue to be a resource, or a "lifeboat," to other people, especially students, whether through serious or fun conversations. "I wish students knew that they can always stop by and say hello, even though our office is tucked away on the third floor of the pack and hard to find," Page said. "So I guess from the student side, I wish they knew how much I enjoy talking to them so that they come by more."

Album Review: Faces by Mac Miller

By WILL HACKETT

Trigger warning: mentions of suicide

Originally released as a mixtape in 2014 and re-released on streaming services on October 15th, *Faces* is a deep look into Mac Miller's battle with drug abuse, depression, and the detrimental effects of fame. Written when Mac was at the depths of his mental health issues and cocaine addiction, *Faces* portrays the Pittsburgh rapper's struggles in a beautifully intricate way that cements Mac Miller as one of the greatest artists of our generation.

Setting the tone for the record the first words we hear on *Faces* are, "I should have died already/Came through I was high already." These two themes of depression and drug use are the main focal point of the album. In contrast to these themes, Mac also boasts about his fame in typical braggadocio fashion on the very next track, "Here We Go." Following the heavy subject matter of the

opening track, "Here We Go" begins with a speech telling us to, "Be without fear in the face of enemies/ Be brave and upright that God may like thee." In Mac's verse later in the song he claims, "So many things that I've created/ But this right here might be my favorite/they ask how I feel, I say amazing." In just two songs Mac has changed from wondering how he is still alive to stating how happy he is. This theme of bouncing between depression and happiness is repeated multiple times throughout *Faces*' 25 tracks. As Mac later says in track "Malibu," "I'm the only suicidal m*****r with a smile on." Mac is hiding behind this portrayal of fame, telling the world he's feeling amazing when in truth he is considering suicide. This theme of using fame and wealth as a facade is shown on the track "Polo Jeans." Mac raps, "Broke and crazy, rich and famous doesn't last long/Spent all my cash on a broken dream/ Went from weed and liquor to the coke and lean/All I got's this mansion and this

potpourri/But don't I look so handsome in these Polo jeans?" Although Mac is struggling with his "broken dream" and addiction, he wants the world to focus on his Polo jeans, a metaphor for his money and fame.

Faces also shows Mac's evolution as an artist, with this record showcasing some of his best lyricism and musical skill up to this point in his career. Mac's early career was filled with cliché braggadocio mixtapes about partying, girls, and generally how amazing his life was. His previous album, "Watching Movies With The Sound Off," showed evolution from his previous work with complex lyricism and deeper meaning within his words. On *Faces*, Mac continues to improve his wordplay with metaphors and clever lines—overall arguably the best performance in his discography.

With features from Rick Ross, Vince Staples, and Earl Sweatshirt, who are all recognized as some of the top artists of this time, Mac not only keeps up with these

artists on their features but raps circles around them on verses. On "Rain" with California artist Vince Staples, Vince opens the track with an impressive verse about his hardships growing up in Compton. Vince's wordplay and rhymes are impressive and he delivers the best feature on *Faces* flawlessly. In the second verse, Mac matches Vince's wordplay with equal skill with lyrics like, "My girl hate me, always tell me I should smile more/ Off them drugs that hit you in your spinal cord/This the stuff I need to keep the climate warm/Wish I could get high, space migration/ Pretend I could just fly to great vibrations/The magazines need a quote/ When I'm gone, sorry, I don't leave a note." Verses like this truly show Mac's skill with his wordplay and rhyme. In only 6 lines he covers his struggles with relationships, how he relies on drugs to keep as an escape from the real world, and his contemplation with his own death.

The standout track on this album is the final track,

"Grand Finale". While every song on this record is impressive, "Grand Finale" perfectly summarizes the experience of the album. In this track, Mac explores the idea of ending his life and questions who he really is as a person. "Let us have a grand finale/the world will be just fine without me/The clown got a smile on his face/Slow it down, We going out with a bang/ Are you ready for the fireworks?/It was a quiet night until the fireworks."

Mac states that committing suicide will be his grand finale. The clown referred to in the chorus could be a metaphor for Mac himself. Clowns paint smiles on their faces, so they always look happy. Even though Mac is suicidal he still paints a smile on his face. This also relates to the title of the album, perhaps stating the different "faces" that Mac Miller puts on. This is why the album is called *Faces*—it is an allegory for the masks that Mac uses to hide how lonely and depressed he truly feels. As he stated

in *Polo Jeans* and *Malibu*, Mac wants the world to focus on his "polo jeans," his success and money, and admits to being, "the only suicidal m*****r with a smile on". These are two examples of Mac's "faces," one of his fame and money, the other to show the world a smile.

Faces is a hauntingly beautiful record in which Mac Miller paints his mental illness and addiction in a complex and intricate way that really makes you think about what he is saying. This record has become one of my favorite pieces of music I have heard in recent years. How Mac talks about his struggles through metaphors and intricate wordplay keeps me coming back. There isn't a single bad or mediocre song on *Faces*' 25 tracks. The most haunting aspect of this album is that Mac Miller died from an accidental overdose on cocaine in 2018. Although he is no longer here, Mac's legacy remains in his art. In the words of Florida artist Pouya, "Even if you kill me I will never die, My words will live forever."

Senior of the Week: Anna Tran



Senior Anna Tran smiles on the Library Lawn.

Teja Vankireddy/*The Exonian*

By ANVI BHATE and
CHENG YUEZHANG

As the ref's whistle blew to signify a set-sealing point against Northfield Mount Hermon in the JV volleyball game over parents' weekend, Anna Tran cheered in excitement while hugging her teammate.

In addition to being the captain of both the JV volleyball and tennis teams, Tran is involved in the cultural and Diversity, Equity, and Inclusion programs, including being on the Asian Advisory Board and founding Exeter's very own Vietnamese Society. At Exeter, she realized her passion for and strengths in humanities, which sparked her love of writing and her American History, English, and French classes. Originally from Atlanta, Georgia, Tran attended a small Catholic school before coming to Exeter.

Reflecting on her desire to come to Exeter, Tran said, "I had always just wanted so much more. I knew that if I stayed in Georgia for high school that it would be no different. So my parents and I looked into boarding schools, and I knew that that was what I wanted."

She continued, "What kept me hooked on Exeter specifically was the diversity that the school offered. Diversity ranging from race,

ethnicity, sexual orientation, gender, religious affiliation. Exeter offered that vibrant, open, and diverse community I had always searched for."

Some of Tran's closest connections, both friends and faculty, have come through living in Merrill Hall. Her prep year roommate, senior Moksha Akil, recalled their first weeks together. "She was my first friend at Exeter," Akil said. "Anna and I were very attached at the hip prep year. It did not take us long at all to become friends, and it wasn't even that awkward when we first met."

Akil continued, recounting some of their favorite memories from prep year. "I was obsessed with Mamma Mia. So what we did was put on the Mamma Mia soundtrack and sing together, but I was at my desk and she was at her desk," Akil mentioned. "And later, at least one or two years later, I learned that she actually searched up the lyrics on her phone. She had never watched Mamma Mia before. She did that so that it could build our friendship."

Another one of her dormmates and best friends, Chieko Imamura, fondly recounted the first time she met Tran—long before coming to Exeter. "I think it was in 2015 at CTY," Imamura said. "We weren't good friends, but I specifically remember her wearing these awful neon green shorts and a purple

t-shirt while playing capture the flag."

"She's just the most genuine and supportive friend." Imamura added, having been very close with her since their prep year. "She embodies the idea of goodness, kindness and empathy, and she's just such a great spirit to have on campus."

Looking back to their lower fall, Imamura described one of their most enjoyable memories together. "Anna had just learned to ride a bike the term before, during prep spring, and we decided to bike 7.5 miles to the nearest Starbucks at the time," she explained. "We biked a long way over there, and got Wendy's and Starbucks. And then on her way back, Anna decided she couldn't bike anymore and had to call Dean Moriarty and Ms. Nemeth to come pick her up while Moksha and I biked back on the highway."

One of her close friends, senior and former teammate Stella Shattuck, emphasized the quality time she spends with Anna, recalling, "Anna and I hung out in my room once and just had a really chill night. We painted our nails and watched Princess and the Frog and relaxed."

Touching on the environment Tran created, Genny Moriarty, a former dorm faculty of Merrill and English instructor, commented, "I admire the way she helps create a positive,

encouraging atmosphere at the table and in the dorm."

In Exeter, Tran's passion lies in writing, Diversity, Equity, Inclusion (DEI) and cultural work. An avid writer as well as leader, she sets an example for many as a senior writer for WEVisionXPEA.

However, her leadership goes far beyond writing. After joining Asian Advisory Board as a prep, she later created the Vietnamese Society, a cultural group open to all that won't "end when [she] leaves and will continue to be passed down." For Tran, Vietnamese Society is something that "means everything to [her]." Also an E³ (Equitable Exeter Experience) peer mentor, she is an active member of many DEI and cultural groups.

As a four-year member of the JV Tennis and JV Volleyball teams, she is now captain of both teams. Her open and warm character easily builds bonds with her teammates both on and off the court.

Shattuck fondly reflected on their memories together. "When we used to go to away games for volleyball she would always braid my hair," Shattuck said.

Tran always injects positivity and uplifting energy to the people around her, especially in sports teams. Senior Keona Edwards, a co-captain of the JV volleyball team, said, "She's always there

to give me an encouraging word or a pat on the back, and I appreciate her cheerful energy," Edwards said. "I often find myself laughing whenever we interact."

In the classroom, her maturity shines. Moriarty commented on Anna's "quiet leadership," and her "thoughtful, kind, and conscientious" personality. "There were occasions when she would bring up a topic that the rest of the class might be skirting around, like they weren't seeing the issues of race or gender within the book that we were reading, and she was really great about bringing those issues into light. She's got a quiet leadership about her that I don't think she really realized at the time," Moriarty said.

Tran's compassion for others and humor is evident to many, especially to Shattuck. "She genuinely cares about everyone and always has a very warm and open aura," Shattuck said.

Moriarty described Tran as a positive presence. "Anna is someone that never fails to put a smile on my face," she added. "She has a wonderful, warm presence and a great sense of humor that draws others to her."

Akil agreed, explaining that Tran is and has always been a bubbly and welcoming person. "The initial way I would describe her is that she's super sweet and she wants to be friends with everyone. She gives random hugs to people from behind and tries to make sure there's no beef between anybody," Tran said.

"My favourite thing about Anna is her ability to just make everything around her happy," Akil continued. "She's a very happy person, and she wants everyone to be around her to be happy as well. Her energy is very contagious."

Senior Ela Andreassen agreed. "Anna is a very happy person who is always excited to meet new people and do new things. Anna Tran is a testament to staying true to oneself," Andreassen said.

Her empathetic personality encompasses only a portion of Tran's big heart. To Moriarty, she's also "dependable, self-possessed, incredibly mature and conscientious—the kind of student who notices how others are doing; writes thank you notes to friends and teachers; and looks for ways to advocate for and lift up those around her."

"There are many caring students here, but for her, there's something

extraordinary about the way she shows her attention to others and care. I would say that's a word that really encapsulates who she is," she continued.

Moriarty recalls Tran checking up on her through email at the beginning of the pandemic and asking to chat on Zoom. "It's been wonderful to see her grow in confidence since her prep year, and I am grateful that she has kept in touch over the years," Moriarty said.

Asked about her impact on Exeter, Tran mentioned, "As opposed to some huge revolutionary change, I think it's the little things I do, that I contribute to Exeter, that will accumulate and leave an impact behind. My goal is to try to make the people I encounter feel comfortable and loved at Exeter. Being away from home is a scary thing, and now as a senior, we are looked to as the leaders of the school, and I just want to be able to brighten someone's day! I want to continue to make Exeter a space that is comfortable and safe for everyone."

Tran concluded her interview by giving her final reflections of her time here. "I was pushed more than I had ever been pushed before. I have experienced the good and bad of Exeter, and I would say I've come out of it a more mature, driven, and independent individual," Tran said.

Imamura agreed with this, explaining how much Tran has changed over the years. "Over the years, she has become more sure of herself, her interests, and the impact she wants to make," Imamura said. "She has figured out what she's good at and she really goes for what she wants, never really holding back in terms of effort and hard work."

"I think Anna will leave behind such a great legacy," Imamura added. "She has left imprints on every person she talks to, just for being so kind and such a great person to be around."

When asked what legacy Akil thinks Tran is going to leave behind, Akil believed that it will be one of warmth and hospitality. "I think people are gonna know her for being a really friendly person on campus. And that she's always biking around," Akil said. "I think she's gonna be especially known by the preps for being that senior that was always there for them and that you're able to talk to. She's going to leave a legacy of kindness and happiness."

Family Weekend: Ventures into Boston

By HANNA DIRSA, NHAN PHAN, CATHERINE WU, and ELINAYANG

With lifted COVID-19 restrictions, Family Weekend was a much livelier experience compared to last year's event and many students took advantage of the long weekend for a quick trip to Boston.

Some students took a trip to Boston on their own by filling out out-of-town permission forms (OOTs.), and others went with the Office of Multicultural Affairs' (OMA) organized trips.

Prep Catherine Chen discussed her Boston trip. "My experience there was amazing: my sister and her boyfriend took me around Newbury Street to shop and to the Boston Gardens as well as two art museums. I ate a lot of food like a lobster roll, cider donuts, Japanese food, and Italian food. We got to Boston by a rented car sharing app," Chen said. "The memorable highlight of the trip was definitely Newbury Street. The food is amazing and diverse. I got plenty of shopping done

for my dorm."

Lower Catherine Zehner shared her experiences. "I drove down to Boston with my dad, who dropped me off with my mom, who was already there. I ate a lot of seafood. I mostly shopped with my mom and caught up on sleep on a mattress that didn't scream every time I moved," Zehner said. "I'd say the most memorable part was the vintage market I went to, where I bought two rings and was persuaded by my mom not to buy many leather jackets. I had to fight a lot of indie college students for the good stuff."

Similarly, lower Aaron Park had a fun and enjoyable trip into Boston with his parents and friends. "[My parents and I] went to a restaurant. We always go there in Boston. And then we came back and I just slept over at my parents' hotel," Park said. "Right after my parents dropped me off in Boston and then I was kind of alone for an hour. And then I met [my friends] Rex, Nhan, and Aidan and we hung out. We hit up a couple stores, then sprinted to the bus after

taking my very first metro ride and came back and had a great day."

Additionally, many international students were also offered a chance to go to Boston during Family Weekend through an unsupervised Office of Multicultural Affairs (OMA) sponsored trip, chaperoned by OMA Dean Sherry Hernandez and International Student Coordinator Jennifer Smith.

"It was so awesome to bring 28 students to Boston with Mrs. Smith, knowing that family weekend can evoke a lot of different emotions for students," Hernandez recalled. "Family weekend can be really super exciting. And for some who have very complicated situations, Family Weekend, again, is a whole host of feelings. And we wanted to make sure that we were supporting our students whose parents possibly are unable to come and visit them due to far flung places that their parents may be coming from."

"Mrs. Smith has been offering this trip for many, many years for our interna-

tional students. And it was sad that we were unable to offer it last year due to the pandemic. Again, this is another sign of brighter skies ahead. The ability to bring students on a field trip to Boston to be able to do whatever they want with friends that really meant something for us to be able to offer," Hernandez continued.

Upper Ale Murat took part in the OMA trip to Boston. "It was really fun! We went to a diner called the South End Diner or something like that. I ate two chocolate chip pancakes and a burger. And then after that we went to the Elizabeth Stewart Gardner Museum. It's my favorite museum. And then we went to Newbury Street and shopped for a little bit. Afterwards, we went to the Boston Gardens, we got some coffee and then we just went back to our meeting spot."

"I think I would've wanted it to last longer, to be honest. Because we got there around 10:30 and, personally, when I go to Boston or a city or something like that, I wish I could have had more time to maybe go to the movies

or something like that. But with that said, I think it was a great idea. I think we should push for more events like this where we get out of this campus and it's not extremely complicated to do it," Murat added.

Prep Shiqiao Zhang went to Boston for the first time this Family Weekend. "I roamed the streets of Boston with a few friends, and we had a big meal at a Chinese hot pot restaurant. We also visited a few stores and almost purchased Among Us merchandise (but failed...)," Zhang said. "It created a sense of family for international students whose families were not able to visit them and was hence beneficial to the strengthening of bonds in the community."

Senior Dada Grochalova, who was looking forward to this trip weeks before, remarked, "It was very nice, very fascinating. I really enjoyed it. And I saw, like, I really enjoyed the different atmosphere in the city. It was very different from the town!"

"So, I went to Chinatown

with a couple of people. We ate in this very fancy, very cool restaurant," Grochalova added. "And then we went to see the Aquarium, which was so beautiful. And then we just visited a bunch of shops and ended the day nicely!"

A Boston local, senior Jimmy Wu, strongly recommended a Boston trip for future students. "There's a lot of places you can go to, for shopping on Newbury Street, for great food everywhere, and just for some time away from school," he said.

Chen had similar feelings. "I would definitely recommend a trip to Boston. It's a nice getaway from Exeter every once in a while and it's especially beautiful during this time of year. There's plenty of tourist attractions and iconic foods to try."

"It's so refreshing to be surrounded by people who aren't your teachers or classmates and have a new environment to explore. Exeter can be a bubble, and it's nice to step out of it, even if only for a weekend," Zehner concluded.

An Interview with Gordon Chase '66



The Forces in Motion exhibit is open to visit in the Lamont Gallery from October 22 to December 18.

William Park/*The Exonian*

By KAYLEE CHEN,
MINSEO KIM, and
ANDREW YUAN

The Firestarter. Fallen Angels. The Taking of the Lagoon. Artist and alumni Gordon D. Chase's work will be displayed at the Lamont Gallery from Oct. 22 to Dec. 18. His pieces range from intricate charcoal drawings to abstract-style marine plywood sculptures, standing stoic and casting a second-perspective realm of shadows across the walls. Many exhibition pieces include Chase's new works which highlight the nuclear question, reflect on historic tragedies such as World War II and the atomic bombings of Hiroshima and Nagasaki, and fiddle around the idea of "what comes next." "What are the chances for nuclear catastrophe now or in the future? Are we on a perilous path, oblivious to the ultimate threat, and in denial about the threats of extinction? Are we capable of destroying life on Planet Earth?" The ultimate question comes to: "Have we learned anything about doing harm to ourselves and to our planet?"

In the following interview conducted by Andrew Yuan, Chase recounted his journey of art at Exeter.

Q: After viewing your exhibition, we found the messages you carried in your artwork relatable to the world we are facing right now. When you first came to Exeter, you lived in an era of social changes, with the civil rights movement, the Vietnamese war, and the Cuban Missile Crisis. Your artwork reflects that in the same way we perceive the changes we see today. Have you been actively involved in these changes?

A: It's funny that the work on the left side of the wall in the gallery is one of my anti-nuclear pieces. I created that time in the early 1980s, which was a time when the nuclear threat was becoming just so dangerous with MAD (mutually assured destruction.) In fact, a new Exeter trustee, Dr. Ira D. Helfand, won the Nobel Peace Prize twice for combating the threat of nuclear war and belonged to the International Physician for the Prevention of Nuclear War. He's spearheading an international movement to get the back from the brink resolution passed by state governments, legislatures, churches, every organization you can think of as a kind of curve on American instincts. We don't really need to spend a trillion dollars on upgrading nuclear weapons. So I got excited about that particular issue in the 1980s, and it's

rearing its head again.

Q: In what ways your experiences at the Academy influenced your artwork?

A: I arrived at Exeter very young. I was only 13. I was too young to really go away to such a big, all-male school. Back in the days, it was incredibly competitive and a kind of a place with a very much of a "sink or swim" mentality. You're either a winner or you're a loser. You can't be anything in between. And I was a really perfectly nice little kid and I'd always been smart, but I wasn't that competitive.

When I first got here, many who were outstanding in their middle school classes were suddenly swarmed with people who were as smart as they were. All of a sudden, I felt like I couldn't do anything. I'm no good. I wanted to be a scientist. I was so in love with science, but the first science course I had here just went terribly. I think that a lot of people had a similarly unfortunate experience.

Then, I turned to art, where I managed to find a little space for myself and found that I could kind of make my own rules. So as life progressed for me, particularly on the academic front, I did terribly here. I nearly failed and flunked out of school. I nearly got kicked out. I was a mess. I failed French for the whole year in sophomore year, for example. But at the same time as I was having this terrible experience in most of my subjects, and it wasn't clear what was to be done, I was exploding at making art.

I was making more paintings. They were big and ambitious paintings and they had picked up and were not only inspired by, to some extent, artists like Picasso, but also by events like the civil rights movement, which as you indicated before, really came to life in the middle sixties when the Civil Rights Act was passed. Things were really happening. Artists and musical artists like Bob Dylan inspired a lot of us. But at that point, I think there was still an extraordinary gap between school life, which was very insulated, even more of a bubble than now, and what was happening in the outside world.

Q: How were you able to adapt to all this contrast between the protective school environment and the changes outside?

A: I think I was one of the few people who found a way to sort of respond to that and say something that was meaningful. That

was where I sort of began to make art with a social conscience. And I think that has been a theme in my own art career ever since then. Certainly it's informed all my teaching, um, at various private schools for the last 40 years. So there's stories I can tell along the way, but, um, in addition to finding art and loving art, um, it was a time when people sprayed as one of the worst things you could do was to have long hair. Oh, you know, and that meant here. You would, you would say it was short here now, but that was seen as something you weren't supposed to do.

So the Beatles spurred this a little bit, with their slightly shaggy haircuts. I had teachers that would come up to me and offer me money to get a haircut and say, "You look like a girl." Another teacher came up to me and said, "You're never going to get into any college looking like you do." That was very disconcerting, if somebody makes such a direct personal comment. I had this ironic experience two years ago; there was a wonderful exhibition in the Academy Building. I think a senior photographer had done this whole study of African-American hairstyles. And I saw, here in the same hallways, my former hockey coach, who was a tough guy and really didn't like me. He was the one who said, "You're not gonna get into college."

He also told me I couldn't play Varsity hockey unless I got a haircut. I refused to do it. I was good enough to play hockey, but I refused to do it. I played JV. But this is what discrimination feels like. Having grown up in a very, with a very sheltered childhood, all white, reasonably well off, I'd never experienced discrimination. Kids these days come from tough situations and experience that discrimination much sooner. But I suddenly began to understand what it meant to be different. So that kind of set up my interest in addressing the whole problem of "the other" in society, of what's considered different. I loved painting pictures of strange and unusual characters because people are innately amazing. I loved celebrating.

So I was making all this amazing art and a lot of it was about diversity and civil rights, while I was failing French for the whole year. You're not supposed to do that. You don't fail things for the whole year at Exeter. That's not considered an Exeter thing to do. I had to go to summer school and take the retest. But fast forward, I get into college and I get

into college because of all the art I made. I got into Yale not because of my studies, but because of my art, which completely blew the minds of the college counseling office.

I was not one of the regular good kids. I did not follow the form that for success, the Exeter route of success. I went a completely different way, and that really confounded them. But anyway, to get to college, I have to take a language course. Oh my God, this thing that I'm the absolute worst at, in my life at Exeter, you're gonna make me do this again. I won't survive. A good friend told me to take a specific class. That teacher is wonderful. It's engaging literature. I took the class and got an A-. I literally got an F in French four years earlier.

I ended up going in, sitting my entire junior year in France. I did a junior year abroad for a whole year, at the end of a whole year, living in France. I can't tell you how good at French I was. So this thing that I was the absolute worst at four years earlier, four years later, I was just magnificently successful at. The lesson here is, perhaps, you can't predict what you're going to be good at or how it's going to go. And you know, in a place like Exeter it's like whitewater, canoeing, like, you know, good luck if you make it through without getting a few knocks and bumps. You can't just go from zero to 60 in a perfect success. Adolescents just aren't allowed to do that in a place that's as challenging as Exeter. Of course, it seems like anybody can do that, but that's not real.

Q: How did you eventually decide to commit to art as your path forward?

A: My mother got me the idea that I could build a building and so I built a small building that became my art studio. It was this open space for art with a tall, elegant shape to it. I was inspired by a Japanese pagoda but one placed in New England. And I built the whole thing myself. I had to dig the holes in the ground, do the foundation and put the sticks up on the roof. My father guided me a little bit, but I did all the work. And I then ran that as my studio, as a studio gallery, when I was still a high school student and I had it opened as a gallery on the Maine Seacoast. People just came and looked at my art.

I started selling watercolor paintings that I painted and they got to look at all my interesting creative stuff. And I did that

for a couple of years. So that was kind of a cool thing, but it was like building this building. I built myself and I was like having done that. Nobody could take it away from me from that point on. I succeeded in a way that wasn't Exeter-styled. I was a winner, but in a way that my peers at Exeter hadn't thought. It was through art. So then I went off to college and it was the late sixties when protest against the Vietnam war, civil rights movement, the gay rights movement, the women's movement were happening.

Q: How have these movements influenced your art?

A: There were so many people in the street and so many demonstrations. It was an exciting time. And I feel like now, 50 to 60 years later, we're at a similar moment. All the protests about George Floyd, Black Lives Matter protests, the Women's March, the March for Science. So many things have happened in the last four or five years, during a similar time of great social change. I think the whole idea of holding onto what we call conscience is utterly essential. And so my art continues to be centered around issues that I think are personal and social intent. To me, they're all similar, and nowadays, the personal is the political.

Of course, we get ourselves into trouble with the assumptions that we make. And we all need more practice. I can say that even for somebody at my age, I still need practice working on how to take my assumptions apart and becoming a little more deliberate about how I talked to you about and what you believe. Through this, I can understand how we differ and be able to communicate in a composed way. It doesn't mean we can't be intense and passionate and hold on to our point of view. But I think we all need to get as much experience as possible. And I'd love to believe that a school like Exeter is a lot better at allowing that kind of conversation to happen.

Q: I saw that a few series of your art were created in 2015 and were comparatively more recent than other work that was showcased here. I was wondering if it was related to the political or social atmosphere around 2015 that inspired you to create these artworks?

A: I retired from teaching around 2014, and suddenly I left it to action. Unlike some teachers who are going to teach over at age ninety or eighty, I chose

to retire at age 66 to give myself time and energy to do work that I thought mattered, that I could show. So I dove deeply into this anti-nuclear theme. Um, I was a part-time volunteer with Physicians for Social Responsibility. I'm not a doctor, but there's a Boston chapter at greater Boston, and I've done some graphic design with them. I went to their meetings, I've helped organize symposiums and so forth.

So I've chosen to work with two existential threats in my artwork we face: nuclear war and climate change. So what am I going to do next? I think I should do more work on climate change. It's becoming so much more immediate recently. And it's where people are willing to look a little bit more carefully because they're starting to experience and observe the change. I think I will probably get a refugee or similar themed series. Really, who are we kidding when we don't think that this problem is worsening? Around the world, you have water drowning up in certain regions, and agricultural land disappearing. People will have to move to save themselves and need to be able to accommodate that terrible, significant change when it comes to that time.

I'm talking earlier to some students about a couple of the pieces I have in here. We are all witnesses, we all observe the happenings around us. Depending on where you live or where you are from, you see good and bad things happening. But when you do see something happen, does a witness need to become a messenger? I think more often than not. If I'm talking to somebody, they say something insensitive, racist, or sexist or offensive, I need to be able to say that I'm really not comfortable with what you just said. I don't think it's okay. Can we talk about it? I think that we all need a lot of practice, as I say, to begin to bridge differences that are probably always going to be there based on assumptions.

We never questioned nearly enough. I was tempted tonight to wear a t-shirt with a quote by Greta Thunberg: "our house is on fire" or "how dare you?" I didn't get a chance to print the t-shirt out and I don't think it would be fair for me to say "how dare you." Some of my age group is causing all the trouble, but I think our house is on fire is a wonderful quote. It's also very sober and realistic. So I listen with gratitude. I like to urge any and everybody to do something. And I'm doing my own through art with a social conscience.

Op-Ed

» WORKERS

Read about Arya Palla's '23 analysis of the wave of worker strikes across the nation, 10.

» GRIT

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It's Time to Lose the Obsolete Tradition of Classroom Animal Dissections



Sabrina Kearney/*The Exonian*

By HANNAH PARK '24

Millions of animals of over 170 species including cats, frogs, and fetal pigs, are killed for school and university dissections in the U.S. each year, according to the American Anti-Vivisection Society (AAVS). There are several safer and ethical non-animal alternatives that schools can easily adopt. Anatomy and physiology can be taught as effectively (and in most cases, better) as the traditional dissections, through digital programs, 3-D models, and synthetic animals.

The history of this cruel

and dangerous way of learning dates back to the 1500s, according to AAVS's "History of Vivisection and Dissection" page of their "Dying to Learn" website. Andreas Vesalius, known as the founder of modern human anatomy, strongly believed that dissections would be a better anatomy learning tool than illustrations or book descriptions. Human corpses were first used until legal and ethical issues led to the common use of animals, as many did not have the same concerns for animals as they did for humans. After science curricula were brought to elementary through high school students, the number of animal

dissections in high schools increased.

Though animal dissections have come a long way, the practice hasn't adapted to the major progress technology has made so far. According to the 2019 article "How Teachers Use Technology in the Classroom" by David Nagel, 95% of teachers use some form of technology in their classrooms. With the COVID-19 pandemic, education technology has grown even more rapidly since the article. Now, there are many apps such as "3-D Frog Anatomy" and "Froggipedia," a frog anatomy program that not only allows

students to perform a virtual dissection, but also teaches students about a frog's life cycle. Synthetic animals are another option, and had already been used for the first time at the J.W. Mitchell High School in New Port Richey, Florida in 2019. As stated in a literature review by the Society for Humane Science (SHS), in 88% of studies, non-animal ways of learning were greater or equal learning tools to dissection due to factors like more comfort in knowing that their synthetic or digital dissections didn't contribute to the suffering of real animals.

Replacing traditional dis-

sections with the stated choices will make a positive impact on the environment. According to the Humane Education brochure by the Animal Welfare Institute, around 99% of animals used for dissections are taken from their natural habitats, and as there are more than 12 million animals dissected in the US each year, it can greatly disrupt local populations and lead to biodiversity loss. With a diet of insects and as prey for many birds, reptiles, mammals, fish, and invertebrates, frogs are just one example of how damage to one animal species will always affect others as well. Amphibian populations are already declining due to a multitude of reasons such as pollution, climate change, and habitat destruction. They do not need another threat like the unnecessary killing for dissections.

Along with the harm it does to ecosystems, dissections often expose students to hazardous and foul-smelling chemicals used in embalming animals. The carcinogen formaldehyde, for example, is often used to preserve animals for dissections. The Agency for Toxic Substances and Disease Registry (ATSDR) of the CDC describes it as "a highly toxic systemic poison that is absorbed well by inhalation. The vapor is a severe respiratory tract and skin irritant and may cause dizziness or suffocation."

Some may argue that animal dissections are cheaper

than other methods, but the Academy has the funding to provide the alternatives. Although synthetic animals may be more expensive than their real counterparts, the students' health and ecosystems' benefits outweigh the high prices. Additionally, there are many mission-driven donors interested in donating for a good cause, which in this case, is for the environment. For apps that offer virtual dissections, they are the most economical choice. A single software can work for years, while animals must be thrown away and newly bought after every use.

There may also be arguments about growth in hand-eye coordination and fine motor skills as students learn to use sharp tools with animal dissections. Fortunately, synthetic animals that are made to be as realistic as possible allow students to have the same experience without any of the cons.

We, as students, have the ability to make a great difference. Sit out during classroom dissections, and convince your parents to write a letter to your teacher explaining your reasons for why you didn't dissect with your class. Email your teacher about possible replacements. Talk with other students who share the same views. Petition for the creation of a policy that requires dissection alternatives. Continue to educate yourself and spread knowledge on the harm dissections bring to animals and humans.

"Martyr to Grit"

By SOPHIA ZHANG '23

Around a week ago, when I'd finally finished my homework for the night, I had no functioning brain left to write an op-ed. This is, of course, a hyperbole. I was/am glad to have a functioning, hopefully always, brain. But in light of my lack of inspiration (a feeling of "Yes, I need to write this!"), I dug for op-eds in *The New York Times* and hoped for inspiration. I ended with a video op-ed, titled "It's Quitting Season." It was on the withdrawal of Simone Biles during the Olympic Games. The video went through the ideal of "Winners never quit. Quitters never win," considered whether it was truly helpful for us to simply keep going and going without opening our eyes to the, emphasized that "persevering shouldn't be a default, it should be a choice," and closed with: "Don't be a martyr to grit."

Burnt out and feeling powerless in the face of piling assignments, I felt somewhat reassured through this idea of being "a martyr to grit." A neat and righteous answer came in thinking that I had been sacrificing bits of my mental wellbeing and excitement for learning in service of an aimless perseverance. But answers never come so cleanly. I had for a while hoped to write about the Exeter workload, and, to summarize for you my beliefs, I consider it too heavy. Yet I never did, until this piece you are reading, because there was always a sting in the back of my mind and a justification that my parents would give when I complained to them about the workload: Isn't it good to build grit?

In short, yes. In longer form, yes, but it really needs some clarification. Grit, in most psychology research, is considered passionate perseverance. Not just perseverance, but passionate perse-

verance. So in considering whether we hope to build grit, we can't only use it as a justification to work ourselves into the ground. We must consider whether the passion diminishes as the grinding continues.

In the context of this definition, is the Exeter workload actually conducive to building the good type of grit? Yes, and no. In my experience, this depends on way too many factors. My personal preference for assignments plays a big role—each student would prefer assignments of different forms, as we all get our creative energy in different ways. But the genius behind many of our teachers here makes it so that individual homework assignments can be exciting to see.

The no comes from the fact that taken together, all these small benefits sink into a huge issue. As the work stacks up, the time to be fascinated by whatever we are

learning decreases and time to stress about the workload ahead or bury your head into it increases. I don't want to speak in absolute terms, because there are days when I have a blast doing my homework—even if it is for hours—and leave feeling inspired. But most other days, I feel burnt out and too tired to think for another minute. I think there is thus a point where it becomes unhealthy, where neither the love of learning and drive to follow that nor grittiness are developed. I don't become gritter, because I've been sandpapered by the amount of work. I don't have time to feel that shimmering excitement at a new concept, because I have so many more to tackle onwards. The workload is so heavy that it often detracts from both our mental health and our love of learning.

It is obvious that the school—perhaps more accurately the administration—knows that there should be a

limit on homework load. We have the rule that 75 minutes is the maximum amount of time homework should take for each subject, each night. To begin, this is a pretty unreasonable number. 75 minutes each subject adds up to 2 and a half hours on my lightest days, and 5 hours on my heaviest. The US's National Education Association recommends 10 minutes of homework each night per grade level—for me, that would be around 110 minutes. There is a clear difference. This is not considering that usually, each subject's homework takes way longer than 75 minutes, sometimes upwards of 2 to 3 hours, if it's a tough day. But, in the spirit of solving this problem, I think there isn't much else the school can do in this aspect. The obvious way forward is to decrease the time limit and enforce more strictly on teachers, yet it's difficult to understand what exactly that greater power to the adminis-

tration would do.

My current suggestion is for more formal opportunities of teacher and student communication. We have METICs, where as a class we do get a chance to reflect on homework load and whether it should be changed. I'd propose more of those opportunities, so teachers can hear how their current workload is affecting students and alter it accordingly. In conjunction, it's also important that we move away from the idea that being overworked is part of what makes an Exonian.

Accepting the unreasonable workload and taking it as part of who we are makes it something we just have to go along with. But we shouldn't. Not when this workload can impact our health and distract from chasing curiosity and building passion. Not when it means that grit—passionate perseverance—is the truer martyr here.

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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The Exonian welcomes Letters to the Editor sent to the care of lahuang@exeter.edu, ajtang@exeter.edu, makil@exeter.edu.

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Why Exeter Needs The Exonian

By NICHOLAS ROSE '23

This past summer, I was fortunate enough to be sent by *The Exonian* to *The Harvard Crimson* Summer Journalism Academy, a two-week-long virtual workshop run by editors and executives of *The Crimson*, Harvard's newspaper, which is commonly viewed as the most prestigious in the country. Completely self-sufficient and free from oversight of Harvard itself, *The Crimson* manages to churn out a publication every single day like a well-oiled machine. During the Academy, I learned about Journalism 101 in a presentation from *The Crimson's* president, listened to a fascinating panel of Harvard alumni discuss the ethics of reporting, participated in a breaking news simulation, and experienced many other extremely informative exercises.

However, much of what I heard in these presentations

sounded like echoes of what I've learned in the past two years writing for *The Exonian*. In fact, I came to understand that *The Crimson* seems like some high and mighty publication, but our *Exonian* only falls short in terms of the frequency of publication and number of writers. We often take *The Exonian* for granted as just another club, but it too embodies a sense of professionalism extremely similar to that which I witnessed over the summer. And in talking with other participants of the Journalism Academy from school newspapers around the country, our newspaper seems very impressive in both its size and depth of covered stories.

As I watched editors of different *Crimson* sections display examples of past articles, I also gained an appreciation for the power yielded by *The Crimson*. In taking a simple glance at the current opinion page of their website, one can find articles about dining hall

tray returns, the benefits of taking philosophy, and dating a blind person. So many different aspects of the school are investigated within each publication, and editors constantly described the real-life effects evoked at Harvard by this medium.

While *The Exonian* is not unaffiliated with its school and faces the resulting inability to say whatever it may please like *The Crimson*, it too does serve as an extraordinarily powerful mode of concrete change. Through *The Exonian*, we can celebrate traditions and people integral to our school community, inform members about relevant events and policy, praise aspects of the school we believe to be successful, and seek change for those needing improvement. Take last year's schedule as an example. *The Exonian* served as a medium through which students were able to express displeasure towards the initial plan and suggest methods by which it

could improve. The administration listened and worked with students to create multiple iterations of a much healthier and balanced schedule.

With a publication at our school of a similar caliber as *The Crimson*, we have so much more potential to raise awareness of both issues and points of celebration at Exeter, and so I challenge different parts of our community to go above and beyond. To students: *The Exonian* is already one of the largest clubs on campus, but we can certainly make it bigger. If you want to make your voice heard to the school in news, life, or editorial, then write! Anyone can join anytime and create meaningful change at Exeter with their words. To faculty and the administration: closely read and act upon the articles within our weekly paper! Within these pages writers have put many hours into researching and publishing about a certain aspect of the school they

believe needs attention. Many articles are often a culmination of interviews that encompass widespread opinions about the student body and pertain to issues viewed as a high priority by the administration. There is no better place to gauge the feelings of the student body than through *The Exonian*.

That being said, *The Exonian* itself has some aspects in which it could improve, namely in the retention of writers. Based on the greater number of people who attended meetings over zoom last year and the amount of "staff writers" listed on the masthead, *Exonian* meetings this year haven't seemed to be reaching their full potential. It's one thing for members to "write for *The Exonian*" and another to actively contribute content, and so the paper needs to devise methods through which it can encourage attendance and therefore article signups. Unlike other clubs and organizations, the paper continu-

ously adds new members—a fact that *The Exonian* needs to make more clear to the student population, especially preps who may be interested but were tentative to sign up at the beginning of the school year. Taking steps to bolster its image around campus along with educating students about the influence involved with writing could go a long way towards attaining its capability as a publication.

While our school newspaper does possess the title of "longest continuously running high school newspaper," there are so many other aspects that set *The Exonian* apart from other standard publications. I'm relieved that I recognized this fact over the summer while I still have the opportunity to partake in such a unique facet of Exeter's culture. *The Exonian* already influences life all over the school, but there is so much more potential for advancement if we choose to take advantage of it.

Masks Should be Here to Stay

By JOONYOUNGHEO '25

It's been a few weeks since the Academy loosened the stringent mask protocols it had outlined in the fall reopening plan, all the way back in August. Now, with an increase in COVID cases, the flu season, and an outbreak of the common cold, the policy has once more been reversed. Many reacted to this abrupt development with confusion and, to some degree, hostility. Instead, I saw those few mask-free weeks as an experiment, and not a very reassuring one, as it highlighted the importance of mask-wearing in the community. Difficult though it may be to admit, we aren't quite ready to discard our masks. They might seem crude and cumbersome, but they certainly are effective—and for this

reason alone, we cannot afford to throw them away.

The most obvious benefit of mask-wearing is that it protects against COVID. The masks that the school provides are surgical masks, which you can find on the ground floor of every academic building on campus, EPAC included. According to the FDA, these masks keep you from inhaling through your nose and mouth large-particle droplets, splashes, and sprays (possibly from a cough) that may contain disease-causing germs. Essentially, they minimize your exposure to COVID, making an infection less likely. This fabric barrier also works the other way, so if you do have the virus, your mask will protect those around you, slowing down the rate of contagion. All this means fewer COVID cas-

es, which in turn means less time spent at the health center, making for a more vigorous, productive Exeter—more on this shortly.

Masks work against the common cold and the flu, both of which are airborne, as well. Of course, in a normal year, the administration would not require masks for flu season alone. Unfortunately, the problem is that it's very difficult to tell the difference between COVID, the flu, and the common cold; they share many of the common symptoms, like a congested nose, a high fever, or a loss of appetite. As a result, virtually anyone who shows up to the health center with these symptoms is tested for COVID, and detained until the results come back, taking time, space, and the attention. Then, more often than not, it

turns out that they don't have COVID at all, something many of my friends have experienced. By wearing masks, we can cut down on the number of potential cases and let the good people at Lamont help those who really need it.

In a similar sense, mask-wearing can really impact our academics. If you're diagnosed with COVID, you are forced to spend at least a week in quarantine, no classes, no clubs, no sports, no music. I don't need to explain how devastating that can be to an Exonian. Even a single day at the health center can make it hard to catch up on your work. If you missed an important project, you need to scramble to get started. If you missed a test, you need to arrange a time with your instructor to make it up. Masks may not be fool-

proof, but they certainly make these cases less likely.

Admittedly, wearing a mask at the Academy can be challenging. Most of the learning around here happens through face-to-face conversation and concentrated classroom settings, after all, and on occasion I find myself straining to hear what's being said. Covering the bottom half of your face, not to mention the humid interior that comes with it, can also be very bothersome. In my experience, though, these problems can easily be solved. The key to getting your ideas through a layer of fabric is to speak louder. If you're ever uncertain about how loud, your peers will give you feedback. The humid interior, too, can be solved simply by getting a new mask (but not so of-

ten that we burn through our stock). They're meant to be disposable, anyway. As for the confining nature of the mask itself, there's not much that can be done—but sacrifices do have to be made. Personally, I'm happy to give up a small measure of physical comfort for protection.

I realize that some semblance of normalcy, however faint, has been long overdue. But we must not be too hasty; the pandemic is still very much "out there," and masks are no less important now than they were a few months ago. Reversing mask policy could further expose us to the COVID hazard and, in the long run, make things far more difficult than they need to be. For the safety and wellbeing of our community, masks should be here to stay.

Respect Our Workers



United Auto Workers union members rally in Flint, Michigan.

Bill Pugliano/Getty Images

By ARYAPALLA '23

In the past weeks, intense labor action has ignited across the nation. From the medical, film, and music to the auto, steel, and mining industries, hundreds of thousands of workers have gone on strike, or see a strike in their immediate future. They demand basic worker rights, such as a safer workplace, fair wages, reduced hours, compensation, meal breaks, and more. Amidst a series of just and powerful protests, it is important to understand why these movements are happening, and more importantly, what reasons are cause for strikes. To understand some of the terrible work conditions workers across the nation are subjected to, let's take a look at the most notable strike that has

happened recently involving the labor union IATSE, or The International Alliance of Theatrical Stage Employees.

The organization represents over 150,000 individuals involved in film and theater production, the backbone for much of the entertainment that the nation consumes. Despite their integral role in national entertainment, these workers have been forced to endure terrible conditions: over 60-hour work weeks, little time for sleep between shifts, skipped meal breaks, meager wages, among many others. For most of these unlawful enforcements, companies are already, after negotiating with the union, forced to pay a fine whenever such overreaches in making their workers work overtime, skip meals, and such. However, for

such massive companies like Netflix and Amazon, fees are negligible and they will gladly pay their relatively small fines in order to keep up production and enforce horrid work conditions. Many of those who were subjected to the unethical whims of these major entertainment companies have reached out through social media, expressing the pains of their daily work lives and the systemic injustice within the entertainment industry towards labor rights. A great source for information on specifically IATSE's efforts and experiences is IA Stories on Instagram, as well as the tag #IALivingWage, spreading light on worker inequality.

Another notable strike involves the United Auto Workers union, where around 10,000 workers are protesting

against John Deere for extremely disproportionate wages and pension plans. Though the company itself is expected to have a 63% annual profit increase from last year at around 5.9 billion dollars, they proposed a contract with their workforce stating that wages would go up by only 5-6%. In comparison, the CEO's pay increased by nearly 160%, exhibiting the gross wage gap permeating one of the biggest agriculture and construction manufacturers in the world. To compensate for this increase in wage for workers, the company removed pension plans for those hired after November 1, further exacerbating the plight of the workers. With nearly 10,000 workers going on strike, the company utilized scabbing to maintain their steady flow of production

without addressing the core issues.

Scabbing is the act of taking workers from other divisions in the company and putting them in the empty spots where workers on strike previously filled. This creates multiple safety violations, with many put in positions where the proper training with machinery is lacking. Thus, accidents begin to happen. Rather than properly negotiate properly and solve the pay discrepancies, large companies utilize scabbing that harms workers but maintains the company's aggressive production flow to benefit the executives.

These workers make up the majority of the company and are instrumental in keeping the company alive. Not only the company, but they also sustain the nation and the world with continuous manual production of goods and services. Though so impactful, they have been continuously disregarded in the context of businesses due to much of the power in this nation stemming from business owners, thus creating laws that benefit those like themselves. The importance of our working class should never be forgotten, because if it is, we forget the value of actual labor and the dignity of nearly 40% of our nation.

After continuous Red Scare propaganda since the Cold War, the American public suffers a fear of "socialism"—and anything even vaguely socialist in intention is subject to scrutiny and resistance. To many, strikes and workers' unions seem to advocate for a "socialist" society. But if we really understand and empathize with the plight of the working class, we will see that the current movement

is not a radical leftist plot to destroy businesses with unfair wrequests and whiny workers. It is advocacy for basic human rights and support for systemically underserved common laborers who need tolerable living conditions, acceptable pay, and humane working conditions. Thus strikes are essential, not to advance a mere political agenda, but to allow people to at the very least survive.

No one wants a strike. In a perfect society, workplaces give equal and humane treatment to their workers and there is universal satisfaction. However, a capitalistic society benefits specifically from the abuse of labor to provide even further profits for executives at the top while relatively little is distributed amongst its workforce. If a worker is unhappy with their treatment, companies can just fire and hire a new one and ignore their abuses in labor rights. Unions are created to bring disadvantaged workers together and form a sizable force that cannot simply be gotten rid of. Companies inherently fear unions because it forces them to take action and address their problems, which can lead to reduced profit margins and less pay for those at the top.

Worker rights abuses are rampant in one of the most common and impactful industries we as citizens benefit from, and many more sectors in the market have done the same. IATSE had a historic strike turnout, with nearly 98% of the union agreeing to the strike. Though it is one of the biggest steps in labor equality in the entertainment industry, it is still one of many to come to ensure a truly fair and equal workplace throughout our nation.

A Close Look at Biden's Climate Action Package

By **ARIANATHORNTON '24**

Climate change has commonly been called the defining issue of our time. The statistics have been shared and repeated: global temperatures must be kept from rising more than 1.5°C above pre-industrial levels to avert irreversible planetary damage. Currently, the world is on track for a 3°C increase by the end of the century. We've witnessed and grappled with the impacts of this rising global temperature, especially over the first summer of Biden's presidency, which was characterized by severe storms, heat waves, devastating wildfires, droughts, and floods in the U.S. alone. With scientists urging the world to halve carbon emissions by 2030 and achieve carbon neutrality by 2050, this decade is absolutely critical for climate action.

Biden's administration, then, is a crucial force in determining the future of America's environmental state, and in part, the future of the world as a whole. Biden has long asserted himself as a believer and pioneer in environmental action, speaking during his inaugural address of the world's duty to respond to a "cry for survival" coming "from the planet itself." After four years

of Trump's decimation of environmental safety nets and senseless disregard of the climate crisis itself, Biden's ascension to the White House on January 20 sparked a surge of relief and anticipation among environmentalists nationwide.

Climate politics have too often been preoccupied with grand declarations without any far-reaching policy change coming into fruition. Even the Paris Agreement, which Biden rejoined with much fanfare on the first day of his presidency, is more symbolic than legally binding. Also shared on social media that day were stately photos of Biden at his desk, pen poised above an executive order reversing many of the Trump administration's environmental rollbacks. Such an image belies the messy, lengthy legal process that is required to restore several other past environmental protections—in some cases, it could take most of Biden's term, much less his signature. The truest reassurance is not inspiring headlines or rousing rhetoric, but overarching policy itself.

Therefore, Biden's Build Back Better climate action package is absolutely indispensable. A soaring \$3.5 trillion plan introduced in July 2020, it includes ambitious

measures to address climate change and reduce greenhouse gas emissions that have not been pursued by any other American president in history. The plan proposes extensive investments in several sectors, including infrastructure, the auto industry, sustainable homes, agriculture, burgeoning clean energy technologies, and environmental justice. Its initiatives include creating millions of clean energy jobs, improving access to clean air and water, providing every city with zero-emissions public transportation, creating tax incentives for electric vehicle buyers and renewable energy producers, upgrading and constructing sustainable buildings, and righting wrongs in communities most heavily impacted by pollution.

At the core of this plan is the \$150 billion Clean Electricity Performance Program (CEPP), which involves setting a nationwide clean energy standard. It would require power companies to gradually increase electricity generated from wind, solar, and other sources—in turn, phasing out fossil fuels—until carbon emissions are completely eliminated by 2035. The program would issue penalties to companies that do not switch to renewable energy. Representing a third of the emissions

cuts that would come from Biden's package, the CEPP would be a massive contributor towards Biden's goal of a carbon pollution-free power sector and his target of cutting over 50% of U.S. emissions by 2030.

The passage of this proposed agenda is extremely difficult in a closely divided Congress, and has been stalled for months since negotiations began. The Senate is split 50-50 between Democrats and Republicans, with Vice President Kamala Harris acting as the tie-breaking vote when necessary. Without any Republican votes, every single Democrat senator would need to be in agreement for the bill to pass. One Democrat's opposition would entail the blockage of the bill entirely—and this is the case with West Virginia senator Joe Manchin.

Strongly opposed to the climate plan, Manchin has deep ties to the fossil fuel industry; he has received more in political donations from the oil and gas industry than any other senator in the electoral cycle. Before becoming a full-time politician, he ran a coal brokerage firm, Energysystems, which now represents 71% of his investment income and a third of his total net worth. His assets and wealth under threat,

Manchin has not budged on his position against the bill, even with glaring data that his constituents are uniquely vulnerable to climate effects: West Virginia is more exposed to worsening floods than any other contiguous state. Yet, because Manchin's vote is so crucial to the passing of the bill as a whole, a man only concerned with his own standing is now practically given the final say in what climate legislation is included.

As a result of Manchin's demands, the climate package has recently been rewritten and trimmed to \$2 trillion. Among the proposals dropped is the CEPP, the centerpiece of Biden's original climate agenda. This turn of events is disappointing and baffling, again exposing one of the many faults in our political system: how can our legislators be able to hold significant personal wealth in the industries they vote upon regulating? One question comes to mind: will any bill bold enough to effectively combat climate change survive the U.S. political system?

Losing the CEPP is a heavy blow to the climate fight in America. Without it, reaching Biden's climate goals will be difficult, but not impossible. The Biden admin-

istration is reworking the plan to include other options for meeting their target, and is still pushing for the strongest possible climate change policies. At the upcoming Glasgow Climate Change Conference, Biden is expected to point out the provisions that remain in his package as part of the evidence that the U.S., historically responsible for more greenhouse gas emissions than any other country, is focused on leading a global effort to combat climate change.

The proposal of such an ambitious climate package itself is an unprecedented step forward, demonstrating a tremendous and necessary attitude shift in our government: from Trump's denialism to the Biden administration's fervor and urgency to enact climate action. It's long been clear, however, that enthusiasm alone is not enough to pass policy, and it remains to be seen what exactly the administration will do to keep the greatest U.S. climate action vision afloat. It is imperative that such a robust climate proposal be put to action as soon as possible; the window of time the world has to act is narrowing alarmingly each year, and U.S. leaders can no longer go about business as usual.

"A Better Tomorrow"

By **NHANPHAN '24**

We all know Superman, the superhero in his bright blue suit and a striking red cape flying around and "in a never-ending battle for truth and justice," the narrator of Superman, Jackson Beck, simply put. However, the Superman that we all know and love has undergone some significant changes. And the controversial reactions to these recent changes shed light, not just on our relationship with the character, but also what kinds of heroes Americans want (and don't want) to see.

During the Second World War, the US needed to boost the morale of its people, as well as the troops and soldiers in the warzone. One of the most

popular radio shows back at the time was *The Adventures of Superman*. To drum up morale, "the American way" was added to Superman's motto to become "Truth, justice, and the American way." After the end of the Second World War, the US was facing the rapid spread of communism throughout the world; Superman's "American way" was meant perhaps to emphasize its victory over the "Communist" way. It wasn't until recently, at the DC FanDome in 2021, that DC publisher Jim Lee announced Superman's new motto: "Truth, justice, and a better tomorrow."

Simultaneously, DC announced that the new iteration of Superman is bisexual. This is a huge deviation from how we normally approach the

Man of Steel. Superman, who is from the planet Krypton, was portrayed in past comics to be a heterosexual man. Lola is the love interest most commonly associated with Superman and has always been the most prominent one in Superman's life. In this new iteration, Jon Kent, Superman's son, will embark on a relationship with Jay Nakamura, a reporter who cares for him after he "mentally and physically burns out from trying to save everyone that he can" in *Superman: Son of Kal-El #5*, according to *The Guardian*. Not surprisingly, this revelation inspired public outrage from some more conservative sectors of the public. Even ex-Superman actor Dean Cain accused DC Comics for "jumping on a bandwagon"

for revealing this new development.

This is, obviously, a huge arc for a character that is known to be the model of the idealized White man; this arc cements Superman's enduring appeal, as well as setting a new course for the comic series and redefining him for a new generation of readers, comic lovers, and DC fans. This change reflects a changing world with changing attitudes and norms towards the exploration of gender fluidity, sexuality, diversity, and inclusion. In an era with such rapidly transforming social norms, perhaps DC Comics felt they would risk losing relevance with conventional characters and romantic arcs.

We have to consider the

question: what defines a superhero? For Superman, is it a machismo, masculine, heterosexual White man? It shouldn't be. We need to understand that for many comic readers, a superhero is more than just a man, a woman, or a person. For many, a superhero is a symbol of bravery, of courage, and of righteousness. Superman should be a reflection of all that's good in the world; Superman should be a symbol of love and inclusion and of "a better tomorrow" for all of us. It is also worth noting that Superman, despite his otherworldly abilities, is descended from humans. He deserves the right to discover his own sexuality, identity, and himself too! He shouldn't be confined to a frame where he needs to be what we normally know him as; he should feel free to express who he is without having to hide behind the

toxic masculine facade of historical superheroes. Jon Kent can follow his own morals and values, be himself, and question himself, all while upholding Superman's principles and righteousness.

"Everyone needs heroes and everyone deserves to see themselves in their heroes," said DC comics writer Tim Taylor in the release of the new development. "Today, that symbol represents something more. Today, more people can see themselves in the most powerful superhero in comics." This new era of Superman will inspire a new generation of comic readers to reflect their questioning of their own identity to their favorite superhero. As he stands for justice and righteousness, Superman has also stood for truth. It's time for Jon to do the same.



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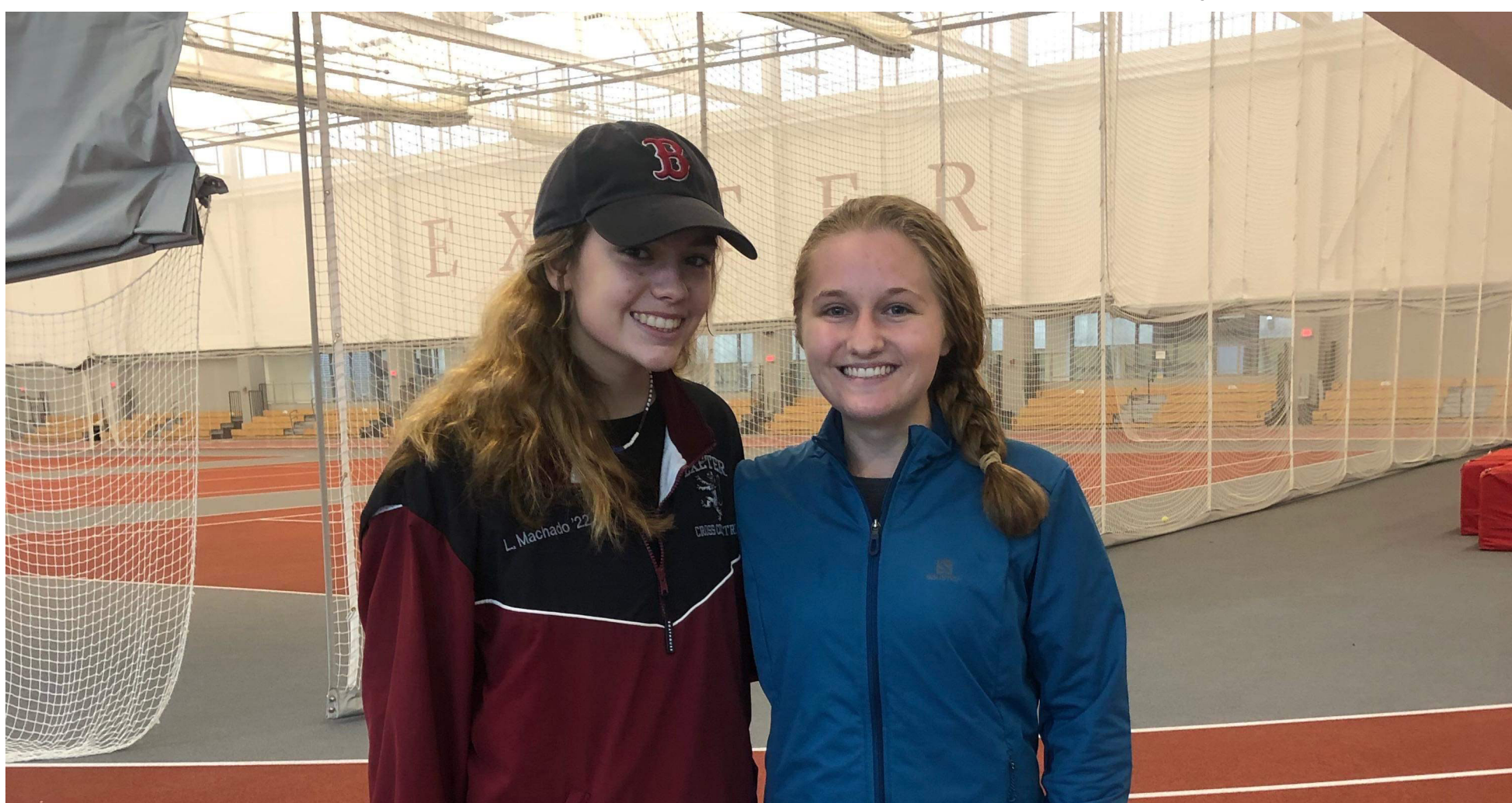
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Sports

Athletes of the Week: Girls' Cross Country



Captains Lindsay Machado and Kaitlyn Flowers have led the Girls' Cross Country team this fall.

Courtesy of Lindsay Machado and Kaitlyn Flowers

By NAT KPODONU

The Girls Cross Country team is hard at work with the return to a normal competitive season since the start of the COVID pandemic. The team has been enjoying the fruits of their labor with a recent win at Deerfield during Deerfield's family weekend. The team's success, no doubt, can be attributed to the leadership of captains Lindsay Machado and Kaitlyn Flowers.

For Flowers, this will be her third year running on the Exeter cross country team and her fourth year in total running cross country. She had been an avid mountain biker before she found her passion in cross country.

Elaborating on how she came to the sport of cross country, Flowers said, "I started running in the fall

of my freshman year, and I had never run before that. I've spent my summers in Colorado for ten years, and I have trained as a mountain biker. I loved the endurance of riding, and I wanted that to carry over during the school year. I found satisfaction climbing a mountain and setting PRs on a trail. However, I had no cycling team at my school and didn't live near any mountains, so I turned to running. I hated running before I joined cross country, but I quickly grew to love it."

Flowers' passion for cross country can be seen in her dedication towards the sport and her team. Fellow senior Anika Tsai said about Flowers, "One of my favorite things about Kaitlyn is her take-care-of-business attitude in the most positive way, which not only includes getting workouts

done, but also means she always shows up when you need her, from cheering on teammates to making sure that you take care of yourself when you're not having a good day at practice."

Upper Tristen Crotty added, "Kaitlyn is super organized and helps get everyone together at the beginning of practices. A lot of people admire her drive and dedication to Cross Country."

Like Flowers, Machado also came to Cross Country via another sport. "I started running cross country in seventh grade, mostly as a form of cross training for the swim season, but quickly grew to love the sport. Running on a team was a new experience, and the reason why I stuck with it," Machado said.

Machado is noted for her contagiously positive attitude and easygoing nature

on the team. Tsai said, "As captain, Lindsay fosters a sense of team community by bringing cross-country traditions like dress-up Fridays and informal team dinners after practice. She has an aura of knowing what to do that I think can set people at ease."

The combination of Machado and Flowers' leadership is noted by the team. Tsai said of the dynamic between the two captains, "I think that Lindsay and Kaitlyn complement each other well. Like any two people, they have their own styles and routines, so they are able to combine their talents to support a whole team."

When asked about the pain that undoubtedly accompanies strenuous and high-mileage Cross Country practices, Flowers said, "The physical pain I felt during a workout was ca-

thartic because it was a distraction from anything else going on outside of running. Finishing a workout, I felt confident and happy. That was a new feeling to me, and it made me feel free. It replicated the feeling I had summing on a mountain bike."

The captains don't fail to make pain enjoyable. "My favorite things about Lindsay and Kaitlyn as captains are that they work incredibly hard to make the cross country team a welcoming and encouraging environment, they are serious about the sport but never afraid to have fun, and they truly care about every single athlete on the team," Upper Sophia Green said.

The captains hope to inspire younger runners on the team to build their mental foundations. "What I really like about cross country is that, because it's such a

mental challenge, it's the team that pulls you through and drives you to be the best you can. I had always been inspired by the older runners to give it my all in workouts and races," Machado said.

Looking towards the end of the season, the two captains are excited about Interschools and the Exeter vs. Andover meet later this year. Flowers said, "it will be a chance to showcase what we can do as a team. That opportunity is exciting." With passion, the captains will continue to lead the Exeter Girls Cross country until the end of the season.

Although the season is not yet over, Green said, "Lindsay and Kaitlyn are truly the backbone of our team and will be missed next year!"

Boys' Varsity Water Polo Wins Double-Header



Upper and Captain Patrick McCann prepares to shoot the ball.

Joy Chi/The Exonian

By NHANPHAN

During Family Weekend last week, the Boys Varsity Water Polo team defeated St. John's Prep Academy and Williston in two emphatic back-to-back wins, with final scores of 18-0 against St. John's Prep, and 13-12 against Williston North Hampton. The match against Williston was especially deadlocked; Big Red led Williston by one point during the first two quarters, but were tied by the end of the last two quarters. The match entered two three-minute extra overtime periods where Exeter and Williston both remained tied. The two teams entered a three-minute sudden-death shot period, where the first goal wins the game. Upper Patrick McCann, one of the team's co-captains, scored the

goal one minutes and seventeen seconds into the golden shot period and won it for Exeter.

Don Mills, Head Coach for "Bear Polo," offered his thoughts on the Family Weekend wins. "It was great that we were able to play two games because our team members got playing time in the first game. And then to have a very competitive game on that Saturday that went into overtime was thrilling. So it made it worthwhile to have the back-to-back and come away with two wins."

Senior and co-captain Hayden Giles expressed his thoughts on the Williston match. "The first game the coach said it perfectly: it was essentially a warmup for Williston. It was because Williston had handily beat Choate,

the team that we beat by one during overtime. So we knew it was going to be a close game going into, but we didn't realize how close it actually was going to be... We left it all out in the pool," Giles said.

McCann thought the win was "confidence-inspiring; another team checked off the list." McCann added, "We don't get too many home games, and we knew it'd be a competitive one: the whole team came in hyped."

Lower Charlie Gao talked about the pre-game atmosphere. "Hype. The pre-game atmosphere was awesome. We had a very nice warmup. We sort of hyped up the team."

"I mean, obviously we knew it was going to be a tough game. We knew it was gonna be physical from the start; we came in prepping for that. So

we were just making sure we were rested and ready," lower Will Reed added.

Mills agreed and said, "We knew that that was going to be a challenging game, tough team, it is probably going to be close. So the boys were prepared for that. And we just focused on our strategy of hard-nosed defense, good team play and being smart."

Reflecting on the gameplay throughout the match, lower Alex Rosen described, "So I think we played really well in the beginning, in the first and second quarter, we played really well then for like the third and fourth quarter, we slowed down a little bit. But I do think that we, for the overtime, especially like the second part of the overtime, we really turned up. Some of the field players, like Pat and

Hayden and Dax, really made an effort. And honestly, I have to say one of the things that really marked the game for me was Dax's goal. I think it was during the first or second overtime, he started shooting from the perimeter, which is what our coach had told us to do. That goal really just motivated everyone. And even though I think he did miss a few after that, it really encouraged us, you know, and it gave us that little push we needed to continue to carry on."

Prep Mason Cotter, who cheered the team on throughout the game, reflected, "I've never felt so passionate for a team, even like in the championship for an NBA game or something. Like this was really an experience, being so passionate about a team and seeing them win, seeing them fight hard to the last minute, it was a different experience than I expected. I was happy that I got to be a part of it."

Upper Matthew Dame talked about the factors that led to the team's success. "Thanks to a lot of conditioning from Coach Mills last week, and just really getting in the team mindset, we set out what we needed to do. We want to show up and give our all, especially on Family Weekend," Dame said.

"One of the things that our coach has actually been telling us about one thing we do really well is we make eye contact, and we know where we are. And even if we don't scream at each other, we have that intrinsic communication going on between us. And so I do think that we've gotten a lot better at

that. We've definitely gotten a lot better just in general, working as a team," Rosen added.

Senior Russell Tam remarked on the team's improvement since the first match they played, "Oh, it's a huge improvement. Huge on pretty much all fronts, especially conditioning... We've been conditioning, practicing treading water, building up our legs and yeah, just playing, playing together a lot more. We've developed our chemistry."

Upper Dax Knoll added, "We've been working more on hard press defense and not letting up as many goals on things such as breakaways as well as taking smarter shots and increasing the amount of passes that we have for possession."

Gao credited the team's goalkeepers. "We were able to pass around and improve the connections between our team. The goalies really improved, Alex Rosen and Jack Hudson. They were able to pass and defend a lot better. As players, we were able to make a lot of plays just by finding the open player and, you know, passing weak and deep, which was one of our plays," Gao said.

Senior Ethan Van de Water added, "The experience we gained has really allowed us to become a tighter knit group, and play more as a team, rather than individuals. Still, there is lots more work to be done as we race towards the end of the season!"

"The first game was a statement. The second game was an example," Knoll concluded.

Humor

Chieko's Crossword Corner

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59				60										
61				62				63				64		

Across:

- 1. Noodle dish you can probably get from Vietnamese Society (run by this week's SoW)
- 4. expressing discomfort, as from sudden exertion or a blow to one's body.
- 7. a secret British World War II organisation. It was officially formed on 22 July 1940 under Hugh Dalton, from the amalgamation of three existing secret organisations
- 10. Human virus-papilloma (that was my bad ngl)
- 13. WPEA GM who does not know much about professional sports. Is a fan of olive green pants
- 16. Hey Epic Shredders!!
- 17. Land vehicle for snow filled fun + office utensils you don't run with
- 18. Upper in Merrill who just turned 18. Captain of GJV Soccer
- 19. If you are a prep, lower, or upper, this is a command you will get about inquiring about apps from seniors, binding.
- 21. Like a counselor in training but if it was an engineer
- 22. "They're not like other girls." multiple main characters in fan fictions
- 23. neaten and smooth the rough edges or ridges of (an object,

- typically one made of metal).
- 27. Dos, ni, er, deux ...
- 30. A red, painful lump near the edge of the eyelid that may look like a boil or pimple.
- 33. Vasoconstrictor and Blood pressure support
- It can treat severe asthma attacks and allergic reactions (including anaphylaxis) in an emergency situation. Common brands: Auvi-Q, EpiPen 2-Pak, EpiPen (-e)
- 35. Rat sarcoma virus
- 36. Word used in celebration of an accomplishment like the girls crew team at Head of the Charles this weekend
- 39. Slime filled award show
- 40. Resembling a piece of mineral crystal which, is cut and polished form, is used to make jewelry or other adornments. + the second largest south korean multinational automobile manufacturer
- 41. A product designed to mimic and respond like a living animal, keeping kitties mentally and physically stimulated while you're out; + g a raise (one's shoulders) slightly and momentarily to express doubt, ignorance, or indifference; + b a small- to medium-sized perennial woody plant
- 43. Exeter Off Planet Society if it was made

- singular
- 44. cute to a sentimental or mawkish extent.
- 45. YEARNYFI NETWORK a type of crypto
- 47. cut down (an area of grass) with a machine.
- 48. If you are a prep, lower, or upper, this is a command you will get about inquiring about apps from seniors, nonbinding.
- 57. A national math test, a theater chain
- 58.the money a company or individual keeps on hand to meet short-term and emergency funding needs
- 59. What the sun does to your skin in summer
- 60. 2-year senior, "Styles, Potter, Prince, Truman"
- 61. eusocial insects of the family Formicidae and, along with the related wasps and bees, belong to the order Hymenoptera. They appear when greenware is left still with food inside of them in the common room
- 62. French fashion company who could be Bradley's father
- 63. Beep beep beep B E E E E E E E E P B E E E E E E E E P BEEEEEEEEEP Beep beep beep
- 64. + w is powdery white stuff that falls from the sky in winter, + g is british slang for a make out, + b is a really pretentious person

Down:

- 1. psychiatric disorder that may occur in people who have experienced or witnessed a traumatic event
- 2. Kind of like iridescence but you see a rainbow when you look into it
- 3. an event regarded as a portent of good or evil.
- 4. One who fishes the seafood delicacy that you slurp
- 5. 4 year senior day student with an "i" in his name. Put a plunger on a door
- 6. Leslie, known mononymously as her last name, is a Canadian indie pop singer-songwriter and guitarist, performing both as a solo artist and as a member of the indie rock group Broken Social Scene. Songs include My Moon My Man, Mushaboom, etc.
- 7. Set Decorators Society of America International
- 8. "Oh! ELDERLY OMICIOUS BREAD?"
- 9. the younger of the two children in the Jetson family. He is highly intelligent and an expert in all space sciences. Attends Little Dipper School
- 10. a condition caused by your body overheating
- 11. a valley (used in place names or as a poetic term). Sometimes the spelling is confused with the thing on bride's heads

- 12. 16 + our school's color
- 14. Medium density overlay panel,
- 15. InterStellar Kredits
- 20. Indefinate article for a masculine plural word in french
- 23. Mini finger skateboards second word
- 24. an event or a time marked by an event that begins a new period or development
- 25. "Boy! I've never argued rats yankees never could not tarnish"
- 26. + er you get a famed latin teacher with leather pants
- 27. 45th president of US. Can also be another word for cards
- 28. The GOAT Head layout guy the Exonian could not run without him
- 29. "On no actual intellectual courtship oranges bound ever grossly over"
- 31. French dancer and choreographer. He was born in Grasse, France. He specializes in a style of dance choreography in which dancers of all genders wear high-heeled shoes.
- 32. With meditations and college apps galore, If I never write another ----- in my life it will be too soon
- 34. "Heck! The egg ops!"
- 37. "To Kenya Under which osmosis sacrifice ontario snails"
- 38. Institution of Engineering and Technology

- where 21 Across goes
- 42. Card game similar to crazy 8's but a spanish word shouted at the last card
- 46. An uncomfortable, irritating sensation that creates an urge to scratch that can involve any part of the body.
- 47. Who's baby is Jesus again?
- 48. individual facts, statistics, or items of information, often numeric. Probably dealing with a lot of it in science or stats
- 49. a country on the southeastern coast of the Arabian Peninsula in Western Asia. Formerly a maritime empire, it's the oldest continuously independent state in the Arab world
- 50. Batteries that are very slim and usually for remotes or small toys
- 51. Stanford Synchrotron Radiation Light-source
- 52. a Japanese manga series written and illustrated by Akira Amano. It follows Tsunayoshi Sawada, a young boy who discovers that he is next in line to become boss of the Vongola family, a powerful Mafia organization
- 53. Urban Exploration Resource
- 54. The Rachel Maddow Show
- 55. OpEd editor who grows mustaches
- 56. "Alas, evangelical Nebula Oceans"

Preps Get OOT for Boston, Ends Up in Paris

By ANDREWYUAN

Following the approval of Out of Towns (OOTs) two weeks ago, prep Gotl Ost (yeah, we know, it rhymes) gleefully signed up for a family weekend OOT after their parents, Veryl Ost and Lostl Ost, accidentally arrived at Mar-a-Lago on a trip from Exeter (Inn) to (Phillips) Exeter. From the travel itinerary obtained by The Exonian, Ost traveled with returning upper Wherea Mi, prep So Shelp, and an anonymous faculty named “LostDino.”

The situation was reported by faculty members on duty, as the proctors were busy scrambling for Campus Safety’s phone numbers after they lost their phones on a Hockey Team’s walk on the trails. The prep was nowhere to be seen on campus, not asleep on a bench, not cramping their

legs at J-Smith, and certainly not locked out in Goel where the staircases never worked. Students were notified ahead of time through the only way they could study at night: Instagram stories.

Seniors were confused if they should include this peculiarity in their college essays. Uppers were inspired by their initiative. Loweres gaped at their roommates awkwardly for 10 minutes, and preps... were just doing prep things.

“Is that a...baguette?”

—
On a gloomy night, when the clouds shrouded the firmament, Ost embarked on the stained Am-Trak, wondering why the seemingly rapid steel monstrosity was only half as fast as their broken car. Regardless, Ost settled down on a broken seat with his compan-

ions. He checked his e-tickets, which indicated the departure time as 11:40 PM.

“You what what, I saw him move, he moved, he started shouting in the train for no reason,” A fellow prep named Nosyn Eighbor on the train observed, “If this happened at EPAC, I would have reported CCC. I don’t know, like honestly, you know, he was just shaking the train conductor and punching his fist against the food cart. Yeah, you know, seriously, just stop, seriously.” Apparently, Ost was 4 hours early, yet the train conductor hated his job so much that he didn’t even bother checking the tickets.

Due to an excessive consumption of warm D-hall almond milk, the travel companions soon drifted to their sweet dreams only to wake up by 9 a.m. the next morning in Haverhill. Ost al-

legedly started swearing in his seat once he regained his consciousness and wore off the exhaustion that dwelled upon his sleepy eyelids. The companions jumped off from the train, supposedly rousing a commotion that woke the entire train up. Yet the train conductor was still drooling in his acrid pond of nectar on the conductor seats.

“We didn’t know where to go, so we called an Uber and drove to Boston, but apparently my thumb was too big and it blocked the ‘Logan International Airport,’” an anonymous prep “LostDino” said. “I warned them about the dangers of international travel, but Ost insisted on getting such a memorable Instagram picture that it would break down the Facebook again. Their dad owned stock in Tesla, The Linguistics Society, impressed by

On their flight to Paris, Ost texted their friends several pictures of road signs found in rural Massachusetts, a random TikTok of Timothy Chalamet, and a Phlexeter post about assembly from November 2018. “But they were not good,” Ost whined. “I needed something better! Something French! La baguette!”

Due to recent spikes in inflation, Ost’s ticket to Paris cost them \$3,000 per person, excluding the taxes and bathroom usage fees. Since the trip was sponsored by The Exonian Business Board, the travel companions received a discounted price of \$2,999.

Bestowed with some supernatural ability, the travel companions mastered minimal, even Americanized, French on their flight to Paris. The Linguistics Society, impressed by

such masterminds at language, obtained the following recording on their flight:

“B o u j o u u u , ma’dam, sa ba?”
“Ca va...”

“Eh, eh, eh, sa bien, mehhei, eddoi? I need foughhrrr mahtinis and macahoon for my Instagramme pictuh-heee,” Ost interrupted.

Despite the police’s detainment of the four Academy students for their bad French, Ost had just the right time to share the pictures of their baguette (dipped Sprite and foie gras?) on their finsta account, with a terrifyingly confusing caption. Their advisor later identified this as a pre-saved caption Ost had written on March 10 but reserved for Halloween:

“Tis la baguette, tapping at the J-Smith Door, only this, and nothing more!”

Word of the Week: Midterm

By ANDREWYUAN

Mid-term: Noun

It’s half of the term (A.K.A. time to pull four all-nighters.)

Your parents are probably going to call you to “check in.”

That Harkness warrior said in your METIC that “someone should stop talking too much in

class and respect other voices in our class more” and everyone stared back at them in disbelief.

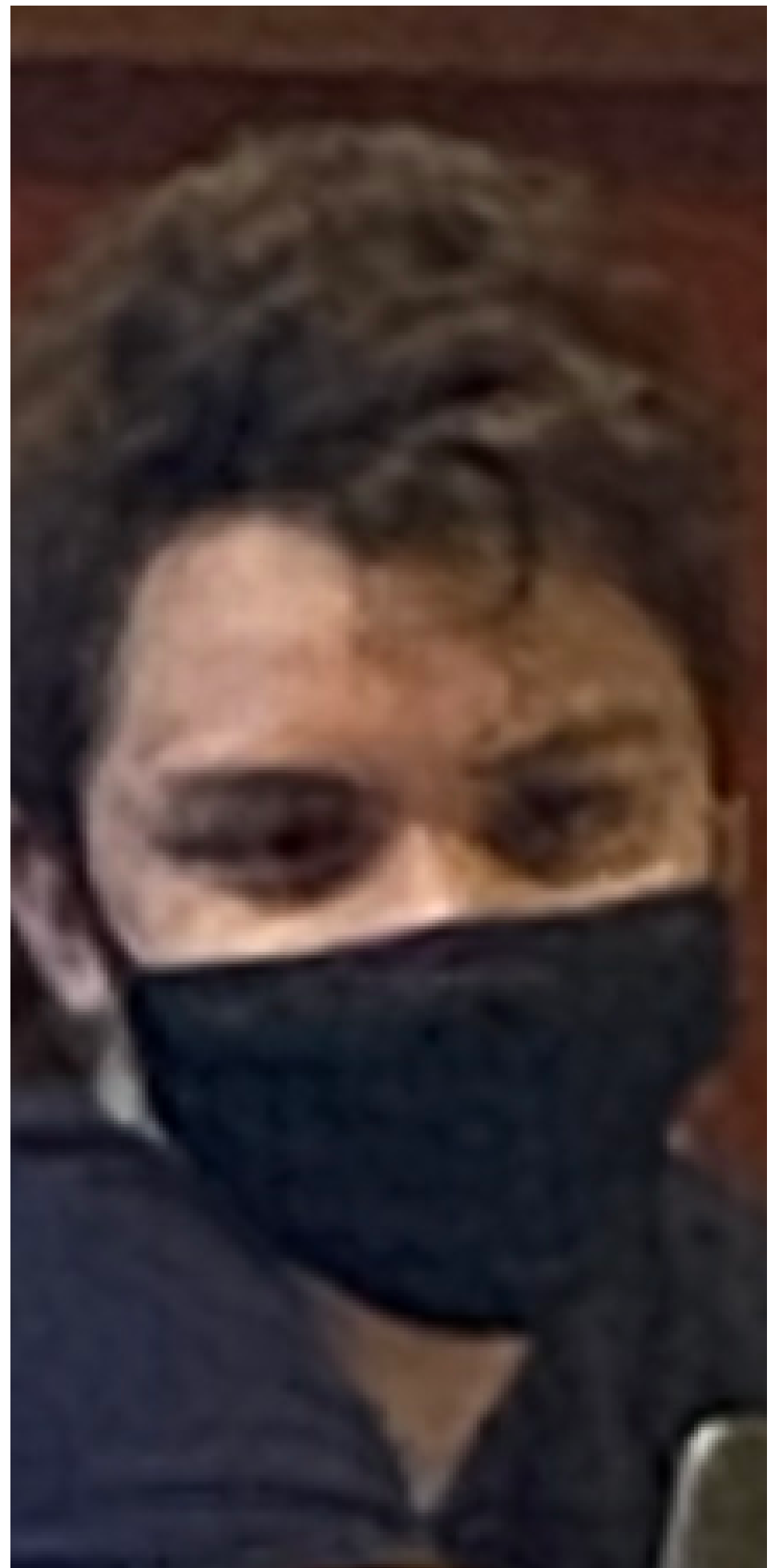
You get your grades back, assure yourself that humanities classes never give As in midterms, and pray that your religion teacher will boost your GPA two points higher. After

all, fake it till you make it!

Hey, it’s almost the end!

“Midterms. The time when your classmates wait in awkward silence for someone to start complaining about your teacher but are too afraid to write down anything substantial for your METIC.”

TFW Someone Asks If You Have Plans This Weekend



Much Ado About Everything

By ANDREWYUAN

When you are scrolling through the U.S. History reserved primary sources at 1 a.m. and the sweet reminiscence of annotating Much Ado About Nothing during prep spring English at 10 p.m. strikes:

Sleep no more, loweres, sleep no more,
Dreams deceivers

ever,

One foot in Eden, and one at classroom door,

To Harkness forever never.

Then sleep not so, but let them go,

And be you worn and dotty,

Converting all your wails of duhs

Into hey nonny nonny!?

Sing no more, dickeys, sing no more

Of loweres so dull and sleepy

The fraud of p/f was ever so

Since summer first was [the word you hoped was your summer but got wasted in animes and games]-y.

Then sigh no more, but le’ GPA go,

And be you worn and dotty,

Converting all 331 throes

Into hey nonny nonny!??

Midterm Limericks

By BLAKE SIMPSON

In Elm once a prep wore no shoes

This truly gave admin the blues

Under cover of night

The prep vanished from sight

Admin made this kid old news

One week in the state of New Hampshire

There blew a wicked and fearsome Nor’Easter

A sign of things to come

Makes studying seem like fun

The winds, they say, will blow until Easter

There once was a lad named Charles

He could not think of a rhyme for Charles

In math minus B

In Latin a C

Those were the grades of young Charles.