

NEWS

Read about Family Weekend and the Academy's plans for visiting families, 1.

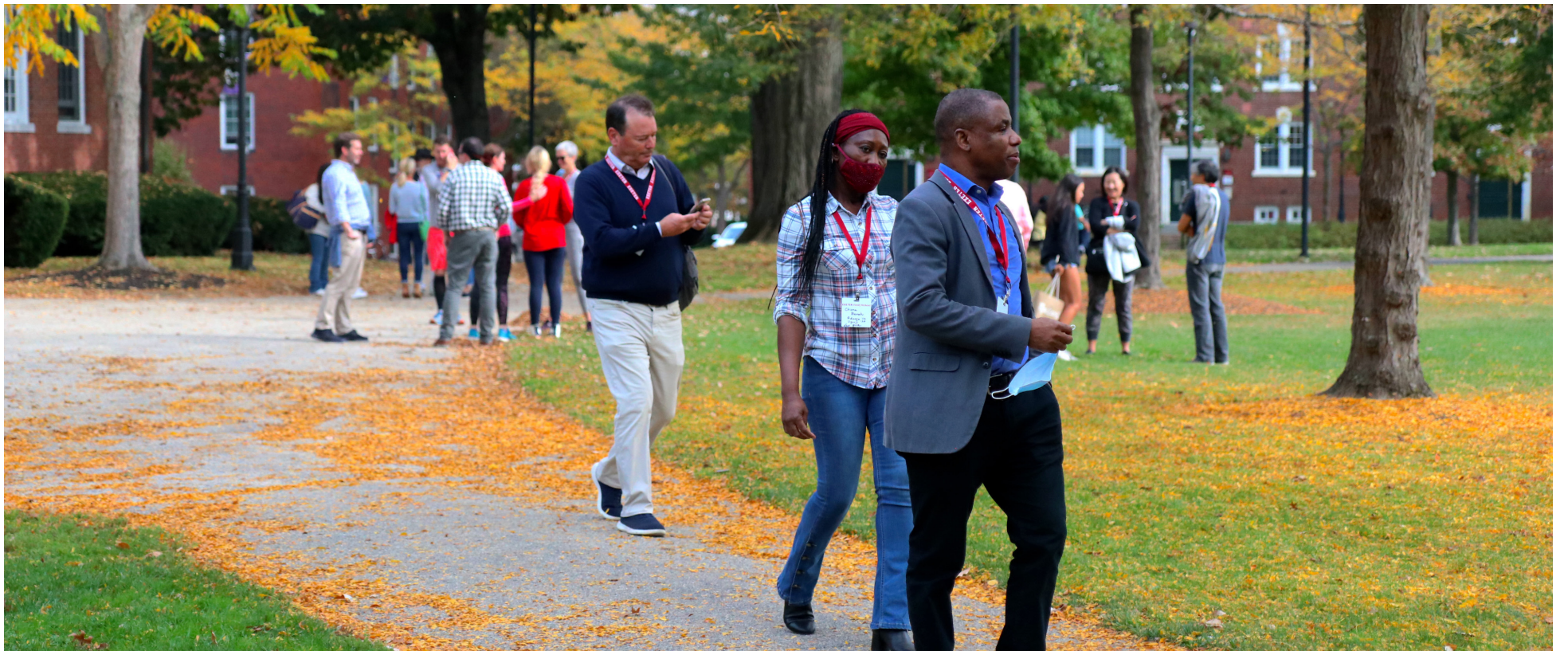
LIFE

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Families Visit Campus Amidst Pandemic Restrictions, First Time in Two Years



Parents enjoy campus this weekend.

William Park/The Exonian

By ETHAN DING, JESSICA HUANG, ELLIE ANA SPERANTASAS, and ANDREW YUAN

Family Weekend opened with cider, cookies, and dinner under the falling autumn leaves

as parents joined the throngs of students and faculty on campus. From Friday to Sunday, parents attended a series of panels to learn about students' lives on campus. For parents unable to attend in person, the talks were live-streamed through Zoom.

Following their registration Friday morning, parents were invited to an Office of Multicultural Affairs (OMA) Open House and an Assembly by speaker Chris Do P'22.

Do spoke on his experience working in digital content

creations and the power of resilience in his assembly speech. "To students of PEA, if you want to create content, I don't think there's anything that's holding you back because all the tools that you need are in your hand right now, you

can use the camera that's built in and record the audio and everything else is here for the final production," he said, "You have to figure out your point of view, the lens into your world and the passions of your audience. One of the best

VISIT, 3

Administration Details Medical Leave Procedure

By ANVI BHATE, LEELA GANDHI, JETT GOETZ, LAUREN KIM, SELIM KIM, CLARK WU

Content Warning: Mentions of eating disorders.

The E Book, which details the rules and regulations of the Academy, states that "a medical leave of absence enables a student to receive medical and/or psychological treatment at home or off-campus and officially remain a student at the Academy." A medical leave can last from one to three terms.

Medical leave is used when "the school cannot offer the proper treatment or when it is not appropriate for a student to receive medical treatment while being a full-time student and living in a dormitory. At any time, the school may require a student to be placed on medical leave," *The E Book* stated.

Director of Counseling and Psychological Services (CAPS) Szu-Hui Lee explained that the student and their parents are involved throughout the medical leave decision process. CAPS also consults "various lenses" to determine whether a student is struggling with physical, emotional, or psychological concerns. This includes the Deans, who "weigh in on the academic and community factors at play."

Dean of Students Johnny Griffith said that most medical leave cases are voluntary. "90% [of medical leaves] happen as a result of the choice of the family or the student themselves. It's very, very rare for a student to be required to go on medical leave," he said.

"I think that's one of the major misconceptions on the campus right now: that if you say the wrong thing, you're going to be forced to go on medical leave, and that just almost never happens."

In an announcement sent to all student leaders, Griffith specified that medical leave is required when "the students' needs exceed what the school can responsibly manage, we have safety concerns and the student isn't able to engage in the services in a meaningful way, [or when] the impact of a student's condition causes undue disruption in dorms and classrooms."

"It [medical leave] could be anything from mental, emotional health needs to physical injury or illness," Griffith added. "When students go on medical leave, they receive a letter that I write which details some of the factors leading up to the medical leave and then lists the Academy's medical leave policies," Griffith continued, describing the process of being sent on medical leave. "It then indicates that leave can be for a term or two terms or three terms."

Griffith explained in an interview with *The Exonian* the Academy's role in financial aid during medical leave. "Typically the Academy does not provide financial resources for students for resources while they're on medical leave," Griffith said. "Most students who returned to home states, especially students with financial aid, have really good resources like Medicare, Medicaid and state provided resources."

Lee explained that students

LEAVE, 2

Students Attend Mandatory Boundary Training



Djuna Perkins and Deb Offner present to students in Assembly Hall.

William Park/The Exonian

By KAYLEE CHEN, SELIM KIM, SOPHIE MA, KENDRA WANG, and CLARK WU

Weeks after a Vanity Fair article on and student protests against the Academy's handling of sexual assault cases, students attended mandatory presentations on boundary trainings, focusing on student-teacher relationships.

The sessions, led by attorney Djuna Perkins and clinical psychologist Deb Offner, were held for preps and lowers on October 3 and uppers and seniors on October 10. Question and answer sessions occurred after the presentations, and optional sessions were offered during the lunch breaks of both days.

Perkins and Offner explained the intricacies of student-teacher relationships using key terms "boundary crossing" and "boundary violation." The former is an "atypical behavior between a teacher and a student that may or may not prove harmful." The latter include transgressions

such as but not limited to sexual contact or emotional abuse. Contents covered in the presentation were similar to the training provided to faculty in the spring and fall of 2021.

According to Perkins, Director of Student Health and Wellbeing Christina Palmer approached her and Offner in the spring of 2021 to develop the Boundary training provided to students. "We thought it was a brilliant idea," Perkins said. "It was not something that we'd heard of having been done before, so we were really interested in seeing if it could work and if it would be something useful." That spring, Perkins and Offner met with Palmer, and then with Exonians Against Sexual Assault (EASA) to discuss the scope and structure of the presentation.

Perkins and Offner were aware of "what they were walking into." "I had read the Vanity Fair article, and of course I've kept up with the media coverage about sexual misconduct at Exeter since I began working with the school several years ago," Perkins

said. "We knew that students were upset, but we also thought that this is really important training. We aren't employees of Exeter and we don't know the events that led to the Vanity Fair article, but whatever happened doesn't take away from the value of what we're doing."

In response to student comments about how responses to sexual misconduct have been "too legal," Perkins clarified that she does not "act as a lawyer" in investigating cases of sexual misconduct. "I'm just using lawyer skills. I know what information is important for the decision-makers to have, and I know how to interview people in a way that makes them feel comfortable," Perkins said.

"I'm not giving anybody legal advice. I'm not advocating for one side or the other. I'm trying to get every bit of information that I can out of the people involved, because the more they tell me, the easier it is to figure out whether or not something happened that violated a policy," Perkins added.

TRAINING, 2

News

» MEDICAL LEAVE

Read about Counseling and Psychological Services and their process for medical leave in collaboration with the dean's office, 1.

» REPRESENTATIVES

Read about this year's prep representatives and their goals for this year, 3.

» TRAINING

Read about the student response to the mandatory boundary training, 1.

Administration Details Medical Leave, Continued

should interpret medical leave as a “helpful resource for students during their time at PEA.”

“If there is a health reason that is getting in the way of the student functioning at their best, it is a great opportunity to pause and attend to those needs so that they can be their best selves upon return. Academics are important, of course, but what is most important is one’s health and wellness,” Lee said. “It is nice that we have this built-in support at our school. It would be unkind to expect all students to never struggle and to not provide flexibility and opportunity for pause and attention to one’s health needs,” Lee said.

CAPS counselor Kathy Simon added, “If the support services are not effective and if the student’s needs exceed the services we are able

to provide on campus, the option of medical leave is discussed with the student and their family.”

“Many students and families may not want to take the medical leave option because the hope is always to come to PEA and make the best of the time here, without interruption,” Simon said. “But we know that life doesn’t always work that way. Sometimes a step away is how we come back better.”

According to Simon, some students might not agree with the medical leave diagnosis, initially, and “that is okay.” In the long run, Simon claimed medical leave can benefit the students. “I think that medical leave can have a positive impact on a student’s time at PEA. No one wants to step away from the things they love but for many of us, life will require that at some point,” Simon said.

“As CAPS clinicians, we want to rely on our best judgement, but we can make note of disagreements and work through them; that is a big part of therapy,” Simon added.

Lee further explained CAPS’ responsibility regarding students’ reactions to their work. “In my line of work, anger is often understood as a secondary emotion, something that protects a more vulnerable emotion such as fear and sadness. When working with a student who might be expressing anger, I explore the anger with the student and address the emotions underneath that they are managing through their anger,” Lee said.

When asked about CAPS’ approach to students of color, Simon said, “Sometimes students of color want to address issues specific

to them regarding race, ethnicity, culture or their experiences. Sometimes students of color want that to be the focus on treatment and sometimes not. There may be times when we refer a student to a provider outside of CAPS and many times where we in CAPS can craft a treatment and support plan that meets the needs of the student.”

According to Lee, CAPS engages in Diversity, Equity, Inclusion, and Justice (DEIJ) training “all year long” as “is required by professional licensing regulations.” “We always prioritize trainings that will help further our DEIJ efforts,” Lee said. “One example is we are all attending a national conference on eating disorders this fall with a particular social justice focus for marginalized populations (BIPOC, LGBTQIA+).”

After a student is put on medical leave, they are allowed to apply to return to campus on a term-by-term basis.

Lee stated that the return process from medical leave involves the student and their community. “In order to return from medical leave, we hear from the student, their parents, and their providers to determine readiness for return. Our focus is if the reasons that led to the leave was addressed or there continues to be good progress being made, and no longer barriers to the student’s health and overall functioning,” Lee said.

Griffith further described the process by which students return from medical leave. “It involves receiving a letter from the student, a letter from the student’s parents or guardians and a letter from the student’s

provider,” he said. “We take those letters and there’s a committee with a group of deans, healthcare professionals, CAPS, and other support staff. And then based on those letters, we determine whether we feel the student’s ready, has adequately addressed the concerns leading up to the medical leave and whether we feel there’s adequate support in those letters for students returning.”

Simon explained the possible outcomes when evaluating if a student is able to return to campus. “There may be times when [the Academy] asks that a student take more time,” Simon said. “Each of these decisions occurs case by case based on all of the available information, considering the student’s current functioning and the progress made to address the health issues.”

Boundary Training, Continued

Perkins and Offner received 50 minutes for their presentation, which Perkins noted was an insufficient amount of time. “The ideal length for a presentation such as this is at least 90 minutes, maybe two hours,” Perkins said. “We would have liked to really delve into specific situations and analyze whether a gray scenario is over the line, but without the time needed to tackle this topic, we had to boil it down to the absolute essentials.”

Perkins felt that, in light of recent events, the audience was not entirely receptive to the presentation. She noted that preps and lowers, for example, found the Friday Night Lights video fragments more distracting than informative. The video would be omitted in the presentation given to uppers and seniors.

“The purpose of the video clips was simply to show how relationships between students and adults can gradually progress from appropriate to inappropriate, and the sometimes subtle ways in which that happens,” Perkins said. “It also shows how the student could be more vulnerable to boundary violations because they trust and admire the teacher. Our plan was to use the clips as a jumping off point for discussion, because they contain many of the warning signs we talk about in the presentation.”

“I hope that in spite of a lot of the negative feelings that arose, people still listened. We are passionate about this topic and we are definitely not trying to talk down to students. The impetus for the presentation was the exact opposite—it was meant to be empowering for students,” she said.

“One of the criticisms raised was, ‘We know this already.’ And maybe that student truly did. But there are many students who don’t. We see the examples we described in the presentation in real life every day—right here in New Hampshire and throughout the country,

even to bright, well-informed students who are otherwise excellent advocates for themselves. We’re not making it up,” Perkins added.

Most students agreed that boundary issues surrounding teacher-student relationships continue to affect the Academy. “In my experience at Exeter, I have heard tons of comments (from both men and women) pressuring other students to ‘have fun,’ or to ‘let loose,’ or some equivalent which pretty much just means to have sex even if you don’t really want to. Even if you don’t really like the other person,” senior Niko Matheos said. “Preps at Exeter are given, by society, and by older students, and by faculty, an objective: lose your virginity (or just have sex) as soon as possible. In my experiences, these pressures aren’t discriminatory by gender (although it seems the pressures do change a little in form)—male, female, and non-binary students seem to experience this pressure in some form.”

“The most surprising thing to me? The fact that Phillips Exeter faculty seem to support these pressures and this notion that it’s good, cool, to go into a relationship with someone you don’t like,” Matheos added. “The number of times I’ve heard teachers ask students about relationships, insinuate into their sex lives, and give social rewards to students who are sexually active, is shocking. I think that there hasn’t been any change because faculty and students seem to like and relate to this perverse system.”

However, many students also believed that the presentation was ineffective because the presenters did not address recent events around the Academy’s handling of sexual assault cases.

Lower Caitlin Murray chose not to attend the training. “I showed up and I was going to stay. And then I was like, actually, no, I hate this,”

they said. “It was the way that they were doing it... [they were] going to bring up a lot of things that were very triggering to me.”

Murray was dissatisfied with how students were required to email Palmer if they did not want to hear potentially triggering topics in the training. “Given the fact that there’s a lot of distress [between the students and] the administration, especially Dr. Palmer, there’s a lot of legitimate reasons as to why you wouldn’t have wanted to email her to get out of it,” Murray said. “I feel like it should have been optional [to email Palmer]. It should have been, or at least it should have been taken in a different way, but it wasn’t, and it was mandatory.”

Lower Sonia Soloviova voiced similar opinions regarding the training being ineffective. “It seemed oversimplified. The people presenting appeared as if they were disinterested in the topic and didn’t actually care to improve Exeter, but rather did it as a requirement. An obligation that had to be fulfilled,” Soloviova said. “The presentation seemed to blame students for boundary violations. Even though, it’s obvious that the reason for this training was not to put fault on anyone; the examples and information was invalidating student victims, and made them look like the ones to blame for crossing the boundary.”

Murray also felt the terms “boundary crossing” and “boundary violation” needed greater clarification. “It was stuff like ‘This is violating a boundary, this is crossing a boundary, [crossing a boundary] is fine... That shouldn’t be the way that you’re treating it. You shouldn’t be telling [students] if you feel uncomfortable, it’s your problem,” Murray said. “Like, it’s not technically violating a boundary, so you have to get over it. That’s not the way that you should approach these issues.”

“I am still confused

on how the school treats and handles boundary violations,” Soloviova said. “In case of violations occurring, can I trust the school not to blame students and keep teachers responsible?”

Perkins acknowledged the frustration that students may feel about accountability measures. “In sexual misconduct cases, students may feel like Exeter is hiding something to protect itself or a perpetrator because administrators won’t describe the details of investigations, but legally they can’t. Students and employees—even those who have engaged in misconduct—both have a legal right to privacy in their school and employment records, so it is illegal for the school to reveal details about what happened to a teacher or student,” Perkins said.

“I work with a lot of different schools, and Exeter actually has one of the more robust infrastructures for responding to sexual misconduct,” Perkins said. “I don’t know of any other school, at least in New England, that has a position like Dr. Palmer’s. Most schools just address cases in the Dean of Students’s Office. I wish students knew more about how the process worked at other schools.”

Senior and EASA co-head Ana Casey shared her thoughts on the presentation. “I think the idea was good. I think bringing in outside people to talk about this kind of thing and help students—especially newer, younger students who haven’t been here before—navigate how to have healthy relationships with adults is really important. Especially when your school year starts in the wake of so many things like the Vanity Fair article,” Casey said. “But I think because they were outside people, they did not have an understanding of what’s been happening on campus.”

Casey added that the boundary training was not in response to the Vanity Fair article or other recent events. “EASA was in

conversations with Dr. Palmer about this since last spring. So it wasn’t a response to anything that’s gonna happen on campus. I think that part was lost in the presentation of it. There was one slide that was like, ‘Who can you go to for support?’ And it was peer leaders, CAPS, and Dr. Palmer. It just felt a little bit like salt in the wound almost, like, ‘Really, we’re bringing these people up again?’ There wasn’t an understanding of what’s been happening on campus.”

Additionally, Casey mentioned how many students who came to EASA believed that the boundary training was a step in the right direction, however it was not presented in a beneficial way. “I think it was an oversight on the part of the people who organized it to not give a little bit of an introduction and a little bit of context beforehand. I also think they honestly could have predicted that people would be frustrated and people would have gotten kind of reactive. I don’t blame people for doing that at all. I think emotions are high and there’s a lot of tension right now. I wish they had maybe brought Dr. Palmer or a dean up on stage to answer questions about de-linking and stuff because these people had no idea. They were really just there to talk to us about student-teacher boundaries.”

Casey offered ways to improve the training. “I think maybe had they done it in smaller groups, or had it been more interactive, or had the presentation [be] a little bit more organized, a little bit more school specific, I think people would have been more receptive. I also think contextualizing it would have been helpful. So people didn’t immediately start with, ‘Oh, this is how they’re responding to protest.’”

“I also wish they had done the one for older students beforehand, almost like a practice run-through,” Casey said. “Any big kinks could be smoothed out before it

was shown to the younger, more vulnerable, and more impressionable classes. And also, student leaders would know how to talk to people about it when younger students came to us.”

Other students also had similar thoughts. “It should be something that’s talked about in advisory, or if any advisor doesn’t want to talk about it, then it should be something that’s brought up as a dorm,” Murray said. “I think that if you’re brought into a room with a bunch of people that you don’t know very well and forced to participate in this activity [regarding boundaries], it’s very difficult for you to connect with the idea.”

Upper Lydia Osei also emphasized the importance of student input for future presentations. “Next time, I feel as though it would be better if the program was more open forum, students could have submitted questions ahead of time since most clear information was pretty repetitive, and the people coming to speak were more informed on discussions that have already been started on campus,” Osei said.

Though the boundary training discussed potential resources for students seeking help on sexual misconduct, many still feel as if much more work has to be done.

“I think the biggest thing is it’s important information and bringing people like [Perkins and Offner] in is a step in the right direction. We’ve been asking them to bring in outside people, and, even if it feels stupid, the responsibility shouldn’t be on students...if something does happen, you know how to respond and you know how to know where your own boundaries are,” Casey said. “I think the general consensus is that although well intentioned and although potentially good...it just was not presented in a way that made students receptive to the information being presented.”

Families Visit, Continued

ways is to know what you stand for, because then you know what you stand against and that's equally important."

Do commented on the competition and academic prestige Exeter students face. "I let them know that with all the pressure that they are probably dealing with: many seniors worrying about school and then the pandemic, it's a lot to weigh on a young person's mind. And I just wanted to say that, you know, sometimes that single track mind will serve you well. And sometimes it can just be very crippling." Do said.

"All Exeter students are very high-achieving and high-performing. You go to an elite high school, so you are already primed in life to do great things. Sometimes students can get caught up in that and wind up pursuing something for the sake of doing it because you were told to do so," Do continued. "Later on you realize that this is not for you."

"In that case, I just want students to pay attention to your inner

voice because oftentimes, we wind up living someone else's dreams and not our own. So if there is anything I want you to take away from the talk, I just want you to honor yourself and your dreams." Do concluded.

Families could also attend a Wellness Panel, Athletics Panel, and open houses at the College Counseling Office (CCO), Forrestal Bowld Music Center, and Phillips Church. Theater, Dance, and sports practices were open to parents as well.

On Saturday, Principal William Rawson and Dean of Students Russell Weatherspoon updated parents on the Academy and student life, followed by an Academic Panel with faculty. The day ended with a variety of athletic games.

Associate Dean of Student Life and English Instructor Christina Breen moderated Friday's Wellness Panel. "I hope by hearing from the Dean of Health and Wellness, from the school doctor, and the head of CAPS that [parents] will see that there are a lot of

resources here to help support student health," she said. "If they have a concern about their own child, they can make sure that their children are connected with all of these various resources."

Breen also commented on the families' availability to travel and attend the Family Weekend. "I think some families are having difficulty traveling, and getting here, but I also would imagine that there might be some that feel it's even more of a priority to come," she said, "Often for younger students, their families come because they are the most worried. For families of older students, they feel like the family weekend is not necessary or they have to arrange college visits."

"Sadly, one of the most special, fun things about parent weekends in traditional non-COVID years is cancelled. Parents are not allowed to come to class since the last parent weekend in 2019. It really is one of the most unique parts of parents' weekend here." Breen continued.

However, while

parents were unable to sit in academic classes, they were welcome to join their students in theater and dance rehearsals, and sports practices. "I am just really glad that we're able to open up the studios and that dancers' families are allowed to come and see them dance," Dance Instructor Samm Wesler said. "I'm sure that for a lot of students, their families are really used to getting to see them perform, so they are probably missing that. And this is a great opportunity for them to get to see [students] dance."

Dance Instructor Amberlee Darling shared similar sentiments, especially after last year's virtual Theater and Dance Panel over family weekend. "We're just so thrilled that the Goel Theater and our dancers have the ability to host their loved ones here because anybody who's a dancer here wants to be here and they want to share, and that feels good," she said.

Due to travel and quarantine concerns for

parents of international students, OMA arranged a free trip to Boston exclusively for international students. International Student Coordinator Jennifer Smith wrote to international students, "this trip came to fruition as a way to support international students far from home that do not have family visiting for Family Weekend- to give something fun to look forward to!" Although transportation was arranged by the OMA, the trip was unsupervised and allowed students' freedom to spend the time in Boston.

Lower Jasper Chen, who is from Hong Kong, appreciated OMA's efforts to arrange the Boston trip. "While the pandemic certainly did bar some families from visiting students and vice versa, I think there definitely was a bond between those of us who were still stuck on campus, while basically everyone else was away with their families," he said, "International Student Alliance hosting the Boston trip was very

timely and I'm sure all of us that went had an amazing time. As an international student without parents visiting, I didn't really have any plans other than the Boston trip, and I'd say that was definitely my highlight of the weekend."

Lower Ava Zhao, who is from China, commented on the Academy's effort to host the family weekend amid the pandemic. "I think the school has done a good job in giving students the liberty to either reunite with their family or make their own plans. Reinstalling a mask mandate right after family weekend is a rightful measure, though it is not strongly enforced," she said.

Upper and international student from Thailand Enzo Nakornsri hoped that all students enjoyed the weekend. "What truly matters is getting to spend time recharging your batteries, and for a moment, celebrate this important period with the people you hold dear," he said.

Class of 2025 Representatives Elected



Class of '25 Representatives pose for a picture.

Joy Chi/The Exonian

By ANVI BHATE, DAVID CHEN, JOONYOUNG HEO, ROHIT KANTAMNENI, and LAUREN KIM

Posters adorning bulletin boards across campus. Carefully-drawn chalk art displayed on every sidewalk. Graphic designs and campaign slogans reposted countless times on Instagram. Over the past few weeks, 22 candidates vied for one of three spots for Prep Representative (Prep Rep).

On October 12, Student Council announced the 2021-2022 Prep Reps: Bryan Chen, Dhruv Nagarajan, and Junhyeok Jang. With varying motivations, goals, and campaign strategies, the team promises to address student concerns and promote student well-being.

This year's preps ran for prep rep for a variety of reasons. "I ran because I thought I could meet new people along the way and help others as well as representing preps and incoming students," representative Bryan Chen said.

Representative Junhyeok Jang tied his

personal experiences into his campaign. "When I left my home country to attend the Academy, it took a lot of time for me to get used to it all," Jang said. "I was leaving very emotional ties with my old place—it was the hardest choice I've had to make yet. And I'm sure that many other students in my class had to go through the same thing. I just wanted to help them navigate their life here and feel certain—as I hope to be—that they didn't regret their decision to come here."

Representative Dhruv Nagarajan campaigned to amplify prep voices. "I decided to pursue my campaign for Prep Rep because I firmly believed that I would be a great representative of the class of 2025," Nagarajan said. "Historically, the prep class has been looked down upon by the rest of the school, and their ideas have been brushed to the wayside. I wanted to change this, and help my class groove."

The three representatives campaigned in vastly different ways. "My campaign strategy was first to get people to know my name, and then try to get the people I knew to know what

I stood for and then vote for me," Chen said.

When asked about what sets him apart from other candidates, Chen said that he has "enough confidence to have charisma but can also show that [he cares] about others."

Jang focused on student wellbeing. "I really centered around student wellbeing for my campaign," Jang said. "I don't have clearly defined policies because my promises will basically be what the student body wants. I just wanted them to know that my voice will be their voice."

For his campaign, Nagarajan tried to be as relatable as possible, and really showed his class who he was through the quality and detail in his work. "I worked on producing impactful social media posters with punchlines that would resonate with and be related to by the prep class," he said. "I focused on quality over quantity, and received inspiration and assistance on each poster from my Main Street peers."

Alongside putting effort into his posters, Nagarajan spent time and effort forming meaningful

connections with people throughout his grade, which, in his opinion, made him different from other candidates. "In addition, I am a very vocal person and a great listener, and will do my job to voice my peers' concerns to the rest of the Student Council," Nagarajan said.

Having received the opportunity to make meaningful change for their class and prep classes to come, the Prep Reps have big hopes for the coming year. "Historically, the prep class has been looked down upon by the rest of the school, and their ideas have been brushed to the wayside," Nagarajan said. "I want to change this by providing prep-exclusive events, merchandise, and changing the narrative regarding our ideas by making sure they have their place on the table."

Jang aimed to increase accessibility to resources. "One thing I was noticing was that many preps were having difficulty accessing the Academy's resources, things they need," Jang said. "For example, food was a big thing that was constantly being brought up. Students are getting hungry,

especially late at night, and I want to change that. I also want to implement a system where preps always have some sort of support system to help them get through their day."

Chen noted the lack of changes prep representatives have been able to make in the past. "I think that Prep Reps can't make many changes, but I support the new visitations policy as well as supporting changes in the administration. I also want to plan fun parties," Chen said.

When asked about the elections in general, some preps, including those that won, question elections as a means of choosing student government. "I think the election was unfair because it is, at its center, a popularity contest. There's also an unfair history of electing mainly men for Prep Rep. I thought it was a great way for people to get to know others though, and especially for me, there was a lot of support for the other candidates and group support," Chen said.

Prep Jaylen Benett added to this thought. "I'm glad a lot of students got the chance to run for Prep Rep,

but I think there could've been more diversity on the gender side, because there are all guys as prep reps."

All three reps conveyed their gratitude towards the prep class for giving them this opportunity to represent them, and expressed their commitment to representing the class to the best of their abilities. "To the class, I would like to say that I'm grateful I was elected and I hope everyone is comfortable making their opinions clear so that everyone can have a voice," Chen said.

Jang encouraged other preps to voice their concerns. "I'm very appreciative of everyone who voted for me," Jang said. "It means a lot to me that so many people have faith, and that they're willing to trust what I can do. And it should go without saying, but don't hesitate to reach out, whether it's to voice a concern, suggest a change, whatever. I'm always open to it."

Nagarajan echoed the other representatives' words. "I look forward to serving as one of your Prep Reps," he said. "Let's make this school year fun-filled and memorable together!"

Life

» **FACULTY**

Read about faculty of the week Austin Washington, and his devotion to student-centered learning in his classrooms, 5.

» **COMING OUT DAY**

Read about the Gender and Sexuality Alliance's celebrations for Coming Out Day, 4.

» **FAMILY**

Read about how students and families spent their time during Family Week, 7.

Gender and Sexuality Alliance Celebrates Coming Out Day

By DAVID CHEN, MAYA COHEN, SELIM KIM, and CLARK WU

A white door stands alone in the center of the Academy Quad. Students gather around the freestanding structure, some holding markers and others stopping along their way on the paths to observe. As the day goes by, the surface of the door fills with shapes and color, decorated in clusters of drawings and messages. Each written statement and drawing is unique, but they all echo a unified message of love, support and appreciation:

"You are loved. You are perfect. I see you."
"You are not broken."
"You are amazing just the way you are."

Every year for at least the past decade, Exeter's Gender-Sexuality Association (GSA) sets up a freestanding door in the Academy Quad to commemorate Coming Out Day.

"It started as a simple way of recognizing the LGBTQ+ community on campus, almost like a silent memorial, a symbol of presence. And over the years people have gone through the door and taken their pictures as they walk through the door and it's become a beloved tradition," Director of Student Activities and GSA advisor Joanna Lembo said.

This year, the tradition experienced a new addition: individuals were provided paint pens in order to write and draw any messages they wanted onto the door.

Originally, the opportunity for students to interact with the door as a canvas for their thoughts was an idea that surfaced in GSA last year. "One of us thought of it over the summer and proposed it. We had a discussion last year about how we wanted to do something with the door we had. We were like, 'Oh, we wanna paint it or something like that.' And then that never happened," senior and GSA cohead Jaden Sides said. "So this summer a bunch of us collaborated on the idea of writing on the door and then it kind of was finalized by the group."

Fellow GSA cohead and lower Rowan Flanagan

shared that the idea of allowing individuals to write on the door was also established with the intent of furthering Exeter's sense of community and support. "We came about it kind of thinking

public forum," Flanagan said.

"I hope that people realize that there are many people on campus who are willing to support you. We've been here all this time, and it's not just us.

port and write those messages themselves. I saw a lot of smiles that day and it was one of those days where you had an opportunity to be kind to other humans." Lembo said.

An anonymous source

work that needs to be done," they added. "There have been some homophobic comments made by teachers and even some microaggressions which definitely need to be fixed."

said.

Prep Sophia Jia agreed. "I was the first person to sign it because I just thought that it was a great idea how just something small has the potential to mean so much for someone struggling with their identity. I wrote 'you are loved' because I wanted the queer community at Exeter to understand that they're valid," she said.

Administrative Manager Lee Rollick also contributed a message to the door, "Love is love! You be you. We love you." Rollick reflected on her message and the many other messages that covered the door, "I hope whoever read it walked away knowing that PEA is an inclusive community."

Both the GSA coheads and Lembo alike hope to see this emblem of support in the future.

"This will absolutely be a tradition that we'll see in the future," Lembo said. "We want to add to the door from year to year and eventually we'll have a door with years of support. Then we can retire the door and start something new! I think only something good can come out of it."

Sides shared similar thoughts. "My intention with starting this is that it could be sort of an embodiment of the historical community at Exeter and that, as it goes on in the future...it's sort of a living archive, almost of what the community at Exeter was and will be," Sides said. "I'm really hoping that it will continue in future years and also that each student can come back and look at what they wrote in previous years and maybe be like, 'oh, I've grown since then.' My hope for it is that it will be able to evolve as our community evolves and as us as individuals evolve."

"Those interested in finding or learning about the LGBTQ+ community on campus should totally feel free to come to our regular GSA meetings or join one of our affinity groups. We combine fun, support and education. My goal here is to make this campus somewhere you can thrive," Lembo said.



Putting a door out in the center of the Academy Quad on National Coming Out Day is a yearly tradition.

William Park/The Exonian

of a way in which all of the community, all of the people at Exeter could support later generations of Exonians that would be coming to campus, especially for, closeted people who want a more discreet way to help and to be able to support their peers, but can't do it in more of a

It's years and years of people who have come before us. There are so many people who just care so much about the Exeter community," Sides said.

"I spent most of the day next to the door and, I have to say, it was so fun to watch students come up and see the words of sup-

ported the Academy's support for queer students. "With GSA, along with the many queer-oriented classes, there are lots of places for queer students to feel accepted and equal, and overall feel supported by the school," the source said.

"There is still some

Some students also hoped that by writing on the door, they could show their support. "I hope that my small contribution, along with those from others, will show some people that may be struggling with coming out that they will always be accepted," prep Samaria Benochi



Students wrote notes of support on the door.

William Park/The Exonian

Faculty of the Week: Austin Washington



Austin Washington smiles in his classroom.

Teja Vankireddy/*The Exonian*

By ANVI BHATE, ANDY HARRIGAN, NICHOLAS ROSE, and ANGELA ZHANG

Teaching was not Religion Instructor Austin Washington's original profession. Washington's career started in Spokane, Washington, playing soccer in college and later professionally for the Spokane Shadow. Over a five-year period, Washington spent his days on and off the field, eventually ending up in Chicago, playing for the Major League Soccer's Chicago Fire.

Washington discovered the Academy during an ongoing study of theology and social ethics at Boston University. Washington mentioned that he "had some really exciting professors who could ask beautiful questions that made you really think,"

which gave him an interest in student-centered learning. When Washington's mentor told him about a job opening at the Academy, he couldn't resist looking into it. "I was told to look up the learning style. When I saw the school was interested in a learning style where students were asked to bring to the table what interested them and I just got to be part of the conversation, I was sold," Washington recounted.

At Exeter, one might find Washington at the athletic field, coaching girls varsity soccer, advising the Athletes for Racial Justice club, or teaching in the Religion Department, where he focuses on employing his style of "student-centered" teaching. "The aim is to make sure students are asking questions that are relevant to them. They're able to bring

concerns that are relevant to them and interesting to them," he said. In his philosophy, Washington is just another student at the Harkness table, furthering his own understanding of the material.

"Mr. Washington has an intuition about his students and where their strengths lie," said Michele Chapman, a fellow faculty member of Webster hall and co-teacher of Bioethics.

Washington's students have similarly high remarks for this class atmosphere. "His ability to guide the classroom without being distant from discussion (even while online, which was fairly rare for some teachers) made it seem like he had always been at Exeter," said Senior Riley Valashinas, who took his class "Ethics of the Marketplace" in the fall of last year.

Washington possesses a great interest in and teaches a large number of these types of ethics courses. Specifically, he enjoys pondering questions regarding one's duty and commitment, along with how these traits can be viewed from the future. He explains, "I'm interested in how to be a human being, and I think all of the ethics courses allow me to approach that question in really different and interesting ways."

"As a lover of learning one could only hope to have such an insatiable desire for gaining knowledge as he does," Health Instructor Brandon Thomas commented, having seen his interest for ethics and human behavior in action. "Endearing for sure."

To boot, Washington is a very punctual and hard-working person. In

fact, sometimes, he is humorously too punctual. "Mr. Washington cracks me up when he arrives at class an hour before it starts. At least I never have to worry that he won't make it on time!" Chapman joked.

Students and teachers alike praise Washington and the many ways in which he has contributed to the school. "Mr. Washington has become increasingly involved in the Exeter community since his arrival here just over a year ago," Chapman continued, describing how inspirational it is that he is so involved despite being new. "I have been incredibly impressed with his work ethic, breadth of knowledge in his field and his willingness to jump into so many facets of the school. Our community is lucky to have his expertise in the Religion

Department and on the soccer fields."

Washington further proves to be multifaceted beyond academics and athletics. "He may be the most thoughtful human being I have ever encountered which is why I love him," Thomas recounted. "We can talk about the EPL, foreign policy, or joke about being perplexed in other languages."

Thomas continued, "I don't want to tell on him, but he has a large amount of hidden talents. Him and I have conversations in Spanish and I recently found out he can speak French as well."

If you see Mr. Washington, say hello, ¡hola!, or bonjour! "I wish people knew that I'm a quiet person. So if you ever see me and you are afraid I won't say hi, I'm probably more afraid that you won't say hi," he joked.

● ▲ : Squid Game Review



Courtesy of Netflix

By NHAN PHAN

Squid Game is taking the world by storm, dominating the charts in over 90 countries and on route to become Netflix's

most-watched series of all-time (yes, even beating *Bridgerton*). Created by Hwang Dong-hyuk, Squid Game is about a competition with handsome rewards but deadly

stakes. 456 entrants make their way through 6 traditional Korean children's games without being eliminated or risk losing their lives. For instance, in the first game "Red

Light, Green Light," over 200 people were gunned down for moving after the Red Light. That's just the first glimpse of what's to come.

Besides the grueling competition that forms the foundational basis of Squid Game, the series itself sees more than just the competition. Squid Game is a subtle representation of our society and the detriments of capitalism. All 456 of participants were on the brink of financial ruin, each incurring debts of hundreds of millions of Korean won. Squid Game illustrates the reality of many people's lives in a capitalist society: the rich get richer off by exploiting the poor, and the rest is history. Wealth inequality is also another big theme that the series embodies. According to Oxfam, 2000 billionaires hold more money than 4.6 billion people in the world. In Squid Game, the VIPs are presumed millionaires and billionaires who have the money, funds, and wealth to bet on humans fighting

one another while the players, who are all at the bottom of the societal scale, are entertainment for the wealthy. This made obvious what Squid Game's intention is. Early in the show,

game players were allowed to leave the competition after seeing the massive bloodbath that wiped out over 200 people in the first game. However, when they return to their normal lives, they are again met with the harsh realities and uncertainties in their everyday lives. Having seen both the deadly stakes they face in the game and reminded of the suffering in their normal lives, they reckoned that some very small odds at surviving the game and winning the reward might be better than none in the real world.

Throughout the series, Squid Game intensifies after every game, raising the stakes and the level of inhumanity the players face as after each game. Each death feels more personal than the last. This is telling of one of Squid Game's best strengths: character development. Sae-byeok (played by Jung Ho-yeon) may appear tough on the outside, but she has a gentler, more emotional side. Gi-hun (played by Lee Jung-jae), the main protagonist of the series, made friends along the way, including Cho Sang-woo (played by Park Hae-soo), his childhood friend, and Player 001 Oh Il-nam (played by

O Yeong-su). It's easy to become attached to these players even though it's established that at any point during the competition, they could die. What's even more harrowing is that because of Squid Game's fast pace, you have little time to process one character's death before you then have to witness another player die in the next game. Squid Game's pace keeps you at the edge of your seat as the plot thickens.

Throughout the violence of the game, a powerful contrast makes itself clear: the innocence of childhood vs. the harsh real world. After all, it's ironic that children's games were used for a life-or-death and fate-altering competition. But overall, Squid Game combines the carefree, utopia-like days of childhood with the brutal and harrowing realization of adulthood. As much as the violence being portrayed in the series is straightforward, gut-wrenching and squirm-inducing, it's an episodic psychological breakdown that will force you to think about the complexities of the Squid Game's message. It may be one of the best, and most unusual, things you will watch this year.

Book Review: Dune

By CLARK WU

This article will not spoil *Dune* by Frank Herbert, but it references characters, concepts and plot points that may be found in the beginning chapters of the novel. Some of Herbert's words in the novel will be used to fully demonstrate his artistic flair.

A beginning is the time for taking the most delicate care that the balances are correct.

- *Dune* by Frank Herbert

Herbert's *Dune* follows Paul Atreides, a noble-born thought to be the prophesied messiah, whose family is tasked with ruling over the desert planet of Dune, the only planet to produce the coveted drug spice melange.

Dune was an intimidating read. In the first pages, I was met with a flurry of unexplained terminology belonging exclusively to the *Dune* universe (it was only later that I discovered the extensive list of definitions at the close of the book). Herbert certainly does not shy away from flaunting his world - he would use fictional words as part of an elaborate metaphor.

But Herbert, once a journalist himself, is also incredibly economical with his words. The guitar-like instrument "baliset," casually introduced in the fifth paragraph and thus often neglected on a first read, carries unexpected significance (and musicality) as the story unfolds.

This is to say that every part of the *Dune* world is intentional. Hebert knows - to the page, to the sentence, to the word - what the reader knows and the reader doesn't. In this way, he consistently delivers new and intriguing subtext that refreshes our understanding of the complex intergalactic world he built. Trusting Herbert, if you should venture to read this novel, should greatly improve your reading experience.

Many say that *Dune* is the Song of Ice and Fire in the science fiction genre. Now, after a summer of indulging in both franchises, I might venture to say that *Dune* is more pioneering.

Any road followed precisely to its end leads precisely nowhere. Climb the mountain just a little bit to test that it's a mountain. From the top of the mountain, you cannot see the mountain.

Any discussion of *Dune* is incomplete without some commentary on Herbert's distinctive style of writing.

Just as one example, unlike most other science fiction novels, Herbert uses a true omniscient narrator who habitually jumps from the head of one character to the next, revealing to the reader all of the characters' plots, intrigues, emotions, and desires. As a result, in *Dune*, the characters' ruminations also serve as indirect exposition.

Personally, this was a little difficult to get accustomed to. Within the first few chapters, I had learned of the identity of a traitor among the mix of the Atreides family. In another book, I might only learn that information by the midpoint of the story. Stranger still, the traitors' musings and struggles were often juxtaposed with those of Paul or his mother Jessica, the victims of the betrayal. In other words, Herbert traded the shock value of a reveal for dramatic irony.

This was an appropriate choice. For one, this adds to the ominous mood of the narrative. By the end of the second chapter, we learn that the Atreides family rivals, the Harkonnens, allied with the galaxy's Emperor to exterminate the Atreides, and many signs tell us that Paul's father, the naively honorable (Ned Stark, anyone?) Duke Leto Atreides, will not make it out of the *Dune* planet alive. Herbert therefore uses the readers' knowledge of the ever-advancing villainous threat to create more tension.

Subtlety and self-control were, after all, the most deadly threats to us all.

I suppose reading masses of internal dialogue feels disconcerting to many because we rarely think about what we are thinking. We spend a lot of time with spoken words: we converse in patterns and in rhythms that not only establish our roles in social cliques but also reinforce them. And our own arsenal of words and our own preferences for syntax and tone become oddly predictable once we take the time to listen and notice. I suppose this may be a reason why we can easily distinguish between realistic and awkward dialogue.

But what would you call realistic internal dialogue? So much of the time, our thoughts feel like fleeting snowstorms. It's beautiful from afar, but when you really look hard at it the flakes are not ice but styrofoam. Thoughts may be random, out of context and irrational, but the randomness in itself reveals a lot of character. That's what Herbert achieved with this novel. He thought about what we as human beings think when we're put in certain scenarios, how we

think then and there, and how we may put that on paper in a realistic and readable way.

The concept of progress acts as a protective mechanism to shield us from the terrors of the future.

In an interview with professor Willy McNelly, who would come to pioneer the *Dune* Universe Encyclopedia, Herbert revealed one of his tools in crafting the story of *Dune*: "language was spoken long before it was written, and I think that unconsciously we still accept it as an oral transmission."

I'm not going to spend weeks analyzing each and every sentence Herbert wrote and speculate as to how exactly he managed to build rhythm into the story, but he really did. There are three sections to the first book of *Dune*. In each section, I noticed that I read the text differently. I think the best metaphor for this is Billy Joel's song We Didn't Start the Fire. The song's verses are just an amalgamation of historical personalities and events, but somehow Joel arranged the words in a way that built tension. The song then gradually evolves. Herbert does the same in *Dune*, and his characters evolve through our reading.

"Don't you think, Wellington," she asked, "that a secretary bound to one by love is so much safer?"

I would like to discuss Paul and Jessica's relationship for a while. This mother-son relationship is not one of love. It is one of stoicism, coolness, and even antagonism, and that is so inspired and refreshing.

At the beginning of *Dune*, it is revealed that Jessica was told by her authorities to bear a girl, who would marry the Harkonnen heir and end the Atreides-Harkonnen feud. But Jessica disobeyed her orders and gifted Duke Leto with Paul, a son, an heir, and a figure rumored to become Kwisatz Haderach, a supernatural presence.

Jessica followed her son through much of the story, and it is a fascinating experience for me, a son, to read about a mother's journey and understanding of her son. Naturally, Jessica wants her child to be special. But she also wants him to be safe and to be happy. She soon realizes it's not possible for Paul to be all three. Her choice is then so revealing of character.

I actually wrote a section of this review before I had finished the book.

And in that stream of consciousness, I jotted down how Jessica simultaneously feels a fear of Paul and for Paul. Herbert would write almost the exact same phrase a few chapters later.

Does the prophet see the future or does he see a line of weakness, a fault or cleavage that he may shatter with words or decisions as a diamond-cutter shatters his gem with a blow of a knife?

I know I'll never be able to understand what it is to be a parent until if and when I become one myself, but I will probably never fully comprehend a mother's love, but at least through this book, I've begun to understand my mom a little differently. I think it's much more than a selfless kind of motherly love. It's also distant and futile in ways.

"Thufir, old friend," Paul said, "as you can see, my back is toward no door."

"The universe is full of doors," Hawat said.

Herbert said in his interview with McNelly, "It's been my belief for a long time that man inflicts himself on his environment ... that is, Western man. We tend to think that we can overcome nature by a mathematical means; we accumulate enough data and we subdue it...Yes. We subdue nature. This is a one-pointed vision of man, because if you really start looking at man, Western man, you'll see that you could cut him right down the middle and he's blind on that backside, you see."

Herbert built the idea of the *Dune* desert planet upon his research on an area near the Oregon coast, where sand dunes and wind patterns disrupted traffic on US Highway 1 in the 1950s. He collected ecological data and studied the birth of religions in desert atmospheres until he had too much for an article or a short story.

Dune is so deeply rooted in the patterns, coincidences, and errors of human history and relationship with ecology that the planet very much appeared as Herbert's imagination of a desolate Earth 8,000 years into the future. I have yet to decide how I feel about Herbert's opinions on man's coexistence with nature, but I believe one thing is undeniable: Herbert wrote *Dune* with a genuine hope for our planet.

In *Dune*, Paul and his entourage encounter the Fremens, an expansive community whose traditions, religions, and strength have helped them survive the relentless desert planet. The Fremens possess a

mesmerizing willfulness, and they pass on this willfulness. They may grieve. They may die of thirst. And you as the reader know that they may very well never escape the empire of dust that never rests and never settles. They are forever influenced - maybe even trapped - by their settings. But they, like the dunes, never rest nor settle. They are never one with the environment - no, nature is far too grand and mighty to be working for human beings. But they seek to change it. Little by little, generation by generation. And people rallied behind the conviction that they can one day change the planet. This is what gives the planet life: willful actors changing the face and institutions of the planet.

Commanding a will to change is so difficult to employ in real life. We all understand it theoretically, but as one of my closest friends recently told me, when you understand something theoretically, you don't really understand it, nor do you really believe in it. Coming back onto this campus, there were heaps and heaps of "getting used to," rethinking and redefining my place. And sadly, no, I do not yet have the answers to my own questions. I suppose I am understanding goodness and knowledge in a different way. And I'm trying to feel more comfortable commanding my own will to change, trying to understand how my settings and my upbringing had affected how I have used my voice in my past and present. I think I'm commanding a little more will, and I'm learning how to be there for others who do the same.

Greatness is a transitory experience. It is never consistent. It depends in part upon the myth-making imagination of humankind. The person who experiences greatness must have a feeling for the myth he is in. He must reflect what is projected upon him. And he must have a strong sense of the sardonic. This is what uncouples him from belief in his own pretensions. The sardonic is all that permits him to move within himself. Without this quality, even occasional greatness will destroy a man.

The word "excited" does not even begin to describe how I feel about starting on the next few books in the *Dune* Chronicles. I've heard many good things about *Dune* Messiah and Children of *Dune*, and I trust myself to finish them before the end of fall term.

More importantly, however, the *Dune* movie by Denis Villeneuve (this is the first movie of two parts) will be released October 22 on HBO. As you may or may not know, many di-

rectors have attempted to adapt *Dune* since 1976. David Lynch's adaptation in 1984 was the only one that arrived in the theatres, and the film ultimately failed to convey the magic of the novel.

Bret Easton Ellis, author of American Psycho, had famously stated that the "media of film demands answers." Considering how *Dune* is a work defined by the questions it asks, I am worried that Villeneuve's work would prove to be another faltered attempt.

I am nevertheless excited. From what I'm seeing in the trailers, the cast is promising, the set is mesmerizing and the music feels out of this world (Hans Zimmer had turned away Nolan's *Tenet* to work on *Dune*). Reviewers from early screenings had called this a "once-in-a-generation film akin to when Lord of the Rings hit the big screen 20 years ago." I really do hope this revolutionizes the modern science fiction genre, much like how 2001: A Space Odyssey had done more than 50 years ago.

P.S. I am happy to announce that after a week's long shipping, my copy of the *Dune*: Imperium board game finally arrived. This is an impeccable combination of worker placement, deck building, and player-player combat mechanics and is one of the most thematic and strategic games on the market right now. Just wanted to give the game a plug.

There is in all things a pattern that is part of our universe. It has symmetry, elegance, and grace -- those qualities you find always in that which the true artist captures. You can find it in the turning of the seasons, in the way sand trails along a ridge, in the branch clusters of the creosote bush, or the pattern of its leaves. We try to copy these patterns in our lives and our society, seeking the rhythms, the dances, the forms that comfort. Yet, it is possible to see peril in the finding of ultimate perfection. It is clear that the ultimate pattern contains its own fixity. In such perfection, all things move toward death.

Do logic and intuition together create prescience? Is knowledge independent of culture? How do historians and human scientists give knowledge meaning through the telling of stories? Is fear the "mind-killer"? Does hope cloud observation? Do we need a universe to make sense?

Arrakis teaches the attitude of the knife--chopping off what's incomplete and saying: "Now, it's complete because it's ended here."

Album Review: Life of a Don

By WILL HACKETT

Houston rapper Don Toliver exploded into the rap scene in 2018 when his song "CAN'T SAY" was featured on Travis Scott's triple-platinum, Grammy-winning album *Astroworld*. Don Toliver's ambient and layered melodies combined with Travis's psychedelic beats created a melodic blend that captured any listener's ear. Travis and Don combined so well that three days after the album's release he was signed to Travis Scott's music label, Cactus Jack Records. "CAN'T SAY"

reached #13 on the Billboard top 100, and Don Toliver had a name for himself. In 2020 he released his heavily anticipated debut album, *Heaven or Hell*, which debuted at #7 on the Billboard 100 and is now certified gold. His hit track "After Party" peaked at #5 on the Billboard Hot 100 with its catchy hook and booming baseline. Don Toliver went from a nobody to global success in just two years, and his potential seems to be limitless.

On October 8, Don Toliver released his second studio album, *The Life of a DON*. The al-

bum features big names including industry giant Travis Scott and multi-platinum artist Kali Uchis. Through its 16 tracks and 51-minute runtime, Toliver talks about success, cars, drugs, and his lavish lifestyle. These topics are nothing new in today's rap game; you would be hard-pressed to find a recent mainstream rap album that doesn't revolve around these themes. However, Don Toliver delivers them in a unique way that sets him apart from every other artist. With apparent inspiration by Travis Scott, Toliver uses beats with heavy reverb, lay-

ered melodies, synths, and simple but booming baselines. Tracks often revolve around a catchy chorus with the verse seeming to be just a filler while you wait for the chorus to appear again. Nearly every song on the album has this same structure. While repetitive, this formula works well for the Houston rapper. Toliver excels at creating hooks that stay stuck in your head for days, with each song presenting new lines and melodies that will make you continue to hit repeat. The strongest track off this record is "What

You Need." The hook for this song, accented by the dreamy and layered vocals, quickly had me listening on a loop. While the lyrics outside of the hook are mediocre, Toliver's voice and flow are so addicting you don't even care. The production is truly what makes this track one of the best songs Don Toliver has released. Behind this production is Grammy-winning producer Hit-Boy, who uses perfect amounts of reverb and vocal layering to truly make this track stand out.

The weakest point of this album was its lack of distinction from *Heaven or Hell*. Any song on this record could be swapped for a song on Toliver's debut album and you would

never know. Don does not show much evolution as an artist between the two projects. The songs follow the same structure as in *Heaven or Hell*. And with a few exceptions, most beats are nearly indistinguishable from each other. Although repetitive and disappointingly similar to Toliver's previous work, *The Life of a DON* is an easy listen and the rapper's dreamy melodies will make you feel as if you are floating. Don Toliver has given us a solid album that isn't meant to be lyrical or to have a deeper meaning. This is something to throw on for an easy and fun listen. It's the perfect accent to any party playlist.

A Long Weekend with Family



Students and their families sit together on the quad.

By CASPAR BAILEY,
COLBERT CHANG,
BEEKE FOCK, LAUREN
KIM, and ARIANA
THORNTON

Friday, October 15 marked the beginning of reunion, travel, and relaxation for Academy students. With community members from every corner of the globe, this long weekend unraveled differently for everyone, but it can be assured that Family Weekend was a long-awaited respite from Academy life. From boarding a train to return home, or grabbing a meal with parents in Exeter, this is often a time of reconciliation and bonding

with loved ones. The campus was densely packed on Friday as parents and students had the opportunity to see each other once again.

Over the last week, many boarding students found themselves filling out blue Out of Town permission slips (OOTs), enabling them to travel and stay overnight outside of Exeter. Some chose to spend the weekend shopping in Boston, while others drove back to their hometowns. Beginning on Friday, families were allowed on campus to attend faculty panels and assemblies while touring the campus.

Simply seeing family again after a month apart was a cause for happiness for boarding stu-

dents. “It’s been about six weeks since I’ve been able to see anyone, so it’s really exciting to have a little piece of home come onto campus,” upper Lally Lavin said. “I’m definitely going to go to a lot of the sports games on Saturday; I’m really excited for them all to be at home. Shout out to Big Red Zone! I always go to the games that they post, and their themes are super fun.”

For day students, family weekend can still offer a way for parents to better get to know the campus and become more integrated into the community. “[My parents] definitely know the campus because we live really close, like fifteen minutes away, but

they haven’t really been in any buildings or seen the school day in process,” lower Hannah Dirsa said. “I’m especially excited for a lot of the different departments that have activities for the parents, especially with the music building, because I play the cello and really love music, and it would be awesome for my parents to see all the different rooms that we practice in.”

“Over Parents Weekend, I will be taking my family to campus as I’m a day student and I live 30 minutes away. We won’t take part in any of the formal activities, but I’m gonna show them around: show them the common room of

the dorm, the classrooms, and what a Harkness table looks like,” prep Norman Rice said.

However, many students, such as those hailing from international countries, were unable to meet their families this weekend. Even just having more people on campus was cause for excitement, and many students enjoyed interacting and meeting parents of other families. “I enjoyed having Exonian parents around the school,” lower Gunn Sukhum said on Friday. “For example, having them watch orchestra rehearsal today, it added colors to a sometimes mundane weekend.”

“It’s really exciting seeing other people’s families, because when it’s the first time I’ve ever seen [my friends’] parents, I think it’s funny how much it’s so what you would expect and also so not what you would expect,” Lavin said.

For those remaining at the Academy, on-campus activities, including catered dining and ice skating, were provided, along with an International Student Alliance (ISA) trip to Boston. Others took the weekend as a time to rest and recuperate, including students whose family did not come onto campus. “Because my parents are not coming, I am going with a Chinese mom that is taking Chinese people to have dinner on Friday night. Most of the people are those who went to ISO [International Student Orientation], and I’m excited,” lower Chengyue Zhang said.

“I’m glad to have Monday off; maybe I will spend some time in the music building. I might practice some songs I’m required to do for my private lessons and choir, but I might also jam on my own a little bit,” Zhang continued.

“Maybe I will spend part

of the weekend cooking, since cooking usually takes too long. I can make crepes in EPAC,” lower Katelyn Cui said.

“I’m just gonna be chilling, really—I don’t have much planned,” senior Aaron Mamphilly said. “[I’m looking forward to] having some time to work on college apps; it’s been tough to find time to do that stuff, so that’ll be nice.”

For those who traveled off-campus, the long weekend was an opportunity to catch up with loved ones back home or have fun outside of Exeter. Prep Jaylen Bennett said, “I look forward to going back to Maryland, and seeing some of my old friends again and family members I haven’t seen in a while.”

“On Sunday, we are planning on going on a day trip to Boston and having dinner with some Turkish families, which is a nice bonding experience,” lower Asena Gursel said.

“On Sunday I’m going to go into Boston,” Lavin said. “There are a couple of spots I really like there, like Pressed Juicery. I also have a stepbrother who lives in Boston, and I think we’re going to go see him and play some tennis. There’s not a lot super planned out; it’s mostly about how much time we have and where everything takes us, and what we see as fun.”

Many students were excited at the opportunity for the Exeter community to grow closer together. “I feel like COVID isolated us; [in the past], we were all there and of course, we knew each other, but we didn’t really know a lot about our lives. So it’s cool to learn about what people’s lives are like outside of Exeter,” Dirsa said. “I’m super excited that the community is coming together more.”



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Sports

Athlete of the Week: Girls' Volleyball



Captains Kelsey Austin, KG Buckham-White, and Elizabeth Handte poses for a photo.

Teja Vankireddy/The Exonian

By MICHAEL YANG

The Girls Varsity Volleyball team, headed by captains Kelsey Austin, KG Buckham-White, and Elizabeth Handte, is hard at work so far in their undefeated season. Due to the pandemic, the team has not been able to have a regular season in nearly two years. The captains and head coach, Bruce Shang, plan to keep the team fired up and keep the win streak alive.

The team praises the captains' dedication to the sport. Senior player Kitty Coats said, "Kelsey is 'the silent savage' type, not super showy but turns into an absolute beast on the court." Upper player

Sofia Morais added to Coats' words, "Before each game in our huddle, Kelsey gets everyone going with a pep talk and makes sure that everyone knows what they're doing." Morais continued, "I've never seen her lose her composure on the court and whenever we are down a few points, she helps bring the team back together."

Upper player Hannah Rubin talked about Austin's position. "Kelsey is our setter and I feel like setters rarely get enough credit for the effort they put into bettering the ball. If the pass is shanked, I'll see Kelsey running as fast as she can to get her hands on it and make it possible for our front row

to hit," Rubin said.

Handte follows a similar thread to Austin. Morais said, "Liz [Handte] always brings a positive attitude to practice, and she's one of the hardest working on the team. Her energy is contagious, and she is very dedicated to making everyone on the team better."

Rubin added, "Liz is an excellent libero and her passes are consistently accurate." Rubin continued, "this is important because in volleyball, you can't do anything unless you have a good pass, from which the setter can set the hitter."

Morais described Buckham-White as "exactly what you look for in a captain." Morais con-

tinued, "she brings great energy to practice and is always giving our other teammates advice. Everyone can see how much effort she brings to each practice and she's usually one of the last people to leave the court since she always tries to get in extra reps."

Rubin added to Morais' words, "KG is an outsider and I admire her consistency and all-around volleyball IQ. In addition to being an amazing hitter, her jump serve gets us aces and her passing is always on point," Rubin said. "I never see her slacking off during drills or lifting; she's always trying her best!"

Shang added that all

three captains are, "wonderful and dependable people."

Morais talked about practices. "We practice 5-6 times a week for about 1 hour 45 minutes and have been lifting 2 times a week with Coach Fowler," Morais said. "Our practices usually start with a team bonding game, warmup, and something technique related, then we go into gameplay for the rest of the time."

Rubin commented on team bonding. "We just started doing this team bonding activity at the beginning of most practices where we play silly games like 'chicken on a hill' or sit down next to a teammate and talk about

our weeks," Rubin said.

The volleyball team has been undefeated so far this season, with a record of 4-0. Rubin said, "Most recently, we played Choate and, in the fifth set, pulled out from underneath to win 16-14 thanks to Sofia Morais's beautiful serving!"

Morais added, "Our playing level has increased more and more each game, and I am especially proud of how everyone has played."

Shang said, "it is great to finally have a season again, we are starting to get to know each other again and trying to find our team culture that can be easily lost. We want to work hard, stay positive, and get better!"

Badminton Club Competes in First In-Person Tournament



The Badminton Club poses for a photo after their tournament.

Courtesy of Badminton Club

By CATHERINE WU and ANDREW YUAN

On Saturday, October 10, eight members of the Academy's Badminton Club drove out to Boston for an interscholastic tournament with Algonquin High and Westborough High.

Senior and captain Vinusha Narapareddy introduced the setup for the tournament. "There were five sets, girls' singles, doubles, mixed doubles and boys' singles and dou-

bles," Narapareddy said.

"We essentially played round-robin with three other schools," lower and member Vedika Amin elaborated. "With the number 1 ranked player on each team playing the number 1 ranked player on the other teams and the number 2 players playing each other and so on."

Saturday's tournament was the first in person tournament for the team since pre-pandemic, and many members expressed their opinions. "I would say that most people were

really excited for the tournament because for many of us it was our first experience playing competitive badminton," upper and member Eric Zhang said.

Lower and member Ishaan Vohra commented, "In my opinion, the badminton tournament went very well, especially for the first tournament of the season. Everyone put on strong performances both in the singles and doubles matches and it was wonderful to see my teammates playing in an

intense competitive environment."

"I was excited that the Badminton Club could finally travel and compete. Last year we were not as fortunate with the COVID restrictions, but now we are finally able to. I was also interested to see the level of Exeter players compared to that of the other high schools in the area, as I was not sure how we stacked up against the other teams," senior and captain Nick Chiu said.

Narapareddy said, "We weren't really nervous,

but definitely excited because it was our first tournament as a team...And an excuse for an Out of Town!"

Amin remarked on the bonding experience of the tournament. "The bus ride back to school was great. Everyone on the team is so fun and it was a nice bonding experience," Amin said.

Members shared experiences and lessons learned from their first tournament. "Having observed the strategies and shots used by our opponents, I think more speed on the court would definitely aid our performances. With more time practicing footwork in Thompson Gym, I'm sure we could up the pace so that at the next tournament, we have no problems reaching the tighter shots and converting unfavorable positions into winning ones," lower and member Ishaan Vohra said.

Chiu reflected on his goals for the tournament. "Heading into the next tournament, I know I need to work with my players on strategy. A lot of my players have never competed in badminton until this point, and need to gain experience and knowledge, hopefully by playing more matches similar to this one," Chiu said.

Amin expressed her thoughts as well. "We've all learned what our

strengths and weaknesses are and so moving forward we hope to improve and capitalise on those during practice and in our future games."

Zhang looked forward to future expansion of the badminton program at Exeter. "What we are working on for the badminton club now is to work towards making badminton a varsity sport at Exeter and play matches on a regular basis," he said.

The team achieved second place, and members were enthusiastic during the tournament. "There were some games we lost but the team spirit kept me and all the others going! Everyone was super supportive," Narapareddy said. "At moments, some of us gave up in the face of a hard game...perhaps if we continued to play our best, we could have done better."

After an exciting tournament, club members are hopeful for more students to join the Badminton Club. "The Exonian should put out an ad for Badminton Club (the best club on campus)," Narapareddy continued.

Amin concluded with a call for Exonians to join the club. "Join Badminton club! We're super chill and it's a lot of fun. You'll find that playing badminton is a great way to de-stress, spend quality time with your friends, and meet new people."

Op-Ed

» SCOTUS

Read about Colin Jung's '24 analysis on the Supreme Court cases from this past week , 9.

» MORE OP-EDS

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A Look at the Supreme Court: Week 2

By COLIN JUNG '24

The first two cases we examine this week concern the rights of criminal defendants. The final investigates state secrets and international law. The first of the three was complex, and there were excellent arguments on both sides. I found the second to be relatively simple, while the third case involved many different areas of law. I would like to note that there are procedural/jurisdictional arguments that I disregard in the second and third cases, as well as alternate grounds that the cases could be decided on. This is not because I think they are entirely without merit, but because I would like to keep these to a reasonable length.

Brown v. Davenport

Ervine Davenport stood in chains before the jury, his heavy metal restraints were clearly visible to all at the trial. Decades of precedent deems this to be a violation of Davenport's right to due process of law, as the presence of chains could lead the jury to assume that Davenport was dangerous or uncontrolled. Although most violations of due process call for mistrials or reversals on appeal, if an error is deemed "harmless," it can be ignored. Obviously, the immense impact of any "error" in a court of law warrants very strict standards for which errors can be considered "harmless." This case investigates two such standards.

It is the job of state courts to determine if the error is "harmless beyond a reasonable doubt." In Davenport's case, the Appeals and Supreme Courts of Michigan deemed that his shackling was "harmless beyond a reasonable doubt." Notwithstanding this, Davenport filed a writ of habeas corpus. Habeas corpus is a last resort for prisoners who feel they have been wrongfully imprisoned. Filing this writ is like suing the warden in the prison for unjustly infringing on the prisoner's liberty. These claims go to federal court. If a habeas writ is granted (i.e. a court grants habeas relief), the prisoner's sentence is reduced or dismissed.

Mike Brown is the prison warden in question. The case went to the 6th circuit court of appeals.

Federal courts have two different places to look for how to decide these kinds of questions. First, the Supreme Court said in Brecht v. Abrahamson that a court should grant habeas relief only if the error actually caused prejudice. In Davenport's case, if the court finds that the fact that Davenport was shackled actually prejudiced a member of the jury, then habeas relief should be granted.

Three years after Brecht

was decided, however, Congress passed the AEDPA, the Antiterrorism and Effective Death Penalty Act, which effectively states that courts should only grant habeas relief if the state court made an "objectively unreasonable" decision. In Davenport's case, if the court finds the Michigan court decision that the errors were "harmless beyond a reasonable doubt" to be "objectively unreasonable" decisions, then habeas relief should be granted.

Both of these standards need to be met (Brecht and AEDPA) in order for relief to be granted. It is agreed by both sides that the Brecht standard is met (i.e. There is actual prejudice that occurred as a result of the error). But while Brown says that the court must also apply AEDPA, Davenport says that AEDPA is "subsumed" by Brecht. In other words, Davenport claims that if actual prejudice is found, then a decision that finds harmlessness beyond a reasonable doubt is necessarily "objectively unreasonable".

Thus, the fundamental legal question is: Should courts be required to apply both Brecht and AEDPA standards or is it true that if actual harm is found as a result of an error, is a decision that finds that the error was "harmless beyond a reasonable doubt" always an "objectively unreasonable" decision?

I would decide in favor of Brown. Although it is possible that Brecht does in practice subsume AEDPA, I think the fact that the two tests ask fundamentally different questions means that courts should apply both separately. If I find that there was actual harm done by an error, it is very likely that I would believe that a decision that finds that there was no error beyond a reasonable doubt is an unreasonable decision. But because of the highly subjective nature of finding "harm" versus "no harm" in a procedural error, (it's very difficult to determine what exactly constitutes "harm"), it is possible that I could believe a reasonable judge could believe there was no harm beyond a reasonable doubt despite my finding of "harm".

In accordance with general precedent, however, the court should merely send the case back to the sixth circuit (remand) with instructions to formally apply the AEDPA test of whether the state court judge's decision was objectively unreasonable, rather than apply the standard themselves.

Hemphill v. New York

Darrell Hemphill was accused of shooting a young boy. Hemphill used a "third party guilt defense", in which he claimed he was innocent because another man, Nicholas Morris, was the one who

actually shot the boy. In order to prove that Nicholas Morris was the real shooter, he pointed to the fact that 9mm rounds matching those that killed the victim were found in Nicholas Morris's house. He further said that Morris was originally charged with the crime, but prosecutors let him plead down when they didn't think they could win the case.

The "confrontation clause" of the sixth amendment provides that "In all criminal prosecutions, the accused shall enjoy the right... to be confronted with the witnesses against him." This means that any witnesses testifying against a defendant must actually be in court and the person accused of the crime must be able to cross-examine the witness. Furthermore, out-of-court statements, (written statements, video/audio recordings, etc.), called "hearsay", are forbidden for the prosecution.

In this case, a written statement by Morris about the type of gun he had would be hearsay, and the prosecution would not be able to use it in trial.

However, New York State law has an exception that says hearsay can be brought in if "the [defendant's] evidence or argument... is incomplete and misleading, and... if [hearsay] evidence is reasonably necessary to correct the misleading impression." In this case, the prosecution says that Hemphill's repeated statements about the 9mm bullets gave the misleading impression that Morris possessed a 9mm handgun. In order to provide context, the prosecution used Morris's written statement that he had possessed a .357 magnum gun on that day, despite its being hearsay.

Hemphill said that New York's exception for "misleading" information is unconstitutional. The right to confront witnesses is a constitutional right and states can't invent exceptions to constitutional rights. He says that there is no historical precedent for defendants forfeiting their confrontation rights if they say something "misleading". Moreover, the meaning of the word "misleading" is so broad as to potentially eliminate the right guaranteed by the confrontation clause altogether. Therefore, New York's law is in violation of the sixth amendment as it was understood when it was passed in 1791, and cannot stand.

New York disagrees. States are allowed to set "procedural" rules for exercising constitutional rights. For example, an appeal for a constitutional violation must be filed within 30 days, and any objections to hearsay must be made in a timely manner. New York says that the exception in question is similar to these rules, and thus should

be allowed to stand. And although New York concedes that there is no historical basis for its exception, it points to a similar rule, called the "rule of completion," which has existed in common law for centuries. This rule says that if the defense enters part of a statement into evidence, the prosecution can enter the rest of it to provide context. For example, Morris could have made the statement "I had a gun that day, a .357 magnum". Hemphill, being the defendant, is allowed to admit hearsay. He could use the first part of the statement: "I had a gun that day..." as evidence for his case that Morris committed the murder. However, the rule of completion says that New York could respond to this argument by using the remainder of the statement, namely "... a .357 magnum" to disprove the defense's misleading argument.

New York says its rule regarding misleading statements is similar, providing much needed context for misleading and incomplete statements.

The fundamental legal question is: Does a rule that allows for the introduction of hearsay evidence as a response to "misleading" argument by the defense have any grounding in the text and history of the sixth amendment, and if not, is it merely a procedural rule?

I would rule emphatically in favor of Hemphill. First, this rule is not "procedural". It does not take a legal expert to notice there is a significant difference between rules regarding 30-day deadlines and "misleading statements". Not only does the New York law involve the actual content of the statement, the word "misleading" is vague and subjective, unlike a 30-day deadline which is exceedingly clear.

Similarly, the rule of completion, which does have some historical grounding, is very different from the New York law in that the former is clear as to when hearsay can be admitted by the prosecution (if the defense uses a fragment of a statement), and which hearsay can be admitted (the remainder of the statement that the defense uses). The New York law is much broader and has no definite boundaries, making it a different rule from the rule of completion, and one that is wholly without historical or textual backing.

Although it may be a good idea to allow hearsay for the prosecution when blatantly misleading statements are made, respecting constitutional rights is not optional. No exception of this kind can be found in the text or history of the sixth amendment. Thus, the exception cannot stand.

United States v. Zubaydah

Abu Zubaydah was arrested and detained in the early

days of the War on Terror. He was thought to be a high-ranking member of al-Qaeda and the mastermind of 9/11. The CIA sent him to various "black sites" in various countries. One of these sites was code named Detention Site Blue. Extensive media reports, as well as an admission from the former president of Poland reveal that Detention Site Blue is located in Poland. Nevertheless, it is the position of the United States government that an official confirmation of this fact would jeopardize the trust that other nations have in the United States and hurt national security interests.

It is widely understood that while at these black sites, including Site Blue in Poland, Zubaydah was tortured using various methods. James Elmer Mitchell and Bruce Jessen were two US contractors that designed and oversaw this torture. Zubaydah files to bring evidence of his torture in Site Blue, as was his right under Polish law.

A person who is involved in a foreign litigation can file a section 1782 request in a US court. If the court deems it to be proper, it can collect documents or subpoena witnesses, then send this information over to the foreign tribunal in question. In this case, Zubaydah filed a section 1782 request to subpoena Mitchell and Jessen to use their testimonies in a Polish tribunal.

After this request was filed, the government intervened to quash it, claiming that granting the request would lead to state secrets being leaked, which would in turn be damaging to national security interests. When state secrets are at stake in a US court, the director of the CIA can ask to stop them from being revealed in court if he believes that it would harm national security interests if the secrets were revealed. Supreme Court precedent says that the CIA director's judgment on whether or not revealing the secret will hurt the national interest should be given "utmost deference".

The Government argues that the location of Site Blue is a state secret. Even if the press has reported that Site Blue is located in Poland, it would be a betrayal of trust for the CIA, through Mitchell and Jessen, to officially confirm or deny the location of a secret CIA site. The CIA director says that divulgence of this state secret would be damaging to the national interest, as it might hurt the United States' ability to work with foreign partners in the future.

Zubaydah offered that Mitchell and Jessen could testify without referring to Poland as the location of the torture, but the government argued that the fact that the information was being sent to Poland for use in a Polish investigation meant that partici-

pating in such a tribunal would be akin to officially admitting that Poland was the location of Site Blue.

Zubaydah says that although it may be the case that official confirmation of Site Blue would be detrimental to national security, the state secrets privilege does not apply for two reasons. First, Mitchell and Jessen are not the CIA, merely former contractors. Their testimony would not be official confirmation, only another eyewitness testimony. In fact, they have been allowed to testify in the past about the types of torture that were committed and the medical condition of the detainees, which is what Zubaydah is requesting here. Secondly, Zubaydah says that Site Blue's location is not a secret at all. The widespread public knowledge and extensive media coverage have made the location a known fact.

The fundamental legal question is: Can the government use the state secrets privilege to stop Mitchell and Jessen from testifying about conditions and torture in Site Blue?

I would rule that the government cannot use the state secrets privilege to prevent Mitchell and Jessen from testifying. The question of whether or not something is a secret is not up to the discretion of the CIA director. The only thing that is up to the discretion of the CIA director is if divulging the secrets would have national security consequences. Widespread media coverage and admissions from the Polish president mean that the fact that Site Blue was located in Poland is no longer secret.

Mitchell and Jessen's testimonies would indeed be official confirmations, however. This is because the fact that if the United States allows its intelligence contractors to divulge "secret" information, it would impact the trust of foreign partners in the same way as if the contractors were employees. Notwithstanding this, the government cannot use the state secrets privilege whenever there is a national security risk involved, but only when there is a real secret. There is no secret here, so the state secrets privilege cannot be invoked.

In order to mitigate the effects on national security, however, the testimony should not explicitly mention Poland, but be limited to the torture methods that were employed, as well as the condition of the detainees in "Site Blue". Although it may be damaging to the national interest, the damage is greatly mitigated, because being subpoenaed to give testimony that will be sent by the court to Poland is not officially confirming that said testimony is pertinent to Poland.

The Exonian

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

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The Exonian reserves the right to print Letters to the Editor in a timely fashion and to edit them for content and clarity.

Humor

"I don't have a quote." - Anna Kim '24

"I'm not sighing because the articles are bad, I'm just sighing because I'm, you know, breathing." - Anya Tang '22

shakes head (Mr. Matsumaru did not get back to us with a response by 6:20 p.m 10/20) #- T. Michael Matsumaru

Chieko's Crossword Corner

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- Across**
- 1. A musically-inclined ex-fencer in wheelwright that will graduate before most in 2022
 - 12. A topic of intersection between civil engineering and beaver enthusiasts
 - 15. Expression used when you are angry because you think they are doing something stupid
 - 16. Upper who runs the WPEA Instagram
 - 17. Synonym for robbers steal
 - 18. Pants trend popularized by skaters and hip-hop musicians in the 1990s.
 - 19. Survivor of the outbreak in The Walking Dead. He is a guard and resident of the Hilltop Colony. Six years later, serves as a self-defense instructor.
 - 20. "Aha! He's Seen Everyone Inside"
 - 21. Add an e, you get a theater noun, add a t, get a sense with your nose
 - 22. A coeducational service fraternity. It is the largest collegiate fraternity in the United States, with chapters at over 350 campuses
 - 23. Cutest character in Mario with a bunch of cousins with different favorite colors
 - 24. Exec member Moksha has this condition. Something to do with inhalers and inflamed airways
 - 26. An American investment company. The private equity firm is focused on leveraged buyouts and growth capital. Founded in Fort Worth Texas now based in San Francisco
 - 27. Short for a sickly sweet pet name
 - 28. A village in Jonava district municipality, in Kaunas County, in central Lithuania.
 - 29. The GOAT. Just turned 23 on Tuesday. Author's brother
 - 32. The leading, diversified experiential real estate investment trust (REIT), specializing in select enduring experiential properties in the real estate industry.
 - 33. First dynasty in traditional Chinese historiography
 - 34. Class where overused Harkness words are the most annoying.
 - 35. Greatly surprised or astonished.
 - 39. National Inspection Council for Electrical Installation Contracting
 - 40. In compsci, a what you code to get an integer
 - 41. Allied Irish Banks
 - 43. Position in volleyball that wears the different colored Jerseys
 - 44. Key of life ancient Egyptian hieroglyphic symbol that was most commonly used in writing and in Egyptian art to represent the word for "life"
 - 45. The London School of Economics
 - 46. OG Capitalism sucks guy
 - 47. "Oh Boy, All Ink Ending"
 - 48. Universidad Tecnológica Nacional
 - 49. Pfizer has gotten this important approval
 - 50. Think backwards. "Godfather of Soul", "Mr. Dynamite", and "Soul Brother No. 1".
 - 53. Bottled in the lorax movie
 - 54. An un(28 Down) large number + 2
 - 55. Post-nominal letters granted to athletes who have participated in this very famous competition
 - 56. A wheelwright senior with a passion for oatmeal, the visual arts, and the color orange
 - 9. Graduated in 2021, did a lot of the photography and videography for Osiris and Hoj's album
 - 10. A tree or shrub in the genus Quercus of the beech family, Fagaceae. Some are poisonous. The wood is used to use nice furniture
 - 11. National broadcaster of Ireland headquartered in Donnybrook, Dublin
 - 12. To relieve of a charge, load, or burden + people who graduated an institution
 - 13. A condition in which the blood doesn't have enough healthy red blood cells.
 - 14. Great in latin. Will often be seen with Cum Laude
 - 21. Spirituous liquor; alcoholic drink.
 - 24. Upper in Hoyt. Has epic seventies fits. Loves mushrooms
 - 25. The faculty of bodily perception; sensory systems associated with the body
 - 28. Capable of being conceived.
 - 30. Elon Musk NASA comp
 - 31. Industrial Info Resources
 - 35. "Fun! Never Icked At Dan In Life"
 - 36. On the other side of the science spectrum as physics
 - 37. Free and open-source flashcard program using spaced repetition + 10 + 12 + 12
 - 38. Contempt
 - 42. Love interest of Hailee steinfeld in pitch perfect
 - 43. Band that sings Party Rock Anthem
 - 44. To open in spanish
 - 47. (of a fluid) slowly trickle or seep out of something a very unsatisfying word
 - 50. Knicks, Nets, Lakers, Thunder, Celtics etc.
 - 51. If you had a prerecorded WPEA show, save your file as this audio file format standard, developed by IBM and Microsoft.
 - 52. Scientific methodology that measures and trends ecological outcomes on participating producers' land.
- Down**
- 1. Kourtney Kardashian eats it by first biting off the chocolate edges then separates the layers
 - 2. The layout team emotion when they get Canada Drys
 - 3. The last chapter in a book and where that book is found
 - 4. Another name for Lupus
 - 5. #1 Javelin thrower in NH and most musical senior
 - 6. Bolt with a loop at one end
 - 7. Japanese car manufacturer high level person
 - 8. Past tense put up an amount as an ante in poker and similar games

Lost Peanuts Specials

By BLAKE SIMPSON

Every year as holiday season rolls around Charles Schulz’s beloved “Peanuts” characters become ubiquitous, and so too do the specials in which they are featured. What if I told you, however, that there were a handful of Peanuts specials that never made it to air? For the first time ever, the Exonian has exclusive access to these titles due to the tragic and accidental death of a studio executive. These are *The Lost Peanuts Specials*:

“You’re a Hardened Criminal, Charlie Brown!”

The gang goes on a heist! Charlie, Lucy, Linus, Sally, Snoopy, and even little Woodstock become implicated in the deaths of several bank tellers.

“That Was Confidential, Charlie Brown!”

Our pal Chuck must atone for a serious error when a slip of the tongue leads to the deaths of several bank tellers.

“I’m Calling My Union Rep, Charlie Brown!”

Charlie Brown is in

a pickle again! It turns out that it takes some know-how to run a construction sight—at least one that doesn’t have as many OSHA violations as Snoopy has scouts in his troop!

“You Can’t Ignore Music Licensing Laws, Charlie Brown!”

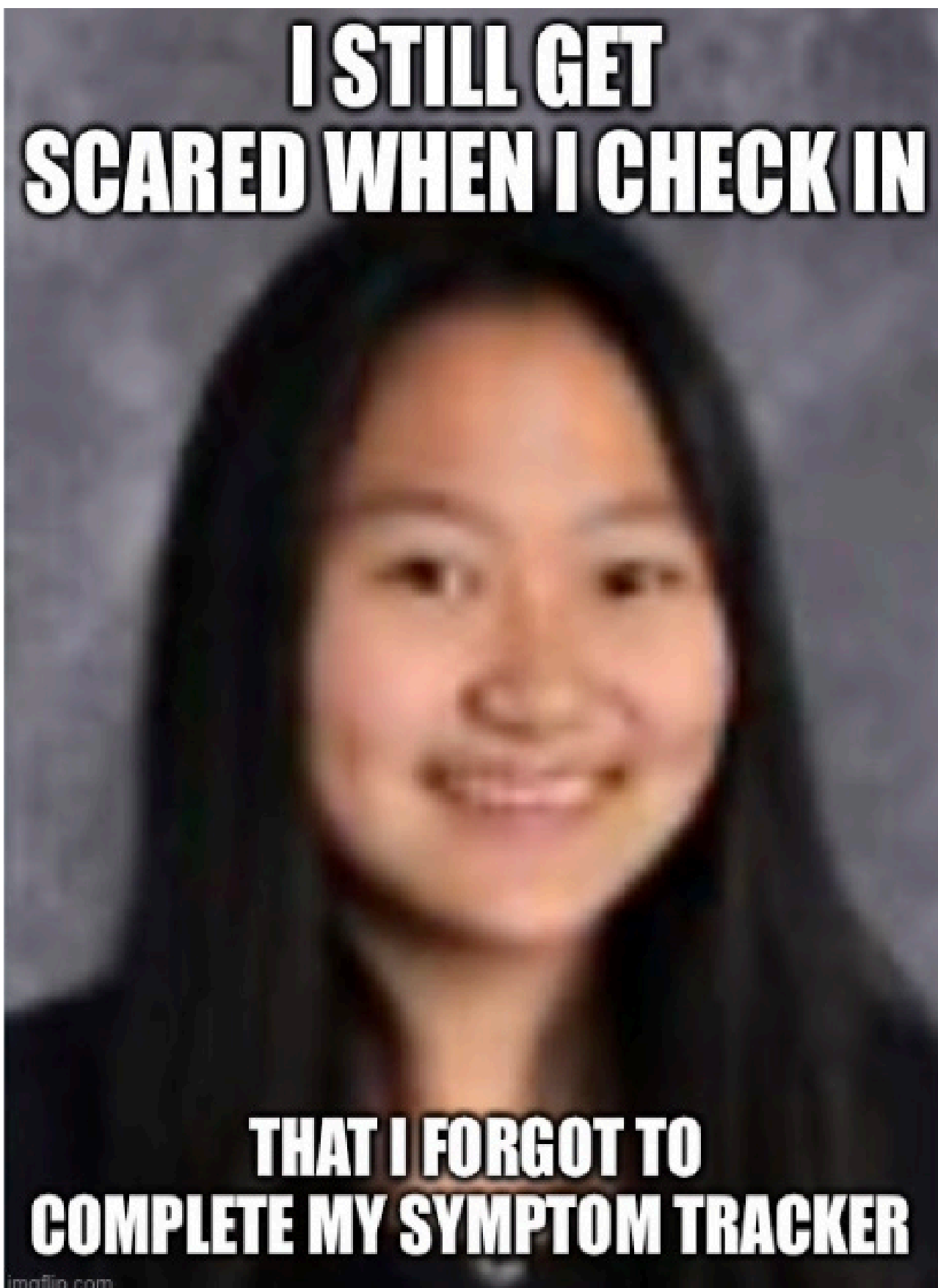
When will he learn? You cannot play music the license of which you do not own on WPEA 90.5 FM, Charlie Brown!

“It’s a Coverup, Charlie Brown!”

The gang finds the perfect charity through which to funnel their new millions in this fiscal comedy. Fun for the whole family!

“You Messed Up, Charlie Brown!”

Charlie Brown has evaded the law long enough to get them off his tail, but his actions catch up with his conscience! In this heart-wrenching three hour feature, Charlie Brown spends a significant portion of the special bathed in the cold light of a stained glass window, crying in a church while screaming to a god he’s convinced can’t hear him. You’ve really done it this time, Charlie Brown!



13 Signs that Winter is Coming

By JACK ARCHER

1. You put moisturizer on your face and it stings like hell.
2. You decide to sleep with your fan off for the first time. Coincidentally, the night you do so happens to be when the temperature spikes to 80 degrees so you wake up drenched.

3. The new kid from Texas busts out their heavy winter coat.
4. You start keeping your socks on at home instead of peeling them off of your sweaty feet the instant you close the door.
5. Your room is

- littered with chapstick, yet your lips still somehow look like the wrappings of a three thousand year old mummy.
6. History class keeps getting interrupted by the radiators rumbling curses in radiator language, yearning for sweet release from another year of heating the academy building

7. The radiator in your dorm room also begins to snap, crackle, and pop, but only at 6am when you have a sleep in and never when you bring a friend in to show them your misery.
8. The illegal underground water boiler black market is running at full swing. Inflation runs rampant—two cups of ra-

- men doesn’t get you anything near what it did at the beginning of the term.
9. You walk from sports to dinner in total darkness.
10. The second you enter a building, your body temperature doubles and you have to rip off your hoodie so you don’t spontaneously combust

11. You alternate between classrooms that feel like antarctica and ones that feel like the inside of your oven
12. Leaves cascading down from trees make everything look *aesthetic*
13. You know the names of half of the people in half of your classes.

TFW Dan Brown Gives you, a Senior, a Fist Bump



JOIN THE EXONIAN

07 PM
SUNDAYS

The Exonian is comprised of three boards, an Executive Board, an Upper Board and a Lower Board. These three boards exist for all three branches of *The Exonian*. The Executive Board of *The Exonian* includes students from Editorial Board, Business Board and Web Board and is directed by the Executive Board.

The Editorial Board's Upper Board is charged with producing all of the paper's content. The Editorial Board assigns and edits articles, designs the paper and controls visuals, including photography and graphics. The Lower Board, comprised of Staff Writers, writes all of the content in the paper. Typically, staff writers are underclassmen, while the Upper Board is comprised of upperclassmen.

The Business Board's Upper Board conducts all advertising, operations subscriptions, accounting and outreach. The Business Board's Lower Board, comprised of associates, works within the aforementioned branches. Similarly to the Editorial Board, upperclassmen typically make up the Upper Board, whereas underclassmen typically make up the Lower Board.

The Web Board's Upper Board controls all aspects of *The Exonian's* web presence. They are in charge of all longterm projects and appearance of the website.

To join *The Exonian*, all you need to do is reach out! We can always use more help, and we are so excited to share what we know. If you are interested, please contact anyone on the Upper Board, including the Executive Board at makil@exeter.edu, lahuang@exeter.edu, and ajtang@exeter.edu.

The leadership of *The Exonian* transitions every year to the grade below the current board, typically in the winter term.

