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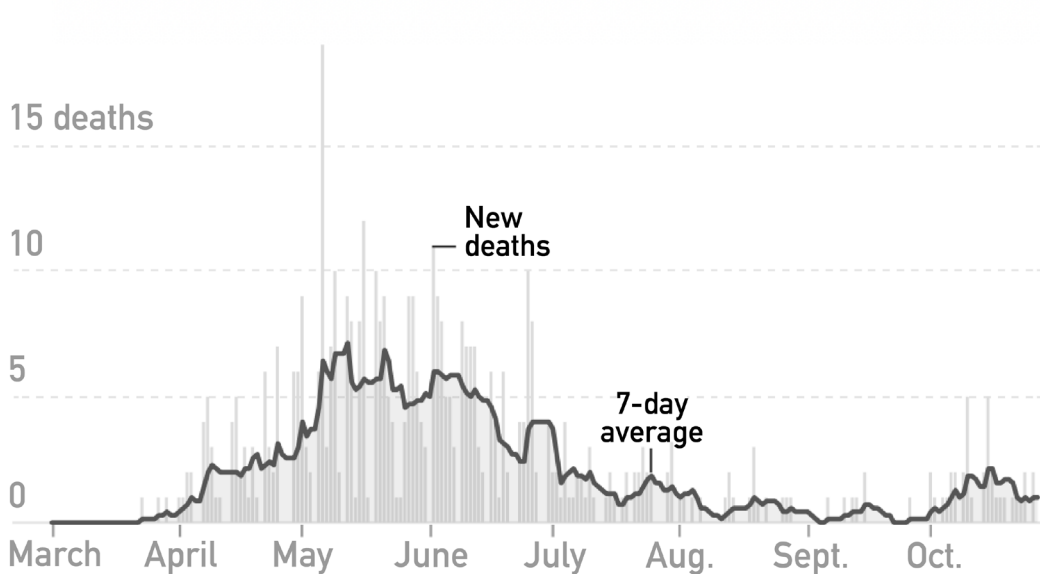
"The oldest continuously running preparatory school newspaper in America."

Academy Considers Delayed Winter Return

DAILY REPORTED NEW CASES



DAILY REPORTED DEATHS



	TOTAL REPORTED	ON OCT. 27	14-DAY CHANGE
CASES	10,530	133	+28%
DEATHS	475	0	-30%
HOSPITALIZED		31	+14%

Rockingham County data, aggregated by the *New York Times*.

Avery Lavine/*The Exonian*

By **ANDY HARRIGAN, NINA KELLOGG, ANDREA LUO** and **HANSIZHU**

Due to a recent rise in Rockingham County COVID cases, administrators considered changes to the on-campus arrival date after winter break. The current schedule involves students studying remotely after Thanksgiving break, through the month of December until January 4, when students are scheduled to move back onto campus.

"We anticipate announcing a plan for the winter term, and a tentative plan for the spring term, sometime between November 1 and November 15," Principal William Rawson said.

Rawson elaborated on the specific changes in an email to parents on Oct. 16. "We are re-examining whether it will be prudent and feasible to invite students back to campus in January and may consider delaying the return of some or all students until late January or early February," he wrote. We also are re-evaluating the feasibility of sending students home for a two-week spring break.

"We are looking at a number of scheduling models to address our concerns," Rawson continued. "These include possibly inserting a one week break halfway through winter term and using that time to bring students to campus for the second half of winter term and keeping students on campus for a one-week spring vacation and offering special programming during that week."

Some students raised the idea of an upperclassmen-only winter term, referencing greater adherence to social distancing guidelines and reduced crowding in September.

Other community members raised concerns specific to certain demographics. In an opinion in *The Exonian*, the Association for Low-Income Exonians argued for accommodations to be provided to such students.

"Learning from home was catastrophic to the mental health of

low-income students and their families. The Academy did what was right in keeping us at home when we had so little information. The entire world needed to halt. This time is different," ALIE wrote. "It is unsustainable to continue to ask students to spend long periods of time schooling (especially graded schooling) at home, where everyone begins with such unequal footing. The plan to return to campus needs to be supportive of youth from every quarter—and must not expect those with less means to 'push through it.' ALIE urges the school to at the very least provide an option for students to come back to campus in early January or, better yet, stay over the break.

Additionally, International Student Coordinator Jennifer Smith noted the challenges surrounding travel for international students. "I think if we are able to lessen the amount of times that international students need to travel in and out of the United States in a global pandemic, that makes it easier for them," she said.

"However, we also can't have students remaining on campus past the times we've stated on the calendar, as testing, distancing and supervision require a great deal of support," Smith continued. "I have so much respect for my colleagues that have worked tirelessly to implement a plan that allowed students to be here safely."

International students urged the Academy to come to a timely decision. Upper Elizabeth Handte, from Japan, emphasized the importance of an earlier announcement due to negative travel experiences last spring. "I still haven't gotten a ticket to come back because I expected that they'd make this decision very late," she said.

"[Last March,] I was extremely frustrated because they told us three days beforehand that school was cancelled... I had to wait two weeks in the U.S. because we already planned all our hotels and car services and everything, so it was a waste of money and time for us

WINTER PLANNING, 2.

Lower Representatives Announced After Divisive StuCo Election

By **OTTO DO, ANDREA LUO** and **ELLA BRADY**

The election of Tony Cai, Minseo Kim and Alexa Murat to Student Council (StuCo) as lower representatives followed significant controversy amid the electoral process.

On Sunday, Oct. 18, StuCo disqualified then-candidate Cai from the election for violating the "spirit" of a ban on grade-wide emails. After StuCo's official notice to candidates on the mass email ban, Cai sent individual emails to the entire lower class. Due to Cai's popularity as a candidate, the decision was met with significant backlash from the Class of 2023 and the student body at large. StuCo eventually capitulated to students' demands, offering a write-in option on the ballot through which Cai was eventually elected.

However, many questioned the legitimacy of the election and expressed skepticism about the constitutionality of a write-in option. This past Sunday, a

group of lowers came forward with a proposition to have four lower reps instead of the usual three, considering the unconventional nature of the write-in ballot.

Co-Secretary Phil Horrigan described the framework that the StuCo Executive Board used to disqualify Cai. "We've been operating based on the 'spirit' of rules and the constitution for months. If you wanted me to define that for you, I could not," he said. "It seems like we are doing whatever we want to, regardless of precedent, and claiming that it is benefiting the student body. This is evidently not true, just look at all of the pain in the Lower Rep elections."

According to StuCo Co-President Charlotte Lisa, StuCo first received notice of grade-wide campaign emails at 6:07 p.m. on Oct. 18. Another candidate's grade-wide emails had resulted in a spam chain, with inappropriate content shared by other members of the lower class. According to StuCo, the ban was aimed at respecting student

inboxes as a place of academic correspondence.

At 7:21 p.m. that same evening, StuCo's Elections Committee Heads Charlie Preston and Georgie Venci informed candidates via email that such actions would result in disqualification. At 12:32 p.m. the next day, Cai sent out individual emails to all lowers, and StuCo Co-Presidents Charlotte Lisa and Senai Robinson ruled to disqualify Cai. The disqualification occurred six hours before the start of the election, scheduled to begin on Oct. 19 at 6:30pm.

Following Cai's disqualification, complaints flooded the email inboxes of the StuCo Executive Board and Elections Committee Heads. In one of these emails, lower representative candidate Matthew Dame, on behalf of nine other candidates, wrote, "We all interpreted the email warning sent out the same way as Tony did. He was the only one who made the unfortunate decision to act on his convictions and send such an email."

"I did not violate [the rule] and respected it the same way most candidates did," Cai said. According to Cai, he believed that StuCo's ban on grade-wide emails intended to prevent more reply-all chains. Cai said he spent multiple hours sending individual emails with different content to his fellow lowers, thanking returning students for their support last year and extending conversation to new students.

Cai argued that such behavior should not be deemed equivalent to sending a single grade-wide email. "My classmates deserve a personal connection from their candidate in the middle of the election, and my action was within their framework," Cai said.

Even after Cai and the Co-Presidents had a conversation discussing the alleged rule violation, Cai's disqualification was not lifted. "Election regulations are in place to protect the integrity and fairness of the Student Council," Lisa and Robinson said.

Cai disagreed with the rationale that email inboxes were a solely academic space. "Beyond the distinction between methods of emailing students, class representative communication is just as important as academic life. Students deserve to have a colorful social life as well," Cai said.

In response to StuCo's decision, lowers protested against

Cai's disqualification and created a formal petition for his reinstatement as a lower representative candidate. 173 of 271 lowers signed onto Cai's social media based petition.

Responding to lower complaints, StuCo redid the election between Wednesday, Oct. 21 at 6:30pm and Thursday, Oct. 22 at the same time, offering a write-in option on the ballot. The second election resulted in the victory of Cai, Kim and Murat, one write-in candidate and two listed candidates, respectively.

Write-in ballots have not been traditionally used in StuCo elections. "Students do have power, and, as Co-Presidents, our responsibility is to uplift it, not destroy. We decided to go with the write-in option to preserve the integrity and validity of Student Council's election process but also give the power of representation and voice to students," Lisa said.

"The decision to include a write-in option was a way to honor both the decision to disqualify Tony and the strong support he received from classmates," Student Council co-advisers Anne Rankin and Laura Marshall said.

Additionally, Rankin noted that "a write-in did not violate the [StuCo] constitution because the temporary new house rules that were voted in allowed the Elections Committee to run elections differently this term."

STUCO ELECTION, 3.

News

» DELIVERIES

Dean of Students Brooks Moriarty announced that restaurants with in-house drivers could deliver, 2.

» ELECTION WEEK

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Students adjust to the worsening weather amid pandemic restrictions, 3.

Winter Planning, Cont.

when I could've just gone straight to Japan instead of having all my family come to the U.S.," Handte said.

"It was that experience back in March, because [the Academy was] so last minute about it, that we didn't want to make a mistake [this time], so we're waiting until they have a final decision to do anything," Handte added.

Lower Rodrigo Spinola e Castro from Brazil added that international travel restrictions made it difficult for students to make last-minute plans. "[To come back,] I would have to travel probably to either Mexico or Canada, do a two week quarantine there and then move into

the U.S., so it's actually very important that I get a date, a specific date with like at least a two, three week, a one month warning, because I'm going to be traveling two weeks earlier to make the requirements," he said.

Upper Emma Chen, who elected to stay in China and study remotely this term, was ambivalent about returning due to safety concerns. "I don't feel very strongly about the subject," she said. "Of course, I want to return to campus as early as possible, but I understand and agree with the priority of making sure everyone is safe."

Upper Emma Liu, a new student

learning remotely from Taiwan, added that safety concerns will ultimately inform her decision on returning. "Since countries in Asia—including Taiwan—are doing better than the US (on average), if things get too bad over the next month I'm probably going to have to rethink whether or not I'll be going back in the winter," she said.

Liu noted that the uncertainties brought on by the pandemic are inevitable. "I'm used to the schedule by this point, so going back later is not really an issue. I'm actually quite relieved that the Academy is contemplating a later return date/returning in groups (like they did

this fall) because COVID-19 is not getting better nationwide and being flexible with arrivals is the best thing Exeter can do," she said. "At the end of the day, I'm honestly just excited there's even a possibility of going back."

Prep Stellan Aalto emphasized the importance of the experience that being on campus offers. "As it is my first time at Phillips Exeter, I would like to spend as much time on campus as possible," Aalto said. "I would like to return [as soon as possible]... After settling in and starting to feel part of this community, not being able to return would be a slap in the face. The way we get to interact with both teachers and students makes this school so great."

Lower and day student Gavin Pate said that the expectation of an

on-campus winter term informed his decision to study remotely this fall. "When I chose to do remote learning this fall, I had hoped that we would be returning to campus again in the winter, even if it was at the beginning of January," Pate said.

In the email's closing, Rawson underscored the Academy's priorities when making a final decision about the term. "Without question, we are eager to have our students on campus as much as possible," he said. "As has been the case from the beginning of this pandemic, our decisions will be guided by our concern for the health and safety of our community, our desire to provide the best experience possible for your children, and a need to remain flexible to adapt to changing conditions."

Family Weekend Goes Virtual



Assembly speaker and Emiliana Vegas P'19, '21 smiles.

Courtesy of Emiliana Vegas

By OTTO DO, LEELA GANDHI, JESSICA HUANG, AMY LUM AND HENRY YAO

The Academy hosted Family Weekend virtually this past week from Wednesday to Saturday. Unlike past years when parents visited campus, The Academy hosted a variety of Zoom webinars staggered throughout the week to simulate an interactive experience. Webinars were hosted at different times throughout the day in the interest of families in different time zones.

On Wednesday, Principal Rawson kicked off Family Weekend with an assembly, followed by a student health forum and academic forum. Parents had opportunities to attend affinity group, anti-racist work and Religious and Spiritual Services webinars on Thursday. On

Friday, Emiliana Vegas P'19, '21, spoke about COVID-19's impact on educational opportunities at Assembly. On the final day of Family Week, the College Counseling Office and the deans held separate forums. Parents were encouraged to schedule individual meetings.

Associate Director of Alumni and Family Relations Ally Goddard elaborated upon the schedule's offerings. "We have spread events across several days, taking into consideration varied time zones of Exeter families," Goddard said.

The Academy also offered new sessions on athletics, academics, and extracurriculars to connect parents and compensate for parents' absence from on-campus activities. Although all events for family weekend were hosted online, Goddard and Assembly coordinator Alex

Myers noted that the virtual platform allowed more parents to participate. "[Assembly will] look different, but more families should be able to attend, which is a plus," Myers said.

After Friday's assembly, various affinity coordinators hosted virtual parent gatherings to facilitate questions and offer intra-affinity bonding.

International Student Coordinator Jennifer Smith led the international student affinity group. According to Smith, the "Zoom drop-in session for international families is to say hello, ask questions [and] touch base." History Instructor Hannah Lim, Chinese Instructor Ning Zhou and Spanish Instructor Diego Ardura-Faraj helped facilitate questions.

Asian Student Coordinator Wei-Ling Woo reflected on the Asian parents' affinity event.

"It went well, and that I hope we will hold more affinity spaces for parents in the future, as I see a strong desire within the parents to connect," she said.

Director of Equity and Inclusion Stephanie Bramlett and Multicultural Affairs Intern Danique Montique hosted the Black and African American parents' event.

Modern Languages Instructor Viviana Santos and Associate Director of Admissions and Director of Multicultural Affairs Nahin Jorge hosted the Latin affinity parents' event. "We spoke with parents from New York, Brazil, Mexico, Florida and Connecticut," Santos said. "They were happy to hear about the work that La Alianza Latina is doing, and they wanted to see in what ways their children could continue to practice, study and preserve Spanish... Often parents feel that it is important to have a connection to one's culture especially when the predominant school culture is different from our home culture."

LGBTQ+ Student Coordinator Joanne Lembo noted that the virtual LGBTQ+ parent event allowed more parents than usual to participate. "I also think that the addition of the affinity groups was a brilliant idea. The families who joined the LGBTQA+ group really appreciated meeting the other families and the supportive faculty," Lembo said.

Religious Service Coordinator Bonnie-Jeanne Casey also hosted various webinars on the Academy's different religious offerings. "The Zoom connections are nice but they are not the same," Casey said.

In past years, the Dance and Theatre Department has invited parents to classes and rehearsals. "This year, video and photos will be provided to families of activities from this term with a webinar to facilitate questions," Dance Department Interim Director Amberlee Darling said.

Lisa Burke P'21 was grateful for having the opportunity to attach "faces and voices to the names" she has seen in emails.

"This is especially helpful since [my daughter] Caitlin has been remote learning this fall term and we did not have the opportunity to physically get on campus yet for this school year," Burke said.

Burke added that the hosted events "help[ed] remote students and parents get a flavor of what to expect when returning to campus after the winter break."

Manjit Varwandkar P'24 appreciated the online programming. "The online format gave us a lot of flexibility and the disruption to my work was quite minimal. The ability to record these sessions only adds to the flexibility. In the future, if possible, transcripts of the sessions might also be useful," M. Varwandkar said.

Although recordings were offered, some parents of students in distant time zones believed that the scheduling was not completely equitable. Kiyomi Nozawa Edwards P'24 was unable to attend Wednesday events due to time zone conflicts. However, Edwards acknowledged that it was impossible to accommodate all time zones.

Edwards felt that, due to circumstances beyond the Academy's control, this year's Family Week was less engaging than previous years. "I think parents miss out, especially for parents with actually really being on campus, having that experience, eating in the dining halls, being there on campus during the year made me feel so much more at peace with knowing Keona [her child] was there and...what it all felt like, just puts a parent's mind at ease, cause you've experienced it now...I think for a parent to experience that and then feel good about that's where their kid is," Edwards said.

Varwandkar concluded that he was grateful to get an insight into campus life. "[I was] comforted to see how many of the activities are being 'reimagined' for the new reality," he said. "As I listened in, it became clear to me how dramatically things have changed thanks to the pandemic."

Academy Opens Gates to Outside Food Deliveries

By MOKSHA AKIL, ELLA BRADY, ATISHAY JAIN and ELLIE ANA SPERANTSAS

Dean of Students Brooks Moriarty announced on Saturday, Oct. 17 that students would be allowed to order food from restaurants with in-house delivery to campus. However, no food delivery apps (such as UberEats, Postmates and Grubhub) are permitted. Delivery drivers are also not allowed to enter dormitories. Moriarty asked students to pay over the phone and request no-contact drop-off at designated delivery spots with drivers ahead of time.

Dorm heads received an email including a list of permitted delivery restaurants: "Local restaurants with in-house delivery include Front Row Pizza, Supreme Pizza, New England Pizza, Pizza Academy, Green Bean, Romeo's and Domino's Pizza."

Academy communications did not specify if restaurants not listed, but with in-house drivers, were allowed.

Food delivery must arrive before student check-in. "It is a dorm rule that pre-dates COVID and is in place for safety reasons (not opening the dorm exterior door to strangers late at night)," Webster Hall Dorm Head Alex Myers said.

Every year, the school sends a letter to local restaurants reminding them of Academy delivery guidelines, according to New England Pizza owner Harry Tsougranis. This year, the letter contained a few extra rules explaining no-contact delivery. "I think the school has established rules that are very safe, but so have we. We're all extra careful these days," Tsougranis said.

Tsougranis explained how restaurants have become accustomed to contactless deliveries due to the

pandemic. "Many customers would request [contactless] anyway," he said. "And of course, we always assume that any institution, whether it's school, a hospital, a company with certain policies would always want us to make deliveries contactless."

Front Row Pizzeria, another restaurant permitted to deliver onto campus, has also adapted well to the new policies. Employee Amanda Wilcox, however, explained that issues arise when delivery drivers are not sure where to put the food, and students are not clear with their instructions. "We can't just put them on benches," she said.

Besides this one matter, however, Wilcox said that the deliveries are going well. "We aren't getting as many [deliveries] as we used to, but we still have our regulars, and there have been no problems," she said.

According to some students, there

have been few issues with delivery. "It's fun to occasionally treat yourself and your friends to a great meal," prep Vedika Amin said. "The guidelines set by the school are very appropriate and completely reasonable."

Amin did voice some concern about the risk involved, but noted that the requirement for the delivery to be contactless "significantly lower[s]" the probability of infection.

Prep Caitlin Murray agreed. "It's really nice to have a break from dining hall food, and the opportunity for variety was great," Murray said.

Some students felt more strongly about health and safety concerns. "With the COVID cases in New Hampshire going up, I'm not sure if it's the smartest thing," senior Alec Tracey said. "Even with all of the precautions, there is still going to be a hazard and a possibility of spread. But there will always be a possibility,

so I'm not sure what the right thing to do in this situation is."

Some faculty members worried that deliveries would become an equity issue, particularly since there are few social activities available mid-pandemic. "I always worry about cost. Some students have money to order. Others don't have the money to do so," Myers said. "I worry about how visible that difference is and how it makes students feel."

Overall, Ewald Dorm Head Diego Ardura was optimistic about the new freedoms for on-campus students. "I feel very comfortable with the steps the administration is taking and it makes sense with how they are starting [deliveries] with a specific set of restaurants," Ardura said. "Based on my intuition, something I think we will see very soon is expanding those opportunities which students have to order food."

It's Cold Outside: Students Adjust to Inclement Weather

By ASHLEYJIANG, ANNAKIM, JANE PARK, SAFIRASCHOWITZ and CLARKWU

At 11pm last night, Dean of Students Brooks Moriarty announced new areas where students may eat indoors. With New Hampshire weather gradually cooling, students have become more reluctant to stay outside while eating and socializing. However, COVID-19 guidelines continue to encourage outdoor meetings when possible due to increased infectivity risk in indoor spaces. As colder temperatures make outdoor gatherings less viable, the Exeter community will face health and spacing concerns. Plans for making more indoor spaces accessible are in progress.

Activity coordinators and other faculty and staff members have met to plan for the colder weather. Spaces like the Elizabeth Phillips Academy Center, Grainger Auditorium, Elting Room and Phillips Church are already being utilized for indoor events and social activities, according to Dean of Students Brooks Moriarty. Moriarty's email last night noted that Elm Street will be adjusted for indoor dining, with food service stations returning to use. Additionally, the Elting Room, Academy Center and Library Commons will be available for students to eat in.

Spaces for indoor activity also include the Music Building, which has been used for select group rehears-

als and individual student practice. Some athletic facilities, including the Fisher Squash Courts and gym spaces, are also presently in use for athletics practices.

"We will need more," Moriarty said. "One goal we have now is to identify spaces outside of EPAC that offer students what EPAC does when we are not in a pandemic. So, we are trying to identify some 'satellite' EPAC-type spaces in other buildings."

Moriarty added that the Academy is considering opening indoor areas of Wetherell and Elm Street Dining Halls as outdoor seating becomes less feasible.

Director of Campus Safety Services and Risk Management Paul Gravel said that he, Moriarty, Assistant Principal Karen Lassey and a team are working to plan preliminary safety precautions as conditions change. "Campus Safety will assist by providing Campus Building Monitors to those spaces once they are identified," he said.

The imminent changes that will occur on campus have been on students' minds. "Even already this term, there have been a couple times where it's cold enough that it's just unreasonable to eat outside," upper Cyrus Braden said.

Other students are concerned about the impact that the colder months may have on socializing. "I'm worried that it will be harder to feel like a part of the Exeter com-



The Academy Library in the snow.

Arne Maasik/Louis Kahn Organization

munity if there are less ways to meet with people outside my dorm," upper Indrani Basu said.

Day students will also be impacted by changing weather. "Some of my concerns regarding [socializing] during colder months stem from the fact that I'm a day student, so I'm allowed into fewer buildings than boarders," prep Amelie Bunnell said.

Amidst these spacing concerns, the Student Activities Office has been working to bring fun amidst

the fluctuating conditions of the pandemic. Assistant Director of Student Activities Kelly McGahie said that her office is continually working to formulate indoor activities for the students as the temperature drops. Past events over this past term have included bingo nights, field days and a Harry Potter kahoot.

Student groups have begun reaching out to the Student Activities Office, hoping to utilize indoor spaces for upcoming events. McGahie re-

cently worked with the Stand-Up Comedy Club to plan a comedy show in November. The location is tentative.

Overall, Moriarty hopes that as the Academy steps into the winter season, Exonians can continue to uphold safety guidelines as in the fall and socialize indoors in a safe manner. "It will be more challenging, but I know the community is strong and has shown a commitment to care for one another," he said.

StuCo Election Sparks Controversy, Cont.

Outside of StuCo's official statement, Horrigan shared his perspective. "Tony shouldn't have been disqualified," Horrigan said. "He put in a lot of effort, and he did skate our rules. He successfully found a loophole, and he put in four hours of effort to get around it. That is something that's impressive. We should commend someone for putting in four hours of effort on StuCo, not disqualifying them for it."

However, Horrigan said that after the Co-Presidents made their decision to disqualify Cai, they should have stuck with it.

"By not holding to our earlier statement, we demonstrated the weakness of our Student Council," Horrigan said. "What does adding a write-in option imply about Student Council's devotion to process? Our first mistake was making a bad decision, and our second mistake was not standing by that decision."

During the popular backlash following Cai's disqualification, students relentlessly emailed Elections Committee Heads Charlie Preston and Georgie Venci. Some students even called for Preston and Venci to resign. "I truly ap-

preciate the discourse, but to make sure your voices are best heard, I encourage fully written responses detailing the 'why' of your concern," StuCo Co-Secretary Siona Jain said. "The email chain started out with a thoughtfully written email, but the subsequent emails could've been compiled as signatures and ultimately clogged inboxes of upperclassmen who are trying to juggle StuCo on top of homework or college applications."

Despite being inundated with angry emails, Venci commended the activism of the student body. "As a member of the elections

committee and a vocal activist in the community, I absolutely love this sort of engagement in elections and issues," Venci said. "We truly hope that this sort of energy will carry over into other Student Council plans to get those done."

According to Lisa and Robinson, adding a fourth representative for the Lower Class requires a constitutional amendment that is voted on by the entire Student Council. "Exec. Board is not comfortable amending the constitution without the full support of the full Council," they said. "We are hoping to have resi-

dential reps. elected within the next few weeks, but until then we will not add a constitutional amendment. Once we have a full Council, we are more than happy to explore the possibility of a constitutional amendment adding a fourth lower representative, which we will bring before Council to vote."

The election has spanned over two weeks and may not be finished. "This was one of the most engaged elections StuCo has seen, and I fully expect to see lowers use this same incredible persistence in pursuing anti-racist work and in pushing people to vote," Jain concluded. "I truly hope this persistence wasn't limited to our StuCo election."

Academy Prepares for Election Week

By ANVIBHATE, TINA HUANG, ANYATANG and ANDREW YUAN

With Election Day approaching next Tuesday, Nov. 3, Principal Rawson sent an all-community email on Oct. 16 reaffirming the Academy's values, announcing schedule changes during Election Week and extending help for eligible student voters. Further information on these changes and support resources for community members will be posted on ExeterConnect closer to the election.

"As the U.S. presidential election approaches, we will see examples of behavior and political discourse that would not be acceptable on our campus or in our community," Rawson wrote. The email listed unacceptable forms of speech at the Academy, including hate speech and any expression that promotes violence.

A revised election week schedule was emailed last Friday, Oct. 23, with changes reflected on the Online Schedule (OLS). H Format will be asynchronous on Tuesday, Nov. 3, and Faculty/Proctor meetings will be moved to the same day; there will be no major assignments due Wednesday, Nov. 4, and B and C Formats will be cancelled on the same day. Advising will be moved to Nov. 4, and C and D Formats will be switched on Friday, Nov. 6.

During election week, the Counseling and Psychological Services Office will hold drop-in hours for students wishing to speak with a counselor individually or gather in a safe space. Additionally, there will be "election-free" spaces and spaces for discussing the election the morning of Nov. 4. More information on hours and spaces will be posted on ExeterConnect.

Currently, no new information

about voting has been provided. Two emails were sent to eligible student voters on Oct. 12 and Oct. 15 detailing the voting process. Students have the options of voting in person in New Hampshire, voting absentee in New Hampshire or voting absentee in their home state. Deadlines for requesting absentee ballots have passed in some states; the deadline to register for mail-in voting in New Hampshire was Oct. 21. Eligible voters received another email on Saturday, Oct. 17, with instructions to sign up for a voting time on Election Day.

Senior Noah Lee registered to vote at the office before chaperoned trips were announced. "I was concerned about claims that mail-in ballots would be rejected at the highest level, so I made it a focus to vote in-person," Lee said. "My experience with the administration was slightly frustrating at first. After going through a lengthy process of petitioning to the deans and coordinating with my advisor and staff in the administration, I was finally able to register at the Town Hall and had the option of filling in my ballot and submitting my vote right there."

Some students believed the emails could have been sent earlier with information for students absentee voting out-of-state. "October 15th was the Virginia deadline [to register to vote]," senior Julia Norsworth-Edgill said. "Luckily, I registered early, but some people aren't aware that there are deadlines for registering or requesting a ballot in their home state."

"It's not [the administration's] job to make voting easy or provide options," senior William Vietor said. "Students who want to vote need to take initiative and responsibility for their own vote instead of relying on others to make it 'more accessible.'"

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15 AM		8.00am			
8:15-9:00 AM	h	c	[a]	b	g
9:05-9:50 AM	d	A	[B]	A	B
10:00-10:45 AM	C	D 10.00am	[C]	Anti-Racist Work	[C]
10:50-11:35 AM	b	Assembly	d	c	a
SCHEDULED LUNCHESES	Faculty Meeting	Proctors or Lunch	Advising or Lunch	Department Meetings	Advising or Lunch
SCHEDULED LUNCHESES	Lunch	Lunch	Advising or Lunch	Lunch	Advising or Lunch
1:00-1:45 PM	f	g 1.00pm	h	f	Assembly
1:50-2:35 PM	E	F	e	E	F
2:40-3:25 PM	Meditation	Teaching & Learning		Office Hours	e
ACTIVITY PERIOD		4.00pm 6.00pm			
8:00-8:45 PM	G	[H]	G	H	

Exeter's special schedule, with voting blocks shaded (not black).

Avery Lavine/The Exonian

Students mostly appreciated the changes in schedule and support provided for an open discussion environment. "[The low-homework guidelines and schedule change will] allow the whole community to watch the election without worry of the work they didn't do," Vietor said. "I think it will play out well as long as teachers adhere to the guidelines, which is unfortunately not always guaranteed."

"Both students and faculty have a lot to say about this election, and I think we could all benefit from sharing our perspectives to learn more

from others," senior Nina Weeldreyer said.

The Student Council Executive Board members discussed the school's election response last Monday, Oct. 20, during a bi-weekly meeting with Rawson. Their requests included no homework the night of Nov. 3 and a free day for when election results are announced.

"We thought the electoral college results may not come out on Nov. 4, but Principal Rawson was pretty certain that we will know the morning after," Co-President and senior Charlotte Lisa said. "The ra-

tionale we heard behind still having classes was that it allowed a checkup on students. There's fear that some students who are really distraught would stay in their room all day, which isn't healthy."

Lisa believed that student needs would be well-communicated. "One area where I do have a lot of empathy for the administration is that they can't predict this election any better than we can," Lisa said. "We're pretty sure the election is on the forefront of the administration's mind, and we'll see soon enough what they do."

» SOLANO

Artist Jasmine Solano discusses her work *Unity in Color* in a virtual Lamont Gallery talk, 3.

» NON-FICTION

Staff Writer Lina Huang urges us to read three works of non-fiction in a piece from *Matter Magazine*, 4.

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Jud Brewer Speaks about Addiction at Assembly

By MAYA COHEN, OTTO DO, JEANNIE EOM and EVAN GONZALEZ

Psychiatrist and mindful addiction doctor Judson Brewer shared thoughts from his over twenty years of mindfulness experience to the Academy last Tuesday.

Brewer specializes in addiction studies and has developed novel mindfulness programs for habit change, including in-person and app-based treatments. Assembly Committee Chair Alex Myers introduced Brewer and the importance of Brewer's work during isolation in the pandemic.

Brewer began his career with mouse research while working towards an immunology degree. Later, however, this experience informed Brewer of his interest in being "direct," in which he hoped that his research could be directly relevant to the human body. "So, I decided to give up doing mouse research during residency and retool to do human research because I wanted to ask questions that were directly relevant to humans," he said. Brewer's experience in immunology helped him see the interests he was missing while it also helped him explore the links between the mind and the body.

During the assembly, Brewer offered ways to combat anxiety and panic. He first explained the evolutionary functions of anxiety and panic, observing that they are "close cousins." Using the pandemic as an example, he explained their adverse effects on a global level. "Scientists raced to study the characteristics of the virus so that we can know precisely how contagious and deadly it is and act accordingly . . . [but] it is easy for our brains to spin stories of fear and dread," Brewer said.

However, not all social contagions are negative. "Kindness is a different type of virus," Brewer said. "The spread of emotion from one person to another wearing a face mask and socially distancing can prevent the spread of a physical virus . . . Kindness is more infectious than COVID-19. Think about it: How does it feel when someone genuinely and spontaneously is kind to you or kind of someone else?"

Brewer also introduced the idea of habit loops. When something positive happens, like watching a funny video, our brain wants it to happen again. Positive habit loops, if left unchecked, can lead to addiction. When something negative happens, like a school

deadline, we reach for that funny video to counteract the negative feelings, creating a loop of behavior and reward.

Social media is a "neutral player" in this cycle. Brewer observed that social media companies craft their outreach in order to be addictive. Addiction leads to tangible change in a person: "they become focused on themselves, and depending on the severity, they may commit unethical acts to fulfill their desires." Brewer urged the Exeter community to be more aware of the positive or negative effects of their habit loops.

When asked whether or not teenagers should abandon social media, Brewer replied, "I wouldn't say abandon them, but ask yourself, what do I get from this? It's not that social media is a bad thing; It's not that technology is a bad thing; when we get caught up in things and we find ourselves lost in them for hours at a time, we literally lose our lives."

Negative habit loops, such as the social media example Brewer referenced, can have adverse long-term effects. According to Brewer, negative reinforcement drives anger and causes people to search for an outlet. "If somebody sees something that they don't like they focus their energy and anger and do something," he said. "They might [comment] something outrageous, which might have an disadvantageous effect on both them and others. This might make them feel that they're in control of the situation and help them simmer down."

However, this calm can be dangerous to others, causing viewers to become enraged and search for an outlet. Another unfortunate response is agreement, which reinforces the negative emotions they are expressing.

During the question and answer portion of the assembly, a student asked for meditative advice as someone who has tried and failed meditation before. Brewer sympathized and replied that he once faced the same challenge. "I started meditating trying to shut my brain down and stop thinking," Brewer said. "I would actually sweat through t-shirts . . . because I was working too hard. It took me over 10 years to figure this out myself. And then another 10 years of research to understand why this was the case, but it's not actually about shutting our minds down at all. I actually find thinking to be pretty helpful."

Brewer said that mindfulness is about "... changing our relationship to our thoughts and



Courtesy of Jud Brewer

emotions and body sensations," concluding that "... if we can learn to relate to them differently, then that's where we actually have much more control than shutting anything down."

For those who also struggle with meditation, Brewer suggested that they first understand the purpose of meditation. "[Tt] help[s] us see when we're reacting, getting caught up in certain thoughts that we like, pushing away other thoughts that we don't like; notice how we can start to change that relationship and see where our thoughts come and go," he said.

Brewer encouraged students to substitute worry for other responses. "What if we substituted curiosity as that new behavior? [Mindfulness] is about fostering a curious awareness, not prejudging things, not assuming things are going to happen, but simply being curious," Brewer said.

As another example, Brewer shared how he has changed his reactions to others, specifically in the presidential debate. "I grounded myself in my body and focused on my physiologic reactions, especially when the candidates talked over each other. I looked to see where I was getting riled up or closing down and tried to bring some curiosity to that," Brewer said.

After reprogramming his mind in a similar way, Brewer said that when panicked, he

no longer feels dread or fear, instead saying: "Hmm. That's interesting. I wasn't just saying it was interesting. I actually felt it," he said.

This rewiring taps into "reward-based learning," Brewer said. "We can use what I call BBO—Bigger, Better Offers—are, and they're right at the right in front of us. For example, curiosity."

Mindful behaviors become core tenets of mindfulness, "... helping us live better lives, more connected lives. Be kinder to each other and all of these things, rather than trying to make yourself more productive automatons of society," Brewer said.

Upper and Co-Head of Active Minds Celine Gu commended the Academy's willingness to highlight mental health. "A lot of the stigma surrounding mental health issues comes from a lack of understanding of what causes them, and he did a great job laying down the logic and brain processes behind anxiety. We often think about anxiety abstractly, so it was helpful approaching it from a more concrete perspective," Gu said.

Additionally, Gu appreciated the specific steps Brewer articulated. "The curiosity and mindfulness tactics he mentioned were feasible to incorporate into students' lives, a great reminder that confronting anxiety doesn't have to be daunt-

ing," she said.

"I would like to delve more into helping people really see clearly a feeling of closed down versus opened-up, and what it is that can help us see that clearly very quickly," Brewer said.

Brewer feels that these closed-down qualities of experience underlie everything from frustration to anger, to greed, to everything, while the opened-up qualities of experience underlie kindness, connection, and curiosity. By exploring how to most efficiently help people tap into those qualities from their direct experiences, Brewer hopes to "... link up the cause and effect relationship between X behavior leading to either closed or open feelings," which helps train the brains to become more aware of one's actions and how it feels. "I think that will naturally help move society toward being more kind and connected, and that's what motivates me."

"If Psychiatry is something that you're really passionate about, I would just say follow that because the authenticity and passion is going to help you get everywhere that you need to go," Brewer said. "I would add for everyone; if you're not sure what you want to do in college... or what you wanna do after that, just be curious and open. Don't lock yourself into anything, but really just follow that interest and follow that curiosity."

3 Creative Non-Fiction Novels You Must Read

By LINAHUANG

You're always looking for them. Whether you know it or not, you're searching for the kind of books that make you gasp in disbelief, make your heart race and your palms sweat. The kind that makes you marvel and laugh and the kind that leaves you in awe. They're the kind of books worth staying up till 3 am for, the kind that forces you to flip page after page.

These are those kinds of books. It's 2020, and uncertainty and confusion are as widespread as the pandemic. So take a minute and dive into some novels that remind you just how much we've discovered, accomplished and created as a scientific community.

1) *Bad Blood: Secrets and Lies in a Silicon Valley Startup* by John

Carreyrou

Bordering on a business, technology, and medicine mash-up, *Bad Blood* by John Carreyrou is an intense recollection in the form of investigative journalism. Carreyrou delves into the secrets of the greatest silicon valley fraud to exist and the people behind Theranos—a health technology company once claimed to be revolutionary. CEO Elizabeth Holmes promised a product that would change blood testing worldwide; her machines would only require a tiny droplet of blood and instantly be able to scan for multiple diseases. This idea was targeted to make fast healthcare accessible to everyone. Theranos had a valuation of over \$10 billion—and as it turned out—had no product at all. This is a novel that keeps you on the edge of your seat; a true thriller that touches just slightly on the verge

of a dystopia.

2) *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

In her debut novel, Skloot reveals the history behind medicine with true integrity. Written in a narrative/document style, she peels back layers of buried evidence stemming from the 1950s to depict the connection between medicine, ethics and racism. In the 1950s HeLa became the first collection of cells able to be cultured outside of the human body. They came from a woman named Henrietta Lacks. When Henrietta went in to get a tumor looked at, her doctor scraped off part of a tissue to use as a sample without her consent. Soon, bottles of her cells were being bought and shipped for a price less than a meal for two. HeLa cells are pivotal in dozens of medical advancements: the

polio vaccine, HIV, genome mapping, and many potential cancer cures. The *Immortal Life of Henrietta Lacks* is a testament to who we owe thousands of medical breakthroughs. It asks who owns the stuff our bodies are made of? It makes you wonder, how could someone forgo consent? And: but where would we be if they hadn't?

3) *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly

Before Neil Armstrong took his first step on the moon, three brilliant mathematicians worked tirelessly at NASA to make his journey a success. Shetterly writes the true story of three female, African-American 'computers' and how they overcame the sexism and racism of the 1930s

to achieve one of America's greatest feats. Their names were Kathrine Johnson, Dorothy Vaughan and Mary Jackson. Typical of the 1930s, the women were deemed inferior to their male counterparts, until sheer grit and intelligence proved them to be leaders in their fields. They shaped history with the curve of their protractors. *Hidden Figures* is a poignant retelling of the courage, assertiveness, and intelligence displayed by African-American women at the time.

Don't worry, we won't keep you any longer; we know you must be dying to get your hands on one (or all) of these stories! All books are available in the library (make sure to place a pick-up order from the library catalog first!) Amazon, or any local bookstore, both in-person and online. Happy reading!

Senior of the Week: Alicia Coble

By MANAN MENDIRATTA,
VALENTINA ZHANG AND HANSI
ZHU

On a normal day, Senior Alicia Coble can be found rowing at the Whitney Boathouse, leading a climate lobby, hosting a radio show or picnicking on the McConnell patio with her dorm mates.

Although Coble had been an avid dancer prior to Exeter, she decided to try crew under the encouragement of her prep fall Latin teacher, Girls' Crew (EGC) Coach Sally Morris, who suggested the idea to Coble because of her height.

"I tried out rowing and it was just so much fun," Coble said. "You're literally just doing the same stroke for your entire practice, and for some people that might seem kind of boring, but for people who row, they just love finding that perfection."

As one of the EGC captains, Coble seeks out every opportunity to help the team build a sense of community. "Something that makes EGC really special is that we're a huge team... I really hope to see everyone being connected in the boathouse."

EGC co-captain Addie Luce emphasized Coble's caring nature on the team. "As a co-captain, she is very inviting and always makes sure everyone on the team feels comfortable... She is an amazing listener, and she inspires me to be as kind and welcoming," she said.

Upper Michelle Park added that Coble is also just as diligent as she was open. "Throughout my time in crew with her, I always knew her as someone who was hardworking, trying her best in every aspect, being the epitome of 'perfect form', and keeping a positive attitude in everything she did," she said.

"Alicia is a thoughtful, caring, sensitive and inspirational captain. She thinks deeply about her teammates' wellbeing and each day reaches out with her characteristic smile and kind words," Morris said. "Her steady, visible progress and intelligent approach allowed others to see a path to getting stronger themselves and how to have fun doing it."

In light of recent Academy discussions about race, Coble also hoped to implement anti-racism into the team program. "I was really inspired by the [Athletics anti-racism assembly] and I'm just hopeful to see what happens with crew because crew is a very white sport and I think we need to ask ourselves why that is," she said.

Entering PEA, Coble thought herself destined on the path toward

English and the humanities. By the time she took her third term of prep bio, however, she had opened her eyes to the realm of science.

"Instead of [just] learning about microorganisms for two and a half months, we would learn about climate change for awhile," she recalled. "And I was like, this is really cool. It's science relating to real life. And I think that's when I started to like science a lot more."

She remembered another awakening during family weekend her lower fall. "My teacher said to our class, 'If you guys go home this weekend, you're seriously gonna see physics everywhere.' And I was like, 'he's kidding.' [But then] I was learning to drive and I was like, 'Oh my gosh, the state of an object in motion or whatever.' And then I took chem last year and it was the same thing: this is so real and concrete," she said.

Gradually, Coble immersed herself deeper into the science offerings at Exeter, and now considers herself a more "science-y person." Of this, she said, "I think that's another thing that's really cool about Exeter. You can come in thinking like, this is what you want to do, and then have that shift."

Although she loves all disciplines in science, Coble's greatest passion lies in climate change.

"A lot of people ask why do you care? Why do you spend so much time on that? Nothing's going to change. Personally, I have to believe that something's going to change. I care about the future of the earth... That's how we're going to save the world," Coble said.

At the start of her upper fall, Coble co-founded a club called Exeter Climate Lobby (ECL) to empower climate activism and leadership on campus. One of ECL's events included "Climate Lobby Day," where the club partnered with Our Climate and met with Massachusetts state representatives to discuss climate legislation.

"It was so exciting to see these kids who don't even live in Massachusetts talk to these state representatives who have the power to change things and ask them to do it for New Hampshire, do it for wherever they're from," Coble said. "It's a really powerful experience to see state representatives being moved by what you say."

In the club, Coble finds joy in helping others develop their own passion for climate conservation. "We have something that we call the story of self," she said. "That's basically a personal story about why you care about climate change. Teaching the student lobbyists how to formulate these stories is exciting



Senior Alicia Coble smiles.

Teja Vankireddy/*The Exonian*

because it makes them reconnect with why they're doing this work."

Fellow ECL co-head Erin McCann appreciated Coble's dedication to the work in the club. "She definitely goes after it with her full heart and with all her passion," she said. "When we planned the climate strike last year and when we planned lobby days to Boston she really stayed on top of the details and she was just spending the whole night before preparing to meet with her state legislator and reading up on all these carbon pricing bills."

Yet Coble is more than simply passionate about the subject matter. McCann continued, "I think when you hear 'climate activists,' you expect someone who's giving speeches all the time and always the one at the forefront, always the one talking, but the thing about Alicia is that she also listens as she learns from those around her. She takes perspectives outside her own perspectives and combines it with her own experiences."

ECL co-head Scarlett Lin agreed, adding that she is both genuine and receptive. "Alicia is a really humble person and I really respect that. For those of us who do environmental work and activism, we as co-heads know a lot about

the issue, but always there's something that we don't know and someone who knows about it. [Alicia] always acknowledges that her answers are not perfect," she said. "And there will be times that she's unable to answer a question, but she always respectfully opens the question up [to others]."

As a four-year McConnell resident, Coble is also a proctor, student listener and role model in the dorm. She said she loves the convenient location, open patio space and the connections she's made with her peers.

"She's never afraid to reach out to the underclass and in my dorm," senior and fellow McConnell resident Caroling Huang said. "She's always super positive, and she always goes out of her way to make everyone feel comfortable and feel like they belong in McConnell."

"She's definitely become more of a leader in the dorm and also in the eyes of the community. I feel like she's really taken that step because she has really become comfortable in the community, in her own skin," Huang added.

Another place Coble found a home in is the WPEA radio broadcasting studio. Coble said she loves

the free-flowing atmosphere and the ability to enjoy herself while she's on air. As the Director of Training, she hopes to inspire others to utilize this unique outlet to share their stories.

"So few other schools have radio stations," Coble said. "If you have some music that you like or have an interesting topic that you want to talk about, then this is perfect for you."

Beyond all her activities, Coble is also a patient and trustworthy friend. "I know I can always rely on her whenever I have something on my mind or need a shoulder to lean on," Park said. "I've always been a very independent person, but she's taught me that it's okay to ask for help and that it's okay to be a little bit vulnerable sometimes."

"I strive to be a friend that listens," Coble concluded. "I think that's the most important thing: just having your experiences validated. Because at Exeter, people come from all different walks of life... I have friends who do a lot of similar things that I do, but also those who are very different from me, people that I might've not met at other schools. And I think that's what helps me to continue to learn and grow."

Jasmine Solano Talks Lamont Gallery's *Critical Joy*

By LINAHUANG

Jasmine Solano opened her Artist Talk with upbeat music that encapsulated her mission to promote intersectional solidarity and inclusive feminism. The DJ, who has been a familiar face at Exeter dances, spoke about Unity In Color, an international organization featuring empowering photographs that Solano founded.

"In the beginning of Unity in Color, it was a way to meet people where they're at and start a catalyst for these conversations, no matter what they may need. This movement has allowed the space for people to kind of enter as they want and take from it what they need," Solano said. "Every person who participates in a Unity in Color photoshoot or panel talk, whatever it may be, you're really part of this global collective, where we grow; the more that we connect with each other, the more that we can find our similarities and also find beauty in our differences."

The mission of Unity in Color appealed to upper Rose Chen, who participated in Exeter's Unity in Color photoshoot and interview. "I think there is this collective joy, this collective strength that we take in sharing a feminine identity," she said. Chen still remembers the photoshoot from a year ago. "Even though we were only there for a few hours, we started dancing and talking, and all sorts of things that were really nice. It was so organic in so many ways and there's something really special about that energy that was just created."

The inclusive atmosphere of the photoshoot was a goal of Solano's. "I'm kind of with the motherboard ship, and I get to empower different producers and different photographers around the world, who then mobilize their own communities," she said. "It creates these little micro communities who maybe haven't spoken deeply

before or I've never met before and it allows them to create a space and a catalyst for conversation."

Photographer Elizabeth Kostina '20 agreed. "Making sure people feel safe and comfortable expressing themselves in any space - that's the best goal we can have. Treat it as a moral imperative and ask: if people don't feel comfortable - what are we doing?"

The Lamont Gallery, which hosted the Artist Talk, installed 20 of the photographs, video interviews with participants, and an 8-foot-long mural of a group photograph. Although students are not currently allowed to view the gallery in-person, the exhibit is uploaded on the Lamont Gallery's website Gallery Manager Stacey Durand expressed hopes that the Lamont Gallery may open soon.

Solano started DJing at 17 at Emerson College, where she designed a major that allowed her to pursue the intersection of music and activism. After her career took off, a former Exeter student saw her at a show and introduced her to Assistant Director of Student Activities Kelly McGahie.

Unity in Color began after the election of 2016. "I was very upset and disturbed and worried about the results of the election, primarily for the future for women, the future for black and brown folks, and the future of our society... I knew that I wanted to say something on my social media that just made me feel better. On that day, it was just as simple as that."

Solano ended up deciding on a photoshoot in yellow and gold to correspond with historical feminist movements, and invited 25 women to take part. 50 showed up. "I made a speech beforehand where I said that I want us to remember that no matter what happens, we stand in solidarity, our rights will not be taken from us. Our equality will not be taken from us; it will not be diminished," she said.

"At that time, everyone was aligned with his mission and [the] photo [we took] serves as a reminder of that promise for each other."

A week afterwards, the movement took off when three different cities requested to take part. "That was kind of the moment that I knew, okay, I have to give this thing legs, I have to give this infrastructure. I literally devoted my whole life to giving [Unity in Color its] foundation." Since then, Unity in Color has expanded to over 45 photoshoots from Los Angeles to Philadelphia, Tokyo to Trinidad.

Last January, Exeter held Unity in Color's first high school photoshoot through photographers Kostina and Sam Park '20, which stemmed from a conversation between McGahie and Solano. "There used to be this really cheesy TV show called 'The A-Team,' and it was about a bunch of these guys who would save the day for hapless people. At the end of every episode, this guy who played the colonel of the group would sit there with a cigar and he would just say, 'I love it when a plan comes through.' And that's kind of how I felt at the end of the day, I was like, 'I love it when a plan comes through,'" McGahie said.

Former Director and Curator of the Lamont Gallery Lauren O'Neal reached out to the Unity in Color team this year as part of the gallery's CRITICAL JOY Exhibit. "She wanted the gallery to be able to kind of make a statement about how we are a community, and we support black and brown people, and we hear you and this is important," McGahie said.

The Lamont Gallery ended up also bringing in Solano for the artist talk. "Jasmine has a really fantastic energy about her and a capability to bring in whoever is sharing a space with her," Kostina said. "Because of that, I have to say - it was one of my favorite Artist Talks that I've ever been to."



Courtesy of Jasmine Solano

shall reminded about the importance of Unity in Color in light of this year being the 50th anniversary of coeducation at Exeter. "It seems like even more of a time to talk about and to honor what the sacrifices of early feminists, even if they didn't necessarily call themselves feminists; the people who you know thought that girls needed education, and that girls should have just as much of a right as boys right to fulfill their dreams," she said. "That's what unity and color celebrates too."

"The takeaway I guess that I would hope people understand is simply that the movement is not over women's equality is still a matter of today," Park said. "We should remain cognizant of that and the filters through which we view the world. It's a good reminder that everyone has a place to write a little bit of their own history."

Moving forward, Solano was

of the pandemic to start the Unity at Home series, whose mission is to amplify the voices and stories of women. "You know we're trying to dive deeper into your story and to tell your story because a whole power of community is through storytelling. It's an ancient, ancient tool for relatability to make sure that people's struggle and triumphs do not go untold and unrecognized, the wisdom and the knowledge that comes from storytelling and sharing one story," she said.

Solano urges Exonians to find their passions in the same way she has through Unity in Color. "There's a power in your spirit in this age, and if you found your voice, even just a little bit, it can take you on a journey that will create such a satisfactory life for you, one that's rooted in purpose, and in good and in love. You can find a way to have a career doing something that you love."

Music Review: *Pagodes*, Claude Debussy



Otto Do/The Exonian

By OTTODDO

Pagodes by Claude Debussy is part of his larger collection, *Estampes*, which has often been described as “three exotic soundscapes.” The word exotic is rather loaded, so there is a great deal to parse here both musically and culturally.

Estampes translates to print engravings or etchings, but after scanning the piece, “sketch” better describes the breadth of this collection. The two companion pieces for *Pagodes* (*Pagodas*) are *La soirée dans Grenade* (*Evening in Granada*) and *Jardins sous la pluie* (*Gardens in the Rain*). The three were inspired by Indonesian Gamelan music; Arabic scales and Spanish strumming; and his own home of France, respectively. Thus, I considered the soundscapes found in *Estampes* to be sketched from memory.

To evaluate *Pagodes*, I will use the model of Robert Cogan and Pozzi Escot, which analyzes “sonic design” using five frames: musical space, musical language, time and rhythm, color and gesture. Debussy did not always follow the then-prevailing taste of harmony, preferring to focus on tonal centers, modes, gesture and experiment with polyrhythm, but Cogan and Escot’s model accounts for this.

The Javanese Gamelan ensemble, which inspired *Pagodes*, consists largely of a variety of gongs and various sets of tuned metal instruments that are struck with mallets. Some other instruments include percussive melodic instruments like the bonang, the xylophone (*gambang kayu*) and various metallophones. Additionally, a sustained melody is played either by the bamboo flute (*suling*) or by a bowed stringed instrument (*rebab*). When the Gamelan accompanies theatrical performances, often the melody is sung instead. Especially for the larger instruments, a single player of the ensemble will take on a specific role, outlining distinct voices.

The basic Javanese structure is often referred to as musical sentences, and each member of the ensembles plays a repeated pattern, creating repeated sentences. Highly important are the colotomic punctuations, played by large and low-toned gongs, which divide musical sentences by marking the commas, semicolons and periods.

At the Paris World Exhibition of 1889, Debussy experienced for the first time a Javanese-Indonesian Gamelan ensemble, and the musical space of *Pagodes* very closely follows the basic Javanese structure. Musical space is defined as the “motion, display, or design unfolding in time and acoustical space.”

Example 1.0 Claude Debussy: *Pagodes* (m. 1-3)

In the first three measures of *Pagodes*, Debussy outlines the Javanese Gamelan structure with a colotomic base which repeats at the first beat of each measure. The notes B and F# make up this repeated sonority, but later the F# disappears. In other passages,

the B disappears as well, but it is reiterated in the final passage and measure; Debussy places B as the tonal center of *Pagodes*:

Example 1.1 Claude Debussy: *Pagodes* (m. 80), restatement of tonal center

Example 1.2 Claude Debussy: *Pagodes* (m. 97, 98), restatement of tonal center

Beyond the tonal center of *Pagodes*, what is the collection of pitches, tones, colors that Debussy highlights in this great tapestry? In the words of Cogan and Escot, “musical language has two aspects: The collection of pitches used, which contains various relationship potentials [and] the interval relations actually manifested and chosen for emphasis.”

Although Debussy notes *Pagodes* to be in the key of B Major or g# minor, the musical key is better described with an eastern scale. In measure 3 (Figure 1.1), Debussy suggests a pentatonic scale: F#, G#, C#, D#. Rearranged, these notes make up a part of the g# minor pentatonic scale.

Example 1.3 g# minor pentatonic scale: G#, B, C#, D#, F#, G#

The B-F# sonority, previously mentioned in tandem with this the g# minor pentatonic mode, together form a musical language. But how do we account for the A#, which lies out of both of these frameworks? I ruled out B Major as the key of the piece, but perhaps there is a form of hybridizing a modal (g# minor pentatonic), a nodal (B-F#) and a tonal (B major). Together they better describe the musical language of the piece than any one alone.

Another distinctive characteristic of the Javanese Gamelan ensemble is the use of polyrhythms to create texture. Rhythm is defined as “[the] duration of individual notes and silences; duration of note groupings into modules, measures and phrases; duration of sections and movements.” In measure 78, Debussy sets triplets against octets:

Example 1.4 Claude Debussy: *Pagodes* (m. 78), polyrhythms

This polyrhythm creates a shimmering wash of sound, giving semblance to a frequented Javanese module. This rippling ostinato figure starts at a high tessitura in the right hand, while a repeating figure of a lower sonority in the left hand shapes the right hand’s rippling. Together, they almost unwind time, making the “measure” unit almost insignificant.

Example 1.5 Claude Debussy: *Pagodes* (m. 84), expansion of register

Despite the diminuendo, the arcs of the right hand become larger still, and the left hand expands to multiple registers in octave intervals.

Example 1.0 Claude Debussy: *Pagodes* (m. 1-3)

Example 1.1 Claude Debussy: *Pagodes* (m. 80), restatement of tonal center

Example 1.2 Claude Debussy: *Pagodes* (m. 97, 98), restatement of tonal center

Example 1.3 g# minor pentatonic scale: G#, B, C#, D#, F#, G#

Example 1.4 Claude Debussy: *Pagodes* (m. 78), polyrhythm

Example 1.5 Claude Debussy: *Pagodes* (m. 84), expansion of register

At the beginning of the score, Debussy marked that *Pagodes* should be played *délicatement et presque sans nuance* or “delicately and almost without nuance.” For English speakers, nuance in French does not only mean subtle in manner. It can also mean shade, hue or refer to the shaping of dynamics. Thus, *presque sans nuance* can also be translated as “almost without shade, hue or dynamic.” But colorless and dynamicless music or even near colorless and dynamicless music seems paradoxical.

This paradox only exists, however, because we attempt to understand this piece with a Western lens. For Javanese musicians, their aim is not to express their own selves but perform their collective interpretations of the tradition. Javanese music is an oral tradition and Javanese musicians make little effort to notate their musical compositions. Contrasting the instruction to follow tradition, in rehearsal, groups are expected to alter pieces and make “improvements.”

Additionally, Gamelan music is ensemble. Traditionally, improvisation is encouraged, but wild rhythmic improvisation from performance to performance may not be possible. Many Javanese pieces use intricate figurations and conflicting polyrhythms, and for these to be apparent—which is not always the aim—I assume they would have to preserve moments where manipulation of time is minimal.

Most important in Debussy’s instruction is the word *presque*, “almost.” I believe that Debussy wrote this instruction not to say that *Pagodes* is a colorless piece but to define the color of the piece with the Javanese criterion in mind—a color which leaves

listeners in a state which lies between the realm of sleep and awakens. Considering this, the musician should not sift through *Pagodes* looking for passages to over-embellish; the musician should follow the natural swelling and quelling that is more congruent with the Javanese tradition.

Debussy has taken great care to employ the technical constructions of the Javanese Gamelan tradition, but what does this cultural borrowing say more largely?

Many music students know Debussy as one of the first French, impressionist pianists, but he didn’t like affiliating himself with the movement. Impressionism began with the painter Claude Monet, however during his time, the term “impressionist” was a derogatory label. Critics called Monet’s paintings “unfinished” and even compared his work to wallpaper. As an artist trying to establish a career, Debussy distanced himself from this, but much of his work exhibited impressionistic qualities—blurred textures, conflicting rhythms, amorphous atmospheres, etc.

In 1908, Debussy wrote to his publisher, “I’m attempting ‘something different,’ realities in some sense, what imbeciles call impressionism, just about the least appropriate term possible.” Debussy never aimed for authenticity, but in respect to the Javanese Gamelan tradition, Debussy may be following the practice in a very honest manner; he utilized many Javanese figurations and added his own “improvements,” like many authentic ensembles were expected to.

Besides *Jardins sous la pluie*, Debussy did not spend much

time immersed in the soundscapes which he drew from, but he somehow was able to capture the general musical space, musical language, time and rhythm, color and gesture of these foreign music traditions.

I mentioned early on that I consider *Estampes* to be sketches or perhaps dreams. How does my defining them as dream-sketches, so to speak, re-situate or desituate the appropriation question? If we simply look at *Estampes* as sketches, I would argue that this is neither a culturally appropriate or even an appreciative work.

Dream-sketches are in a realm of their own. Debussy famously said, “When you can’t afford to travel, you have to use your imagination instead.” This is exactly what he did. From only hearing the gamelan once or maybe twice, Debussy not only captured the distinct colotomic structure of the Gamelan, he painted an atmosphere—not one of the Javanese ensemble but of his own ethereal imagination, projection. *Pagodes* is a beautiful dream-sketch.

However, I would also like to acknowledge that Debussy has shared some unfortunate sentiments. In 1903, Debussy wrote in a letter, “I’ve also written a piano piece which bears the title *Une Soirée dans Grenade*... If this isn’t exactly the music they play in Granada, so much the worse for Granada.” This supposition of superiority complicates how I view Debussy and *Pagodes*, but it does not change my regard for them as dream-sketches. Because I view them in this way, I still do not ask the question of appropriation or appreciation.

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Marina Avilova urges us to stop watching the political dog and pony show and take action, 8.

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Arhon Strauss discusses megacorporations and their dangerous effects, 7.

Critiquing Co-Education, Celebrating the Killjoy



Three femme-presenting women riding their bikes.

Courtesy of the Academy Archives

By ANYA TANG '22

Happy fiftieth year of co-education, Exeter. Black-and-white photos of femme-presenting people sitting at the table seem to be our way of celebrating the undoing of an archaic transgression: patriarchy is now a problem of the past! The future is female!

The platitudes go on and on, but they point to one message—that co-education's fiftieth anniversary celebrates how gender minorities have been empowered by the Academy. Yet, one thing I've consistently noticed in my discussions at the Academy, and in my own thinking, is how easy and comfortable it is to embrace this narrative of unconditional celebration. For me, it feels easy and good to say: co-education is a good thing that needs to be celebrated, and I can end the sentence there.

I like it when the Academy posts about co-education. Clicking through the interactive timeline on their webpage to see each milestone in gender equality at this institution feels instinctively good for me. It makes me feel like things are getting better, and it suggests to me that things will continue to

get better. Celebrating co-education and uplifting the hard work of past (and current) students and faculty intuitively makes sense to me. And that is my problem.

In my one-dimensional support of co-education, it becomes far too easy for me to forget the importance of critically analyzing these milestones, all of which frame Academy progress as glowing, positive and progressive. There is no discussion of how hard each individual had to fight for these milestones, no mention of the conditions female faculty experienced before the blippy mention of "Female Faculty Get Boost" in 1980 and no self-accountability for the backlash against crucial changes.

Harvard history professor Laurel Thatcher Ulrich coined one of feminism's most popular slogans, now emblazoned on posters and t-shirts across the nation: "Well-behaved women seldom make history." It takes struggle. But we miss that when we think about co-education—we de-emphasize the real hard work needed to make change happen. And when we ignore that struggle, it's easy to unconditionally support and celebrate the Academy for "being inclu-

sive," rather than developing the capability to hold Exeter accountable for its shortcomings in gender-based inclusion.

When we only celebrate our achievements and never question or identify how we managed to do it, our narratives about gender become reductionist and one-sided. It becomes far too easy to lean into the idea that when marginalized folks nicely ask people in positions of power to cede their space, the latter do so willingly. We reinforce the idea of respectability politics: that if we perform or fit ourselves into a predefined box and if we are meek enough and polite enough, that perhaps the patriarchy will bend ever so slightly to give some of us a centimeter of breathing space.

By centering and conflating Exonians' gendered struggles with the Academy's actions and milestones, we de-center the ways in which inequities in gender persist and deepen across multiple axes of identity. Co-educational history becomes one-dimensional when the only history we see are narratives of well-behaved women.

This is not to say we are not allowed to be happy about progress. We can and should celebrate and uplift the labor and

energy that we have put into feminism at Exeter. For us to continue that labor, however, we must be critical in our support of the Academy's celebrations of co-education.

I propose leaning into the "feminist killjoy," a term developed by feminist scholar Sara Ahmed. Ahmed calls for us to examine how our (valid) feelings of melancholy and anger disrupt the easy comfort of consuming things that make us happy, like co-education. We need to dig deep into our institutional complacency and continue to challenge it as those in the past have done for us. In killing joy, which is much less scary than it sounds, we create space for continued political possibility and exploration of the ways in which we can critique ourselves and others while still showing support and solidarity for feminism.

There is no three-step process or weeklong free trial in becoming a feminist killjoy. Nor is there any self-help book for instantly becoming a killjoy, though Ahmed has written extensively on the subject. And a bit of humility, here. It is highly unlikely that after reading this 929-word op-ed, we will be able to put down the newspaper and enter the rest of our lives ready

and eager to kill joy: what does it even mean to be a killjoy, or to kill joy?

For me, a gender minority, it means to be critical in my support. Killing joy means that I interrogate the reasons for my celebration of co-education and the conditions that let us achieve co-education in the first place. It means leaning into the discomfort I feel when we challenge and call out narratives of "Harkness warriors" as rooted in racialized, cisheteronormative power structures that sway our perceptions of others. It means exposing the tension between the narrative that the Academy was some benign actor in gender equality and the lived truth of the feminists who came before us.

We are allowed to be happy about progress: that is a feeling that we give ourselves. We are allowed to celebrate having a space to exist and learn in: we grant ourselves that right, and we continue to grant ourselves that ability to celebrate with each day we wake up and take up space. But the most crucial thing we must remember is that we are allowed to criticize and question the conditions that let us be here to begin with. We are allowed to be killjoys.

Monopolies and Megacorps

By ARHON STRAUSS '23

Amazon and Google are two of the largest corporations in the world. Each one of these companies dominate—perhaps own—their respective markets. They are what I like to call megacorporations.

A term first popularized by William Gibson, megacorporations is a term typically used in sci-fi novels to represent enormous companies that have impossible monopolistic power. However, the issue is that this power does not seem nearly as impossible as the novels the term was originally used in suggest.

Little by little, certain companies have clandestinely taken control over huge portions of multiple business sectors. Amazon's growth is—forgive the pun—a prime example of these

takeovers. Amazon's dominance in the online shopping market is well known. After all, most people shop on their website. Unbeknownst to most, however, is Amazon's near complete control of the server market. In fact, 52% of their total income comes from their server business, Amazon Web Services (AWS).

So, why is this bad? There are the obvious issues that monopolies present, like price fixing, quality concern and job alterations. For Amazon, specifically, I will focus on something entirely different. In their specific case, the primary issue is that having dominance in multiple markets allows them to participate in predatory practices to gain market share—one of which is to simply buy out any company that could be competition.

Amazon has been able to do

this by sacrificing profit in their online shopping division. By doing so, they have attracted customers and thus market share. They have only been able to do this because their AWS division has covered any monetary loss. As such, they are able to outcompete any and all competition. A great example of them doing so happened a few years ago, with Diapers.com. Amazon wanted to buy them, but unsurprisingly, they wanted to stay independent. In response, Amazon priced most of their diapers at nearly fifty percent off and advertised extensively. They lost money, but they gained Diapers.com's clientele. A few months later, Diapers.com sold itself to Amazon. These methods can only really be made possible when a company has another source of revenue, which, in this

case, was AWS.

Now, you may be wondering what is wrong with companies doing this. After all, it appears that the customer benefits. They get lower prices and possibly better products. Capitalism at work, right?

Short term, the customer does benefit. However, they will suffer in the long term. Right now, Amazon still prices their products reasonably because there are other companies to compete with. Yet, they have also grown so large that no other business could stand a chance against them. They could very easily start pricing their products ridiculously, without real concern of losing any client base. Then, if there is a small company that does start to threaten them, they do what they did with Diapers.com.

The situation has deteriorated so much that the very idea behind a startup is changing. In the past, startups were supposed to eventually mature into full com-

panies. Conversely, the current mindset is to grow a startup till a megacorporation like Amazon and Google buys it. In fact, this is the exact idea that some colleges teach their students.

The situation is further exacerbated by the multimarket and online nature of many of these companies. As mentioned previously, the multimarket nature of certain companies makes them the megacorporations that they are. Their online nature makes them hard to regulate—they exist in entirely new fields, with different dynamics and possibilities. Our society is inching closer to having true monopolies everyday, due to the existence and growth of existing megacorporations.

Restrictions must be placed on massive corporations that limit multimarket participation, large mergers and buyouts. Without such constraints, they may truly become the uncontrollable megacorporations imagined by William Gibson.

Stop Watching, Please Start Acting



Courtesy of Freepik

By **MARINA AVILOVA '23**

We treat politics like a sport. The more scandalous a tweet, the more attention we give it. In short, we latch onto the most sensational and viral, as if they were some highlight reel in sports. Think about it—in a country that was supposed to be built on civilized discourse, the main topic of the vice presidential debate was a fly. And, even if we choose to discuss matters more relevant to us as Americans, we talk about the most convenient things. Who's winning in the polls? What are the optics? What's the political strategy? Who scored political points? Who had the viral line? Amid all of that, I think that we too often lose sight of the actual issues facing America today. Political hobbyism—a public discourse not

intended for understanding issues and acting upon them, but for the sake of appearing to be politically active—has taken over our lives.

The biggest danger of political hobbyism, as I see it, is in its irrelevance. Young people are part of the problem, as much as we might not think we are. According to a study done by Tufts University professor Eitan Hersh, more college-educated adults are involved in politics than the general population, but less than 2% of that time is spent participating in actual political organizations. Worse still, the people who are more likely to spend most of their time silently judging the government are the same ones with no incentive to fight for their rights. If our jobs—or our lives—were at stake, would we just shake our heads at another tweet and walk away? Or would we stand up and

act? As shocking as it may be, true activism is more than watching the news as some distant observer.

Democracy is the rule of the people. But the people, as the Romans rightfully pointed out, want our bread and circuses. And boy do we get them in modern America. It is virtually impossible for a politician to get any votes if they lack national fame and aren't remembered as remarkable (the word, here, having multiple connotations). We demand showmanship from our leaders, and that demand distracts us from the real issues. It might bring more people on to the scene, sure, but flashy speeches don't always even try to create action these days.

So, is the lack of political action among American political hobbyists just a product of a well-oiled system? Or is it a matter of how much they can lose? How do we

explain why so many Americans treat our political system like a perverse sport?

This election year holds the answer.

2020 cannot be compared to 2016, which featured two polarizing candidates and boasted a stunningly low voter turnout. This year, the COVID-19 pandemic has affected everyone. It is no longer possible to separate the actions of politicians and their intentions. For many voters, I think, the veneer of showmanship has fallen off by now—the issues are just far too real. Coinciding with the election, this crisis will (hopefully) draw more people to have substantive input on the direction of the country. The dog and pony show is very much alive, but maybe this moment will draw some people off the sidelines and out of their armchairs for

good.

Still, the issue is bigger than our four year election cycle.

Sure, as long as politicians give speeches and pass bills, there's bound to be some political discourse in the public arena. But the political activism wanes when campaigns stop. Here, we return to the concept of American politics as a gladiator fight. People won't watch it unless someone is killed—at the ballot box or otherwise.

If our democracy is based on buzz and decoration, we are defying its purpose. And if we want to live in a place where people's rights are respected, we need to do more than the system expects—we need to push past the showmanship that corrupts and obscures our politics. We need to stop watching and start acting.

The Woes of Online Learning

By **ANNA KIM '23** and **ELLIE ANA SPERANTSAS '23**

After a long day of classes and clubs, exhausted students fumble open their laptops and head straight to Canvas. What do they find? A new assignment, posted with little to no prior notice and often not much time to complete. Bye, bye, evening plans. Here comes some unexpected chemistry.

With remote learning, planning ahead seems more important than ever. For students in this time zone and especially students out of it, we need to know what our days look like so that we are able to fit everything in. With the rigor brought of an Exeter education, time management is an important skill, but how can we manage our time if we don't

know what we have to do?

The Academy has tried to combat this by adding a new rule in the 2020-21 Student Guidebook—"A homework assignment should be given, at the latest, during the last class before the assignment is due." But is that happening, given that we need the assurance now more than ever? Not always. Simply (and bluntly) put, more and better implementation of the policy is needed.

For us students, the workload itself has been enough for us to worry about. The addition of online learning has presented many more challenges—there seem to be a million more things to keep track of, across multiple sectors of the online world. There is constantly a nagging thought: "What am I missing?" Realistically, stu-

dents cannot keep up with the pace of remote learning without the ability to see into the future with weekly plans set out by, at the latest, the Sunday before a week begins. And similarly, students cannot juggle the extra demands of an online environment without knowing their homework in advance.

We acknowledge that from a teacher's perspective, it is also tough. They are essentially picking up two jobs: teaching and managing the online realm, all while supporting their students. The pandemic certainly has not been easy for them either, and we recognize that. We know that they are also learning how to teach online, and that it is no easy task for anyone.

However, having teachers post their plan and homework in ad-

vance would have no negative consequences for them either. In fact, it helps all parties know and plan for the upcoming week. And it is also vitally important from an equity standpoint — remote students studying from different time zones have to constantly switch between two time zones, school and home. They need some degree of forewarning to pull it off.

It's obvious that the online format has created a great imbalance in week-to-week workloads and a greater need for planning ahead. If our teachers had uniform and enforced policies for notifying plans to students in advance, it would ease a bit of the stress we all carry. Teachers and students alike would know what's ahead.

We are also both students currently studying on-campus, so our perspective is somewhat limited. That said, we reiterate our belief that this need for looking into the future would be even greater for students studying

off-campus. Keeping track of the class schedule from a different time zone is stressful enough, but adding an inconsistent homework policy between classes must make it all the worse. More than us, they need this. To that end, we hope both that the Academy will enforce and that teachers will uphold school policy on posting homework and class plans.

Why is it that students are expected to complete their work on time, but that too often, faculty don't adhere to the Guidebook? It's a real issue—many of our teachers do not post weekly plans or follow the rules put out in the Student Guidebook, and it's caused unneeded stress in an already crazy time.

We are not playing the blame game—it is so hard to be a teacher right now, and we hear that. We just ask for support from the Academy and its faculty as all of us, teachers included, are continuously navigating the virtual classroom.

The Exonian

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Humor

“I hate meeting my cousins’ cousin. It’s like they’re cheating on me”

—Katie Moon ‘21

“I’m thinking.”

—Anne Brandes ‘21

“I hope this gets formatted properly.”

—Naive prep submitting to News

Scariest Things to Do on Halloween

By JACK ARCHER

1. Go trick-or-treating door to door. Give your elderly neighbors the spookiest night of their lives by showing up asking for candy.
2. Carve a jack-o-lantern—then blow your nose into it and leave it outside. This may be considered a bio-weapon; I’m not exactly sure.
3. Eat candy from literally anywhere. Somewhere, sometime, somehow, someone licked that

Snickers bar, and you know it.

4. Think about the future—not for the faint of heart, or anyone who thinks our generation will live until we’re old.
5. Wonder whether Donald Trump is immortal—this would explain why his decrepit mind can no longer form coherent sentences, how he survived COVID and why he acts like it’s still the 1900s.*
6. Google “critical climate threshold” and scroll until dread pours out of your eyes, blurring the screen before you as you

vow to recycle more. Then wipe your tears, Google, “When will the black hole at the center of the Milky Way eat again?” and ponder the end of human existence.

7. Stare into your webcam and think about the turmoil infecting the world right now. Honestly, who even needs Halloween when Election Week is right around the corner, not to mention college apps. Most of us at school are powerless to do anything but watch. What if we just sit in our rooms, glued to our screens for

the rest of time, scrolling away our future? It might be all we know. At least the dim glow of the webcam stares with you, unfaltering and unwavering. Your webcam always comforts you, no matter what. It’s always on, always... watching you. At night, before you shut your laptop down, you’ve begun to shoot your webcam one last glance, checking for that light, the sole indicator of whether the outside world peers back at you. During zoom classes you shoot glances at that yellow speck out of

the corner of your eye, waiting, fearing the day when you look but can’t find it. Fearing the day it shuts off, and you shrug, deeming it broken and sleep with your laptop open that night. Fearing that while you snore in the typical sleep-deprived Exonian style, the small light blinks back on. It watches, anticipating your alarm, when it will switch off again, because it has found a way to watch you. Forever.

8. Oh god, I think I need to lie down.

*I’m so sorry

4 Ways to Haze Your Sibling on Campus

By ADAM TUCHLER

1. Pretend you are your sibling and do something embarrassing in front of a faculty member.
2. Do poorly in a class your sibling hasn’t taken yet so the teacher will be harsher on them when they take that class.
3. On the contrary, excel in a class your sibling hasn’t taken yet so the teacher has unrealistically high expectations for them. They will have to go to each class knowing they are living in your shadow. That one is a lot of fun.
4. Take your sibling to lunch and *forget* your wallet.

Types of Microphones Teachers Use for Zoom

By JACK ARCHER

1. The Walkie-Talkie

You really appreciate this instructor for doing their best to teach you things over zoom. However, it would help if they could say “over” when they finish speaking so you know whether you’re hearing static or something on the next test

2. THE ONLY GAIN SETTING IS MAXIMUM

When they speak, your computer shakes a little. A high-pitched whirring whines from under the keyboard. You’ve looked up whether CPU’s have resonant frequency, because if they do your computer might explode during the next synchronous meeting.

3. The Gamer

Headset mic. Nice. You really want to ask them if they play Among Us, but you’re worried they’ll think you’re sus and deserve a B+.

4. Ranged Unit

Your chill teacher. The one who sometimes forgets to assign homework. However, their relaxed attitude means they recline so far back in their seat they might as well be muted. Their mic barely picks up their calm voice. A shame.

Top 5 Offenses That Will Land You Only 1 Night of Sevens (Prep Edition)

By JACK ARCHER

1. Staying up past midnight.
2. Leaving a mess in the common room.
3. Not putting a mask on for check-in.
4. Checking in late for your previous night of sevens.
5. Wearing a Harvard sweatshirt.

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Average humor enthusiast



By Standup Exeter

Average Stand Up Exeter Appreciator



News in Brief: Week of Thursday, October 29

By ANONYMOUS CONTRIBUTOR

1. Administration apologizes for trying to make this term as best as it can be: “We realize now, you don’t want that.”
2. Dean Moriarty Gifts Rulers to Prep Class to Reaffirm 12 Inches in a Foot
3. Political dialogue clubs collectively agree ‘American Co-Presidents would be a ‘Lose-Lose’ situation.’
4. Infographic economy rises in anticipation of dramatic volatility.
5. Editors mistakenly spotlight Principal in “Senior of the Week” Gaffe
7. Is Not Wearing a Mask An Appropriate Costume? An Investigative Piece
8. No ,Your Metic Did Not Go Well, Ten Tips to Tell Them “It’s Just Not Working”
9. In Rollout of Select In-Person Classes, Students Adjust to Not Constantly Being on Mute
10. Yes, That Prep in Your Dorm Really Believes That
11. 36% of Senior Respondents Polled: “Uh yeah, my essay’s coming along.”
12. International Student Thinks Colleges Will Not Notice Summary of Malcolm X Autobiography
13. Town Residents In Crisis, What to Do At Crosswalks on Eve of Racism Being Defeated?



By SONNY FITENI

Sports

» WRITE FOR THE EXONIAN

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Athletes of the Week: JD Jean-Jacques

By EMMA LIU

Coming into the season with a 11-5-2 record from last year, the Boys' Varsity Soccer team is facing a whole new set of challenges this fall. Socially distant training is challenging at best, but under senior captain JD Jean-Jacques, the team has shown their resilience and ability to adapt, resulting in yet another successful season.

Jean-Jacques started playing soccer at the age of four. "At the time, I thought soccer was the coolest sport after watching teams play," he said. "I gave up playing tennis, squash and flag football at a young age in order to pursue soccer year round."

Fast-forward to his senior year, and Jean-Jacques' position as captain is well-deserved. "JD first struck me as a quiet, yet assertive and strong character... That's exactly what makes him a great captain," senior Matthew Chen said.

"JD is always looking for ways to better his teammates," lower Cam Guthrie added. "[He is] very respectful, humble and an overall leader at heart."

Chen, who has been playing with Jean-Jacques since their lower year, also noted that he "leads by example."

Senior Alex Fraser noted that Jean-Jacques is also a highly skilled player. "JD isn't the loudest kid in the locker room, but... he earns the team's respect through his tenacity in practice and in games," Fraser said.

Guthrie affirmed this thought. Last year, in a game against Choate, "you could tell how badly [Jean-Jacques] wanted to win... [He] played very smart and collected," Guthrie said. "I clearly remember being impressed by the

way JD was playing."

During practices this season, Chen said Jean-Jacques "kept spirits high," even when basic elements of practice such as scrimmaging were not possible.

Fraser added that, with the two other captains learning remotely, "JD did not anticipate having to lead both the Varsity and JV kids, as well as all new students." Still, Fraser said, Jean-Jacques did a stellar job.

"JD... has to step up even more now than during a regular season. He's had to make sure we are on top of our game and grinding during each practice, and has done so," Guthrie mentioned. Despite the many changes the team has undergone this season, it is clear that Jean-Jacques played a big part in the success of this season. Guthrie also expressed his admiration and respect for Jean-Jacques and said "everyone, myself included, is excited to have the opportunity to train with such a hard worker."

Jean-Jacques expressed his pride for the team as well. He acknowledged that "many of the bonds that are formed... come from fighting together on the field," and without games "it will take a little extra effort on all of our behalf to create those bonds." Though there are challenges, Jean-Jacques said "we've really turned this new experience into our own... we've all been encouraging each other to stay positive and optimistic."

When asked about the most memorable moments with the team, Jean-Jacques said that "some of the most memorable moments I've had with the team are during dinners and pickup games," demonstrating the importance of camaraderie and com-



Senior JD Jean-Jacques poses for the camera.

Courtesy of JD Jean-Jacques

probably not going to play any games, so the focus is on enjoying our time together as a team and bonding with the new players," Chen added.

As he plays his final season at Exeter, Jean-Jacques hopes to

community" and "[express] to the team how important community is." COVID-19 caused unprecedented changes to the season, but Jean-Jacques is determined to maintain the bonds between players that he felt in his prior seasons

Reflecting back on the past four years at the Academy, he said with appreciation that "Exeter has taught me how to become more of a community member and how to go after my pursuits at full throttle."

Cross Country Races in Franklin Park Meet

By GRACE PUCHALSKI

Phillips Exeter Boys' and Girls' Varsity Cross Country teams competed in a time trial this past weekend. The trial was Big Red's first in-person athletic competition of the year, and as such, both teams were excited as they boarded busses to the meet.

"It was amazing to start competing again," senior Charlotte Luff said. "Although much different from a typical meet, everyone was excited to get off campus and run at Franklin Park [in Boston], a challenging course."

Of course, this meet was like no other, keeping pandemic guidelines in mind. Runners were kept safe by a different race set-up. Only one team ran at once, and once that heat finished, the next team would run. Only seven runners from each team were allowed to participate. Runners were also told to keep masks with them at all times, such that they could hastily put on their masks if they got close to another runner.

At the meet, Big Red flaunted their ability to succeed, even in the most unusual circumstances. The Boys' Cross Country team was the only boys team to run, so they were unable to race against other teams. However, Big Red's Girls' team won first place, successfully putting Windsor behind them. Windsor's team has had strong performances in the past, and Exeter's win was a testament to the team's hard work.

One especially impressive highlight was senior Gia Pisano's time of 18:49, breaking 19 minutes on a



The Cross Country girls bring it in.

Charlotte Lisa/The Exonian

difficult 5k course with grass and hard hills.

Cross Country is definitely looking ahead to future meets, but, for now, there are no other in person competitions scheduled. Still, they are certainly thankful to have competed in at least one meet this year.

This year, the pandemic has not

only impacted the meets, but also everyday practices. The team is split up into many smaller groups, for example. Horriang outlined some of the team's struggles. "Running is purely a pack sport. You go faster when you're closely surrounded by people," he said. "With physical distancing guidelines, we

have to stay away from our teammates, and this makes training and racing harder."

Runners are also prevented from visiting off-campus trails, which provided tough hills to train on last year. However, "we are fortunate to have an amazing trail system on campus," Luff said.

As a team, Big Red is strong as always. Several runners mentioned the great relationships they have built within the squad. As they look to the future, senior and co-captain Connor Chen said that runners are excited to "keep pushing one another to be the best athletes and teammates that we can be."