

NEWS

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Students Receive Midterms, Reflect on Transition to New School Year



Seniors Lekha Masoudi, Anne Chen, and Sava Thurber work together at Grill.

William Park/The Exonian

By ETHAN DING, JOONYOUNG HEO, HANNAH KIM, AARON MAMPILLY, and HENRY YAO

Students received midterm grades, a preliminary assessment on each student's performance in class, from their advisors on

October 19th.

For the prep class, the newest additions to the Academy, midterm grades are the first batch of quantified feedback they receive from Exeter.

In response to how he adjusted to life on campus, prep Leonardo Chung said, "I found a nice group of friends to

hang out with and study with and also socialize with at the music building, which is nice." Chung continued, "My midterm grades are an accurate representation of how I've been doing in all of my classes."

Prep Claire Han described how she was feeling with two words:

"overwhelmed" and "stressed."

"My schedule doesn't balance out the way I wanted it to, and especially doing sports alongside music ensembles and stuff, it's really hard to balance it out and do your homework," Han said. Han described her

MIDTERMS, 3

Academy Commits to Need-Blind Admissions Policy

By 143rd EXECUTIVE BOARD

The Academy's admissions process will be "need-blind" starting from the 2021-2022 admissions season. Formerly need-aware, the Academy shifted to need-blind after the community committed over \$90 million in new endowment for financial aid over the last two years, according to an all-school email from Principal William Rawson sent on November 3.

"Need-blind" refers to a school's admissions process where financial aid is not factored into admissions. This differs from need-aware, where aid needed is factored into admissions. Exeter's need-aware policy has traditionally met "the full demonstrated financial need for any admitted students," Rawson wrote in an email to The Exonian.

With need-blind, "all admissions decisions at Exeter will be made without regard for any family's ability to pay tuition or other associated costs," Rawson wrote.

Currently, nearly half of the student population receives financial aid. The average annual grant for boarding students is \$50,562, while day students receive an average of \$37,684 in aid.

Dean of Enrollment William Leahy noted trends in financial aid at Exeter. "Thanks to a robust financial aid program, the number of financial aid students has increased significantly over the past 15-20 years and we have remained a leader in independent schools as it relates to attracting, admitting and enrolling students from all socio-economic backgrounds," Leahy said.

Last January, the trustees approved financial aid as the top fundraising priority. "The response from alumni, parents and friends has been tremendous," Rawson wrote to The Exonian. "Many of our lead donors are former financial aid students themselves."

Leahy explained the process. "Need-blind admission resonates deeply with our students,

NEED-BLIND, 3

Exeter Makes History at Head of the Charles Regatta, Girls' Crew Finishes Second in the Nation



The Exeter Girls' Crew team glides through the Charles Rivers.

Courtesy of Exeter Crew

By MICHAEL YANG, VIR SHRESTHA, and ELLIE ANA SPERANTISAS

The boys and girls varsity crew teams competed at the Head of the Charles Regatta, the second-largest rowing event in the United States. Exeter Girls Crew, consisting of senior Charlotte Pulkkinen, upper Matilda Damon, and lowers Edie Fisher and Jamie Reidy, secured Exeter's first ever medal at the competition by placing second in the youth women's 4+, 0.5 seconds behind the first place boat.

"We all worked so hard with our form and improved both our speed off of one another throughout these

months," lower and 4+ rower Edie Fisher expressed.

Luque, the team's coxswain, was proud of their progress. "I'm incredibly proud of watching this boat and how much they've grown since the beginning of the season. Being able to grow along with them everyday practice, I really saw how much they put out there. Every day was a new opportunity to get better, to get faster. I felt it right there at that starting line, everyone was really focused in and as soon as we started everything that could go right, went right in that race. It was truly a race to remember," Luque said.

Reidy attributed the team's

HOOCR, 11

History Department Announces Negley Award Winners

By AVEEN BURNEY, DAVID CHEN, ASHLEY JIANG, SELIM KIM, and MAX MANTEL

The 2021-22 Negley Prizes were awarded to seniors Eleanor Bolker, Nicholas Chen, Samantha Moore, and Janessa Vargas, and upper Clark Wu. The five winning research papers explored topics from American intervention in the Chinese Civil War to the reflection of masculinity and class in Shakespeare's plays. "This year's set of selections is a really good example of the breadth of possible topics," History Instructor

and Chair of the Negley Selection Committee Meg Foley said.

During spring term, students in HIS430 spend a month researching and writing a 15-20 page long paper on a topic of their choosing. These papers, formally known as "430s," but also referred to as "333s" because HIS430 used to be designated HIS333, are the culmination of the year-long American History sequence and a graduation requirement.

The selection process for the Negley Prize begins with HIS430 instructors anonymously submitting papers for consideration.

A committee of history instructors then read the papers with rough guidelines in mind. "Some things are sort of absolutes like sound research and sound writing. The citations and bibliography should be correct. But then we also are looking at the story that the student is trying to tell," Foley said. "We really are not strict with ourselves about the exact criteria, because a prize winner sort of stands out as a prize-winning paper."

History Instructor Troy Samuels echoed similar thoughts. "Our committee this year had five readers who then read all the papers and

NEGLEYS, 2

NEWS-IN-BRIEF

Mask Policies Upheld to End of Fall Term

By ANDREW YUAN

All community members are required to wear masks in indoor meetings and academic classrooms through the end of the fall term. The newly announced policies were a continuation from the mask mandate announced on Saturday, October 16.

Assistant Principal Karen Lassey announced the updated mask policies in an all-school email on Monday, November 1. "We have seen significant reductions in the incidence of respiratory illness over the last two weeks, which has been great news—less congestion for all of us and in LHWC (Lamont Health and Wellness Center)!" Lassey wrote.

"We are hopeful that our continued vigilance with masks and seeking care as soon as symptoms arise will allow us to have a strong finish to the term," Lassey wrote.

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» **THROW**

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» **FATIGUES**

Read about the return of Exeter's fatigue policy, with revisions, 3.

Negley Awards, Continued



Negley Winners

Joy Chi/The Exonian

discussed, and it's a really fun process because they're all good papers, but we're looking for kind of elusive criteria that can change year to year, and it's different reader by reader. We all think about the process and which papers we think stood out," Samuels said.

Samuels elaborated on the distinguishable factors of this year's papers. "It's really fun to read the papers where we can tell that the students were passionate about their topic, but also put that extra little bit of work in a couple more drafts," Samuels continued.

Samuels also noted that what often separates the papers are their topics. "We had a whole range of different time periods being covered from gendered histories to political histories to histories of identity—we had a nice range in there," he said.

Moore covered the history of Guantanamo and its current use in the War on Terror in her paper, "Guantanamo's Role in the War on Terror: Exception or the Norm?" Initially focused on detainee treatment and experiences at Guantanamo, Moore's paper expanded to explore the naval base's current use. "My argument was that although the U.S. government talks about Guantanamo as a necessary exception to regular practices of war and confinement, brought about by the attacks of 9/11, historical research shows that its current use is closely related to its colonial history and to its earlier use in housing populations such as Haitian refugees that the U.S. sought to exclude from its shores," Moore said.

Chen's paper, titled "Less is Not Always More: American Foreign Policy and the Failure of George Marshall's Mission in China," specifically focused on the main acting forces during the Chinese Civil War: the United States' George Marshall, the Chinese Communist Party's Mao Zedong, and the Nationalist Party's Jiang Jie-shi. "I chose this topic because of its personal resonance. Both sides of my family were displaced in the early 1940s by the end of WW2 and the beginning of the Civil War, and so I wanted my 333 to help situate my family's history in a broader

historical context. I wanted to merge the personal with the historical/political to help me better understand my roots," Chen said.

Vargas wrote about the single largest anti-war movement by a single ethnic group—the Chicano moratorium in East LA—in her paper, "La Batalla Está Aquí: The Efforts of the Chicano Moratorium Committee in East LA to Resist Draft Induction in the Vietnam War."

"It was a movement started by [University of California, Los Angeles] (UCLA) students and other people from the area that resisted draft induction specifically for Mexican Americans who were dying at twice the rate than any other group in the Vietnam war. It ended up culminating in like a 20,000 person protest that ended up killing the movement's most famous journalist. It's still a huge question on whether he was just caught in the crossfire or he was murdered. It definitely had a really dramatic ending," Vargas said.

Bolker, in her paper "What a Piece of Work is a Man: Masculinity and Class on the 19th c. American Stage," covered American ideas about masculinity and class as related to the performances of Shakespeare's plays in the 19th century.

Each topic warranted different processes of research and writing.

For Bolker, many of her primary sources were theater reviews. "I would just go into the newspaper databases and type in the name of a Shakespeare play and then put date bounds on it for what I was looking for. Then I would just go through and read theater review after theater review after theater review to find things that were interesting or useful," Bolker said.

Moore divided her research into sections that corresponded to historical time periods. "Within each section, I first read primary source material, including legal memos, conventions, policy statements, and memoir. I followed by reading secondary sources on the same material. I took notes throughout my readings, noting page numbers and key quotes, and I did an annotated

bibliography for my most important secondary sources. The notes and annotations helped me to keep track of all the different sources when it was time to write the paper," Moore said.

Some students ventured outside of the Academy library to find the sources most pertinent to their papers. "Since I chose a topic that one might consider to be quite niche, there weren't many sources available to me via the Academy's library. As a result, I found myself reading three or four tertiary volumes nearly cover-to-cover, but even these weren't quite exhaustive enough to write a twenty-page paper on, so I relied heavily on my grandparents' eyewitness accounts/oral histories to fill in these gaps in the literature," Chen said.

Vargas had a similar process. "Because I chose something pretty niche, the research process was a little difficult. I think I checked out every book about Chicano history from the library," Vargas said. "But I also had to email some people at the UCLA archives to see if I could access some of their stuff... but a lot of them weren't official publications that I wanted to use. They were community newspapers. So, I had to do a little bit of digging."

Both Moore and Vargas were able to contact specific individuals as their primary sources. Moore read detainee memoirs and conducted interviews with those who experienced the events of Guantanamo and carried insider knowledge. "The high point of my project was actually getting to talk to Mohamedou Ould Slahi [author of Guantanamo Diary] and his former guard," Moore said.

For her paper, Vargas talked to a professor of Chicano studies at University of California, Santa Barbara (UCSB). "He was super excited...he had written so much about Mexican American history, and he was just so grateful that young people are...a lot more interested in the history of marginalized peoples...to even feel like I had a little bit of a contribution to that was really nice," Vargas said.

After the recipients had concluded their research, many noted that the writing

process was much easier to approach. "Once I had synthesized all the sources, the writing itself flowed easily, because my teacher, Dr. Russell, had made us submit an outline worth ~ 20% of our term grade prior to writing (so I had already dedicated much time and effort to thinking about possible lines of logic and crafting potential arguments)," Chen said.

Vargas shared her insight into how she approached her writing process. "I think when I sat down to write my paper I knew one thing and it was that I didn't want it to be a really formulaic paper, meaning I didn't want to just come with these assertions and prove them through evidence in quotations," Vargas said. "Obviously that is part of how a history paper works. But I realized that I wanted to tell a hidden history and...I really wanted to make sure that my writing was alive because this was a movement."

Vargas continued, "One thing I knew is that I couldn't necessarily hold back on what I was saying. Some of these were going to be like radical takes or at least a bit out there and assertive, but I knew that for a history that is this hidden, you have to take that chance. And it worked out well, so I'm glad about that."

In the 2019-2020 school year, both 333 papers and 332 papers were considered eligible for the Negley award in order to ensure a more equitable experience for all students. However, this policy did not continue this year. "In the spring of 2020, students had left campus and were learning from home, so the resources they had were very different, the ways their classes interacted—sometimes completely asynchronously—were very different. That's why we brought those [430] papers in," Foley explained. "But this past spring, we were much better equipped to teach, we were almost back to normal."

The recipients shared their advice for how to most successfully approach the paper.

Many agreed that a key part of writing a good 333 paper is choosing an engaging topic. "Make sure you choose a topic that you can't get bored of, and if it's

a really personal topic, then sometimes that's even better, because you'll never lose your passion for it," Vargas said. "Honestly I'm glad that I chose a topic where I have to dig for sources because it didn't let me stop being motivated. I had to really commit to the topic that I was doing."

Bolker agreed. "Being willing to be a little bit creative with your topic and go off the path of the biggest things that you're going to find in history books and to look at the sort of more niche, or just kind of out of the ordinary topics, is really rewarding," Bolker said. "Personally, I felt like I learned about an aspect of American life in the 19th century that I never would've known about otherwise."

Foley noted that it is equally important to also "learn about not just your narrow topic, but about the things that surround your topic as you try to situate it in place and time."

"Whatever is happening within your topic is happening in a larger context, and I think it really helps when students are able to not just write about it, but actually even before they write, truly understand that context. It helps them figure out where to go with their topic," Foley continued.

Chen advises students to also "choose a topic that is answerable within the confines of the paper."

"For the first week of the 333 process, I convinced myself that I wanted to write about the disappearance of the Roanoke Colony but after conducting early research I realized that a) the research was uninteresting because I didn't feel that personal investment, and b) if nobody before me had resolved the disappearance of Roanoke, why, of all people, would I have been the first?" Chen shared.

Yet, Foley also notes that though students may choose a topic that does not feel answerable within the confines of the paper, students should still "sit with the sources."

"Research is sometimes a dead end. It's slow. It's not an efficient process. But I think students can really sit with their research and that includes primary and secondary sources, and use those sources

to kind of learn from each other," Foley said. "If you have several secondary sources, you start to kind of see where they each have either take on a facet of a topic or have an angle on a topic and you can start to understand a lot more from your topic by sort of triangulating across those sources, but you have to have a lot of patience to sit with the research and some things that you learn about that will be fascinating, probably won't end up in your paper, but that's okay."

When it comes to the actual writing process, Vargas believed that though time management is important, it is also important to "let yourself get into a flow" when writing. "...don't pressure yourself to work on [the 333]. I think just taking it slow when you're writing your 333 is a pretty good tip. Use the two terms before to find out where your weak spots are... making sure you're getting as much feedback as you can. So, when you go to write that like 17 page paper, you feel like you're actually ready," Vargas said.

"My last tip is probably the huge marker of just being an Exeter in general, which is never be afraid to ask for help, and never be embarrassed to have someone look over your paper. I don't think I would've won a Negley, if I hadn't asked my friends who had already been through the process to be a little harsh with me, to show some tough love because I think a lot of the times we can miss our own mistakes," Vargas also added.

Though the Negley award only goes to five recipients, Foley reminds students that writing a 333 is an achievement in itself. "I'm just always so impressed by the quality of work that students do on the research paper," Foley said. "They put tremendous effort in and I think sometimes there are some amazing things that happen in the process, and they maybe still don't end up as a prize-winning paper for whatever reason, but I think every student who accomplishes the project should just feel really proud of what they learned and that they've finished a really significant piece of work."

NEWS-IN-BRIEF

Academy Reinstates Fatigue Systems

After discontinuation in 2020-2021 due to COVID-19, fatigues returned in altered form on October 29. Dean of Students Russell Weatherspoon sent an email to all students announcing the return of fatigues on October 29, defining fatigues as “an excused absence from a required appointment that enables the student to take a nap.”

“Boarders may rest in their dorm rooms, and day students may rest at home, in their

affiliated dorms, or in the day student lounge,” Weatherspoon wrote.

Created with input from the Dean of Students Office, Lamont Health and Wellness Center, and Counseling and Psychological Services.

The body of the email detailed pandemic modifications for excused absences, specifying that students who are “not well enough to attend” Academy appointments should go to the

Lamont Health and Wellness Center. “Any absences incurred will be excused,” Weatherspoon wrote. “Please note that students who have any symptoms that could be COVID-19-related must wear a mask and go immediately to the [Lamont Health and Wellness Center] to be evaluated.”

For students experiencing fatigue or exhaustion, they may be excused for up to one format on the day they request a fatigue. “This

time limit is consistent with sleep research that has demonstrated that naps of 20-40 minutes are most effective for improving alertness, responsiveness, and well-being,” Weatherspoon wrote.

Students may fatigue for “one or two occasions” in the fall term, and three occasions in the winter and spring terms. To fatigue, students must email fatigue@exeter.edu with the format they are fatiguing if they still have remain-

ing fatigue absences. For students who have fatigued more than twice in the fall term, they cannot utilize the fatigue system until the winter term. “These requests should be submitted the day of the missed appointment and no more than five minutes after the start of the format/period,” Weatherspoon wrote. “Students are not allowed to use a fatigue excuse to miss an announced assessment.”

Weatherspoon concluded his email with

a recommendation for students to be aware of the Academy’s minimum attendance policy in regards to fatigues and other absences, found in page 27 of the E-Book. The E-Book states, “The dean of students may, based on a recommendation from the Academic Advising Committee, withhold credit for a course from any student who has missed more than 20 percent of the scheduled class meetings in a term.”

Need-Blind Admissions Policy, Continued

alumni and parents who saw this as a wonderful opportunity to take our financial aid program to the next level of supporting youth from every quarter. Once we identified this as a goal, the momentum of support was most humbling,” Leahy said.

Fundraising for the \$90 million was conducted by Institutional Advancement and Rawson. Rawson referred to John and Elizabeth Phillips’ values expressed

in founding Exeter in his email as representative of the goal of the need-blind admissions: “And it [the Academy] shall ever be equally open to youth of requisite qualifications from every quarter.”

“Financial aid makes it possible for students from “every quarter” to join the Academy community and learn, lead and thrive here,” Rawson wrote in his email.

“As a former financial aid student myself, it is deeply gratifying to be

part of an effort to make an Exeter education more affordable and more accessible to youth from every quarter,” Rawson wrote to *The Exonian*.

Going forward, Rawson urged awareness of the importance of continuing to fund financial aid efforts and expanding admissions outreach to more students. “This also presents an opportunity for the admissions team to think about ways to expand our outreach to

prospective families, near and far, and make this opportunity known to more students who are ready to thrive here but might not be aware of the opportunity,” Rawson wrote.

Leahy echoed this goal. “We look forward to sharing this exciting news with prospective families and educational partners. We will be spending the next few months reflecting on how best to enhance our outreach and engagement with all

potential applicants.”

For students currently attending Exeter, Leahy explained that financial support systems will continue. “...we will continue to provide non-tuition related support for a range of activities and program needs for financial aid students including those from lower income backgrounds while also partnering with colleagues across campus to ensure we are identifying any areas of

support that are needing attention.”

Rawson concluded his email with thanks to the Exeter community. “We are deeply grateful for the many ways alumni, parents and friends support our school. Whether it is through your philanthropy, your volunteer service, or both, we thank you for your generosity, and for your goodness.”

Students Reflect on Midterms, Continued



Midterm grades for fall term were published on 10/19.

midterm grades as “better than I expected them to be.”

For many preps, the Academy’s Pass/Fail grading policy for fall term alleviated much of the stress around midterms. “I think the pass/fail term really helped me adjust to Exeter with minimal anxiety,” prep Minjae Suh said. “I definitely would have struggled without it. It was nice knowing that the stakes weren’t so high. I felt I could do more, try new things.”

Others referred to upperclassman friends

as points for guidance. “The older kids in my dorm are great as well,” prep Beatrix Prairie said. “They can relate to being preps and they gave me a lot of advice—what electives to try, what clubs to sign up for, that sort of thing.”

Positive feelings about midterm grades also abound. “I really like the fact that they give out these midterm grades,” prep Nick Riccardi said. “My previous school was a lot less rigorous, and I’d get top marks without having to put in much work. Obviously, things are very different here,

and I appreciate the feedback.”

When asked about the effect that Exeter has on her mental health, prep Hemani Stallard remarked, “It’s definitely affected me because when you’re in this environment, your brain, it’s just very busy and preoccupied all the time.”

Others feel that the system could be improved. “It’s frustrating to me that some teachers will lower your grades to motivate you for the second half of the term,” Prairie said. “That makes it difficult for me to know what classes I’m actually

Avery Lavine/*The Exonian*

acing, and what classes I need to work on.”

Prep Juliet Stien agreed. “It lets me make excuses for myself. I might be tempted to think that I got a suboptimal grade because the teacher lowered on purpose. Excuses help me avoid what I know I’m struggling in.”

Some students also praised their teachers for supporting them. “They’re very understanding,” prep Finn Lorgen said. “Like, if I can’t make it to class because I’m at the health center, they help me make up for what I’ve missed.

In a lot of ways they’re flexible, and generally considerate.”

Stien said, “Most of my teachers have made sure that we have the resources to navigate our first term. The only real problem, sometimes, is that I don’t know when to ask for help. I think that’s something everyone can work on. Help is there for the taking, and we should always keep that in mind.”

This year is the lowers’ first at Exeter with full in person learning, a significant jump from last year’s hybrid in-person and online schedule. For lower Dongchen Zhou, the year has been less stressful compared to last year’s spring term, when he was an international student studying remotely off campus. “In-person classes are just better, easier to understand and provide better interactions,” Zhou said. “Therefore, I had less confusion and thus didn’t send as many emails to my teachers, compared to last year.”

Many lowers also expressed gratitude for the no-homework “short” blocks implemented in the new schedule. When asked about the academic leap from last year, lower Gunn Sukhum reflected on the helpful addition of short blocks, “The main difficulty is the workload; however the short blocks definitely reduced the work by a lot.”

The midterms have been helpful for many, as they give students a chance to improve their grades before the end of the term. “It’s always great to know where your teacher thinks you’re at currently. Midterms are just the right time to be able to turn things around,” Sukhum said.

Zhou appreciated

midterms as an indicator of final grades. “For subjects you’re good at, it boosts your confidence. For others, it perhaps encourages you to talk with your teacher to seek improvements,” Zhou said. “In general, it gives me a better sense of how I am doing in class and helps me better organize the rest of the term.”

Upper Jayson Tung believed the stress this term was manageable thanks to his teachers. “Teachers are very lenient this year with work and course load.”

When asked about 331’s, commonly known as a source of stress for many uppers, Tung didn’t seem too worried, but wishes to get started soon. “I haven’t started my 331 but I hope we do soon because I don’t like being crunched for time.”

Many seniors were stressed about midterms, as it coincided with early deadlines for colleges on November 1. Senior Oscar Page said, “[Midterms] have been hard to manage. School by itself takes up most of my time and it can be difficult to find space to work on everything else.”

“Most of my teachers have been accommodating and are trying to cut down on our workload before early deadlines,” Page said.

Senior Kira Ferdyn believed short blocks helped to alleviate stress. “They allow me to have more in-depth discussions on other material or related things. [Short blocks] definitely don’t feel like a whole lot of time, in terms of class material.”

With this midterm check up, some students are enjoying the advantages of this fall, but workload continues to be a concern.

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Assembly: Mary Tuomanen '99



Mary Tuomanen '99 enfuses their joy about Hamlet.

Joy Chi/The Exonian

By JESSICA HUANG, ASHLEY JIANG, and ASHLEY NYSTEDT

"We have to go back to the valley," Mary Tuomanen '99 emphasized as they captivated Exonians last Friday in their heartfelt and humorous Assembly speech. Tuomanen's speech discussed the exploration of their identity, and reminded Exonians to be their authentic selves and care for themselves amidst the rigorous Exeter environment.

In an ever-changing world, Tuomanen hopes students realize the power they have to bring change. "The valley isn't necessarily outside of Exeter. It isn't just in cities like Philadelphia, where schools and affordable housing are deliberately impoverished while funds flow to police and ICE agents. In the era

of climate crisis, *the valley is everywhere*," Tuomanen said. "You're in the valley now; you have all the cleverness and creativity and solidarity needed to make good trouble. So don't worry about going looking elsewhere for the fight; you have lots of opportunities to practice!"

Tuomanen continued, "Practice is advocating for each other, and for yourselves. It's also taking time to rest. It's also going for a walk when you need to, listening to music, crying if you need to, letting go of perfectionism, helping each other, goofing off, being a good friend. All that can only make you a better, more sane person in the long haul."

For Tuomanen, relying on friends and peers was a huge takeaway from their time at the Academy. "[Harkness] teaches you

how to learn from your peers. It teaches you that in some ways that conflict is not abuse, especially in the intellectual realm," they said. "It's like, we're just talking about ideas. We're just gonna find the right idea together. We're all gonna talk it out, talk it out, talk it out, and then find the right idea. That's huge, and will serve you for the rest of your life."

The anti-failure culture at the Academy, which Tuomanen experienced as an alumnus, has kept Exonians from truly embracing the school's motto of *non sibi*. "When you deny students or people the right to failure, you deny the possibility of learning. You deny the possibility of development, and you create a culture of hiding. You create this idea of earning, of earning your right to be somewhere," Tuomanen said. "It won't allow you to help other

people."

For upper Delaney Miller, Tuomanen's talk is one of her favorite assemblies. "I think my favorite part of the assembly was when Mary started talking to us, aka Gen Z," Miller said. "There's something different about Gen Z that makes us a more loving community, and we aren't afraid to tell our stories and fight for our rights, even if the older generations don't understand that. And Mary's words of enlightenment really did give me strength to know that we can accomplish almost anything. It really does give me hope."

Tuomanen served as an inspiration for Miller to continue acting. "Just Mary's performance was enough to want me to keep acting. The emotion and authenticity of their speaking and movement felt so real," Miller said.

Current theater students were able to attend an extended version of Tuomanen's assembly Friday afternoon. "I could see the entire scene surrounding [Tuomanen], even though it wasn't there, I could imagine everything that was happening. I felt like I was there. And to be able to do that is so powerful and inspires me in such a way that I want to be able to do that: to show and invite people in an imaginary world where they can see the scene that I am acting out, instead of just listening to me tell a story," Miller continued.

Students were moved. "Their assembly was just a little snippet of her self-written, self-directed one-person play. I watched her assembly and thought it was so powerful, then I watched her play and it was something else," upper Alysha Lai said.

"Mary is a very special person, and you can see the intelligence and the knowledge and the passion through their delivery."

The unique stance Tuomanen uses in their play was especially inspiring. "They inspire me to be a very real and honest director and playwright. I've created a lot of self-written work, but Mary's is different in the way that they comment on reality through other people, like Hamlet," Lai continued. "They show how to be a modern theatre member by using theatre as a mode of expression, but also as a mode of comfort."

Lai summarized: "Mary is an inspiration because they were once like us, and it's amazing to see a student who used to sit in Assembly Hall become someone so great and mesmerizing."

Album Review: Easy on Me

By NHAN PHAN

"Easy On Me," Adele's latest single, marked a powerful comeback for the British singer after a long hiatus. However, despite marking a comeback for the singer, it conformed to patterns shown in Adele's previous songs: mellow, melancholic pianowork, romantic yet expected lyrical progression, and as always, spectacular vocal exhibition. Although in terms of the song itself, gorgeous in its composition, it's nothing that I haven't seen before, at least from Adele.

One of the strengths across Adele's songs is the emotion they manage to bring forward. Prior to the release of the single, Adele talked about the

emotions that she felt that inspired her to compose her album: heartbreak. Because of the breakdown of her marriage, she said she felt "an absolute mess and inner turmoil [that's]... consumed by grief." Not even mentioning the lyrical composition of the song, the melancholic piano offers its mournful touch to the song as the melody progresses. In a way, this song is Adele's personal statement on dealing with her grief: a sense of empowerment and experience from dealing with loss. The piano grows more strident; her voice soars after initially sounding wounded and vulnerable. Rarely any other artist can wrap heartbreak, sorrow, the process of moving on, and empowerment

in a stunning package like Adele does. The stupendous lyrical and melodic composition of the song did Adele justice as it shows her emotional progression through a vulnerable yet still powerful use of dynamics.

Focusing on the meaning of her lyrics, Adele did something she has never done before. In "Easy On Me," she realizes that she is the root of all problems; she is no longer pointing fingers at anyone else. Adele uses this song as a moment of epiphany, a moment of self-reflection on the pain and loss that has been inflicted on her. She might have realized that the reason why her past relationships did not work out, the reason behind the writing of

"Send My Love (to Your New Lover)" or "I Miss You," was herself. In her lyrics, the chorus showcases Adele's most personal side: "Go easy on me, baby/ I was still a child/ Didn't get the chance to/ Feel the world around vve/ I had no time to choose what I chose to do/ So go easy on me." The lyrics show a new kind of self-acceptance and self-realization from Adele, and it hints at the fact that Adele still needs to rediscover who she is. It takes a brave artist to share that realization with the world; Adele did just that.

However, the one criticism that I have about this song is that, perhaps after being an avid Adele fan since I was five years old, it is so Adele. I hardly have to

listen carefully to every segment of the song to say: "yups, this is Adele, 100%." At this point in her career, Adele's song style has become too reliable for my sake; there are few differences in her style that show her development as an artist, or her exploration as she ventures on to sing about her experiences. Slow piano and soaring vocal work seem too familiar to me. Perhaps die-hard Adele fans may appreciate the consistency in the melodic composition of her song. I have to admit, regardless of whether Adele may sound too conventional or not, she delivers and sets the bar every time. After decades, Adele has managed to perfect her vocal technique to establish a way of singing that is truly her own. I would have loved to see Adele being more explorative, trying out new patterns

of melody that doesn't jeopardize the emotional vulnerability that her songs currently offer (which is, by all means, a powerful strength).

Overall, Adele's ability to pinpoint her troubles bravely and masterfully convey them to the listeners in her flawless and majestic lyrical composition and moveable, powerful, yet unmistakable Adele-esque melodic composition without any self-righteousness and pity for herself is awe-inspiring. I think it's time for Adele to begin exploring more melodic avenues that further amplify her identity as an artist, and continue to rediscover herself so she can give us honest pieces of music in the, what I must say exciting, days and months to come.

Senior of the Week: Alexander Masoudi



Senior Alexander Masoudi enjoys a crisp Exeter afternoon.

Joy Chi/The Exonian

By ROHIT KANTAMNENI, LAUREN KIM, EMI LEVINE, and ANGELA ZHANG

Senior Alex Masoudi can often be seen entering Elm Street Dining Hall with a squash bag slung over his shoulder, chatting with his friends about his most recent math test or cracking jokes that make them all laugh. He stops by a table and chats with his sister, Lekha Masoudi, filling her in on his most recent wild adventure with the Outing club before hopping in line to grab something to eat.

Four-year senior, proctor, student listener, and Webster Hall's Student Council representative, Masoudi is a dedicated community member of Exeter who originally hails from Colorado. He is also a member of the Boys Varsity squash team, as well as a co-head of the

Outing Club.

Prior to Exeter, Masoudi was a passionate student of mathematics and physics who enjoyed challenging himself in these areas. He is currently enrolled in the multivariable calculus course and plans on pursuing more in-depth mathematics and physics classes in college. But Exeter's breadth of courses allowed Masoudi to expand his interests even further, into subjects like U.S. History and sports like squash. That's part of the reason he applied to Exeter.

"There's not really a ceiling as to what you can do at Exeter. So, it's made me a lot more passionate about some of the things I was already passionate about, like squash and math, and it's definitely introduced me to new interests I otherwise would not have had," Masoudi shared. "But to be honest, the real reason I applied was because my

twin sister wanted to go to boarding school to ride horses, and I just tagged along. Fortunately, things turned out really well."

It is clear that beyond being academically motivated, Masoudi's humor and emotional intelligence are some of his most defining characteristics. Senior and squash teammate Ben Ehrman commented, "Alex brings an unparalleled sense of humor to this campus and an outstanding emotional intelligence that allows him to understand the nuances of relationships."

Senior and friend Thomas Yun had similar sentiments. "Masoudi is someone who is very caring and always reaches out whenever he thinks something isn't quite right. He understands the importance of spending time with others, and has become a more considerate and thoughtful person. I enjoy his sense of humor

and how he is always able to read the room, being funny when needed, but also being serious when talking about something important."

Masoudi's sincerity and sensitivity is evident in his leadership roles in the dorm as well. Dorm head Alex Myers, recalling a positive anecdote of Masoudi on move-in day at the beginning of fall term, shared "He looked really happy to be back and was talking with the dorm faculty and his peers with a lot of joy and comfort. It's always great to see someone who has made this place home. I've known Alexander for his whole time at Exeter in the dorm. He's gone from someone who was — like many preps — a little confused by how to handle life at Exeter to someone who is a real leader."

Dorm faculty Townley Chisholm also added, "Younger students notice

the ways he serves the dorm and the school as proctor, student listener, and dorm representative. He is always trying to do his best to represent his constituents."

Fellow senior and proctor Fawaz Omidia described Masoudi's transition into a dorm leadership position. "Masoudi has become much more confident. I feel proud to be his friend because I know he's true to himself and holds everyone accountable."

Senior Juliette Ortiz agreed and believed Masoudi's presence extends beyond the dorm. "Masoudi has really settled into himself. He's become more confident with approaching people, being social, and reaching out to others. He's not someone who gives up on people. He really makes an effort to stay by someone's side and be a good friend."

Masoudi's twin sister, Lekha Masoudi, also

added, "He's become so much more of a leader. He's compassionate and committed to helping people."

It is clear that the legacy Masoudi will leave behind at Exeter and beyond is one of kindness and inspiration, one that will remind students what it means to be a caring Exonian. Ehrman believes in this. "At a school that can be so stressful, Masoudi is a beacon in this dark tunnel. There are many of us here who enjoy and need his sense of humor to keep us humane."

Masoudi gives some final advice to his fellow Exonians. "Don't be afraid to try literally everything. If you even think you might be interested in something, try it. Maybe you'll find something that you are super passionate about."

Movie Review: Free Guy



Courtesy of IMDb

By JOHN HENRY HOLCOMB

Despite his immense success over the past few years, I'd be hard-pressed

to name a single Ryan Reynolds movie outside the Deadpool franchise. Don't misunderstand my point, not every film has to be a philosophical

masterpiece that transcends its generation, but when your movies are consistently this disposable, it begs the question "What do people see in him?" Just off the top of my head, I could list a dozen lead male actors who are far more interesting and talented than Ryan Reynolds (Leonardo DiCaprio, Daniel Kaluuya, and Dev Patel, just to name a few), but that's the point: Ryan Reynolds isn't designed for the same audience, his demographic is children. This is my problem with Free Guy.

Although director Shawn Levy's most recent film wasn't the worst example of an overproduced Hollywood atrocity, it seemed to be the most blatant in its soullessness. This is a film without a plot, as though it was built around the marketability of its cast rather than a coherent story. This reverse engineering of a blockbuster popcorn-flick leaves the entire viewing experience hollow, with very little enjoyment to be found

for anyone above the age of 8.

For a film about artistic integrity, the narrative is laughably unoriginal, with every choice seemingly designed with a profit incentive in mind. Every idea seems like a leftover from screenwriter Zak Penn's far more enjoyable Ready Player One. The acting (with the exception of the ever-wonderful Taika Waititi) exists in limbo somewhere between student film and Buddy-the-Elf. This patronizing tone left me constantly rolling my eyes, and I seriously considered leaving the theater whenever the plot turned toward the "love story." On this account, the blame lies not with the actors, but with the director for instructing them so poorly. In addition, the YouTube cameos were often robbed the story of any momentum it could have carried. I was dubious of their inclusion in the first place, with it seeming like a thinly veiled attempt at some free mass marketing, but

their execution causes them to stick out like a sore thumb.

Surprisingly, I enjoyed a number of the fight scenes quite a bit, with self-contained choreography that never overstayed its welcome. Other than that, the cinematography was nonexistent, but that's par for the course as far as big-budget action movies are concerned. The music was inoffensive and forgettable, but in a film that already has so little going for it, its lackluster areas are unaffordable. By far the most jarring and repulsive part of the movie was the use of CGI however. I understand it may be a tall (and occasionally impossible) order to request that all effects be done practically, but this film barely reaches the bar of computer animation I would consider "acceptable." From the avatar's bodies being ragdoll-flung across the screen, to the horrendous graphics applied to the "Dude," hardly a scene went by without some new visual

insult interrupting my experience.

When the film finally reached its climax, I was unsatisfied, though not surprised. The happy ending was unearned, made even more sickly-sweet by the resurrection of the character Buddy—a choice that invalidated his previous sacrifice. With that said, the final moments were somewhat salvaged by the first hint of real chemistry between Jodie Comer and Joe Keery. Ironically, the first emotion I felt throughout my entire viewing experience was during the closing shots.

In conclusion: Should you watch Free Guy? No, not really. But if you happen to have a few hours to kill, and you can stomach Ryan Reynolds' humor, and the bad writing, and the forced chemistry, and the intrusive cameos, and the eyebrow-raising CGI, and the incessant jokes, and the underwhelming climax then this may just be the movie for you. Or you could watch a good movie. Final verdict: 2/10.

A Tale of Spooky Fonzies



Dance Instructor Allison Duke's advisory enjoying the festivities.

Courtesy of Allison Duke

By **ANDY HERRIGAN, CLARK WU, and CHENGYUEZHANG**

As Halloween nears, the Exeter community finds ways to celebrate and de-stress: expressing creativity with costumes, carving pumpkin, hanging out with friends, and hoarding candies from trick-or-treating.

"It's my favorite festival of the year. Halloween gives me the excuse to just dress up however I like," upper Alexandra Wang stated. "You don't really get to shop that much in advance [for Halloween], and you have to scrap something together from what you have...It's the day where

you have excuses to be weird. And I enjoy that."

On October 23, the weekend before Halloween, Theatre and Dance Instructor Allison Duke accompanied a group of Dunbar girls to the Haunted Overload Experience in Lee, New Hampshire. "We went during the day, so there weren't any actors jumping out at you, but we got to appreciate the amazing and detailed artistry of the entire production," Duke said.

"When you walk in, there are these 15-foot tall demonic figures, dressed in all black and creepily welcoming you in. The staff members called them guardians. And of

course there were the pumpkin carvings," Duke continued. "All of the structures we saw looked like they were there year-round because they're all so big and vast. Knowing how much time and skill it takes for the Theatre Department here to build their sets, I've gained a certain appreciation for the great, impressive sets there," she said.

Prep Hemani Stallard thoroughly enjoyed the experience. "It was really fun," she said. "It was refreshing to see what the town of Exeter is doing for Halloween and how much the town gets in the spirit."

Duke considered the possibility of making the trip annual. "Students

really loved getting off campus after being pretty much confined here for a year. The drive through the Seacoast is also quite pretty and exciting. Maybe we'll bring a bigger group next year, even the whole dorm," she said.

Upper Stellan Aalto also visited Haunted Overload with a separate group the night before Halloween. "We waited in a line in the pouring rain for about an hour. When we got into the maze just about everyone had completely soaked through," Aalto said. "Once we were in the maze itself it was something that I had never experienced before: actors dressed in [...] black robes crept up behind you, when

they got close enough they would tap your shoulder. They did that to us three separate times, and it never ceased to cause us to run away screaming. When they weren't following us they were hiding around every corner, waiting to pop out."

Aalto believed the Academy should encourage more Halloween festivities. "I don't think enough is done to celebrate Halloween at this school, I wish there was a chance for more students to be able to get out there," he said.

Various dorms also organized fun events to celebrate Halloween. Lower and McConnell resident Ariana Thornton described her dorm's pumpkin carving competition.

"Each hallway was supplied with a pumpkin, and people gathered to collaborate on carving it...[My hallway] carved the cursed Elmo meme into a pumpkin. That was a new experience for me because I've never carved a pumpkin like that before."

"All the pumpkins that are dorm carved are now prominently displayed on the McConnell beach!" Thornton added. "Another person in our dorm actually baked a pumpkin pie from the pumpkin mush that she scooped out of her pumpkin."

In Gould House, Halloween spirits have been around for a few weeks. "A while ago, to get

in the Halloween spirit, we all handmade decorations," senior and Gould House proctor Olivia Williamson said. "There are cobwebs, fake spiders, paper bats, witch hats, cats, ghosts, and Halloween-colored streamers. We stuck them on our doors and in the common room."

"We also had a movie night, and tomorrow we'll bake some Halloween theme treats and encourage people to dress up," Williamson added.

Clubs also planned Halloween themed meetings. Exeter Film Club watched horror movie House, Transitions watched the movie Twitches, Exeter Literature Society had heated discussions about the Gothic novels Frankenstein and the Strange Case of Jekyll and Hyde, and Asian Voices and the Afro-Latinx Exonian Society collaborated for a Horror Story Night on Friday evening.

"I love Halloween. It's just so much fun. I love watching other people get dressed up. The people dressing up with bald caps especially. I love all the Halloween competitions. I love the way the campus looks this time of year, how all of the teachers enjoy the holiday too," upper Adalie Burton concluded. "I love the cookie decorating stations, the smores, the candy, the bad music, how we're all having the time of our lives."

Faculty of the Week: Dionna Richardson



Dr. Richardson smiles in her study.

Courtesy of Dionna Richardson

By **ANDREW YUAN, LEO ZHANG, and ANGELA ZHANG**

As the bell tower strikes noon and her students depart for lunch, History Instructor Dionna Richardson sits back in her chair and reflects on the students' conversation revolving around United States history. A fierce advocate for student-centered learning, Richardson prioritizes student voices as they study social justice and equality, some of Richardson's greatest passions.

Prior to Exeter, History Instructor Dionna Richardson was an instructor of a writing program at Virginia Commonwealth University. Intrigued by the prestige and publicity of Exeter, Richardson started researching the curriculum and pedagogy at the Academy. "When I found out about the Harkness method and the way classes were student-directed rather than based on state-sponsored proficiency tests, I was

really excited to apply."

Richardson commented on her enthusiasm for the Harkness discussion and inquiry-led learning that comes with it. "The best thing to do on a Harkness table with students is to come to a conclusion about a topic or an issue or some brand new idea that they've never really thought about before, and then discussing it together in a way that helps them understand the world," she said, "I think that's especially fulfilling."

Outside of the classroom, Richardson combined her research in social justice, such as race, labor, and gender, with her teaching. "I am what some people refer to as a scholar activist. I spend a lot of time doing research into how systems work and looking at systems that we have in the present through historical lenses. I write, do research presentations, conferences to help people understand how what we have today is a product of what we had

in the past.

It's a product of choices and path that led us here, which means there is a path that leads out of it," she said.

"Ultimately, I have a hopeful outlook that we can make the world better by looking towards decisions that were made in the past," Richardson continued. "For me, it's all about identifying systems of oppression, about identifying marginalized communities and identities. Tracing backward, we can figure out where the oppression comes from and collectively work to improve on progress in these areas. When I look back on my teaching, I try to identify the most pressing issues we have today and then use history to help students understand what they see around them. And then hopefully that motivates us to make some change."

Faculty members in the history department shared their thoughts on Richardson. History Instructor and Head of the History Department

Kent McConnell shared details of Richardson's arrival at the Academy. "I got to know Dr. Richardson before she became affiliated with PEA through the interview process and accompanying materials she provided. Greatly impressed with her credentials, we interviewed Dr. Richardson for a teaching position in the spring of 2019," McConnell said.

"She is a tremendous asset to our department. Dr. Richardson is invested in student learning, seeks to convey the complexity of the past through her readings and Harkness instruction, and is well-versed in many areas of history. Moreover, she is a hard-working colleague who wants to see our department and its members continuously engaged in discussion about scholarship and best practices," McConnell continued.

History Instructor Betty Luther-Hillman agreed, citing Richardson's love for her students and teaching.

"She cares deeply about her students and about the pedagogy of history teaching. I'm personally inspired by the kindness she shows to her students," she said. "Especially during COVID, I think she's modeled ways to hold students to high standards while also being understanding of their individual circumstances."

This year Richardson was appointed as the dorm head of Langdell Hall this year and fellow Langdell residents have enjoyed Richardson's presence around the community. "In the dorm, she tries to make sure that people are aware of each other's identity. She's very open minded about people's preferences and tries to remind us to do the same," senior and Langdell resident Zara Ahmed said.

As a former affiliate of Amen Hall, Richardson played a vital and active role in the dorm community. Senior and Amen resident Emily Grace Fuller shared her experience with Richardson in the dorm. "When Dr. Richardson is on duty, she would be really welcoming to me and other students. We would hang out in the common room and we would just talk to her about what's going on in our lives and ask her questions about her day too. One night, we started talking about the history curriculum and what academic history meant to her," Fuller said.

As the advisor of the Muslim Student Association, Richardson provides students support. "During Ramadan, we would go to her house and she would give us these really huge, long marshmallows. She would cut them in half

and give us little sticks. I distinctly remember having debates with her husband about what the ideal marshmallow roasting techniques are. These small moments with her are just really enjoyable," Ahmed said.

Senior Aryana Ramos-Vazquez recalled having Richardson last winter. "Dr. Richardson was my dorm faculty, and I had the pleasure of getting to know her relatively well in my upper year. I had her for my winter term US History class, and around that time, I had started to engage with her more in the dorm setting," Ramos-Vazquez said. "She truly is a kind and compassionate teacher, and one of the few that I felt comfortable reaching out to when I needed it. As a teacher, I really enjoyed the variety of materials she included in the curriculum-- texts on LGBTQ+ perception during the early twentieth century, the concept of the 'New Woman,' and uplift suasion all come to mind."

Richardson wanted the Exeter community to understand that she is here to support the students. "After the protest a couple of weeks ago, I told all my classes that you can talk to me. I know that when students look around at the adults around them, they are always trying to find out whether or not they are a safe person," she concluded. "Are they a safe person? I think it would be helpful for adults to just tell you and show you. As I am new here and as I don't know people much outside the classroom, people haven't realized yet that my classroom and my dorm study is a safe space for everybody."

» CLIMATE

Read about Ariana Thornton's '24 demand for politicians to start listening to youth climate strikers, 7.

» HALLOWEEN

Read about Andy Horrigan's '23 argument as to why Exeter needs Halloween, 7.

» COLLEGE

Read Alia Bonanno's '23 critique of Exeter's college culture, 8.

On Youth Climate Strikes: Battling the Stark Divide Between Politicians and Youth

By ARIANA THORNTON '24

Slogans scrawled on cardboard signs, students in uniform holding multicolored banners, mouths agape, cheers and chants, an undulating crowd: around the world, these scenes of climate protests have recurred in recent years.

The climate movement and warnings of a warming planet aren't new. As long ago as 1893, a Swedish physicist predicted that changes in atmospheric carbon dioxide levels could substantially alter global surface temperatures. In 1938, English inventor and engineer Guy Callendar linked carbon dioxide increases to global warming. Preserving the balance of the ecosystem has actually always been a prioritized value of indigenous peoples. However, it took decades for the issue of climate preservation to reach mainstream understanding; the first Earth Day was held in 1970. And it hasn't been until very recently that young people were mobilized to become involved.

The youth climate movement was wholly transformed through Greta Thunberg's "Fridays for Future" school strikes beginning in 2018.

They culminated in the global climate strikes on September 20, 2019 that included 4 million people and spanned 161 countries, the largest in history. These sheer numbers alone demonstrate that younger generations now recognize the climate crisis we will inherit and are compelled to take action.

Due to the young age of many student strikers, politicians and adults in general often view youth climate protests with false or demeaning concern, or they misunderstand the intended message entirely. The disapproving adults and politicians tsk-tsk and complain that students shouldn't be shirking their education. On the other side of the spectrum, some politicians share an indulging speech or tweet, giving a diplomatic statement along the lines of "we need more people like you" or "you're our best hope to save the planet." Articles and headlines either proclaim the inspirational and exuberant nature of these events, or their insolence and corruption.

How flawed all this is.

The exuberant scene of many climate protests bely the debilitating pressure, fear, frustration, and anxiety that many young strikers endure,

to the point where it consumes their everyday lives and keeps them up at night. As they study for the SATs or worry about homework, they wonder whether the future they are working towards will even exist when they get there. Often, striking becomes their outlet. But back at home, students experience exhausting emotional breakdowns, deteriorating relationships with friends and family, and other mental struggles that come with sacrificing their school and social lives in their efforts to enact political change.

This saddening aspect of youth climate strikes is not mentioned nearly enough; it is not healthy and not sustainable. So politicians championing these students as their models ironically evoke in me a visceral queasiness instead of gratitude and hope. Why are adults praising kids for bearing the responsibilities that they, as caretakers of younger generations, are morally obligated to complete? This is a neglect of the nation's children, and it ought to be condemned; it will never and should not be the responsibility of youth to hold adults accountable for their duties and promises. On September 12, 2019,

New York City mayor Bill de Blasio tweeted in support of the upcoming climate strike: "New York City stands with our young people. They're our conscience." Maybe adults should have their own conscience.

Greta Thunberg spoke on this in her impassioned speech at the UN Climate Action Summit: "I shouldn't be up here. I should be back in school, on the other side of the ocean. Yet you all come to us young people for hope! How dare you!"

Despite the youth climate movement receiving so much attention, the outcry and hardships of youth are so often ignored. For fourteen days, five young people—Kidus Girma, 26, Paul Campion, 24, Ema Govea, 18, Julia Paramo, 24, and Abby Leedy, 20—engaged in a hunger strike outside the White House and the Capitol to demand that Biden stand up to Joe Manchin and enact the full climate bill he promised. As their condition weakened, they began using wheelchairs and wrapping heavy blankets around their legs to keep warm in the frigid DC weather, yet remained holding signs declaring the reasons for their hunger strike: "for my future," "for my future children," "for my

community," and "para vivir." When asked about the strike in a press conference, Press Secretary Jen Psaki seemed confused as to what the protest was for, giving a lukewarm response that "the President admires [young people's] activism." Why was the administration seemingly unaware of a hunger strike happening practically on their doorstep? The activists tweeted a response: "We don't want your admiration. Show us the results."

In a letter they sent to Biden on October 26, the activists wrote, "Our joints creak. Our muscles are breaking down. We are nauseous and dizzy and our vision is blurred...we have not eaten in seven days because you have not fulfilled your commitments to climate justice... You must stand up to Joe Manchin, and choose our futures...Joe Biden, choose us. Be a leader. Keep your commitments and be a champion of climate justice. Choose human survival."

The same day that she helped send the letter to Biden, Abby Leedy confronted Joe Manchin from her wheelchair as he exited a corporate donor luncheon. After a curt conversation with her, he entered a car and

drove away. Abby shouted after him in a voice quivering with emotion, "I want to live! Young people want to live!"

These interactions demonstrate how many politicians—most of whom are much older—don't view climate change as an existential threat and lack empathy and understanding for the hardships of youth. They make decisions based on how much their wealth and political connections could be boosted, and how much their privilege could be protected. Any consequences are an irrelevant side effect. As a result, young activists have so often been waved away by these older generations as being overdramatic about climate crisis. They are called corrupt when they call out the corruption of the system.

To the strikers, to me, and to many others, the years to come will be the last resort to protecting our lives. The decisions of politicians today will determine the future of the earth long after they are gone, and they are morally obligated to listen to those who will inherit it.

In the words of Greta Thunberg: "I want you to feel the fear I feel every day. I want you to act like your house is on fire, because it is."

Why Exeter Needs Halloween



Sabrina Kearney/The Exonian

By ANDY HERRIGAN '23

Last year, we went through a lot. We fought through a pandemic, online schooling, long spells away from campus, and much much more. For many, the year was riddled with hardships and testing moments. Last spring, I found myself in the same group as a lot of people, wondering if

COVID would still be an issue next year and if returning to campus would be worth it. I'm very grateful that the administration was able to find a way to bring some life back to campus while simultaneously keeping us safe. We came out of the pandemic a stronger community than before, tougher, braver, and with a reignited appreciation for the

time that we got here. Though I don't believe the "Old Exeter" is back, we're approaching normalcy that I had forgotten existed last year. With every in-person club meeting, every sweaty mosh pit, and every crowd-filled game night under the lights of Phelps Stadium I can feel our community re-growing. But the one thing we need is a school-wide celebra-

tion. What Exeter needs now more than ever is Halloween.

Halloween is unlike any other holiday we share on campus. St. Patrick's Day lacks the anticipation and excitement that Halloween does and only ends up as a day for people to wear green. Valentine's Day is a divisive time for many, the anticipation leading up to it is more along

the lines of "Who do I want to spend it with?" leaving me with an overall takeaway that it is more divisive than unifying in the Exeter community. Then, there are the various religious holidays spread out through the year, Christmas, Chanukah, Diwali, etc. and though those holidays may be unifying between affinity groups they lack the overall applicability to the entire student body.

Though I have only been here for two Halloweens, I fondly remember both of them. My prep year, dressed in whatever lazy costumes we could put together, my friends and I navigated the streets behind Bancroft. We made our best attempts at trick-or-treating at the houses that were expecting kids, collecting what we could. Then, as it was approaching our Thursday night 8:00 check-in time, we sprinted back to campus with the help of Google Maps. I met many people that I otherwise would have been too timid to befriend, many of whom I continue to hang out with. I walked away from that night feeling alive. It was one of those nights at Exeter that make up for all the late nights you spend studying. My lower year Halloween was spent

mask-clad and socially distant, yet we tried to keep the Halloween spirit alive. Someone in the group dressed up as Boxman—taking all the boxes he could steal from the recycling bin at P.O. I threw on a white lab coat with a few others and claimed to be from Grey's Anatomy. Halloween offers an escape for many; it allows us to escape the cyclical lifestyle we are accustomed to falling into. Dressing up, whether it be for sports practices, classes, or just for Halloween night itself allows humor to enter a place that can feel missing from this school at times. Plus, you know, the candy.

We, as a school community, need to bring back Exonian tomfoolery, spend one night of the year being silly, having fun, and not taking ourselves seriously. So, if you can get out into town with some friends, create some memories, meet new people! Exeter needs it. Going forward this campus should be more festive. There are only so many times in a year where Exonians can celebrate something together. Ask your representatives in StuCo to rally for more holiday dances, celebrations, or assemblies.

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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Stop Sweatshirt Shaming



By ALIA BONANNO '23

Do I own a Harvard sweatshirt? Yes. Do I wear it all the time? Yes. Do I constantly receive comments that I look pretentious, or snide remarks about my chances of getting into Harvard? Yes. All the time.

In the wake of last week's Early Decision application deadlines, the tangible cloud of panic that had settled over the senior class in the past month seemed to dissipate—slightly. Questions about where they're applying still earn you an uncomfortable attempt to change the subject, fur-

tive glances shot across Grill to make sure no one else in their class is listening. It's as if they're all playing a game where others can't know their next move. They form teams, amongst whom they share what schools they're submitting to, and gossip about other people's laughable confi-

dence in applying to "unattainable" schools.

At Exeter, college admissions—though I have yet to partake in the process—gives rise to a ridiculously stressful climate. It's not only because we're all expected to go to college—though that's most certainly a fac-

tor—but also the constant and unrelenting pressure that CCO, parents, peers, and others place on us. The worst and most toxic factor of the senior class' stress (and those classes before them), is the amount of stress they project on others. Lower-classmen, some as young as preps, can already hear the stress of college admissions like a mocking voice as they make their way up the science building stairs to Bio 110.

Every senior is entitled to this anxiety and is absolutely justified in expressing this in whatever way they need. However, the line where expression crosses over to weaponization is one impressively surpassed year after year, deadline after deadline. It's frustrating, as someone who cares deeply about my senior friends and their mental health, that my struggles seem inferior to theirs just because I'm not applying to college. A staple of every casual check-in with a friend these days features a disclaimer: "I can't complain, though. Seniors have it worse."

This mentality is toxic for a number of reasons. First, it creates a stifling atmosphere where college admissions become a sort of religion. We praise those who are submitting their ED applications early, we scorn those who aren't submitting EDs at

all, and when we find out somebody isn't going to college (or worse, community college), it practically becomes folklore. Villainizing people who don't choose to follow the predetermined path—especially at a place where the doctrine of independent thinking is espoused profusely—is an ironically pervasive, inescapable attitude on campus.

Exeter's undeniably rigorous environment inevitably creates a culture of stress around college admissions. But we need to find a way to channel this stress without the toxicity that exists now. It's important to recognize how this process affects our mental health. Instead of turning college stress into a tool to diminish underclassmen's stress, we can use it to start conversations that create positive infrastructures to support seniors. We can use this stress as a way to understand how our society backs us into a corner and forces us to stress over choices now which may have implications far after high school.

I might not go to Harvard, and I'm okay with that. I'm not going to stop wearing my hoodie, and to all those out there with college merch, you shouldn't either. And to seniors: it's just a sweatshirt.

Is Exeter Really Non Sibi?



By JOONYOUNG HEO '23

Since its conception in 1781, the Academy's mission has been to instill in youth from every quarter a moral compass with which to navigate society, condensed in its motto of non sibi—not for self. Throughout our time here, we Exonians learn to associate the dark red of our school color with an implicit sense of righteousness, of compassion and empathy, of serving others before serving ourselves. In every class, at every assembly, this is what we are told. Yet, as things stand, it remains unclear whether we are truly able to practice the virtue of non sibi, both in and out of the classroom. If anything, our collective capacity to live by the Academy's mission statement is rather insignificant.

To a casual observer, this argument may seem absurd. If someone were to shadow an Exonian without an ounce of prior knowledge about the school, they would

likely be surprised. Exonians greet each other as they walk from class to class. Exonians hold the door out for those behind them. Exonians are willing to walk across the entire campus just to accompany a friend. Exonians do not push anyone away. Exonians accept people for who they are, regardless of race, gender, sexual orientation, and social class. Goodness at such a large scale is exceedingly rare, and everyone knows it.

We can all speak, I think, from personal experience. On my first day here, I was very nearly overwhelmed by lowers, uppers, and seniors asking me if I wanted any help getting through registration, finding the dining halls, and settling in. One senior even offered to stay with me for the entire day. There was so much attention, so many people caring about who we were and what we needed, in fact, that some of my friends were complaining that all they wanted was a minute alone. We were

amazed. Everything the administration had told us about non sibi at Exeter, it seemed, was true, and none of us had seen anything like it.

This first impression, however, did not last. It could be said that we became disillusioned, but perhaps the word is not very well suited to the circumstances. Exonians are certainly not corrupt at heart; we don't put up a facade of sanctimonious moral ground to hide some inherent evil, nor do we switch on our best behavior for the new students to lure them into a false sense of comfort. The people who swarmed me on the first day were really doing it out of kindness, probably because they could relate to arriving at Exeter and not knowing anything. They left a positive impact with good intentions. But it is important to recognize that Exonians are not altruistic saints. In a matter of weeks, it was made clear to me that most of us will only practice non sibi when it's convenient.

This line of reasoning works best with an example. Take the food lines at Exeter. By 12:40 in the afternoon, both dining halls are packed and the lines are stretching out the door. Standing in line can often take up a good chunk of the lunch break, so many people will choose the easy way out—cutting the line. They do it naturally, too, almost like it's second nature. They spot a friend near the front, sidle up, and strike a lively conversation, and the next thing you know they've merged into the line itself. Rarely have I stood in a line and failed to see at least four or five people cheating the system. As one of my friends put it, "moral integrity is obsolete in the dining room." It's a common practice, and one that is repeated every day.

Clearly this process is not in the spirit of non sibi. What, then, is the difference? Why are the Exonians who hold the door for the next person, who show up and cheer the team on at sports

games, who help their friends with their Biology homework, the same Exonians who cut the lunch line? It's a question of the degree of personal sacrifice. Holding the door expends a few seconds at most. Rooting for Exeter at sports does not take much grit, and you have fun doing it. Helping your friends do their homework does not eat away at your time significantly, it builds your own knowledge, and—well, they're your friends. Waiting in line, on the other hand, is perceived as entirely unproductive and obstructive to the lunch break. Hence non sibi is thrown out the window, and with it our inclination to embody the self-professed goodness of the Academy.

This being said, however, the blame must be shared with the institution itself. Of course, we are not coerced into being selfish, but it is only natural that our actions should be determined, at least in part, by the circumstances. In this case, we are driven to self-interest like moths to a flame because of the innate competitiveness of Exeter. Here, it's not just about getting a decent grade on a project or acing a test, it's about how well your peers and classmates and friends did. Everything is relative. You might be happy with a B if the rest of the class got C's, and devastated with an A- if the rest got A's. After all, there are only so many people who can become dorm proctors, club heads, class reps, StuCo executives, and valedictorians. This is simply the way things are. This is what makes Exeter what it is.

It is for this reason that non sibi often slips from our minds. It's difficult to care for others when we can hardly care

for ourselves. Think back to the example of lunch lines. To Exonians, the lunch break is invaluable. We build up our energy for the remainder of the day. We socialize with our friends. We prepare for our next class. We squeeze in some homework. It's perfectly reasonable to recognize the very act of waiting in line as a waste of time, and while this certainly does not justify such conduct, it helps explain why many of us see otherwise.

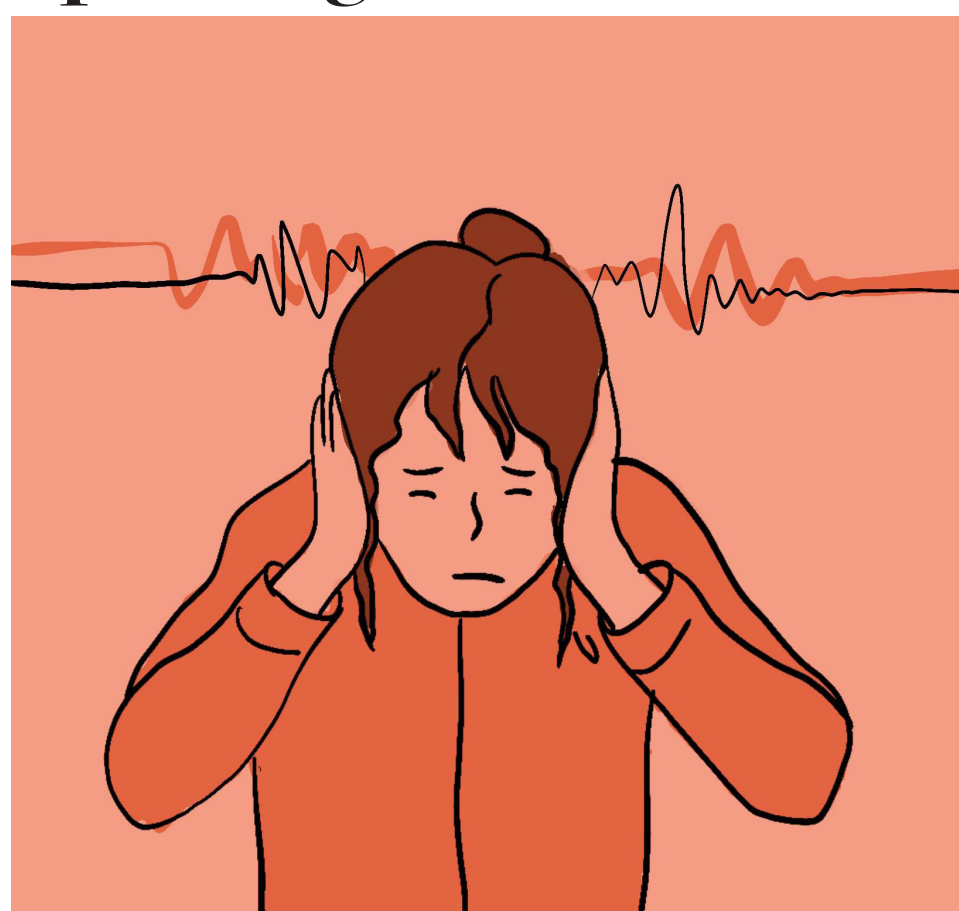
In this sense, true non sibi—the kind that Elizabeth and John Phillips envisioned—is incompatible with real success at the Academy. Selflessness takes time and energy, both of which we never seem to have enough, invested as we are in our academics and extracurriculars. Exonians are kind and we do want to help, but our competitive mindset is rarely outweighed by altruism. Consequently, we only manifest non sibi in small doses, and what goodness we can impart has little depth.

To be clear, I am not calling for an end to the competitive nature of Exeter, nor am I arguing that we ought to disregard our studies and other such obligations to better embody our school mission. I realize that many of us thrive in challenge and are motivated by competition, and that this sentiment is just as essential to the Academy as the campus itself. This is all well and good. I am simply suggesting that the present circumstances are not conducive to deliberate self-sacrifice. As long as Exeter remains the highly competitive institution for which it is known, non sibi in its purest form will be difficult to come across.

Courtesy of Nadia Bormotova

Avery Lavine/The Exonian

Speaking on the Pressure at Exeter



Sabrina Kearney/The Exonian

By BEEKE FOCK '24

As I write this, it's in the avoidance of doing nothing. I am not allowed to just be, I must always be doing. So instead of relaxing, I write—because it's a way to achieve and accomplish, another way to check something off my to-do list. This is where I often find my thoughts trailing: time not spent doing my homework, at clubs, working out, cleaning, sleeping, or with people feels like a waste. Time taken for myself. Time to rest. Time spent doing nothing often just feels like time

not spent well. Especially at the Academy, where our lives—eating, sleeping, living here—quite literally revolve around school. It's easy to get caught up in the high expectations of excellence and lose sight of yourself. It's often I hear people compete over who got less sleep, who has more homework— it's this culture that just reinforces the feeling that we always have to be doing something. Doing nothing is equated with lack of ambition and sloth. But this is so far from reality: time spent doing nothing is extremely important, and rest is so essential for our wellbeing.

We are so often met with the urge to overachieve, the urge to “be exceptional” as noted by Mary Tuomanen, the speaker at last week's assembly. Productivity is glorified and falsely portrayed, and society can not resist its worship. But pushing yourself to be “productive,” especially when you aren't in the mindset, is ironically counterproductive. Devon Price, author of *Laziness* does not exist, spoke on this. Price explained how people find ways to get the rest that they need regardless of if they are attempting to be productive, either by pretending that they're working,

staring off into space, going on their phones—moments of respite are found when needed.

Oftentimes, only a small segment of time spent “working” is truly composed of producing work. This stems from the fact that people don't make time to be by themselves and relax. Instead, this time ends up being incorporated into attempts of production, in return making the task at hand take much longer than needed. I myself have sat down with my computer intending to work and ended up getting sucked into the dings and red dots of notifications. I've realized that I'm distracted a lot less if I make room for myself to do nothing and relax. I have less of an urge to find those moments of respite while trying to work, because I give myself a proper time period for it.

I understand how hard it can be to think this way sometimes, to recognize the importance of rest. Time is so valuable, each second transient, coming as it goes. And time is constant, permanent: The seconds will always come and go, and there will always be less and less time for us as individuals— there is no stop. This can be intimidating, especially with the added element of deadlines and pre-scheduled time, where you don't have that factor of control. So little time and so much to do, it's easy to feel guilty when tangible things aren't being accom-

plished. But it's important to recognize that the time spent doing nothing is just as important as time spent doing work.

I would often ask myself, “But why do I need reprieves from my work? Why can't I just execute and complete?” I'm left feeling angry because I cannot be content without time in my day to do nothing. But I've come to realize that this time is just an essential part of grounding myself and maintaining my mental health. I believe people often overlook the importance of solitude—the replenishment received from being alone without people or work to keep you company is simply incomparable to anything. It is times where I am alone, doing nothing, that I can truly destress. It is times where I am alone, doing nothing, where I can explore myself instead of the world around me: and that exploration is just as valuable, just as productive. Doing nothing is needed for creativity and innovation, to form new insights and inventions. It allows for introspection and reflection, to expand past the bubble Exeter encloses us in. Doing nothing is truly just another form of doing something—but this time for yourself.

It's easy to get overwhelmed in the Academy's fast-paced manner of life. Not being highly functional for one day can affect an entire week—and sometimes it's difficult to stay motivat-

ed, especially when behind on work. Feeling emotional and mental exhaustion is common— I know there have been moments where all I want to do once I get back to my dorm is rest. Letting yourself have that time occasionally is important. While it might seem counteractive to spend less time “doing something,” time spent doing nothing can be so helpful to reset. It provides a space to acknowledge feelings and reappraise stressful experiences. Staying connected to personal core values can be really difficult, and often rest can act as a tool to anchor yourself, something that can be really helpful when feeling overwhelmed. Being overwhelmed is frequently due to a lack of control, and rest acts as a disconnect from life, a way to regain the control that so often feels lost. It's important to escape responsibilities sometimes, and the act of doing nothing supplies a leeway to do that.

I'm not saying don't prioritize your homework—it's important—there is a reason academic excellence is a core value. But don't let responsibilities take over your life. It's just as important to remember that there is time in your day to do more than just what's required, time in your day just for yourself. It's just as essential to daily life as academics. Remember to take care of yourself—it's lost sight of too often.

SCOTUS in Review: Week 3

By COLIN JUNG '24

Content Warning: mentions of sexual abuse, violence.

Both cases this week are about criminal defendants. The first is about the “favorable resolution” rule in the common law, while the second is about the death penalty, specifically as it relates to Dzhokhar Tsarnaev, the infamous bomber of the Boston Marathon in 2013.

Thompson v. Clark

Larry Thompson invited his sister-in-law to stay at his house. While Thompson was changing his newborn daughter's diaper, his sister-in-law believed she saw evidence that Thompson had sexually abused the infant. She alerted the police that Thompson was abusing his newborn daughter.

When the police arrived, they did not have a proper warrant to search Thompson's house. Thompson refused to allow them entry unless they could present him with a warrant. Police officer Clark refused, and entered anyway. The police claim that Thompson attempted to forcibly stop them from entering, while Thompson disputes this claim. Whatever occurred, Thompson was restrained and handcuffed, and his infant was admitted to the hospital, where medical professionals determined that no sexual abuse had taken place.

Nevertheless, Thompson was charged by New York prosecutors for resisting and obstructing the police officers at his house. After a few hearings, prosecutors dismissed (refused to continue pursuing) the charges “in the interest of justice”. Thompson, feel-

ing that his Constitutional rights were violated by the warrantless search of his house, sued the police officer, Clark.

In the United States, past decisions by courts form the “common law”. The common law is legally binding, and is referenced by future courts when they make their decisions. The common law of England and the United States have long forbidden lawsuits like the one in this case until all criminal prosecutions against the plaintiff were “favorably resolved” for the plaintiff.

Thompson said that dismissal of charges is obviously “favorable resolution” in his favor, but the court of appeals disagreed, and sided with officer Clark. They said “affirmative indication of [the plaintiff's] innocence” was necessary in order for the result to be considered favorable to the plaintiff.

The fundamental legal question is: does the “favorable resolution” rule warrant dismissal of all charges, or must there be an “affirmative indication of [plaintiff's] innocence”?

Thompson's case is simple. The only common law that should be taken into effect is that common law which, at the time of the passing of a law, is so well-settled that Congress could assume with relative certainty that it would be applied. The law in question here is the law allowing lawsuits against public officials who violate constitutional rights. It is relatively undisputed that the favorable resolution rule was well-settled at the time of the 1871 passing of this law. However, Thompson says that the common law was also well-settled that a dismissal of charges

would also be considered a favorable resolution. He cites the historical analysis done by Chief Judge Pryor of the 11th Circuit Court of Appeals, which concludes that every state except Rhode Island would have counted a dismissal of charges as a favorable resolution.

But Thompson contends that even if the common law was not settled to say that dismissal of charges is favorable resolution, unless well-settled common law required officer Clark's test of “affirmative indication of [plaintiff's] innocence”, Clark's test should be disregarded. If neither test is well-settled common law, then Thompson's test should be preferred because it is more frequently used. He further points out the “perverse results” that could arise from Clark's test, namely, that if Thompson had objected to the prosecution dropping charges and saw the trial out, he would have been able to sue the police officer.

Clark concedes that there is no well-settled common law for his test, but also claims that there is no such well-settledness in Thompson's test. He says that in the absence of clearly established common law, the option that is prudent and good policy should be preferred. He says that forcing affirmative evidence of innocence defends against frivolous lawsuits against public officials. Clark also forwards various procedural claims, but I find them lacking merit, and will exclude them in the interest of brevity.

I would rule for Thompson. Clark's dismissal of the claim that Thompson's test was well-established common law is less than convincing, and lacks evidence.

I find that Thompson is correct in saying that his test was well-settled common law at the time the law was passed. However, even if it were not, I would still rule in favor of Thompson because of the undesirable and absurd results of Clark's test. It is unlikely, furthermore, in my estimation, that Thompson's test will open the floodgates to frivolous lawsuits, as favorable resolution is just one small factor among many that must be satisfied in order for a lawsuit to be valid.

United States v. Tsarnaev

Dzhokhar Tsarnaev used an improvised bomb to attack the Boston Marathon, killing two people, and severely injuring several others. In the ensuing police chase, he killed and robbed various civilians and police officers alike. For these actions, a jury in the Federal District Court of Massachusetts sentences him to death.

The appeals court reversed his sentence for two reasons.

First, the judge in the District court had refused to allow evidence regarding a homicide committed by Tsarnaev's brother and an accomplice. Tsarnaev's main argument is that he was unduly under the influence of his brother, so his culpability is mitigated. The District Court said this evidence could possibly confuse the jury. However, Tsarnaev claims that evidence that his brother was controlling and domineering in previous crimes would be crucial for him.

Second, the failure of the court to ask each juror specifically which media they had come into contact with was considered unacceptable. The Boston Marathon bombing

was highly publicized, and Tsarnaev claims that a question about specific media that jurors had come into contact with was necessary to determine pre-existing biases. The government argued that this was not necessary, as each juror was asked about their exposure to media, just not with the specific questions that Tsarnaev would like.

There are two fundamental questions:

Was it acceptable for the appeals court to require the district court to ask specific questions about the content of the media that potential jurors had seen?

Was it acceptable for the district court to exclude evidence regarding Tsarnaev's brother's homicide?

If either of the two are decided in favor of Tsarnaev, he wins, and gets a new trial.

The first question is relatively easy. I would rule that the appeals court's decision was clearly unacceptable, and the district court's decision not to include a specific question about the content of the media that jurors had come across was acceptable. Tsarnaev cites precedent within the second circuit, but this precedent was a passing statement in a decision, not the fundamental holding of any decision. Furthermore, this rule is unacceptable, as it contradicts the broad discretion given to district court judges in jury selection. A similar rule to this one was explicitly struck down by the Supreme Court, making it even clearer that the district court's jury selection process was not problematic.

The second question is more difficult. On one hand, the evidence in

question was testimony from Tsarnaev's brother, Tamerlan's accomplice, Todashev. Tamerlan was dead, and Tadoshev had every reason to say Tamerlan played a leading role in the crime. Furthermore, Todashev attacked the interviewer and was shot dead while giving this testimony, further questioning its reliability. However, the evidence, if true, could prove that Tsarnaev could have been influenced by his brother in becoming radicalized and committing acts of violence, mitigating his culpability enough to avoid the death sentence.

Tsarnaev would have been intimidated by Todashev's leading a murder in the name of jihad, the struggle against enemies of Islam, and influenced to do the same. Furthermore, parts of Tamerlan's testimony were corroborated through police reports. Even if there were doubts about reliability, the district court has the obligation to introduce all but the most unreliable evidence in a sentencing hearing where the death penalty may be involved. Tsarnaev claims excluding this testimony entirely was unjust, and that the jury should have had the opportunity to look at the evidence. The government says that the evidence would only have served to confuse and mislead the jury due to its complete lack of reliability, among other things.

Ultimately, I would decide this question in favor of the government as well. The evidence is so unreliable, with there being no evidence to show that Todashev was telling the truth at all. Although the bar for acceptable evidence is very low, if any evidence at all is to be excluded, this evidence should be.

Humor

6 Types of Seniors on November 2nd

By JACK ARCHER

I might've I missed ED, but RD is literally next year. I don't need to start my essays yet.

1. The Elated: As the sun rises on the 2nd, they stroll to their 8 a.m.s like it's already Senior spring. People ask them how they're doing, and they no longer need to lie. It's over, it's done. They've clicked submit, watched the confetti, and

clicked the celebration button a million times. How are they so full of themselves when they haven't even gotten in yet? Simple. They're experts at ignoring the future and thinking exactly one month ahead and no more.

2. The Broken: They stayed up so late. They wrote so many essays. They smell like they use coffee as deodorant. If they type "C" into google, Common App is the

first suggestion, followed by Coalition App. On the eve of the second, they hit the submit button, and slept. And did not wake up. Oh, no, they're not dead or anything, they're just still asleep. They'll probably get up soon, I hope.

3. The Empty: Some actually enjoy the process of applying to college. They make excel spreadsheets and flowcharts, they draft essays over and over, not because

they need the perfect essay that gets them into their dream school, but because they want their writing to reflect the truest version of themselves. They're applications are beautiful, crafted with the care of a Negley-winning 333. They submitted a week in advance, just to be triple sure everything would go through. And now, they feel...nothing. It's over. What's next? A void of waiting, waiting and waiting. The

cruel hands of time have torn away the thing that mattered most to them, and they wander aimlessly through campus, somehow always ending up at CCO.

4. The "I wrote all my essays over the summer." shut up. I know I was the one who asked if you were done, but shut up. I can't go about living this miserable week knowing it was completely avoidable. How will I be able to wallow

in self-pity then, huh? Man, you really just don't think about others, do you?

5. The Oops: They really should have given their essays one last look-over before submitting them. Either that, or they shouldn't have read them over after submitting. There are are so many typos. So many typos.

6. The Oops Part Two: Wait, the deadline was the FIRST????

Things Creepier Than Halloween on Halloween

By ANDREW YUAN

Spooky Cookie

13. You forgot that it was Halloween.

12. You dressed up in the same costume as your ex did.

11. You were preparing for your shower when someone came in.

10. You woke up early on Saturday and thought there

was class.

9. You decided to ice skate in front of the hockey team.

8. You stood in the food truck line for an hour.

7. You went to O'Neil Theater for trick-or-treat.

6. You forgot to do your OOT Covid Testing.

5. You got your grades back on Sunday night.

4. You thought you sent out the email cancelling the

club meeting over the ED weekend, but got an email from your faculty advisers the next day.

3. You stayed up till 4 a.m. to watch horror films on Sunday and overslept four classes on Monday.

2. You had a nightmare of Trump's re-election (but he was dressed as Pennywise.)

1. You were so obsessed with trick-or-treat that you forgot to submit your ED :)

Latin Mottos for The Exonian

By BLAKE SIMPSON

Did you guys know I take Latin?

The Exonian is the finely aged cheese of the preparatory school newspaper world, but it lacks one thing that many musty, old prestigious institutions have: a Latin motto. I have taken the liberty of writing a few suggestions for the consideration of the Executive Board.

Verba pro populis

Words for the people

Antiquior Deo

Older than God

Legete nostra verba an morimini atrociter

Read our words or die horribly

Fertur a facetiis

Carried by humor

Numquam salvus es

You are never safe

Este fideles nobis an dormite aperientes unum oculum

Be faithful to us or sleep with one eye open

Top 10 "Unique Halloween Costumes

By ANDREW YUAN

10. General Hogwarts Student

9. Confusing fangs (Are

you dressed up as a werewolf, a cat or a teddy bear?)

8. A vampire

7. Any Disney Couple...

6. Harley Quinn/Joker

5. A costume that tried to look like someone from Marvel but ends up being Victoria wannabe from the "Cats" movie

4. The Scream mask with the Scream costume

3. The Scream mask with a hoodie

2. Drawing dark eye

makeup as if Exonians don't have enough dark circles already (and if seniors haven't pulled enough all-nighters for their ED

college apps)

1. Anyone from Squid Game...wow, how original!

Exonian Horror Stories

By MINSEOKIM

Four ghastly tales that will leave Exonians trembling.

Switch-a-roo

A Prep dressed up as an Upper and an Upper dressed as a Prep for Halloween. The next day though, they check their OLS. The Upper notices something off. "Why am I in HIS200?" On the other side of campus, the Prep stares at their HIS331 on their Canvas dashboard. When the Prep walks out their room, confused, they see their name tag on the door: 2023. 2023? They ask their friends. "What do you mean,

Prep? You were always an Upper!" they replied.

To this day, we don't know if the Prep and Upper were ever able to switch back...

Where'd the Whale Go?

"The whale! The whale is gone!

Oh beloved Phelps Center whale, oh you, who our bio teacher takes us to for field trips,

You oh you with that tiny vestigial pelvic bone—which actually turns out to be not so useless, since it's apparently important to your whale mating... where art thou?"

-A dramatic Phelps-whale-loving Exonian who's been reading too much Shakespeare

A wailing (get it, "whale?") It rhymes? Nevermind, carry on) sound echoes through the empty building at night

The next day, news showed sightings of a large whale near the coast of New Hampshire. Then the week after, the whale skeleton is miraculously back in the science center, as if nothing was gone in the first place, as if it had always been there. But as one chemistry student walks by, they look up... is that a drop of sodium chloride H2O falling from the eye socket?

Five Stages of Grief: Horrific Tale of an Exonian's First A-

Denial: I got an A-?

Anger: HOW COULD I GET AN A-?!

Bargaining: *scoffs* Ah I see, this must be a dream. 2021 never happened!

Depression: an A-... in yoga?

Denial II: Let's just change that - to a +

Bargaining II: If I cancel all my Sunday club meetings, I can make a tesseract and warp the space time continuum and go back to check all those sig figs.

Depression II: ...

Denial III (why is this step here?): No.

Acceptance: I got an A-

Alarm Clock

It's 7 p.m. Bella's in her room studying for her big math and biology tests tomorrow. She decides to lay down in bed and study with her notecards. She turns on YouTube to listen to a Hank Green lecture on the Calvin Cycle for the fifth time.

The sheets are so soft. Her feather pillow embraces her head. "Hey Siri. Set a timer for 10 minutes," she calls out. Green's voice becomes a fuzz of white noise in the background... She slowly closes

her eyes...

She wakes up to a bus honking. She frantically taps at her phone but it's out of battery. She half jumps and half stumbles down from her top-rung bed onto the carpet and rushes over to open her laptop. The time is 8. 8 a.m.

But for real, if you want some advice... next time, maybe don't watch that extra Netflix show episode before your big math test.

If you couldn't tell, I was a low self-esteem Halloween witch because I forgot my witch hat in my closet

Fall Term Bingo

By CHIEKO IMAMURA *Depressed because I wasn't a box for Halloween*

Have cried in a Phelps Science Building bathroom because of a science test	Found where the bathrooms in the Academy Building were	A leaf fell in my lunch	Had a Zoom class fall term	Finished my med (if you're a senior), or my 331 (if you're an upper). (Preps and lowers cannot check this box)
Toured a prospective family who asked your SSAT score	Seen a mask in a puddle, left alone, sad and weeping	Finished a whole night's worth of homework in one sitting	Have cried in a Phelps Science Building bathroom (twice now) because life is really really hard right now and I don't know how to handle it other than curling up in the physics floor bathroom	Got 8 hours of sleep two nights in a row
Read Shakespeare, the Lamont Poet, or Morrison	Parents embarrassed you over Family Weekend	Fall Term Bingo FREE	Been to Pine Garden in person	Been in a room in EPAC that's key card access only
Listened to a new album you were really excited but then let you down	Reminiscid to Exeter before masks	Intended to scare your friend who wears a black jacket but it was actually a different person wearing a black jacket	Worn a beret	Talked to a Simpson
Completed a Chieko's Crossword Corner	Said "dichotomy," "juxtaposition," "parallels," in an English class	Lost your water bottle	Knows where 7 North is	Walked into the wrong classroom

Sports

Head of the Charles, Continued



The Boys' Crew team slices through the ripples.

Courtesy of Exeter Crew

success to their passion and drive for the sport. "Our success was due to our hard work, dedication, and love of the sport," Reidy said.

This year, the girl's 4+ was one of the youngest boats ever from Exeter to go to HO�R, with half the boat being underclassmen. "Given our boat was so young this year, I'm so excited for the future of Exeter Girls Crew," Pulkkinen said.

Damon voiced excitement. "I can't wait to take down every race there is," Damon said. "We are hungry for the win."

On the boys side, the 4+ ranked 17th from their original 30th among 80 boats. Upper and coxswain Ryan Kim talked about the atmosphere of the regatta. "It was super exciting. The weather was great, the bridges were packed, and the atmosphere was electric. All along the course there were people cheering boats on," Kim said.

The support from

Exonians, both remotely and in-person, was invigorating. "So many Exonians were cheering us on in person and via the livestream.

Knowing that so many eyes were watching us was very motivating. The amount of support and congratulations our boat received was equally awesome," lower Jamie Reidy said.

Upper and rower Weiyi Huang added, "On race day, the river buzzes with rowers, coaches, rowing enthusiasts, among local on-watchers and others—you're practically living in rowing paradise."

The regatta marks the first opportunity post-pandemic for some students to compete in a regatta. "Due to the pandemic, we had not had the opportunity to have any regattas so it was really fun getting to jump right back into a huge event. The energy of HO�R was infectious so, although I did have nerves at the start, they really went away because of the excitement of everything,"

upper and coxswain Veruka Salomone said.

Huang explained the significance of the regatta. "The team gets really excited for it, to not only represent Exeter in front of thousands of people, but also to feel the energy in the air and be a part of something greater," Huang continued.

The moments after the race were memorable for rowers. "When we crossed the finish line, we knew we did well, and prayed for top ten. Second place was a complete shock, and I'm still processing it. It was the perfect end to an amazing season with my teammates. I feel so lucky to have been able to share that with four incredible people," Reidy said.

Senior rower Zander Galli commented on the fans. "We felt nervous after cheering on the girls' amazing [second place] performance. The pressure was on from supporters in attendance. All

the technique training and hard practices were about to pay off. We had to show our merit and skill representing our beloved school," Galli said.

Coxswains reflected on the team bonding of grueling practices leading up to the competition. "You don't spend every day for months working that hard with your best friends without a bond forming. What I will remember most about the experience is not the actual day but the days leading up to it. The training was hard, but really fun. I think the fact that every person put their all in every day really determined how much the team wanted to be on the water and loved crew, because it's really not an easy sport," coxswain Gracie Keyt said.

"We have a motto: One Big Boat. It means no matter where you are on the lineups, you're there cheering on your team because we are one big team. We are a team made up of so many talented rowers, so

many impressive coxswains, and incredible coaches. Head of the Charles was the One Big Boat all the way through," Keyt added.

Coxing the Charles River, which includes steering the river's many twists, turns and bridges, is considered one of the hardest tasks of any fall regatta. "It was a little intimidating before the start, but once we crossed that starting line all the nerves disappeared," Kim said. "All the coxswains studied hard for the Charles, visualizing the turns and planning a few calls in advance, so we were all able to trust in that training and execute on race day."

Lower Juno Cowans also enjoyed the opportunity to coxswain. "Coxing the race was a thrill and being my first time at a race this size I had to prepare in the weeks preceding that Sunday," Cowans said.

The chaos and packed river of competing boats generated nervous energy. Huang said, "Our coxswain, Ryan Kim, steered the boat really well and took the racing line that we had wanted to take. We had anticipated a lot of possible things that could've gone wrong (i.e. running into another boat, getting chased down, etc.) but none of that happened."

The team worked to fight against both a strong wind and sources of pressure. "Initially, I was worried that the hefty breeze and added pressure from the crowd would slow us down. However, the team gelled up and started working together, finishing strong," Galli said.

The team worked tirelessly in the practices leading up to the regatta. Huang remarked, "As we get closer to the competition, we've been going harder and longer every day at

practice, and through all of that work, a lot of the guys and girls have gotten a lot faster, breaking times and pushing boundaries. It's really exciting to see the team get faster in general as well."

Athletes learned plenty from the regatta. "The entire race was a huge learning experience, and I feel like it was such an amazing opportunity to compete at a world stage, not just inside our boarding school competition bubble that we're usually in for our spring season," upper and 8+ rower Cindy Su said.

Others voiced their excitement for the spring season. "We're looking forward to a strong spring season, and coming back next year to try and medal at the Charles," Kim said.

Luque expressed her hopes for the spring. "I am so excited to see the future of this boat. I think spring racing season is really going to show just how much improvement we have. I really think there's a big future for this boat. We represent Exeter out there on that water and we represent it proudly," J. Luque said.

Athletes voiced their love for their teammates. "I couldn't have asked for more supportive, fun, and loving teammates and I was honoured to race with them and represent Exeter!" lower and 8+ rower Vedika Amin said.

Galli explained the team's winter conditioning routine. "The team will continue their efforts into the winter, erging consistently and gaining team confidence in their stamina and technique for next season," Galli added.

As for the Crew Spring season, Pulkkinen said, "Spring season is going to be a movie."



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Athlete of the Week: Boys' Varsity Water Polo



Captains Hayden Giles and Patrick McCann smile after a match.

William Park/The Exonian

By ALIA BONANNO, NHAN PHAN, ANDREW YUAN

The game was deadlocked; both teams were tied after two extra time periods. Upper Patrick McCann marked an opposing team player on their attacking side of the pool. Senior Hayden Giles wrestled in front of the cage for control of the ball. Giles threw the ball to McCann. It floated gently on the water surface as players from the opposing team frantically swam towards it, attempting to defend their goal. For a moment, the pool atmosphere was deafeningly silent, despite the mass of supporters from both teams shouting. "Shoot, shoot, shoot," McCann was in his zone; he elegantly grabbed the ball and swam closer to the goal. Rising like a phoenix, he reached above the water towards the sky and ushered the ball, powerfully yet intentionally, to the backboard. Bang. The crowd stood up and applauded in amazement as the team celebrated Giles's steal and McCann's goal that won them the game.

Giles, co-captain of the Boys Varsity water polo team, hails from the Palo

Alto, California area. He began playing water polo in his prep fall. "Coming into Exeter, swimming was my main sport, and it just made sense for me to play water polo in the fall, as it was the same group of swimming athletes who played water polo. I was glad that I chose water polo. I love our coach Mills as he balances the fun and competitive aspects of water polo well," Giles said.

Giles shared his experience of beginning water polo in his prep year and the team culture this year. "Initially as a prep, my brother, who also played water polo, graduated right before I came here and he also played water polo. I knew the seniors and uppers already who played water polo. They mentored me a little bit and paved the way for me to now become a senior leader on the water polo and swim team," Giles said. "I got my boys from California, like Patrick and Dax. I got my boys from Exeter like Jacko and who else is a day student. We have our preps from Cilley, Mason and Winston. Overall, we just have a very inclusive culture."

He continued, commenting on his team's recent progress. "It wasn't really a

season last year where we were fostering this new wave of younger kids to come in and take the torch. When games actually started up again, we all got vaccinated. I think we see that happening," Giles said. "The starting lineup for our team is one senior, basically all uppers and a couple of lowers. Due to a lot of new emerging talents from preps, we created an honor JV team. I think we've been facilitating that focus for a while, especially during the last season when the seniors were leaving."

"We were really excited to see the new season with games and it's sure going to be a lot of fun. We are excited for the next season too, though I will no longer be here," Giles continued.

Giles recalled his favorite memory on the water polo team from his prep year. "As a new prep coming into preseason, we did this game called Braveheart for a fast break. Athletes would have a trailer that goes a couple seconds after them, so they had to swim the whole way down the pool. If they don't score if the trailer catches up to them, they are not getting the ball. If you don't get the ball in the goal, they have to swim all the way

back," Giles said.

"As a prep, I wasn't the fastest and I got stuck in the blender for around twenty minutes. It was, to some extent, humiliating at that time but looking back at it, it was really funny. The coach and I had a couple of good laughs recalling calling that one. Um, so yeah, that was probably my favorite memory on the water polo team," Giles said.

Speaking on the support Giles brings to the team, upper Zach Quitkins said, "He brings a lot of intensity as an athlete. He's certainly the guy who kind of gets our group going, he'll be the guy who'll walk on deck, like before practice or before a game and he'll get the whole team riled up. He works really hard and he's aware of his teammates too. I think that's kind of what makes him different."

Senior Jack Hudson agreed. "Hayden definitely showed clear leadership from the beginning of this season...Patrick, on the other hand, shows some true skill. There's no one whose team that I would rather be on," Hudson said.

McCann's journey in water polo began similarly to Giles'. "[At home] I live like

five minutes from Hayden, so it's no surprise that I tried water polo too. My school before Exeter fostered water polo really well. At one point or another, everyone tried the sport for at least a few weeks. After that, I just stuck with it," he said.

McCann said he appreciates his position as captain, especially given the way COVID interrupted his previous seasons. "With COVID and all, I've really only been on the team two years. I think it's nice to have a little bit of control and guide the team I'm looking for them to be. It's modeled a lot off of our California team, we've got two similar captains that I look up to and I guess I just try to mirror what they do," McCann said.

Quitkins commented on McCann's ability to bring a positive energy to the team, "He's a positive force without having to say anything, just his presence there. He's never in a bad mood, he's always excited to play water polo and everybody wants to be on his team," he said. "He has a really strong shot and he's not as vocal as Hayden, but he holds just as much value on the team and he's a great captain. I think as a player and as a captain, as an athlete, we can rely on Patrick to be that guy if we need a goal. You can always count on him," Quitkins said.

McCann's favorite memory of the team was also from his prep year. "I'd say my favorite memory is Glo-po prep year. Basically we just shut off the lights, and the coaches throw glow sticks in the pool, then we scrimmage in the dark for an entire practice" he said, "No one knows it's going to happen. Usually it's in the middle of something that we're really not looking forward to like a conditioning set. It really takes you from the lowest low to the highest high," McCann said.

Under the captain's leadership, team members have had a fun and victory-filled experience this season. "It's been great having these

two captains on the team. They're really bringing their experience from California over to us and we're really learning from the best. They lead by example and it's been really inspiring seeing them in the pool, putting out their best, and taking this team to the next level," senior Russell Tam said.

Prep Mason Cotter echoed a similar sentiment, commenting on the way the team, and the captains, have created a cohesive and welcoming environment. He said, "As a prep, this water polo team is a lot different than how it was at where I live in Illinois in a good way...It's a whole lot of different people with different experiences in water polo, and [these experiences] help us to be all around good players and I'm seeing that in how I've been developing throughout the season so far," Cotter said.

Giles and McCann hope that new water polo players will be encouraged to join the team. Giles' advice for new players is to be persistent. "Water polo is a tough sport. You can't come in and expect you're going to be the biggest baddest strongest member of the team, but you can work on it. It's one of those sports where there's a lot of little skills and techniques that you pick up over time. Just be patient, keep your head up, you know, just jump in. You'll have a good time. We're very friendly and we'll accept you with open arms," he said.

McCann agreed, and concluded with an open invitation to all prospective water polo athletes. "For any new [people], every Sunday at one o'clock they open up the pool. It's basically a captain's practice and you guys should definitely come. It's a great opportunity to really hone in on something you're weak on. There's a lot of seniors there that can mentor you and kind of make you a more well-rounded player," McCann said.

Cross Country Triumphs at Deerfield



The Boys' Cross Country seniors smile in comradery.

Courtesy of Boys' Cross Country

By CATHERINE WU

Last Saturday, October 23, the Academy's Junior Varsity and Varsity Cross Country teams travelled to Deerfield for an interscholastic meet.

The meet went well for the team, with Exeter taking the top three places, and the athletes having an amazing time.

The runners who participated shared their

overall experiences at the meet. "It was a great race, the course was really fast, and we had a lot of fun racing there again. We had some really great competition, and their head coach there is actually an Exeter alumni and it was really nice to reconnect," senior Garrett Paik said.

Others shared their mindset for the competition. "Going into it, our

mindset as a team was very positive and excited because we felt like we would have a really good chance of doing well," lower Tenley Nelson said.

Lower Advay Nomula recalled the bus ride on the way. "The meet was very fun, we had some mishaps getting there because we had to take a detour in Deerfield so it took an extra hour. There was also a mishap

in getting us a visitor's locker room, so we had to use the girl's swim team locker room," Nomula said.

Nomula enjoyed running on Deerfield's flat course. "The whole meet was great, they had an amazing flat course, and we ran around their farmland. Everyone had a great time, a lot of PRs [personal records], and we destroyed Deerfield

on their Parent's weekend so that felt good," Nomula continued.

Others explained the benefits of a flat course. "I'm new to cross country, so it was very eye opening to see the difference between running on a flat course rather than a 'hilly' course. It is also very nice to run on a flat course because it's not as tiring and also you can see your improvement very clearly," lower Michael Zhu added.

A variety of students had a personal record (PR) during Saturday's meet. "I PRed by 25 seconds, which is a lot for me," lower Byron Grevioux said.

Upper Montana Dickerson shared her own PR. "I had an excellent time. It was really fun watching everyone hit new personal records. I PRed by over a minute," Dickerson said.

Nomula added, "I PRed this meet by 1:38. Almost everyone PRed at this meet, the preps had some pretty good times, and we had a prep go under 18 minutes."

Prep Paul Kiesling noted, "I ran fast and got a 2 minute 30 second PR."

Athletes discussed

highlights from the meet at Deerfield. "Highlights from the meet were watching Bradley St. Laurent and the rest of the Boys Cross Country team take the win," Dickerson said.

Others recalled the results of the team's cooperation. "First was Kameran, Byron got second, and Bradley got third. It was all very close and they were working together very well," lower Malcolm Courchesne added.

Athletes had a great post-meet experience as well. "Afterwards, it was a lot of fun because everyone was super happy because we won. The energy afterwards was super fun," upper Owen Dudley said.

The team celebrated with food and music. "We had candy under a tent, and we all ate pizza back on the bus and listened to music," prep Pearce Covert added.

Reflecting on the experience, athletes were proud of their performance at this tournament. "Everyone did a good job. We all had great races, and we had a really good team performance as well," Courchesne concluded.