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Academy Moves to In-Person Instruction; Remote Students Encounter Difficulties



Chinese Instructor Ning Zhou balances in-person and virtual teaching.

Ethan-Judd Barthelemy/*The Exonian*

By LILY HAGGE,
HANNAH PARK,
ANDREW YUAN and
ANGELA ZHANG

The Academy shifted to fully in-person instruction at the start of spring term on March 23. All students on campus are required to attend classes in-person unless quarantining at the

Health Center or designated COVID quarantine trailers. Remote students are expected to attend all classes via Zoom. Many remote students, particularly new students, noted the difficulties of hybrid learning on Zoom.

Many students expressed enthusiasm over the shift to in-person instruction.

“Classes seem to be more efficient, and students have more opportunities to interact with their teachers and better understand their peers’ perspectives,” upper Vinusha Narapareddy said. “The workload has definitely increased, but Zoom fatigue was worse!”

“With all the safety protocols it’s hard to look at

and talk to each other like we would normally, but, in comparison to Zoom, discussions flow easier and are generally more thoughtful, I have also found that it is a lot easier to participate,” upper Krisha Deora said.

“I think in-person classes are much more effective in terms of what we can get done in class and how much

IN-PERSON INSTRUCTION, 4

Class Representatives Announced

By ALIA BONANNO,
JETT GOETZ and
HENRY LIU

The Academy student body elected their class representatives for the 2021-2022 school year on Tuesday. Uppers Bona Yoo, Allison Kim and Shalom Headly will serve as Senior Class President, Vice President and Secretary respectively. Lower Tony Cai, Minseo Kim and Ethan Klein will serve as upper representatives. Preps Nhan Phan, Will Soh and Kevin Treehan will serve as lower representatives.

The campaign process for lower, upper and senior class representatives began on Tuesday, March 16, following the Tuesday Student Council meeting. According to an email sent out by Dean of Student and Academic Affairs Laura Marshall on March 17, prospective candidates were required to submit a candidate questionnaire, a one-page poster and a five minute campaign video by March 24 at 1:00 p.m.

For this election, students were allowed to campaign online and in person, although all-in person events were required to be posted online for remote students. The use of Outlook email for campaigning was prohibited.

Voting began on Monday, March 29 at 6:00 p.m. and closed on March 30 at 6:00 p.m. There were a total of 16 candidates for lower representative, five candidates for upper representative and seven candidates for senior representatives. The winners were announced this Tuesday at Student Council and later by email sent to the student body from Marshall.

CLASS REPRESENTATIVES, 4

Senior Representatives

Current upper rep Yoo, who will serve as Senior Class President, shared her reasons for participating in the election. “I love my class, and I loved working as class rep this year. I have a good sense of what Exonians are looking for in terms of policy and I want to go beyond the roles of class rep to push for more tangible avenues of change,” she said.

“My platform consists of working with the administration in creating safe and inclusive events while doing what I can to leverage student voices at the table and propel anti-oppressive, inclusive work,” Yoo said. “The fact is, this last year is our year, and even amidst the difficulties that arise with the pandemic, we deserve to make it our best year yet. I want our year to be filled with Senior grill nights with catering, beach trips, and school picnics on the quad.”

Yoo emphasized the importance of reaching out for community perspective when making decisions. “What sets me apart from other candidates is the level of feedback that I strive to receive from my classmate,” she said. “Contrary to making a lot of hefty promises, I recognize I don’t have the magical answer to perfectly representing my class—which is why I talk so much to peers, to reps in other grades, to reps at other schools, all in order to get a more comprehensive understanding of where my responsibilities lie. I already know from my online campaigning surveys that Senior grill catering is unanimously supported, and I want to make that happen for us.”

Sleep at Exeter: 6 Exonians Track Their Sleep Schedules

The Exonian interviewed four students across the span of week to provide an overview of how different students manage their time. The three days highlighted cover what the interviewees deemed a typical day, a bad day and a good day.

Henry Yao’ 24
By ANDREW YUAN

Curling his right leg into a semicircle and stretching his left leg straight, prep Henry Yao

turned over to the left side of his blue pillow. He stared out at the 3:00 a.m. sky and grabbed his dimmed phone from his wooden bedside table.

Originally from Sunnyvale, California, Yao is a passionate STEM student, fervent pianist and Ewald boarder currently in quarantine. On a typical day, Yao sets three alarms—7:00, 7:05 and 7:10 a.m.—before he dozes off to sleep at 3:05 a.m. each day.

Having woken up at 7:00 a.m. on Friday, Yao begins his day with a

fresh breakfast and prepares for his class from 7:00-8:00 a.m. “As long as I get above a certain threshold of sleep—around four hours—then I’m fine,” Yao said.

In the morning, Yao attended his classes virtually and took a lunch break at 12:00 p.m. at his hotel cafe. After, he headed back to his room for his last class of the day. Yao took a break at 2:00 p.m. to watch a few Ted-Ed and science videos on Youtube. After an hour of relaxation, Yao began his homework.

“Academics-wise, I try to prioritize school work over other club or extracurricular activities. I finish school work first. It doesn’t take that long or affect [my rest] that much. But if there’s an essay, or a lab, I might lose some sleep.”

Yao spent two hours on homework and finished his regular school workload by 4:00 p.m., and took a shower at 5:00 p.m. Right after, he bought dinner from the local restaurant around 6:00 p.m. While eating dinner, he began edit-

ing his summer application essays drafts. This marked the beginning of Yao’s extracurricular time, which occupies most of his days.

“Academic extracurriculars affect my sleep time because they’re what I like to do. I love math, coding, Science Olympiad, science research, physics, playing the piano and history bee,” Yao said.

Yao began his Science Olympiad contest preparation at 8:00 p.m., one day before his final competition, working on the

circuit lab and machines tests.

By 10:00 p.m., Yao started coding for an hour, something he does daily. By 11:00 p.m., Yao took another hour-long break to watch some TED Talks he had saved. Yao resumed his coding exercises at 12:00 a.m. before he headed to sleep at 3:00 a.m.

After waking up at 8:00 a.m. on Saturday, Yao skipped his breakfast to participate in the Science Olympiad “Machines Test.” He finished by 9:00 a.m. and took a one-

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2021-22 ESSO Board Announced

By DAVID CHEN,
JACQUELINE
SUBKHANBERDINA
and LAUREN KIM

Following the consideration of almost 40 applicants, the 2021-2022 Exeter Student Service Organization’s (ESSO) Board of Directors has been announced. Uppers Emma Finn and Garrett Paik will serve as ESSO’s new co-Presidents, uppers Bradley St. Laurent and Eli Porras as the Children’s Coordinators, upper Mohamed Kane as the On-Campus Coordinator,

upper Kate Mautz as the Off-Campus Coordinator, uppers Ifeoma Ajufu and Emma Chen as the Directors of Communication and upper Aryana Ramos-Vazquez as the Diversity, Equity, Inclusion and Justice (DEIJ) Director.

This year’s ESSO board members were chosen from a large pool of candidates after a two-stage application process. Applicants were required to interview and submit a written application addressing their fit for the position, goals for ESSO

and why service matters to them.

Former ESSO On-Campus Coordinator and senior Caroline Huang noted her appreciation for the dedication displayed by this year’s applicants. “It’s amazing to see how enthusiastic PEA students are about leading ESSO next year! Even after such an unprecedented year, we’ve had almost 40 applications for the board, so I’m extremely grateful for the interest that ESSONians are displaying,” Huang said.

This year, ESSO intro-

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Science Olympiad Wins States

By ELLIE-ANA SPER-
ANTSAS, CATHER-
INE WU and AN-
DREW YUAN

The Exeter Science Olympiad team (SciOly) attended and won the 2021 New Hampshire Science Olympiad competition on March 27.

With this year’s victory, Exeter SciOly gained the opportunity to compete in this year’s USA National Science Olympiad competition on May 22.

Due to the COVID-19

pandemic, the 2020 SciOly State and National competitions were both cancelled.

“States, which is the road to Nationals, got canceled. It was kind of disappointing, especially for our seniors,” senior and SciOly co-head Yunseo Choi said. “I think it also made us really want to make [nationals] the year after, because a lot of these in-person events were capped out.”

“Because last year the events were canceled, all the events were just kept through,” Choi con-

tinued. “This gave extra time for returning members to study for this coming year. Besides that, I think we did meetings online, and because a lot of this is studying, it was fine.”

“We technically started preparing for this competition [2021] last year,” lower Clark Wu said. “This definitely helped us as Exonians since some retention of the material could save us a lot of review time. We attended MIT, Harvard-Brown, and Princeton invitationals before

SCIENCE OLYMPIAD, 4

News

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» SCIENCE OLYMPIAD WINS

Read about the Science Olympiad team's path to winning states, 4.

News-In-Brief: Centralized Shipping Service

By ATISHAY JAIN, COLIN JUNG and ANNA KIM

The mailroom and the Procurement and Business Services recently implemented a new centralized shipping service and a notification service to alert students about packages they

receive from vendors such as FedEx, United Parcel Service (UPS), United States Postal Service (USPS), and Amazon.

"Centralized shipping is being implemented to support the on Campus Administration and Faculty with shipping services for domestic and international

shipments," Senior Manager of Procurement and Business Services Janelle Ozols said. "This process is not directly related to distribution of packages from the Mailroom, but rather shipping packages from PEA."

Additionally, the service is available for students who may need help with

UPS and FedEx couriers; the mailroom will aid students with shipping labels and coordinating package pick-up. The mailroom has also connected with two external, off-campus suppliers "to support packing, shipping, and storage options for students," Ozols said. One is Postal Service USA, located

in Stratham, New Hampshire. The other is Rate Liner, located in Concord, New Hampshire.

Shipping services can be requested via a FormSite Form on Student Connect or through emailing the mailroom at mailcenter@exeter.edu.

Notifi, a package management and text software, will alert students via their Outlook emails that a package has arrived and is available for pick-up. The package will either be in their PO box or in the lockers outside the mailroom, which students can access through their typical PO box code.

Dissertation Fellows Share Work With Community

By ELLA BRADY, JESSICA HUANG and SAFIRA SCHIOWITZ

The Academy's three annual Dissertation Fellows—Sherard Harrington, Joud Alkorani and Katherine Morales—shared their life experiences and wisdom with Academy students during Assembly on March 26.

Each scholar gave a separate talk discussing how their experiences influenced their cultural identities and academic pursuits, and all emphasized the importance of including diverse perspectives in their understandings of the world.

Sherard Harrington

Sherard Harrington is completing his doctorate in English Literature at the University of New Hampshire. Harrington's dissertation, "Othered Ambitions: The Conflation of Villainy, Non-Heterosexuality, and Race in Popular Culture," focuses on the vilification of sexual orientation and race in 20th-century American media.

Harrington's life leading up to college and graduate school greatly influenced the focus of his dissertation. His parents were in the Navy, and he grew up traveling the world with them.

"The longest I had lived anywhere was four years and that was for [undergraduate school]," Harrington said. "I've been up and down the East coast, West coast, three years in Hawaii, three years in Japan."

Harrington's frequent travels in his childhood shaped his perception of the world. "I feel as though my life of doing exactly that has led me to focusing on my dissertation," he said. "It's very intersectional."

Additionally, Harrington's mother immigrated to the United States from Jamaica. "Kids here made fun of her accent," Harrington said at the Assembly. "So when I came along, it was imperative that I mastered the English language to ensure my success in this new country."

Harrington's mother never taught him Patois for fear of it influencing his English accent. "Colonialism takes many forms and bullying can have generational effects," he said. Harrington expressed regret for never having learned the language of his heritage, since many of the family members on his mother's side spoke Patois. Harrington often felt like an outsider—similar to the very characters he examines in his dissertation.

Of his dissertation, Harrington said, "It gets complicated because there's this whole othering that happens with villains. So it's not only that they're coded 'gay,' but they're also often coded as foreign."

"Ursula [from The Little Mermaid] is literally based off of a drag queen. That the drag queen's name is Divine," Harrington said. "If you look at Aladdin, you have Jafar, who is highly feminine, not really interested in Jasmine except for

marriage and for power."

Harrington also made note of racial implications and intersectionality in The Lion King. "You have to create the villain very quickly and easily so that children can recognize them. And how do you know which lion is going to be the villain? Well, of course it's the darkest lion with a scar on its face," he said.

It is Harrington's hope that audiences separate different identities while also keeping intersectionality in mind—if a villain is gay, to separate their sexuality from their villainy.

Despite this, he acknowledged that separation may be difficult for people. "It requires thought. I refer to this as emotional labor. You have to actually stop and think about it for a minute and that can feel tiring or exhausting," he said.

Harrington also referred to the anti-Asian violence in Atlanta. "There are some people who say that this person murdered these Asian-Americans because they were Asian-American and some people say this person murdered these women because they were women, but it's really a complex mixture of the two," Harrington said. "We need to do the work to see where those boundaries are and work to prevent this kind of thing from happening."

Harrington hopes that by placing difficult topics like the vilification of non-heterosexuals in the context of pop culture, it will allow people to "feel like the chair's being pulled from underneath them in a safe environment." He also noted that conducting research to complete his dissertation has left him feeling "irrevocably changed."

Harrington aims to complete his doctorate towards the end of April. "This summer what I'm hoping to do [is] spend just two weeks away from my computer, just out in nature or wherever, not feeling chained to our current life of emails and Zoom calls," he said.

Katherine Morales

Katherine Morales is currently completing her Ph.D. in Counseling Psychology at the University of Maryland, College Park. Morales grew up in a Hispanic and Latino household in Newark, New Jersey, and shared many rich stories about her life experience with Exeter students.

"My life has been a series of cultural shots, some more intense than others" Morales said.

One of these 'cultural shots' was her boarding school experience at Choate Rosemary Hall. "I was surrounded by individuals who are as passionate about learning as I was, and it elevated me to a world I was unaware existed," Morales said. "I was exposed to various cultures, worldviews, and an enriching educational experience, as you all know, but also to individuals from wealthy families whose lifestyle is worse."

Having grown up surrounded by poverty, Morales

described Choate as her exposure to a privileged "new world."

"My connections to both worlds, the privileged and the underprivileged, began my journey into developing a comprehensive awareness of the social inequalities plaguing our nation, and the ways in which invisible forces behind systemic oppression not only influenced the gap in educational attainment, but also psychosocial functioning, well-being and interpersonal dynamics," Morales said. "It was this awareness that birthed my interest in helping others from communities like mine, forgotten and rejected, and the marginalized in society."

This inspired Morales

cultural awareness, ignited a hunger to support marginalized individuals as a counseling psychologist," she said.

However, Morales struggled to fit in and find confidence in herself at graduate school as a Hispanic female. "I found myself doubting whether I had anything to truly offer, and whether I could be a true academic. How could someone like me, be an academic," she said.

After speaking with members of her program and her advisor, Morales was able to "separate my reality from my fears." "The great revelation was learning that the biggest tool that I needed to succeed, was myself, me," she said.

lives and what makes them unique. "Really, truly believe all that you bring matters," she said.

Joud Alkorani

Joud Alkorani is currently completing her Ph.D. on the ways that Muslim women in Dubai pursue purpose at the University of Toronto's Department for the Study of Religion and the Centre for Diaspora and Transnational Studies. "My dissertation explores what that looks like in a cosmopolitan urban context that is shaped by Islamic piety and on the one hand and also neoliberal visions of progress," she said.

Alkorani grew up in Toronto, Ontario, New Liskeard, Ontario and Dubai, the

experience is positional. It is shaped by the class racialized gendered positions of people in the world."

Alkorani's dissertation focuses on the relativity of the experiences of Muslim women in Dubai. "My work examines how middle-class migrant Muslim women living in Dubai understand what it means to be a good person and what it means to live a good life. I explore how a focus on individual self-help in Dubai can distract from and even prevent deeper structural change... because the UAE is a place where people are not able to settle long-term if they're not citizens," Alkorani said. "What that means is there's no continuity for migrant lives; there's no longer peri-



Top row, left to right: Joud Alkorani, Katherine Morales. Bottom row: Sherard Harrington.

Courtesy of Joud Alkorani, Katherine Morales and Sherard Harrington

to take an official position at her middle school's high school placement program as a mentor for students applying to boarding schools and secondary day schools. "In many ways, I was a counselor to the parents of students, navigating an emotional and anxiety inducing process as many parents were Hispanic and Latino immigrants, trying to not only navigate American culture, but also understand their own children, who now embody the same cultural values that were foreign to them," she said.

All of these experiences contributed to Morales' determination to pursue psychology. "This experience, equity, the value of empathic understanding, safety, and

Morales' research, "A Mixed-Method Study: Client Perspective of Therapists' Missed Cultural Opportunities and Its Effect on Working Alliance and Client Session Satisfaction," focused on marginalized communities.

"I believe it is crucial to actively pursue and integrate a multicultural lens to sensitively and effectively address cultural factors in therapy," Morales said. "I've come to realize that my research is centered on the needs of the marginalized because it is really rooted in who I am, my experiences and my values, my research is not separate from me. It is an extension of me."

Morales hopes students can recognize what has been an essential part of their

United Arab Emirates.

"The first question people ask when they see you is where are you from? Some people have a very simple, easy answer to that [but] it takes about 10 minutes for me to actually explain all these places that are part of who I am," Alkorani said.

Her familiarity with a variety of places has provided her a unique anthropological perspective. "It shapes not only who I am and how I act in the world, but the kind of knowledge I produce as a scholar. At an early age, constantly moving between different communities with radically different norms, practices, and belief systems taught me to reflect upon my own world," Alkorani said.

Alkorani continued, "cultural knowledge and ex-

od of time where people can actually rally together to create some kind of difference in society."

Alkorani hoped that students remember the importance of genuine diversity and how one's upbringing can affect their perspective. "Diversity is not something that you just kind of tack on to at the end of a project, just to add a little bit of flare to it, but it should be something that we incorporate into any account of the world that we produce from any discipline, from any perspective," Alkorani concluded. "We need to think, 'What do the different perspectives that people have bring to the conversation in a way that actually changes and enriches it?'"

2021-22 ESSO Board Announced Cont.

duced the position of Diversity, Equity, Inclusion, and Justice (DEIJ) Director.

“ESSO has been wanting to add the DEIJ position for a couple of years now, but this year we’ve finally been able to solidify the details and actions that this position entails,” Huang said.

Finn, who also served as last year’s ESSO Off-Campus Coordinator, described the conversations surrounding the position. “I’m super excited about it—it came out of lots of discussions the board was having about how to incorporate anti-racism more effectively into our existing service programs and see where

we could branch out to do more,” Finn said. “Anti-oppressive work is so important to effective service, so I can’t wait to see where we go from here.”

“As Exeter integrates more anti-racist work into the curriculum, it is very important that we connect those efforts across all aspects,” Ajufo said. “Having a new DEIJ director position allows us to connect more with [Office of Multicultural Affairs] OMA and make sure that we’re upholding or anti-racist statements. With this new position, it allows us to also introduce more perspectives within ESSO and integrate that within our own missions.”

Many students react-

ed positively to the new position. “I think it’s an amazing idea because service and diversity, equity, inclusion and justice are fundamentally linked,” Chen said. “I mean, service without DEIJ just results in products like voluntourism, which isn’t helpful to anyone. Overall, I’m also just super excited to see more work between ESSO and OMA.”

As the onset of spring term begins, the 2021-2022 ESSO Board has big plans for its tenure. In light of social distancing measures as well as new students to the Academy, board members currently prioritise integrating ESSO effectively into Exeter’s community.

St. Laurent said, “I think that the main goal is just making ESSO the best it can be. The previous board worked hard to adapt to the problems created by COVID and did a great job. The biggest thing right now is to focus on resuming as many clubs as possible and helping ESSO grow.”

In addition, Ajufo hoped for the new ESSO board to “provide in the same way that the previous boards have been.”

“As we move into a different phase of the pandemic I hope we’re able to bring back that normalcy. With that being said, I believe we all have the same goals and hopes for us for this upcoming year,

and there’s a lot to look forward to,” Ajufo said.

Some members of the new board also hope to add new events to ESSO’s programming. “I’d also love to work on incorporating ESSO into the Exeter experience in ways outside of club meetings,” Finn said. “This is mostly going to take the form of events and service projects. For instance, the outgoing and ingoing boards are working to coordinate Wednesday service projects for the Wednesdays we have off, so stay tuned for those!”

Mautz appreciated her experiences attending ESSO events as a child and looks forward to continuing their service to the Exeter community. “ESSO Soccer taught me the fundamentals of

the sport and was something I looked forward to each Sunday when I was younger. Being a part of the ESSO board is a way for me to give back to the community that has given me so much,” Mautz said.

Paik also reflected on the impacts that service organizations such as ESSO can make. “Community service has really never been about changing the world in some incredibly dramatic way,” he said. “No, community service is about showing you care about the people in your community. I think that community service organizations like ESSO help remind us of the small, yet incredibly significant, differences we can make in each other’s lives.”



The 2021-2022 ESSO Board poses on the Academy Building stairs.

Ethan-Judd Barthelemy/The Exonian

Academy Moves to In-Person Instruction; Remote Students Encounter Difficulties Cont.

content we are covering. In addition, for me, it is easier to speak up and contribute to the conversation when class is in-person,” upper Naisha Deora added.

New students who have yet to experience true Harkness have especially enjoyed in-person learning. “I just do a lot better in them [in-person classes] so I’m very excited. It’s also a lot closer to the real Phillips Exeter experience which I still haven’t received yet,” prep Advay Nomula said.

Despite the excitement from on-campus students, some remote students shared concerns about hybrid classes. “My main concern regarding remote learning is contribution,” lower Enzo Nakornsri said. “Sometimes I would need to repeat my sentence which I find interrupts the flow of a conversation. Other times, my sentences aren’t picked up by the microphone, making it difficult to restate my point as the discussion tends to move quite quickly.”

“When everyone’s in person, and you’re one of two people on Zoom, it gets really hard to jump in and

participate because they’re on one level, and you’re on another level completely,” remote upper Emma Liu said.

Time zone differences have also impacted some remote students’ experience. “It was harder for me to focus when I had classes in the night,” lower Maggie Chang said. “Lack of sleep also, to some extent, lowered my performance in class.”

Despite the challenges of remote learning, Liu appreciated that the Academy set up some fully asynchronous classes for international students. “I think they’re just really trying to let remote learners do their own thing, which is really nice because I do think all remote is definitely preferred over hybrid for most people,” Liu said.

“The Academy understands how students in different time zones are affected and have provided excellent solutions to these problems,” Nakornsri said. “I believe this provides a middle ground for both the students and teachers, and I am impressed with how well the schedule is placed

together especially with the variety of factors to be considered.”

“The teachers at Exeter have been really supportive and available whenever I need help with homework or any upcoming assignments. They have also been really thoughtful and innovative and coming up with different ways for us to submit work or go about doing assignments,” upper Hannah Henris said.

Students learning remotely in less difficult time zones expressed content for the Academy’s spring term structure. “I’ve been in EST time, so going to classes hasn’t really been a problem for me,” upper Sydney Kang said. “I really love my spring schedule. It feels much more flexible and freer, with more free time allotted to do other things I want outside of school. I think this will help my mental health, which I appreciate.”

“I’m only one hour ahead, so I’m not hugely affected by time zones,” upper Marina Pedrosa said. “I did not mind online learning so much when everyone

was online, but now, it feels odd to be the only virtual student in hybrid classes.”

“Hybrid classes make it harder for collaboration in class. I am the only remote student in one of my classes, for example, which means that pair work is a bit of a hassle. Not to mention, I often cannot hear my classmates—I’m not sure if it is because they sometimes speak too low, or the microphones don’t pick them up,” Pedrosa continued.

Many faculty expressed excitement for the Academy’s return to in person learning.

Dance Instructor Amberlee Darling reflected on the enthusiastic atmosphere within the classroom. “Students and adults alike feed off each other’s drive and excitement to learn, both in and out of the classroom. That is so hard to recreate remotely,” she said.

Biology Instructor Michele Chapman agreed. “There is so much that happens in the classroom that could never be replicated on Zoom. Just the cadence of the discussion, the interactions between people, the

overall energy are all better,” she said.

Teachers also noted difficulties bridging the gap for remote learners. “People need to adjust a little bit how we operate to make sure that they are included,” History Instructor Troy Samuels said. “It involves things like a little more group work, where we’re partnering up with them, bringing them in and outside of class, as well as, if we ever can’t hear things, it’s on us to do something to make sure that that line of communication is open. It’s a challenge, but that’s what keeps the job fun and different. I mean, the energy of being around the table is why I came to Exeter.”

With in-person instruction as the Academy’s backbone for learning this term, many students noted that the ongoing pandemic and COVID guidelines remain at the forefront of their minds. “COVID is a problem, but I think with the routine testing and the plexiglass walls, classes will not be the primary method of virus spreading,” Nomula said.

“I feel the school has done a really good job,” Naarapreddy said. “The plexiglass can be a little restrictive at times, but it serves its purpose and makes the Harkness experience possible without social distancing.”

Teachers also heavily considered COVID guidelines when designing in-person instruction, especially for courses requiring more movement, such as those in the Dance Department. “We worked very hard to create a program that keeps all the COVID guidelines and safety measures at the forefront with student spacing, room capacities and cleaning protocols,” Darling said.

Some students still believe that the Academy could do better to emphasize these precautions. “COVID safety guidelines are definitely not as reinforced as there should be. People aren’t 6 feet apart and there are always big gatherings of people for sports or other activities,” prep Hansen Tsai said.

Samuels noted that in-person instruction brings about a better learning experience. “I hope there is still that same feel of a Harkness class, that participation, that energy where you’re building off each other,” Samuels said.

OMA Hosts Inaugural BIPOC Ladies Luncheon

By STACY CHEN, LEELA GANDHI and JENNA SILVESTRI

Black, Indigenous and People of Color (BIPOC) and female-identifying students entered Grainger Auditorium for the Academy's first annual BIPOC Ladies Luncheon on March 28, hosted by the Office of Multicultural Affairs (OMA) and the co-heads of Transitions, an affinity group available to women-identifying Black and Latinx students. The Luncheon was available to all women of color-identifying students on campus.

Popular music by women of color played over the speakers as the luncheon

began at noon with a game of bingo where attendees introduced themselves. Afterwards, lunch consisting of Cajun Chicken, Vegetarian Stuffed Peppers and rice and black beans was served. The planned discussion was cancelled due to time constraints. Due to COVID-19 guidelines, the event had a capacity of 40 students; formal wear was optional.

Many attendees enjoyed the event and expressed their appreciation for the Academy's focus on BIPOC women.

Lower Alexa Murat described her favorite part of the luncheon. "We [the attendees] took some pictures of the luncheon and everyone

looked so gorgeous," Murat said. "It was a good space for us to come together and be in the company of women who share similar characteristics of our identities. The luncheon celebrated what it means to be a BIPOC female student."

"The Academy should put as much emphasis on events like this [as] it does for E/a and trustees lunches and donor events," Murat added.

The luncheon was also a time to meet new people.

"I enjoyed being able to talk to other BIPOC that I probably wouldn't have talked to otherwise," upper Diwura Adesanya said.

Lower Lara Muyombwe commented on the event's

welcoming environment. "The most memorable moment was just the feeling of community and being in a place where I was truly welcome. Seeing so many other faces that looked like mine was something my childhood self would have only longed for," she said.

"Everyone looked so beautiful in their fancy dresses and flawless makeup," prep Nupur Malhotra said.

Senior Natalie Karakey particularly liked the bingo game. "The most memorable moment from the luncheon was just walking around with my bingo sheet trying to get a row of five filled out," Karakey said. "There were voices chattering everywhere and it

was very reminiscent of pre-Covid times."

Upper Keona Edwards shared her hopes for more conversation between attendees. "I know they gave us the option of prompted discussion towards the end, but I think it would be nice if they mixed us up so we weren't just talking with friends. Or perhaps arranging the seats so that we can comfortably talk with more than just the person directly in front of us next time," she said.

Senior Christina Xiao noted the event's seating limitations due to COVID-19. "I do wish this event had been held in an even larger space, since I know there are a lot more BIPOC female students here, and we can't all fit in that room with COVID guidelines," she said.

"It means there are opportunities for women of color to be appreciated and celebrated when so often they can feel like an afterthought on campus," Lower Lydia Osei said.

Karakey agreed. "[The luncheon is] a step towards the Academy's acknowledgement and uplifting of BIPOC women," she said. "I'm excited to see this continue in the following years, especially when it can be held on a much larger (and less socially distanced) scale."

Xiao also commented on the significance of the event. "This luncheon has made me feel grateful for how minorities at Exeter support each other so strongly," she said. "It sent the message that each of us has a place here and belongs."

Class Representatives Announced Cont.



Left to right: Bona Yoo, Shalom Heady and Allison Kim.

A. Kim, who has also served as an upper and lower representative, said that her campaign focused on maximizing the jurisdiction of her position. "My platform, as always, is based on focusing on the explicit responsibilities of Class Reps—communication and events—and fulfilling them as best as I can. For example, I'd like to expand on the weekly StuCo update posts I initiated this year by creating forums, whether that be to discuss what StuCo has doing or just promote class bonding and check up on how our peers are doing. Another proposal I have is Spring Formal—obviously with COVID, I'm not fully sure if this can fully live up to WinFo, but I think some type of formal event will be fun. I've written more on my candidate statement if anyone would like to read more!"

"What makes me different from other candidates is my experience," Kim said. "I've been to virtually every StuCo meeting since Prep fall—first as a Budget Committee member, then as Lower Rep, then as Upper Rep. I know how to fulfill the responsibilities of being a Class Rep, and I also know what is in our power—I

won't propose unactionable plans just to get elected. Especially with COVID, I wanted to focus on what class reps can actually do so that our peers get the most out of their year—and this will be just as important Senior year too."

Heady, who will serve as Secretary, said, "I am the current upper rep, and I really enjoy the position. I really enjoy advocating for the class and organizing class events and stuff. I'm a person who really enjoys being dependable and I guess having a position that kind of embodies dependability makes me feel important."

Heady outlined three goals he hoped to accomplish during his tenure. "First, I want to find ways to incentivize asking for help and making it less stressful for students. For me personally, while at Exeter, I've had a lot of struggle asking for help. A large part of that, I feel like, is having to email your teachers to schedule specific times," Heady said. "What I'm planning to do is ask teachers to explicitly state their office hours and their syllabus to take away from a lot of the extra stress that comes from like, 'Oh, if I emailed them at this time, am I burdening my teacher

by asking them this question?' So if students explicitly know designated times, it can be less stressful."

"I also want to work to incorporate remote students into the community, especially now that a large majority of students are back on campus," Heady continued. "I was remote for most of the year. In the fall, particularly, there were moments when I felt really left out by my friends and by the community. I just think it's really important that especially now that more students are at school instead of remote, that we just don't forget about them, so they don't feel marginalized."

"And lastly, I want to work with the administration to create appropriate expectations for students as they relate to racial trauma, especially now after the Atlanta shootings. And earlier last year with George Floyd's murder, there's a lot of racial trauma that impacts our lives. And I feel like the school's response isn't always appropriate, and it isn't always with the students well-being in mind, especially the mental health. So I think it would be really impactful to help create a game plan for the school so

that when these things do happen again, because they will happen again, unfortunately, the school appropriately responds and supports the students," Heady said.

"At the end of the election, I'm happy that everyone was so supportive of one another," Yoo said. "I'm so thrilled to be working with my fellow reps again. We will work really hard to make this last year our year."

Upper Representatives

The upper representatives shared their plans for the next year with *The Exonian*.

M. Kim, a current lower representative, ran on the "T.A.C.O." agenda, which stands for transparency, aptitude testing, communication and organization. "One of the biggest things I wanted to talk about was about reanalyzing the school student handbook and policies, especially the dress code, first of all, and visitation policies, because some sections aren't really inclusive of like non-binary students," Kim said. "There's this rule in the dress code saying that you need to come to class with your hair tidy. A lot of my

Black friends got dress-coded because their hair was in its natural state, but white teachers said that that's not fitting that rule. So that's really not being inclusive."

Kim also expressed a desire to establish leadership training for class reps. "I talked about it with Phil Horrigan, former co-secretary, and he was explaining how it will be really useful for the dorm reps so that they actually take part in Student Council right now," she said.

Kim's other goals include a bimonthly newsletter detailing Student Council events and plans to the student body, a semi-formal dinner to highlight BIPOC voices, and a promise to voice student concerns to the deans. "I really enjoyed [being a rep] because I got to talk with all the lowers and that's one of my favorite parts, just learning what everyone wants and just getting to know everyone."

Klein shared his plans, with an emphasis on feasibility. "I feel a lot of the goals that people want are very doable. People aren't always looking for the big long-term goals that a lot of people put into their campaign, but the little things like the events, like a dodgeball tournament or class merchandise or just ordering fast food for our grade," Klein said. "I ran because I see a need for more of the short term things, instead of the long-term ideas that are more of a reach and more unrealistic."

Klein divided his campaign into two major goals: "fun and community." In addition to introducing a monthly Instagram live event to update the upper class on the reps' work, Klein shared hopes to reform the structure of weekly anti-racist work blocks. "Instead of devoting class periods to racism and equity, which can feel pretty trivial, I would try to work on creating a full day of service to work on that."

As a new lower, Klein also shared plans to bring back past Academy traditions that have not occurred this year due to COVID. "My big thing is making sure next year we get all the traditions that we missed out on this year because all the returners are like, 'Wish we had E/A this year, wish we had this dance, wish we had that dance, wish we could go into town, and wish we could go to the beach at night,'" he said. "I'm going to put a big focus on making sure those events happen and that we don't see those events as unnecessary, because those events are what shape your Exeter experience."

"The special thing about this opportunity is that it can have a positive impact on others,"

Klein added. "I would say that's why I [ran], both for me and for the people I feel that I can make an impact on."

Cai, who served as both prep and lower rep, said that he hoped to continue the platforms he began in his previous years of experience.

With thirteen items on his agenda, Cai shared hopes to accomplish events from a class website to class olympics to a class masquerade ball. "I have come to realize that the most important task in this position is to provide my classmates with the most unforgettable experiences through class events and activities," he said.

"I firmly believe from day one that it is my responsibility to bring back the pre-COVID experience for my dear class of 2023," Cai continued. "But at the same time, I am committed to providing equal access to our spring remotes - they may not be large in numbers, but they are the inseparable part of our family. That's why we will be having many new online events, some of them will be designed specifically for them, while most will open to the entire class."

Cai said that his biggest hope was to fulfill all of his campaign promises. "I want to use this opportunity to thank my classmates for their support—but I am fully aware that the only true way to express my appreciation is through another year of hard work and commitment as their upper rep," he said.

Lower Representatives

Phan shared the reason he ran in the election. "It's time a new perspective joins the discussion, and it's time that we show what we are capable of," he said. "What makes me different is the message I bring and the perspective I can contribute. It's not easy being remote for half a year, and us remote students, I understand how they feel. We need to show that we can conduct a civil conversation, and that we need to maintain mutual respect if we want to get anything done."

Phan also noted the need for communal kindness in current times. "I just want to redirect everyone back to the several shootings that happened, including the Atlanta Spa shooting and the Boulder Grocery Shop shooting. We need to spread love and respect, and in this campaign we need to emphasize upon change and mutual civil discourse, rather than hatred, racism and attacking comments," Phan said. "I want to do this for everyone who is afraid to speak up because I was scared to speak up at some point in my life."

Science Olympiad Wins States Cont.

competing at states."

Prep Henry Yao explained the changes that occurred due to COVID-19. "In Science Olympiad, you have two types of events. You have a study event and you have a build event. In build events, we personally and actually build something and then we test it in the actual competition. So it's sort of a

robotics competition. As for build events this year, they ran during States, but it was essentially a study event cause you can't really build anything. And because of that, build events are not running for nationals," Yao said.

Members of SciOly shared fond memories from the competition.

"One thing I really love about competing in the Science Olympiad is how much everyone cares about each other. There were Dunkins and fruits for the morning competitions and after every test we'll check in with each other. Since everyone takes three to four events, you have to fully trust everyone to put in their best. That trust I

find very inspiring," Wu said.

Yao shared his experience competing in the tournament. "For the States, since this year was online, it was pretty different from [the competitions] I'm used to in general. Something was fun that we just came together in the awards ceremony while talking in [Facebook] Messenger

and waiting for the result was fun. Just watching the screen light up with our name as the first place was pretty exciting."

"Shoutout to Albert Chu for showing up 20 mins late and still carrying. He made Nats twice in one day! Absolute god!" prep Achyuta Rajaram said. "I'm forward to competing, really. It was a goal of the team just to get to the Nationals."

Senior Angela Liu re-

flected on the competition. "States is always an exciting experience since it's our biggest tournament of the year (other than Nationals, of course!), and this year was no different. It is a bit disappointing that my last State tournament was online, but it can't be helped. The highlight was definitely telling our graduated students that we made it this year!" she said.

Sleep at Exeter: 6 Exonians Track Their Sleep Schedules Cont.

hour nap. At 9:50 a.m., Yao resumed his Olympiad contest and completed his circuit lab test by 11:00 a.m.

Yao explained his passion for science and motivation to attend the Science Olympiad. “I’ve always been extremely curious about the world around me, always questioning and searching for answers,” he said. “Science Olympiad immediately stood out to me as a competition that utilized science to solve realistic problems.”

Yao took another hour of break at 11:00 a.m. to meditate before eating lunch at 12:00 p.m. Since Yao finished his Science Olympiad tests, he started a new summer application essay at 1:00 p.m. and spent the next two hours completing a placement test.

At 3:00 p.m., Yao returned to the Science Olympiad for the Awards Ceremony. After an hour of waiting, the contest organizers announced the team’s championship at the annual States Olympiad. From 5-6:00 p.m., Yao celebrated Exeter’s first championship victory at the contest with his fellow teammates.

Yao resumed his daily coding at 7:00 p.m. while taking a five-minute break every thirty minutes. After an exhaustive yet fruitful day, Yao fell asleep at precisely 3:05 a.m.

“Sleep doesn’t affect my mood that much, most of what impacts my happiness are my extracurriculars and homework,” Yao said. “I would say that on a scale of 1-10, my happiness is about 8 that day just because we had a huge success at the competition. I felt productive and focused today, but throughout the rest of the week my happiness really downgraded.”

Yao woke up at 8:00 a.m. on Monday and forgot to eat his breakfast before class. Unlike usual, Yao didn’t have enough time to prepare for his class. From 9:00-11:15 a.m., Yao attended his morning classes.

At 12:00 p.m., Yao ate a quick 20-minute lunch in between his classes. Directly after his last class at 2:00 p.m., Yao began studying for his Tuesday physics quiz. After two hours of productive review, Yao worked on English homework from 5:00-6:00 p.m.

Yao ate dinner at 6:00 p.m. for 30 minutes. Due to his academic workload, Yao reduced his coding exercises to two hours (6:30-8:30 p.m.).

At 9:00 p.m. Yao returned to his school work and started his physics lab. After two hours of studying, Yao began revising his Chinese test at 11:00 p.m. followed by four hours of English essay revision.

During the last 15 minutes of his day, Yao checked his homework, OLS schedule and alarm before he headed to sleep at 4:00 a.m., an hour later than usual.

“Today I felt really down because my homework is directly related to the time I spend on my homework. I found myself turning off the lights and walking around the room when I feel sad,” Yao said. “The darkness calms me down and I would think about philosophical questions about life a lot. It helps me to

maintain my productivity.”

Yao reflected, “I feel less excited about life than before I came to Exeter, but I still feel supported by my community, friends and families here.”

Robbie Stankard '21 By MINSEO KIM AND JACQUELINE SUB- KHANBERDINA

Senior and Peabody Hall resident Robbie Stankard likes to start his school day with upbeat music, lifting with friends at 6:45 am and getting breakfast and a smoothie. He likes to conclude his day by heading to bed at exactly 11:11 pm.

“I actually have a notification that pops up on this app that tells me it’s 11:11,” Stankard said. “I’m very superstitious like that. It’s like my special time my mom instilled in me, like when you make a wish or say a prayer.”

However, Stankard acknowledged that when there’s a big test or work, he’ll stay up later. “11:11 is just ideal,” he said. In order to squeeze in basketball practice, studying Greek (on the road to earn a Classics diploma), printmaking, spikeball games with friends, Manhunt in the Academy Building and even a water fight or two into his week, Stankard maintains a well-balanced schedule.

Stankard woke up at 6:30 a.m. on Thursday, March 25. By 6:45 a.m., Stankard was on his way to the gym to meet with some friends. After about an hour of lifting, he grabbed breakfast and showered.

Feeling energized and ready to tackle the day, Stankard hopped onto his Zoom Sports Science class at 9:00 am. “[Sports Science] is so much more complicated than I ever could have thought. We’re going to do labs in the weight room, like testing different things about our body. I’ve been waiting to take this class until my senior spring, so I’m excited,” Stankard said.

Later that day, Stankard attended his U.S. history class. He noted a discussion on the morality behind the U.S.’s atomic bomb droppings in Japan. “We had a really fruitful discussion on the efficacy of morality and if it can be considered just,” he said.

After a quick lunch, Health class and some campus exploration for Printmaking and virtual Creative Writing, Stankard finished his classes by 4:00 pm. He made his way directly from Peabody to the gym for some basketball and brought the day to a wind-down with a self-described 45-minute “dinner feast.”

Stankard dined with fellow senior and basketball player Lucas McEachern, and their dinner rotation included: an appetizer from Stone Oven Pizza, a first course at Grainger Auditorium and a final course at Elm Street Dining Hall.

Stankard ended the day off winning a game of Manhunt with some friends at around 8:00 p.m. “I found a secret hiding spot around the back stairwell of the assembly hall underneath the stairs,” he said.

Going to bed at his reg-

ular 11:11pm, Stankard reflected on his efficiency and happiness from the day, rating it a 5 out of 5.

Even at the end of the school week (Friday), Stankard held strong to his 7-hour sleep schedule and morning lift. “I put on a little TV show like Designated Survivor or The Office, whatever the mood is that day, for a little entertainment because it’s the morning and I’ve been trying to play more because that’s one of the ways I can relax. I watch and shower, then designate a free hour to homework,” Stankard explains.

His morning classes for that day included Greek and U.S. History. Due to a free period, Stankard entered the lunch line early and avoided the long line, afterwards meeting his friends on the third floor of the Elizabeth Phillips Academy Center (EPAC).

Printmaking was one of Stankard’s afternoon classes. “We actually traveled around the campus and did these ‘rubblings.’ Essentially, we pull something up and shade it, and then it comes out the other side, which I’ve never done before. It was super cool. I walked around campus and got different names off of plaques,” Stankard said.

Stankard’s final class of the day was creative writing. “One big thing I’ve learned in that class is to read like a writer,” he said. “If you approach reading in this way, you’ll understand the stylistic choices they made and really analyze them. Then you can start to see how they set up the setting and the characters and all that fun stuff.”

The rest of the afternoon consisted of basketball practice and dinner. Stankard concluded his day with his usual nighttime routine of wrapping up homework, a short gratitude exercise, quick snack, brushing teeth and, finally, bed.

“Sleep is definitely important to me, but I rank it behind school work and basketball. At the same time, I have to choose between sleep and socializing,” Stankard said.

On Saturday at 9:00 am, Stankard rose refreshed from nine hours of sleep. He grabbed some breakfast and as Varsity Basketball team captain, arrived ready for his 11:00 am full court team game.

“And then I sat outside for lunch on the quad in the sun,” Stankard said. “That was just really nice. And it was like a picture perfect of a spring moment in my opinion,” Stankard said.

At 2:00 p.m., Stankard watched the in-person girls’ lacrosse game. “They also played great. I know a lot of the girls on the team and there was a big crowd. That was really fun,” he said.

He spent the rest of his afternoon perfecting his Spikeball skills until 7:00 pm. “I’m entering the Spikeball tournament, and I’m looking forward to anybody who thinks they can challenge me and my partner,” he jokingly boasted.

After a 7:00 p.m. dinner at Elm with friends, Stankard spent time talking with his friends in Grill and playing basketball at the gym for a couple hours.

Before check-in, Stankard participated in a water bottle fight. “We popped holes in the top of a water bottle and started spraying... it was really fun,” Stankard said. By 11:00 p.m., Stankard returned to Peabody and relaxed and chatted with others in the dorm.

Alexandria Westray '22 By CATHERINE WU

Upper Alexandria Westray hails from Pittsburgh Pennsylvania, and as a co-Head of the Daniel Webster Debate Society (DWDS), Dorm Representative for Amen Hall, dedicated student and piano player, Westray always has a fully-packed agenda.

Westray began Wednesday, March 24, with breakfast at Elm Street dining hall at 8:15 a.m., having gone to bed the day before at 3:15 a.m. This bedtime is typical for Westray.

In the morning, Westray looked over her code for a science fair she was to be interviewed for that day called the Pittsburgh Regional & Engineering Science Fair (PRSEF). “Throughout the day, I had classes and three interviews for my virtual science competition [PRSEF],” Westray said. “It was hectic, but I got [Dean’s] approval to miss classes when necessary... I went late to Chinese and I missed English... By around 3:30 p.m., I was finished with classes and interviews.”

At 4:00 pm, Westray studied for the Scholastic Assessment Test (SAT) for about an hour and a half. “I’ve been studying for the SAT since this past summer, but it’s been on and off,” she said. “I do very little at school, a lot less than I should, but when I was at home I had a lot more time. I usually study for all sections in the test and on Wednesday I just did a few practice sets.”

Then, she went for dinner with friends at 5:30 p.m., and judged a few practice debates for the DWDS the rest of the evening.

Westray returned to Amen around 8:15 p.m., 45 minutes before check in. She relaxed with friends for an hour before starting homework for the night. “I was productive in good weather which always makes me happy,” Westray said. “When the weather’s nice you can do more things. Since we’re stuck on campus, if the weather is bad, we can only be in five to six buildings total. So when its nice weather being able to be outside increases the number of activities we can do especially in this monotonous year.”

She finished homework for her morning classes at around 3:00 a.m., went to bed at 3:30 a.m., and set her alarm for 8 a.m. the next morning.

Waking up at exactly 8:15 a.m. Thursday morning, Westray grabbed breakfast and continued working on her homework for that afternoon’s classes. Then, she went to four classes in total with a short 40-minute lunch break in between.

“From 3:30 to 4:30 p.m., I practiced for my piano lesson, then had my lesson until 5:15. From 5:15 to 6:00 p.m. I had dinner outside with

my friends, then from 6:00 to 7:00 p.m. I participated in a Zoom call for PRSEF. From 7 to 8:30, I had another club,” Westray said.

When she returned, Westray called a friend from home for an hour, and then she and her co-Dorm Representative and upper Michelle Park went to pick up dorm supplies. Westray called and talked with her mom for around 15 minutes afterwards for a sense of home.

“I wish I could’ve put those [phone calls] off but that’s what I did all semester long,” Westray said. “I lost contact with people from home or I didn’t talk to them as much, so, in a way, I wish I hadn’t talked to my friend and my mom that night because I had so much homework. I slept so late, but it also had to happen sometime, and I’m glad I didn’t continue procrastinating.”

Afterwards, Westray started homework around 11:30 and worked until 2 a.m. Before going to bed, “I set an alarm for 6:00 a.m.—two hours earlier than I usually wake up—so I could have time to study for a Chinese quiz and finish my homework for Friday, but I snoozed until 7.” Westray said. “That only gave me 2 hours to study for Chinese and finish my homework for the day. I ended up just studying for Chinese, so I still hadn’t finished my homework for afternoon classes,” she said.

Westray ended up completing house at 8:30 p.m.

“At 11:00 p.m., we watched The Falcon and the Winter Soldier. Then, around 1 a.m., I went back to my room and realized I was behind on an article for another club, Matter Magazine. So I did some work on that and practiced some Chinese before falling asleep around 2 a.m.,” she said.

With spring term classes almost fully in-person, Westray noted that “it was more tiring to be in person than I had anticipated.” “Even though it wasn’t a difficult week by normal measures, I was really exhausted,” Westray concluded.

Jennifer Finkelstein '23 By ANNA KIM

Lower Jennifer Finkelstein is from Palo Alto, California and lives in Dunbar Hall on campus. A few of Finkelstein’s extracurricular activities include: Feminist Club, Democrat Club, POMS and Exonians Against Sexual Assault (EASA). Finkelstein’s days are packed chock-full.

After getting to bed around 3:00 a.m. on Tuesday night, Finkelstein slept until around 8:00 a.m. on Wednesday. “I definitely prefer working at night and then sleeping,” she said.

After getting ready for classes, Finkelstein had classes from 9:00-10:00 a.m. During the assembly and lunch blocks, she stopped by the bookstore.

Finkelstein’s classes resumed at 2:00 and completed by 3:20 p.m. On the side, Finkelstein also tutors kids in computer science through ESSO tutoring. After taking an hour-long nap, she spent two hours with friends and ate dinner.

At 7:00 p.m., Finkelstein returned to Dunbar,

beginning her homework at 8:00. She completed her homework by 11:00 p.m., showered and got ready for bed by 12:00 a.m. and went to bed at 2:00 a.m. after relaxing for two hours. “My night routine is showering, cleaning, brushing my teeth and washing my face, putting on pajamas, and usually spending some time listening to music or talking to friends,” she said.

Wednesday was not her best day this week, Finkelstein said. While she felt prepared for appointments, she said she lacked in efficiently completing her work. She also noted that she felt unenergetic.

“I could’ve gotten my work done earlier in the evening,” Finkelstein said. “I just kind of push it off, so it’s not like I have too much work. If I wrote down that I spent an hour-and-a-half on homework, half-an-hour might not have been utilized productively.”

Finkelstein’s Sunday was more relaxed. She spent the late evening (12:00-1:00 a.m.) with friends, showered at 1:00 AM and slept from 2:00 to 8:00 a.m. She stayed in bed, eventually falling back asleep. She fully woke up at 11:00 AM and ate brunch with friends.

After spending some time with friends, she did some homework from 1:00-2:00 p.m. and then took another nap from 2:00-4:00 p.m.

In the late afternoon, Finkelstein attended a drivers’ ed class. Finkelstein had dinner around 6:00 p.m. and called her family for Passover. After, she helped another friend with their schoolwork at 9:00 p.m., finished her own work at 11:00 p.m. and went to bed at midnight.

According to Finkelstein, Sunday’s rainy weather negatively affected her mood and efficiency. Regardless, Finkelstein felt prepared for Monday.

Tuesday was a good day, Finkelstein said. She slept around five hours from 2:00 to 7:00 a.m., prepared for her day and ate breakfast before 8:00 a.m.

Finkelstein’s class day spanned from 8:00 a.m. to 3:00 p.m. with a short lunch break in the middle. After classes, Finkelstein prepared for dance company and completed a bit of her homework. She ate dinner at 6:00 p.m. then attended the weekly Student Council meeting at 7:00 p.m. She spent an hour with friends before heading to her room for the night to do her homework which took around three hours. Compared to other days, Finkelstein said she felt efficient with her work.

Though she averaged around five hours of sleep per night, Finkelstein said that she prefers to sleep less at night and take naps during the day. “If I manage my time better, I could probably sleep more. It would definitely not hurt, but I think I get enough sleep,” she said.

Finkelstein continued, “I wasn’t particularly busy this week, but I slept less than average because I wasted a lot of time,” she said. “If I could’ve changed one thing about this week, I probably would’ve gone to bed earlier.”

Life

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» BLOOD AND SAND

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Senior of the Week: Katie Moon

By SHEALA IACOBUCCI, ANNA KIM and ANDREA NYSTEDT

Known as a kind and empathic presence on campus, senior Katie Moon is always there to listen when her peers come to her to talk. A four-year senior in Dunbar and the captain of the girl's varsity softball team, Moon is not only a warmhearted individual in the dorm but also an incredible leader demonstrating excellence in her commitments.

Moon first heard about Exeter through her father, who is an alum from the Class of 1987. "I remember growing up we had this annual Labor Day get together with his Exeter friends," she said. At first, Moon wasn't convinced about applying to Exeter herself, but seeing her older sister Madison Moon '20 attend Exeter, encouraged her to apply as well.

"I am Korean, but I didn't really know many Korean people. I knew that at Exeter, Maddie was meeting a lot of not only Korean people but also individuals from differing backgrounds. In deciding to come to Exeter, I really wanted to meet more people that looked like me and who were diverse overall," Moon said.

In the four years she's been at the Academy, Moon has come to be known as a genuine and kind friend, and a thoughtful listener to her friends, according to Senior Adam Tuchler. "Katie has helped me more than anyone else in the world. She is constantly supporting me in what I do, and she is always reassuring."

Senior Rachael Kim also deemed Moon's supportive presence to be a great strength. "I love that Katie is always there when I need her. Knowing that she is there to support me helps

me a lot because sometimes, you just need to talk about a problem to someone to calm yourself down in times of need," she explained. "And to that, Katie does a profoundly good job of just being next to me as a friend and beyond, and simply being present whenever I need help," she explained.

Upper Jeannie Eom, a fellow resident in Dunbar Hall described kindness and empathy to be fundamental to Moon's being. "Katie is an extraordinarily receptive and open person when I come to her looking for a friend to talk to, whether it be for advice, problems, or simply to chat," she said. "She makes me feel comfortable confiding in her and it's incredible how much I enjoy spending the simplest moments with her, even if that means just relaxing in the same space."

Eom also recalled how she first met Moon. "I actually got close with Katie in the fall term and the context in which we first was hilarious—we hadn't known each other too well as fellow residents but one day, we were thrown into quarantine together and she was my roommate for a few days," Eom laughed. "We totally hit it off. From setting up our own little movie theatre to have deep conversations until four AM in the morning bundled in a bed we connected together, I instantly knew she was someone I wanted to keep by me for a long time. Is that what you call love at first sight?" Eom joked.

Another close friend of Moon's, senior Maegan Paul has seen Moon as a ride-or-die since the prep year. "I knew from early on that Katie was this very real, genuine person, which was refreshing to see. She's a fun, upbeat person who lights up the room with her



Katie Moon smiles in front of the Academy Building.

Mohammed Kane/The Exonian

energy," Paul said. "I truly admire Katie's authenticity. She is always authentically herself."

Moon brings this positive energy beyond her friendship and to the classroom as well. According to English Instructor Geny Moriarty, "She would observe a little bit at first and work on trying to get her voice heard more regularly, but she eventually became such a leader in the classroom. What I really love about Katie is that she was never afraid to bring up questions." Moriarty applauded Moon's candor conversations. "She was never afraid to share her confusion or her delight in a certain passage."

Moriarty also appreciated Moon's genuine care for her classmates and her selfless attitude in class. "She's got this lovely, natural, inquisitive, and generous spirit. She's very interested in what her classmates have to say," she said.

This care and dedica-

tion also carries over to the softball field, where Moon, as the captain of the softball team, has established Riley Valashinas added. Valashinas also commented on Moon's ability to demonstrate compassionate leadership. "Katie has the ability to know something so well personally, and then be able to translate that into an accessible manner to people who don't."

Senior Jane Glidden agreed. "I have definitely noticed that she wants to be an example of how to enjoy life at Exeter while also taking the responsibility of looking out for those who are in the grades below."

As an extension of her innate non-sibi spirit, Moon always returns to Dunbar with the same determination to help. Although Moon is not an official proctor in her dorm, she always steps up to help anyone who crosses her path, according to Paul. "She has taken on almost a Proctor role in Dunbar this term.

We were down to a few proctors with people being off-campus and through what I have seen, she really embodies that idea of non-sibi in her actions," Paul said. "Despite the challenges of the pandemic, Moon has truly stepped up to support the dorm and the residents and her kindness shines through in her very actions."

Moon hopes to depart beyond Exeter leaving the pieces of wisdom she picked up along the way. "We're all here for reasons greater than academics," she said. "We can get so bogged down in comparing ourselves with each other and comparing test scores and grades, but we're all on different tracks of life," she explained. "And in knowing that, it's so important to just relax a little bit and remember what the end goal is. It's the experience, being able to create beautiful, meaningful friendships that will last beyond your years at Exeter."

Kim is a fellow player on the softball team and talked about Moon's determined leadership on the team. "Katie has been cheering everyone on the team, when we are doing fielding practice or when we are hitting. She also tries so hard to get to know you as a person too, beyond simply being a team member."

Faculty of the Week: Gayatri Ramesh



Ramesh in her element at the tennis courts.

Teja Vankireddy/The Exonian

By ELLIE-ANASPERANTAS, ELINAYANG and ANGELA ZHANG

Gayatri Ramesh came to the United States for her undergraduate education on a tennis scholarship, playing NCAA Division I tennis at the University of Tennessee. In her freshman year, her major was in biology, but when one of her professors brought attention to her talents in mathematics and encouraged her to make a switch, Ramesh pursued a bachelor's degree in mathematics instead. She went on to receive a PhD in applied mathematics and worked as a financial planning analyst in New York before joining the Academy community in 2016 as a tennis coach, dorm faculty member of Main Street and Math Instructor.

"I just did not like sitting at a desk and just crunching

numbers all day, you know," Ramesh laughed. Having a positive experience as a summer tennis coach at another boarding school, Ramesh decided to search online for similar teaching opportunities, and the Academy conveniently had an open position for a mathematics teacher. Teaching at the Academy has thus far been a wonderfully rewarding and fulfilling experience for Ramesh.

"The students are just so amazing. I mean, you guys just do so many different things and are able to excel in so many different ways. You keep us, the faculty, motivated. You guys make me want to do better," she shared.

Ramesh's teaching methods reflect her Indian heritage and its imbued philosophies. "In the Indian philosophy, we have a saying that means mother, father, teacher, and then God.

So I come from the belief that teachers play such a huge role in a person's life, and I try to let my actions speak louder than words," Ramesh said. "I've learned that little acts of kindness go a long way, and I try to teach in that way," she added.

Indeed, Ramesh's kindness is one of the most evident things about her character. Multiple faculty members and students commented on her unparalleled dedication towards her students and community members. Tyler Caldwell, fellow dorm faculty in Main Street Dormitory, remarked, "Ms. Ramesh's welcoming and nurturing presence helps create a positive, warm, and safe environment.

She creates a strong sense of belonging within the community, and has demonstrated a deep interest in the emotional development of our students. She strikes a lovely balance of

play, of support, and of communicating our expectations to the students." He jokingly added, "Ms. Ramesh also teaches students the importance of humility and losing graciously when she trounces them at ping pong."

Her advisees, lowers David Kim, Jayson Tung, and Morgan Gao all shared similar sentiments regarding the positive impact Ramesh has on all her students. Kim commented, "I can only say positive things about Ms. Ramesh. From my first day on campus as a prep to tough times during COVID, she has always added a personal touch to our interactions. Her commitment to the school and her students are second to none." Tung shared, "She's just super caring, and she kind of acts like my 'mom' while at Exeter." Gao added, "She's been absolutely phenomenal in helping out whenever she can, from small things like laundry to working out petitions. She makes an effort to be kind and compassionate, so advisory with her is always a good place to talk or unwind." Clearly, Ramesh cares deeply about her students and strives to be a reliant and motivating force within their lives.

Ramesh also has a deep bond with tennis and excels in her role as a tennis coach. One of the reasons that Ramesh likes boarding school is that she can follow both her passion for teaching math and coaching tennis. She shared, "It's great because I get to see these players in the classroom as well. I love seeing them excel in both the classroom and out at the courts." As a female coach in a male-dominated field, Ramesh also described

that she wanted to "represent females in a male dominated field."

Ramesh began playing tennis at a very young age because her father and grandfather were both tennis players, it was also the most accessible option. Her father served as her coach, and it gave her an opportunity to spend time with him, as well as stand out from the rest of the students in India. Ramesh added that one of the reasons why she's grateful for the sport is because, "Tennis gave me friends which I wouldn't otherwise have. And it brought me here. I came to the U.S. because of it."

To her tennis players, she's been a truly encouraging and selfless coach. Tung, who's also a tennis player on the Boys' Varsity Team, said, "When I was not doing so well in tennis tryouts, she constantly checked in with me and helped me keep a competitive spirit." Senior Zofia Kierner, a player on the Girls' Varsity Team, added, "What is special about Coach Ramesh is that she coaches not only with her mind but also with her heart: she is extremely empathetic and knows how to understand players. She's a stellar example to everyone on the team!"

Beyond academia and sports, Ramesh is also a passionate foodie and chef. As an advisor for the Subcontinent Society and Hindu Society, she frequently makes samosas for the clubs. Her culinary skills are another one of the most-noted features of her. Andrew McTammany, a fellow dorm faculty member, shared, "On one of her first days after moving in, she brought over fresh

blueberry muffins and there have been countless occasions when Dr. Ramesh walks in with a tray of nachos for the dorm while I've been on duty." Caldwell added, "Her smoothies and samosas are particularly divine. Tung and Gao, respectively, commented, "Although she is vegan, she makes the best vegan food I have ever tasted," and "Whether it's banana bread or samosas, she's simply an amazing cook."

When asked if there are any other little-known facts about her, Ramesh shared that she realized she actually has three birthdays. "I was born on February 22nd, but my father messed up the dates on my birth certificate, and so all my official documents say February 23rd. My culture also observes Nakshatra, which follows the Lunar Cycle, so I have a different birthday for that calendar too!"

"I'm also a car enthusiast," she continued. "I like Mustangs, and my favorite is the Shelby GT 500. My father has a 1967 Morris Mini Moke, which was handed down by my grandfather."

"Finally, I'm also very shy, so it is hard for me to start conversations. But if you take a first step, I would love to engage in a conversation with you," Ramesh concluded.

It is clear that Ramesh's love, kindness, and genuine interest in the wellbeing of her students and all those around her is what drives her daily. Her positive influence is known to everyone, and will forever remain one of the most defining points of her character and legacy.

Staff of the Week: Kimberly Casey



Courtesy of exeter.edu

By **ASHLEY JIANG** and **SELIM KIM**

Those who know Kimberly Casey will tell you that she is a hardworking person who carries a passion like no other. “She is considerate and really makes the job and being at work fun. She’s incredibly hardworking and really creative too,” Assistant Director of Parent and Alumni Relations Ally Goddard said.

“I absolutely love to run ideas past her. She has a really great perspective [on] things and can sort of say like, ‘Oh, have you thought of it? Have you considered

this?’ So she was just a really great partner to have in the office,” Goddard continued.

Casey first came to Exeter seven years ago and worked in the IT department after being hired with a reference from Music Program Coordinator Barbara Darby. There, Casey “fell in love with the Academy” and hoped to be even more immersed with the Academy itself. She then moved over to the Office of Institutional Advancement.

Casey’s current position involves fostering and maintaining alumni connections. She finds her work

with uppers and seniors of the Student Alumni Relations Council to be most meaningful. “I just find their intelligence, inquisitiveness and perseverance so inspiring,” Casey said. “Strengthening the relationships between both students and alumni is my favorite part of the job.”

Other faculty certainly see the care and dedication Casey holds towards both the student body and her colleagues. “I really admire her...Mrs. Casey really, really enjoys working with the students,” Goddard said. “Everything that she does [focuses on], ‘How can I improve this experi-

ence for students? How can I connect students to alumni?’ She really puts [the students] first in everything she does at work.”

The COVID-19 pandemic has brought many challenges for Casey in continuing the traditions of students and alumni. “I would say the things that I find most difficult are when things are disappointing. So right now we’re currently working on reunions and that has to be virtual. And we have a lot of alumni that are disappointed in that,” Casey explained. “Last year, for example, we weren’t able to have the alumni induction ceremony. So that’s how the graduation boxes came up, trying to overcome or help a little bit with that disappointment. I would say that’s the hardest part: not being able to foster those relationships that alumni want so, so badly.”

Nevertheless, Casey is staying optimistic and has modified many of the Academy’s traditions to stay within COVID guidelines. “One of the good things about being virtual...is being able to host these career interest nights,” Casey said. “Normally, we used to have one in-person panel a year. I have started hosting a monthly panel and we’re able to cover a wide variety of topics as well as bring on alumni panelists from all over the world...which we would never be able to do in person.”

Casey also collaborated with students on Tuition Runs Out Day and Thank a Donor Day. “It’s an opportunity for the whole community to really reflect on everything that donors do for the Academy. A lot

of people think it’s just for students on financial aid, [but] everybody benefits from donor funds. So it’s fun to talk about that and really educate the students on philanthropy,” Casey added.

“Her creativity and ability to face challenges with a positive attitude and a willingness to find or create a solution is something I truly admire about Mrs. Casey,” Director of Alumni Relations Michelle Curtin said.

Many students agree and have expressed their gratitude towards Casey’s ability to make most of what is available. “She puts in countless hours of coordinating and fundraising behind the scenes, all so that we can have so many things we take for granted. It’s a thankless job, but you wouldn’t know from the passion Mrs Casey puts into her work,” upper and STARS council member Alexandria Westray said. “Working with her has shown me how much time and energy goes into providing for all the incredible things we are so privileged to have at Exeter, even though we students still complain.”

Senior and STARS council member Anne Brandes especially recalled one impactful moment with Casey. “Probably the most inspiring moment I had working with Ms. Casey was participating in a panel this December with different female Exeter alumni in journalism... Ms. Casey exposed me to a whole new dimension of my interests,” Brandes said. “Mrs. Casey makes ambitious projects work by seamlessly connecting students and alumni

and, ultimately, makes Exeter a more connected community.”

A mother of four, Casey does not often have much idle time on her hands, but whenever she gets a chance, she is an avid reader. “I read all the time, and especially during this pandemic, I can’t read enough. You know, there’s just, there’s just so many good books out there. So I’ve really enjoyed having stacks and stacks of books around me.”

According to Goddard, Casey is simply a fun person to be around, in or outside the office. “[She] just brings a lot of joy to the job too. It’s just a lot of like laughing and fun...she and I have an ongoing prank war,” Goddard said. “So we’re constantly doing stuff to try to scare the other person and just like pull funny pranks just to add that like lightness to the job just to make it fun”

Casey hopes that despite the challenges of the pandemic, students will continue to engage in alumni and student relation events. “Not all the students know about [the student career panels], but it’s an awesome opportunity for them to get a feel for different careers,” she said.

Casey has impacted the experiences of many at Exeter and has constantly approached her role with passion and dedication. “I’ve loved having Mrs. Casey as part of the Exeter community. We are lucky to have her. She’s smart, hardworking, always willing to pitch in and loves working with our students,” Darby said.

Goddard agreed. “Mrs. Casey has really been a shining light.”

Movie Review: Blood and Sand

By **ELLA BRADY** and **ELLIE-ANASPERANTAS**

Blood and Sand follows the life of a bullfighter, Juan Gallardo, from his early life all the way to his death. Many different tropes collide to produce the plot. The beginning of the movie serves as a rags to riches coming of age story, where Gallardo goes from being born into poverty to becoming one of the greatest bullfighters in Madrid, marrying his childhood friend Carmen along the way. While Gallardo is out

achieving fame, however, his love becomes unfaithful as he is seduced by the widowed Dona Sol. Gallardo eventually tries to leave the relationship, angering Dona Sol.

The movie was originally produced in 1922 as a silent film and was received warmly by fans and critics alike. In 1941, Blood and Sand was reconceived as an epic movie with full sound and technicolor, and is also considered excellent, although less so than its predecessor. The silent version feels very mysterious and its drama is very subtle. It

has a humility granted by its comedic treatment of the exaggerated expressions of the characters during seduction and victory.

When watching one feels simultaneously drawn into the world and ten times removed from it. The dancing scene especially holds a special seductive magic that the color film, even with Rita Hayworth, does not achieve. Their attraction is felt through traditional dance and entrancing images of, for instance, Carmen biting a rose, or Gallardo arching his back to reach Carmen’s window with the

ice blue lighting hitting their round faces.

The spirit of bullfighting is alive in this movie. Federico Garcia Lorca says, “The bullfighter who terrifies the public with his bravery in the ring is not fighting bulls, but has lowered himself to a ridiculous level, to doing what anyone can do, by playing with his life: but the toreador who is bitten by the duende gives a lesson in Pythagorean music and makes us forget that he is constantly throwing his heart at the horns.”

This drama is felt in the

last bullfight, where Gallardo has lost everything. He dies in the end, but more importantly, he risks everything, and the exhilaration of death is felt.

All these themes are Americanized and domesticated in the technicolor “masterpiece.” The seductive scenes feel self-indulgent and decadent. The small, subtly comedic and dramatic moments have been aggrandized and the viewer loses touch with the bullfighting.

The emphasis on the fights is in glory and honor, which betrays the Spanish tradition of humble confrontation with death. There is a need to make the experience competitive rather

than personal. Gallardo as a character is also very easy to dislike. His arrogance is not pitiful but hateful, and nothing about him changes by the end of the movie.

The most interesting character is Rita Hayworth’s Dona Sol, who commands the stage in place of the bulls. She embodies the temptress roles so popular in the 1940s. The seduction, however, is not mysterious, but in your face archetypal.

This problem embodies the problem of the whole movie. The personality and individuality has been lost in place of gaudy seduction and heroism. However, “Blood and Sand” is a bullfighter’s journey, not the one of a hero.

Poetry Review: Because I Could Not Stop for Death, Emily Dickinson

By **COLIN JUNG**

“Because I could not stop for Death –

He kindly stopped for me –

The Carriage held but just Ourselves –

And Immortality.”

So begins one of the most well-known poems in the English language. Written by Emily Dickinson, the poem is in six quatrains. The narrator dies after the first, and journeys towards eternity in a horse-drawn carriage with Death.

The first quatrain is written in a classic ABCB rhyme scheme, alternating between iambic tetrameter and trimeter. It is clear that the narrator would like to establish that the world of the living is structured and rational. At the end of life, we see the only period in

the entire poem, a sign of a definitive and complete stop. What about Death? The narrator suggests that one cannot stop for Death. Life is continual, its subject having no knowledge of when it should end. It is, as Dickinson suggests, as if Death were based on the whim of some man, who may choose to stop and take a soul into his carriage. But what is in this carriage of Death? Death brings with it immortality. It was just her and Death on the carriage, however, so we can only take her at her word.

“We slowly drove – He knew no haste

And I had put away

My labor and my leisure too,

For His Civility –”

This is a theme that will come up again. Within eter-

nity, there is no time. Death, whom we consider harsh and cold, drives slowly and “knows no haste.” He is also described as having great civility. Dickinson reminds us that Death is a kind soul, and someone who she willingly gave up her work and pastimes to be in the presence of.

“We passed the School, where Children strove

At Recess – in the Ring –

We passed the Fields of Gazing Grain –

We passed the Setting Sun –”

First, she passes her school, recounting her recess in the Ring. She passes the fields of grain, which bring up imagery of long days of toil — her professional life. And lastly, she passes the Setting Sun, after which the light of life fades

away and all that is left is Death. Most interesting is the brevity of the passage, combined with the focus on her childhood. Perhaps Dickinson would like to say that life is short, and the best part of it was her childhood, when she “strove at recess - in the ring.”

“Or rather – He passed Us –

The Dews drew quivering and Chill –

For only Gossamer, my Gown –

My Tippet – only Tulle –”

Most striking is the sudden inversion in the trimeter and the tetrameter. The inversion is also shown in her perspective. Dickinson appears to be mocking her prior self: “For only Gossamer, my Gown- My Tippet- only Tulle-” It appears that Death, however

is omnipresent, having been with the narrator before. This quatrain is meant to be humbling; all the petty worries of life are gone in an instant to Death, and to the soul after death. Perhaps it is clear here that what the narrator calls Death, we may call God.

“We paused before a House that seemed

A Swelling of the Ground –

The Roof was scarcely visible –

The Cornice – in the Ground –”

A cornice is an ornate lining between the roof of a house and its wall. This house is either comically small, or more likely, sunk into the ground. This quatrain is one of the most cryptic, but it appears to show a once ornate house with a cornice sink into the ground and into obscurity. From the perspective of Death, which sees no time, everything in the world, even the tallest and greatest buildings, will eventually sink into the ground and be

buried.

“Since then – ‘tis Centuries – and yet

Feels shorter than the Day

I first surmised the Horses’ Heads

Were toward Eternity –”

The first lines: “Since then – ‘tis Centuries – and yet Feels shorter than the Day,” say what was the theme throughout the poem; there is an eternity after death, which knows nothing of time. Dickinson’s idea of the world of the dead however, ends oddly. She uses the word “surmise” to describe her belief that the carriage would run for all eternity, suggesting that she does not know why that might be so except through her intuition.

So what should the reader take away? Life is short, the petty things in it will be forgotten in time, and death is not to be feared. Rather, it is to be seen as a place where time is meaningless on the endless journey into the horizon of eternity.

Brian Son Wins Exeter Concerto Competition



Son plays Saint-Saëns' Violin Concerto No. 3 in B minor, Op. 61.

Courtesy of the PEA Music Department

By COLIN JUNG and HENRY YAO

Sound suffused the Bowld as six of the Academy's best musical soloists—prep Jane Park, upper Kiese Nanor, lower Jesalina Phan, upper Sava Thurber, upper Vincent Xiao and upper Brian Son—performed in the 2021 Exeter Concerto Competition last Friday. Son was selected as the winner at the end of the night, with his captivating performance of Violin Concerto No. 3 by Camille Saint-Saëns, and will perform with the Exeter Orchestra this spring.

Upper and violinist Sava Thurber found the event to be a much-awaited performance at an in-person concert. "Since the beginning of quarantine, I have been practicing and live-streaming performances from my house. So it was really nice to be able to open up in a fantastic space like the Bowld.

Prior to the performance, each performer got a few hours to work with the collaborative pianist in the Bowld, and it was in those rehearsals that my piece really came together," Thurber added. "Getting a chance to play with another living, breathing, human in an acoustically wonderful hall after having practiced alone for a year was truly something else."

A limited number of guests were allowed at the Bowld, with distancing and masking measures expected. Science Instructor Tatiana Waterman was among the guests at the Bowld. "[The musicians'] talent and hard work produced results as if we were in normal times. Nobody who in the future sees their recorded performances can know that this music was produced after 12 months of an epidemic that closed down the continents," Waterman said. "It felt like the Resurrection at Easter came a

couple of weeks early in the calendar this spring. I was surprised at myself how much this in-person concert experience moved me."

Associate Director of Counseling and Psychological Services Chris Thurber also enjoyed the event, noting that the performers did excellently despite the restrictions. "Each performer managed mask-wearing with aplomb, despite the fact that masks make it harder to breathe deeply and quickly—both of which are required during a public music performance. I think that not having a large, live, in-person audience is more challenging. Performers draw energy from their live, in-person audiences and these performers did well with a small in-person audience," C. Thurber said.

Prep and violinist Jane Park worried that wearing masks would pose a difficult task for the soloists. "Performing with and

without masks are polar opposites, especially as a string player. There's [the] added layer of pressure of whether or not you can actually see where your hands are, and as a string player, violinist to be specific, it [can be] unsettling," Park said.

Upper and pianist Vincent Xiao, who performed Rachmaninoff's Second Piano Concerto at the competition, expressed that the COVID-19 precautions did not significantly affect his performance. "From a piano soloist's perspective, there wasn't anything particularly strange about performing under COVID-restrictions—the masks don't significantly inhibit breathing and aren't much of a distraction." Xiao said.

During his performance, Son stunned the crowd with his performance, including the three judges who determined him to be the winner. First of the three judges was John

Page, an award winning conductor and current Music Director of the Portsmouth Symphony Orchestra. Joining him was Joy Cline Phinney, a pianist who graduated from the Juilliard School, who has performed with numerous orchestras, including the New York Philharmonic and the Boston Symphony Orchestra. Cellist Joshua Gordon, member of the Lydian String Quartet and artist member of the Worcester Chamber Music Society served as the third judge.

Son noted that the journey wasn't without its difficulties. "With the Saint-Saëns in particular, I took a hefty break from it for a couple months in my upper fall term after having practiced it so intensely for six months." Son said.

When asked how he was able to deliver such a stellar performance on Friday, Brian credited his parents and teachers, among others. "I'd like to give very special thanks

to my teachers Mr. Lynn Chang, Ms. Jiyeon Jang, and Ms. Eva Gruesser for their compassionate and extraordinary violinistic guidance; PEA Orchestral Director Mr. Rohan Smith for his staunch support and enthusiasm for developing the instrumental ensemble program at Exeter into what it is today; and former Chamber Orchestra co-director Mr. Peter Schultz for his unfailing wisdom and musical humor."

Perfecting the piece required intense practice, and Son delivered after searching for the balance between his own interpretation and the score. "There are fiery moments, like the cadenza-like introduction that undulates with chords, harmonics, and arpeggios. But there are also pockets of nostalgia, of innocence, that Saint-Saëns sparkles here and there, and those are the moments that require something more than just left-hand technique."

Club Spotlight: Exeter Forensics

By ERIN SACKKEY

The Exeter Forensics Debate Team competed at the National Speech and Debate Association (NSDA) Nationals District Qualifier in Maine with five members qualifying for the national tournament in the spring and the team winning the District Debate Sweepstakes Award as well. Lower Sachin Shetty qualified for the NSDA Nationals in Original Oratory. Partners Senior Albert Chu and Upper Shrayes Upadhyayula qualified in Public Forum Debate as well as partners Senior Kilin Tang and Lower Aaron Joy.

The NSDA is the largest academic competition host in the world at the moment and the qualifying competition in Maine has over 6,000 competitors each year. The association chooses a topic every one to two months that competitors are expected to extensively research and prepare arguments for both sides of the topic.

Co-heads Chu and Tang made the club official last year and since then they have trained their members in Forensics Debate, mainly in Public Forum, by meeting regularly to scrimmage, give each other feedback and research their given topics. "We created it in order to explore different avenues of debate and different formats of debate," Tang said.

Forensics Debate, a new and unique style, was recently introduced to Exeter by Chu and Tang. "[Parliamentary debate is] very different from the style of debate that we mainly do at Exeter Forensics, which is public forum in which you know the topic about a month in advance. And bring [the topic] and you do research and preparation ahead of time and you get to bring in that research into the round," Tang explained.

As a relatively new club to the Exeter community, the Forensics Debate Team was able to gain traction quite quickly. "I'm really proud of

the fact that we've been able to like, expand so much over the past few years to include a lot of new novices, and to really build a strong foundation for exit forensics to thrive moving forward even after I graduate this year." Tang said.

Upadhyayula said, "We've certainly come across enough people who were just wanting to try it out in the first place and that sort of blew our expectations away with how far this club could reach in terms of getting people who were like, interested in doing a solid debate."

Preparation for the debate was quite strenuous, but worthwhile according to the team members. "In terms of preparation, before tournaments such as this one, we all end up creating 40-50 page google docs full of research, arguments, refutations, etc. Basically, there are a lot of long nights before competition weekends! This tournament was especially stressful but it was very rewarding for all of us in the end." low-

er Matt Dame said.

Upadhyayula weighed in on competition prep as well. "I'd say that we have in place where topic comes out the codes do a lecture, we all sort of go off on our own and do research and prepare, and then we do a lot of practice debates before the tournament, just so we can become more prepared and, sort of, sort of like hone our skills, just so we're not going and rusty after not debating for a couple of weeks."

Lower Tina Li said "I guess like practice was like, we probably get to meet more often for longer periods of time. It's more informal, so like we have like a discord chat, and sometimes like you don't actually like have the cameras on but like we just do cr together.

As with most clubs, COVID-19 regulations had quite an impact on the competition experience. The Forensics Team attended the Nationals Qualifiers, as well as other competitions, via

Zoom. Chu talks about the pros and cons to the virtual competition experience. "In some ways, this has been a blessing—we're able to attend tournaments across the country at Stanford, UCLA, UPennsylvania, etc. at drastically lower costs and we're able to bring a lot of novice teams to give them really good practice and exposure. At the same time, however, the in-person tournament experience really is a special part of debate--team bonding and building a team culture has been especially difficult without in-person practices and tournaments."

Li believed that the regulations helped in other ways as well. "I think I know a lot of ways, I think it's actually helps the extra productivity and just because like in the past we had to spend a lot of money on traveling expenses to like all these different tournaments that were in person," she said.

Li encouraged prospective team members, "I think a lot of people think public forum, or like extra projects is a lot of work and it is, but like,

I think we have a really good team support system and our CO heads do a lot for us. They're like organizing everything and it's like super tough with like the whole extra thing like workload, but I think it shouldn't stop people from joining the team or like just maybe like dropping in to like figure out like, whether or not you enjoy it or not, I think, like, although the research is pretty heavy, like, the competition is like not bad at all, so it's pretty fun."

Overall, the team expressed excitement and pride towards their performance during the NSDA Districts Qualifiers. "It honestly just feels very validating for all the work we put in as a debate event that requires a lot more initial research and preparation, compared to the sort of omnisport nature of a lot of other debate events," Upadhyayula remarked.

"This has always been like a little mini dream of mine to be able to go to NSDA nationals," Tang said.

» ANTI-ASIAN RACISM

Lekha Masoudi '22 calls for Exeter to recognize the colonialist roots of anti-Asian racism, 9.

» TOXIC MASCULINITY

Angela Zhang '23 demands change in curricula and individual reflection to address toxic masculinity at Exeter, 10.

» ATLANTA

Anna Kim '24 reflects on the emotional toll of processing anti-Asian racism and the Atlanta shooting, 11.

The Grammys Need to Change



By **EMI LEVINE '24** and **ANDREW YUAN '24**

Despite the recent surge of COVID-19 in Los Angeles, California, the National Academy of Recording Arts & Sciences hosted their 63rd Annual Grammy Awards on March 14, 2021. While artists

and viewers alike were excited for some normalcy after such an abnormal year, excitement quickly turned to disappointment and anger when the nominees and winners were announced. Multiple major artists announced they would be boycotting the awards over the Recording Academy's con-

tinued failure to recognize artists of color.

This wasn't the first year that Grammys has stirred up controversies. Although the nominations in recent years have become more impartial, the Awards were known for their racial bias with an "unwritten rule" against nomi-

nating colored artists. From 2007-2017, only one person of color, Herbie Hancock, won the Grammy Award for album of the year (Hancock's album, *River: The Joni Letters*, was a collection of covers by white artist Joni Mitchell).

This year, the Weeknd's *Blinding Lights*, arguably the

biggest song of the past year, and the only song in history to stay on the Billboard Top Ten Charts for a whole year, failed to receive any nominations. The tension between the Weeknd and Grammys reached its peak when the artist accused the Grammys of corruption. "Because of the secret committees, I will no longer allow my label to submit my music to the Grammys," The Weeknd told *The New York Times*.

The K-pop band BTS, which became a global phenomenon in recent years, was only nominated for a pre-show category, which didn't even air on live TV. Upset fans argued that the Grammys only nominated their song "Dynamite" because it was their first English song, not because it was their best.

These accusations highlight evidence of Grammy's incompetence and reluctance to integrate necessary affirmative policies for people of color.

It wasn't only the systematic racism, but also its long history of sexism, that haunted the Grammys. In 2018, the Grammys faced backlash for allowing only one female singer to perform at the ceremony. In response, the Recording Academy President Neil Portnow blamed female singers for their inaction and inability, saying that "women need to step up."

According to a recent study done by USC Annenberg Inclusion Initiative, women make up less than 3% of all music producers and engineers — despite the Recording Academy's supposed push for gender equality in the industry.

"Women were 12.6% of producers overall across 600 songs. Women earned 33 producing credits in 6 years, with 9 credits going to women of color. Only 7 individual women of color worked as producers. The ratio of men to underrepresented women as producers was 180 to 1.5," Annenberg Inclusion Initiative tweeted.

The suspended chief executive of Recording Academy even claimed the nominating process for the music industry ceremony is "rigged" and clouded by conflicts of interest.

Deborah Dugan, the chief executive who was placed on administrative leave last week about 10 days before this year's ceremony, painted the Recording Academy as an institution filled with corruption in which powerful industry figures exercise unfair influence on who gets recognized for the award.

"I was so shocked when I got there of the level of sexism and corruption that I found at the Recording Academy," Dugan told NBC. She later added, "There's a layer of corruption, self-dealing and sexism that must go."

With its reputation tarnished, the Grammys faces a crossroad: to continue playing by its invisible rules or to strive for transparency and equality, to provoke more backlashes and boycotts from artists or to publicly apologize for its long, bigoted history of racism and misogyny. Either way, the once prestigious award is in peril, and it's refusing to acknowledge its ignorance.

Complacency from Vietnam to Atlanta: Anti-Asian Racism at Exeter

By **LEKHAMASOUDI '22**

"Individual instances of social injustice are not isolated, but must be seen in the light of the total social reality." The Afro-Exonian Society, as it was then-called, penned this statement in *The Exonian* in 1970. It was written in response to the Kent State shootings, where National Guardsmen murdered four unarmed anti-war student protesters. This quote rings true once again given the approaches the Exeter administration takes to examining the anti-Asian murders in Atlanta.

We received an email the day after the Atlanta shootings from Principal Rawson, asking us to "stand with and support our Asian community members." The student body and parents also received a communication from Principal Rawson in February, addressing the fact that anti-Asian sentiments have existed long before the pandemic. It was correct of the administration to do so.

Yet, the only individuals who have explicitly condemned American imperialist wars in Korea and Vietnam, wars that resulted in not only horrific murders, but the rape of Asian women, are Asian students

themselves. These rapes especially contributed to the misogynistic and racist myths that Asian, especially East-Asian, women are promiscuous and objects to be used for Western male pleasure. The Atlanta violence is a first-hand example of the consequences of these myths.

Anti-Asian racism is not new. And neither is anti-Asian racism displayed at Exeter, nor the ignorance to the suffering of Asian people under the wars waged and military occupations by the United States. In 1888, *The Golden Branch*, Exeter's foremost debating society, held a debate on Chinese exclusion. The pro-exclusion side won, claiming the "superior" nature of Western civilization as a reason to prevent Chinese immigration. The early 1900s saw Exonians arguing that the United States should economically exploit the Philippines, and a guest speaker, the Rev. E.P. Smith argued the same, adding the US should "civilize" these "inferior" nations through annexation. The 1940s came with editorials on why Japanese people should be held in internment camps, using racial slurs and claiming that Japanese people were naturally "deceitful," a common stereotype of East Asians. Unsurprisingly and sadly, the rhet-

oric of a "Chinese virus" is not new amongst Exonians either, with coverage on the 1957-1957 influenza pandemic constantly referring to it as "Asian Flu".

Asian-American history, as well as certain aspects of the wars in Vietnam and Korea, are glossed over in Exeter's United States History curriculum. While the Korean War may be seen as too "unimportant" to devote significant class time to, five million Korean people died, including 10% of the civilian population. The scope of this tragedy is rarely considered in the traditional curriculum. The American justification for both wars as "fighting communism" while propping up ruthless right-wing dictators is not generally examined either, depending, of course, on the curricular choices of individual teachers.

Furthermore, refugees that flee these wars for America were often villainized, which also goes unmentioned in history classes. My father grew up in the 70s and 80s, and saw firsthand the vitriolic and xenophobic attitudes his classmates had to Cambodian, Vietnamese, and Laotian refugees escaping the carpet-bombing of their nations. The ravaging of the countries they left behind apparently does not warrant

a mention in our American history classes.

One of the books that lower English teachers have the option of using in their classes is "The Things They Carried," a novel about a Vietnam War soldier's experiences told in short stories. In these stories, Vietnamese people, civilian or not, are nameless and faceless, often brutally killed, and always used to further the emotional development of the characters. We were expected to feel sympathy for the characters of the novel after they committed atrocities against Vietnamese people because these acts traumatized the soldiers. This sympathy was not meant to be extended to the murdered Vietnamese people themselves.

This novel, while not without its literary merits, reflects a broader trend of popular Vietnam War media that either demonizes Vietnamese people as violent and bloodthirsty, or uses their bodies for shock value. This tendency is apparent in a scene from the 1987 film *Full Metal Jacket* where a Vietnamese prostitute propositions American GIs in broken English, a scene which sparked endless "me love you long time" jokes as well as, more disturbingly, a renewed belief

in the sexual availability and "conquerability" of Asian women.

It is abundantly clear that anti-Asian racism extends beyond just the United States to American imperialism in the Philippines, Korea, and Vietnam. Despite this, the school administration refuses to name colonialism and American wars in Asia as a primary contributor to anti-Asian racism. This ahistoricism ensures that people who do not seek to educate themselves further about the anti-Asian history of America will be left ignorant of the impacts of American violence on affected nations in Asia, and how these created racist perceptions of Asian-Americans.

Although the Exeter of today may not appear to be systemically racist against Asian students, a distinct lack of discourse surrounding America's anti-Asian past and violence in the Global South indicates a deeper refusal to confront the realities of racist imperialism and its consequences. To remedy this, the administration should release statements acknowledging Exeter's role in perpetuating anti-Asian racism, and commit to listening and following through with the demands of Asian students. The school must also expand their US History cur-

riculum to focus more on the wars in Korea and Vietnam from the perspectives of citizens of those countries, and encourage more discussion on the true motives of these wars in class. Teacher anti-oppressive work must emphasize the importance of discussing anti-Asian violence throughout history, as well as stereotypes like the model minority myth. Anti-racist workshops like those we had in the winter could also spotlight imperialism in the Global South, and how that fed into the slave trade and promoted racist ideas. The English curriculum must be less Eurocentric and the list of books teachers pick from each term should be expanded to include more Asian and other BI-POC authors, and furthermore, more authors from Global South nations. Finally, although it seems ambitious and may take years, the administration must be pressured into divesting from exploitative investments that potentially feed into the military-industrial complex and continue violence in Asia.

Until Exeter can truly face its past, and the past of this country, it will remain complicit in Asian hate.

The Exonian

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

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Toxic Masculinity and Sexual Harassment is Prevalent on this Campus. We Need to Change the Curricula to Address It.

By ANGELA ZHANG '23

Obscenely lewd comments at the Academy have become disgustingly casual. It is time we finally fulfill our responsibilities as global citizens to properly address this as a community—we can no longer afford to sweep this issue under the rug.

A large part of this issue is the prevalence of toxic masculinity on this campus, and our lack of education regarding the dangers of cultural norms. As I walk across the quads, or up and down the stairs of academic buildings, I often hear, in daily conversation, offhand comments from male students about female students. Of course, female students make similar remarks about male students, but I do find it more common to hear the former than the latter. And just a few days ago, I confided in a male friend of mine about an experience I've had in which another male persistently sent me lascivious and deeply objectifying messages. It took immense courage for me to reveal this story and share how unsafe and degraded I felt, and I had expected this friend of mine to offer me comfort and support.

Instead, I was met with a starkly different response, something along the lines of, "What else would you have expected from that boy?"

and "Calling it harassment is a stretch anyway." At first, I believed him. Maybe I was just overreacting. But after thinking for a while, I knew my feelings were justified. Is it too much of an expectation for my male counterparts to have human decency and treat me with respect? And why wasn't my friend affirming me, but instead, brushing off my discomfort as an overreaction?

I later called him and addressed this, simply wanting him to understand why the response he had to my story was not appropriate and rather dismissive. I didn't bother asking for an apology, truly just wanting him to understand my feelings so he can better respond in future scenarios, whether it be involving me or another person. Though he did apologize on his own, he then claimed that my "demand for an apology" made me "condescending" and "obsessed with being right in every situation." I was shocked and infuriated by his response.

I never demanded an apology, but what if I did? What is so wrong about women standing up for themselves? What is remotely condescending about a woman taking the courage to share her story and calling out the people who invalidate her experience and her feelings? Did it hurt his ego that I had to call him out before he even considered apologizing?

It is perhaps no coincidence that this same friend had previously expressed to me his fear that having mostly female friends would make his male peers think he were gay and not "manly enough." It became obvious that he was experiencing the detrimental effects of toxic masculinity.

Beyond my own experience, I also often hear stories about casual inflictions of violence upon fellow dorm members in the male dorms. Buckets of ice being poured on students while in the shower, upperclassmen taking turns to "playfully" threaten and pull "harmless pranks" on a younger student. Yet no one speaks up about these happenings, claiming everything to be all jokes in good nature. But if I were a male student on this campus, I would be terrified to be in the position of the victim, and I certainly would not find this violence good natured, playful or harmless. But I understand why people may be afraid to voice their fear, and I would be hesitant to speak up as well—after all, public expression of fear could lead to further ridicule. This casually violent dorm culture, and the fear of being vulnerable and expressing emotion, is only one of many other examples of toxic masculinity on this campus.

The point is that male students' desire to appear virile,

and the subsequent actions to achieve appearing so, is quite pervasive on this campus. This toxic masculinity is dangerous to everyone in society, as it may cause men to actively avoid vulnerability and acknowledging emotion, it contributes to rape culture, and it makes sexual harassment a disgustingly casual and common occurrence. I don't think many people would disagree with that statement, but what is the point of acknowledging it? What can we do to address this?

On an individual level, I believe each of us should be responsible for calling out any instances of sexism, misogyny, misandry, homophobia, or other similarly discriminatory mentalities. Don't tolerate anything less than basic human decency and respect. Although it may be especially uncomfortable to call out people who are your close friends, it is incredibly important to do so. We are here to help each other grow, not help each other reinforce detrimental stereotypes. Don't be afraid to hold people accountable.

As for the Academy, I believe the curriculum should have a greater focus on the dangers of toxic masculinity and other similar cultural norms. Of course the implementation of repercussions for sexual harassment, and even offhand comments, are

incredibly important, but they serve more as mitigation methods than prevention. I'd like to see more proactive methods in prevention, so that the frequency of repercussions being enforced would decrease in the first place. A great first step the Academy can take is introducing more required texts that explore cultural norms, such as toxic masculinity, and the dangers associated with it.

The other day, I picked up a book in the bookstore, titled *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity* by Peggy Orenstein. It was a required reading for REL598, the Spring Book Club course. The book, as the title suggests, contains the experiences of a diverse group of young men aged 16-22 and explored the consequences of the cultural norms imposed on men. In an interview with NPR, Orenstein noted that "society doesn't often give boys 'permission or space' to discuss their interior lives." The boys she spoke with "were so eager to open up" because "when they had the change [to talk in a space that wasn't judgmental], they went for it." Orenstein continued, "[The] idea of emotional vulnerability [is] so profound... Vulnerability is basically essential to human relationships, so when you cut boys off from the ability to be

vulnerable, you're doing them a huge disservice."

Why is it that books like this are only required in elective courses that not everyone at the Academy may take? Why are we passing on an opportunity to share a profoundly perspicacious text with the entire community? Readings like these should be required in courses that everyone at the Academy will take, like English, not just in elective courses.

When we have readings and discussions that cover similar content to Orenstein's book, we provide students a safe and organized space to be vulnerable and discuss these uncomfortable but pressing issues. It facilitates a formal environment that lets students really sit down and contemplate. It allows for these urgent issues to be deeply examined during long and meaningful conversations that otherwise would just be fleeting thoughts in the back of students' minds during their busy days at the Academy. We need to give students the time and place to think about these acute topics, and it is my sincere hope the Academy will be more proactive in helping our teen-aged students, who are in their most critical periods of development and growth, to challenge cultural norms and foster a more inclusive and welcoming society.

The Class Rep Elections and the Social Media Climate



Courtesy of Freepik

By NHAN PHAN '24

The recent class rep election races, as well as campaigns for Executive positions in Student Council (StuCo), have revealed something ugly about our social media culture. I am a candidate running for lower rep. This year, our campaigning pool consisted of 16 candidates all operating with different plans, policies and strategies in mind. One common expression I have heard, and agree with, is that these elections are nothing but merely a "popularity contest." Seemingly, the chances of a candidate winning the race depend on their social pool, whether or not they are in a "popular circle," or can amass an enormous following on social media. This has completely ruined the point of an honest and change-based election. This system hurts students who may not be as well-known as other candidates

in the campaign pool, but who want to bring about real, proper change in the school community. Additionally, during campaign seasons the school community becomes victim to an increasingly toxic and hostile social media atmosphere. People began to dig up loopholes in candidates' past posts or communications and bring up outdated hypocrisies in order to target one's campaign. This is counterproductive to effective student government, and because of this, Exeter's social media climate during election season needs to be addressed.

First is the value of name-recognition over tangible policy. Returning to the point of these elections acting as some sort of a "popularity contest," these elections are entirely about having your name known. One's chance of being elected relies heavily on the student population knowing who they are. Is

this fair for students who are new? Is this fair for students who do not have a huge follower base? Elections being contingent on popularity deters new students from running for election. New voices cannot be heard. Students who have tangible policies and actionable plans for change in the community are often muffled by the namesake popularity of candidates. This creates a vicious cycle of domination. If this pattern continues, a lack of new perspectives into the various problems within the Academy will persist. This is the problem with social student elections: there is no limitation to the number of terms a representative can run, at least according to the Constitution. So, therefore, a candidate could technically be a rep for 4 consecutive years, claiming a spot which could've been gone to someone with new ideas on how to better student life. A trend

of "popularity contests" over policy-based elections are detrimental to the community.

There is also a toxic media culture and lack of non sibi. Three was significant tension during the StuCo presidential elections between Siona Jain and Bona Yoo. "Some in the community feel that students have crossed the line between healthy debate of the issues and character attacks," said Ms. Marshall, a StuCo advisor in an email sent to the entire school community. Class rep candidates in this round of elections have made it clear that they condemn a hostile social media environment and promote positivity and diplomacy, yet there is still a prevalent culture of toxic social media. Competition is at the forefront of these elections, and it frequently crosses standards of what's acceptable. In these recent elections, candidates have made direct attacks

towards others pertaining to personal matters.

During these elections, candidates' content is highly scrutinized, meticulously scanned and checked for any content loopholes. This is highly similar to the "cancel culture" we are currently seeing in pop culture, where a single flaw will cause a person or an entity to be "cancelled." Should this be the attitude that students are bringing with them when deciding which candidate they will be voting for? This ties back into Exeter's motto of non sibi, meaning "not for oneself." It is ironic, how these elections prove the complete opposite of what Exeter's trying to achieve, as students point out candidates' outdated point of views and sabotage their campaigns instead of taking into account the change in character a candidate might have gone through. This tendency to scrutinize, prevalence of fierce competition, and rampant hostility fuels toxicity throughout social media and within elections. Moreover, such actions distract from the supposed core of these elections: the candidate's policies and plans for change. Why are we focusing on what they have said in the past, while completely distracted from how they have changed, and how they plan to change student life in the future?

There is one positive of social media and election culture: solidarity in the face of adversity. A prime example includes the recent surge in AAPI hate crimes. This has put anti-oppressive policies, as well as the Academy's performative activism, into the spotlight. This requires candidates to adapt, respond as well as put a greater emphasis on current events in their campaigns. An election usually divides the community in terms of who the student body decides to support, but this provides a point of unity and solidarity, and it fosters a positive and respectful environment between candidates and students alike.

Ultimately, however, there are rampant issues in how elections are conducted. A limitation in the number of terms a person can run for any rep position, similar to the 22nd Amendment in The U.S. Constitution (which states a person

can only be elected to be president up to 10 years, the equivalent of 2 and a half terms) would help mitigate this problem. This action must be enacted in order to prevent individuals from taking chances away from prospective candidates with equal capability to enact change. This would also apply for other executive positions in Student Council, including Secretary, Vice President and President. Such a change would foster diversity in Student Council, as well as prevent a long-term dominance of power.

In terms of controlling the heated social media atmosphere, such action might come closer to a limitation of free speech. If the Academy were to intervene and potentially punish a candidate for something they said on social media, would this be considered an invasion of privacy? Simultaneously, how can we control the toxicity that we are seeing? Despite such concerns, certain ground rules must be set. Currently, candidates know that racism, bullying, hate speech, etc. are harmful and are not upheld by Academy standards, but it is also time we inform the general student body of the expectations during this election. The Academy will need to have a crackdown on the investigation of toxic campaigning if reported. Even though Ms. Marshall's email during the StuCo Presidential Election addressed the issue, it did little towards making tangible change regarding the issue at hand. Toxic campaigning needs to be considered as an attack on one's character, and must be treated appropriately.

Most importantly, if we want to maintain a positive social media campaigning environment, change starts with the community. The community needs more exposure to differences in viewpoints; the community needs more exposure to friendly debates and arguments. We need to resolve the root of the problem, not just deal with it as it arises, in order to ensure our community is better suited to address it when it occurs. Through a change in policy and stigma, we can create a more positive campaigning atmosphere.

On Gun Violence and the Boulder Mass Shooting

By ANDREW YUAN '24

Ten lives. One shooting. I want you to remember their names: Denny Stong, Neven Stanistic, Rikki Olds, Tralona Bartkowiak, Suzanne Fountain, Teri Leiker, Eric Talley, Kevin Mahoney, Lynn Murray, Jody Waters. These are the victims of the Boulder Mass Shooting.

Remember not only these names, but also the names of the eight victims, including six Asian women, who died in the Atlanta massacre; the six lives, five of which were children under the age of nine, lost in the Muskogee shooting; and the five adults, along with one unborn baby, murdered in Indianapolis. These shootings did not occur in a war-torn zone or an internationally unstabilized area. They happened here, in America - a nation of supposed liberty and democracy.

I fear that every day, when a news alert brightens up my phone at 9 p.m., 10 more lives will have been lost. I fear that when I cross Front Street every night, a muzzle from a ghostly AR-15 might be pointing straight towards my temple. I fear that when I wake up tomorrow, I will continue to fear.

I surrender and let the fear sink in. Breathe in. Breathe out.

While I mourn over the tragic deaths of these victims, I cannot help but ponder why I am living in a country infiltrated with fear. Since this year, the country has witnessed more than 100 mass shootings, with each killing more than one individual on average. As I look back at these past few years, I see too many names forgotten, too many stories unspoken and too many lives stolen. How did the endless cycle of gun violence become a systematic

normalcy in the United States? Have we grown numb to the atrocities that we tolerated this nation to continue breeding violence? Are we still capable of feeling grief?

We are no stranger to gun violence. To a certain extent, it has all affected our lives subconsciously. Our country has had more mass shootings than any other country in the free world. With minimal gun control and background checks, the United States has made its citizens susceptible to gun violence. In 2018, a total of 323 mass shootings were reported. The number of gun violence doubled over the past two years. Just last year, 614 incidents of gun violence qualified as “mass shootings”, resulting in 446 deaths. Yet the media and politicians chose to remain silent.

It wasn't until the recent weeks of mass shooting did the

media start to initiate its coverage about gun violence. In 2020 presidential campaigns, none of the candidates, Democratic or Republican, ran on a signature policy of gun control. If the shootings had not happened, one could assume that the decision-makers who are in power would remain silent forever.

It still disheartens me that the mainstream media has given so much insight into the lives of the Boulder victims yet informed the public so little about the stories of the Asian women shot in Atlanta. The disproportionate coverage stands as a permanent barrier between how we value some lives and how we value others. Such reporting turns our universal empathy for the victims into selectively biased understanding and encourages bigotry to plague into our thinking.

Do you still hear news coverage about the Atlanta shooting? How about the victims of Boulder? Is there anyone still campaigning and advocating for gun control?

Modern media has reduced the fundamental respect of human life to mere statistics. Major news networks fall into a dangerous trap of consumerism that distorts shootings and gun violence into a stunning, one-time fad through their unthorough analysis and refusal to name these incidents as “hate crimes” or “mass shootings.” We gradually fail to comprehend the depth and causes behind the violence. We follow news for the mere sake of following it. Mass shootings become no longer grieving or fearful, but rather entertaining to some.

Last week, I invited one of my Asian dorm mates to attend the vigil dedicated to the vic-

tims in the Atlanta shooting. Stunningly confused, he stared into my face with his squinted eyes as he slightly tilted his head to the left.

“Vigil? What vigil? Why would they host a vigil? For what? Shooting?”

I shook my head as I left his room in silence, hopefully hard enough for him to notice. Don't let the powerful silence your voice or blind you from perceiving the cruel reality of injustice. Speak up for us, for the Academy. Learn about gun policies with the Students Demand Action club. Tell your stories: your fear, your personal experience in the last few weeks and your desire for change. Share these incidents, all of them, on your social media platforms regardless of the victims' racial identity or demographics. Demand gun control. Stop the violence when it's still stoppable.

Harboring Resentment and Practicing Fear: Reckoning with the Atlanta Murders

By ANNA KIM '24

It's been hard to get these words written. I'm surprised by the depth of my own reaction.

anger.

I should have known better. I knew this was coming, that hate was brewing. The rest of the country just didn't see the kettle boiling until it burst, pouring water all over the countertop.

resentment.

There is no other way to say this: I can't help but resent the murderer. I don't really understand my own emotions and cannot articulate why I feel so deeply affected. Words rest unspoken as I try to communicate the grief I've held together for so long and that has finally burst after the night of the Atlanta murders.

The murders not only brought forth resentment, but

they also brought up memories. I remember my first memory of feeling separated and left out culturally from the rest of my classmates when I was 6. I remember it more vividly than my 6th birthday party. I remember the countless times I was assumed a stereotype: mocked when I fit under a label, and mocked when I didn't.

As I saw pictures of the women splashed across the news, I saw the reflection of a young girl. Sometimes, pretending was easier. Pretending to not care when others made fun of me. Agreeing when others told me my lunch smelled different. Laughing when others told me that I wasn't your “typical Asian”. But, it took a toll.

grief.

Why do I feel so much pain towards people I don't know? I have never met these people and will now never be able to. Once, I saw a quote which claimed, “Silence is the loud-

est scream.” Yes, silence is the loudest scream. These eight voices are silent, but they are screaming. The entire Asian community is screaming. Screaming for understanding, for empathy, for care - but receiving a faint, noncommittal response. I've seen the so-called activism on social media. People have spread hashtags and empty catchphrases denouncing anti-asian racism. But it stops there.

fear.

I sat there on the phone, blinking back tears as I read the news. My eyes jumped over their names, afraid of my reaction if I allowed myself to read them fully. When I first heard them, I heard their names read in my mom's broken English, the rough “r” clearly ringing in my mind. I heard their names, especially the Koreans, read to me in an immigrant's accent of sorrow, an accent which knows the alienation they've suffered.

I heard their names read in a voice that has been strained by the heaviness of not only the murderer's actions, but of the justifications of others. The policeman who claimed the murderer had a “bad day” continues to make us unsafe.

I feel scared for my parents, who work and live in an Asian-centric area. They are unsafe. I am scared for my dad, who sits in his office everyday, working tirelessly to provide for my family and to help the people he works with. I am scared for my mom, as she goes to the grocery store and must always be careful. Here, in our Exeter bubble, it is easy to forget the problems we hear about do affect our extended community. What happened on the night of March 16 might seem horrific to non-AAPI people. To me, March 16 confirmed my worst fears: that Asian people were truly alone, surrounded by whitewashed walls. We wake up, everyday, not knowing when, but knowing

that there will be another act of violence committed against Asians.

Performative action runs rampant, and it hurts to be the one people pretend to care about. I have seen Exonians move on from March 16th's events like it was a trend. I have seen people I considered to be my friends posting to their stories, but silence ensues immediately after. “I am always here for you.” the posts say. “This is not okay. Condemn Anti-Asian hate.” says another, its aesthetic appeal outshining its actual meaning.

Nobody talks about it. Nobody asks if you're doing okay. “I'm a good person. I post on social media!” I hear. “But I'm not AAPI so it doesn't matter to me.” Performative action like this burns when it is not followed up on. It's a first step, but it is simply that. I need the people around me to take it beyond that, to actively care for their AAPI friends and to stand up when they see racist situa-

tions occur in the real world.

I am harboring resentment and practicing fear. Resenting the fact that I must be constantly aware of my surroundings as an Asian American woman living in a primarily white-dominated area, and fearful for the lives of the people I care the most about. Eight murders affect more than immediate family and friends. It shakes people to their core, even thousands of miles away. I always knew that I was an outsider, someone who would never be fully accepted for who I was, someone who would be judged even before I said a word. I knew it, and I've continued to feel it as I've moved throughout my life.

Eight lost stories. Millions of memories eradicated. Years they were entitled to, but were violently stolen away. Resentment. Anger. Grief. Fear. Where do I go from this, when the water is pouring and burning me as I desperately try to tend the kettle?

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DOROTHY'S QUARANTINE PAGE

Meet the Quarantine Unit

By DOROTHY BAKER

Audrey Park: The Respected

Audrey is a joy to have in the unit. Everyone loves Audrey. There is no criticism for her. She is not annoyingly positive about being isolated from the rest of campus, but, unlike her recent PCR, she is far from negative. Rain or shine, you can find Audrey laughing in the hallways or playing soccer outside (even in her off-season!). We are trying to come up with a nickname for Audrey. Currently, we have Auds, Auddie, Audi, Autopsy and “Audrey (the unofficial) yang to Audrey’s Yin.” Submit your suggestions to exonianhumor@exeter.edu.

Audrey Yin: The Artistic Weeb

Audrey Yin. Also known as Audrey 1 or “no, the other Audrey.” She can sing and perform like no other, but she knows that already. She has striking confidence and an amiable personality, earning her the title of “looks like she could kill you, is a cinnamon roll.” You may find her watercoloring and discovering her past artworks (that cafe portrait was beautiful). For movie nights, she longs for a group viewing of Spirited Away. No <3

Croix Mikofsky: The Flame Keeper

He is unorthodoxly good at tending our bonfire. Unlike our former Girl Scout Oia, Croix’s ability comes naturally. Do you want a conversation? Go to Croix. Ask him about accents or linguistic philosophy. What he has in brains, he lacks in mobility as he recently bruised his heel bone. We wish Croix a speedy recovery.

Nuki Thiru: The Entertainment

Nuki brings comedic banter that entertains all members of the unit. She

will NOT watch Hereditary during movie night, but it’s ok because she will marathon any Marvel movie. Do not be fooled by her hand-eye coordination in “taps” because Nuki is actually quite skilled. She can perfectly roast a marshmallow (just make sure to check the label for peanuts). Voted least likely to survive an apocalypse.

Leila Herman: The Influencer

Leila, our TikTok legend, is quick with her allusions. Possibly inspired by “the alt side of tiktok” she has taken it upon herself to chop her own hair. Five days into quarantine. On the first rainy day. Leila happens to be talented, both in social media and in faithful grooming, so she looks great. Tell Leila anything—she’ll listen attentively and carry a provoking conversation. And, no, I’m not joking.

Oia Eng: The Deceived (formally titled: The Fallen)

Oia lasted five days in the unit before she tried to depart. To her luck, Airbnb will not accept those who have recently been exposed to COVID. Once she finally does leave the trailers, she will be remembered for bringing her starlight as an “essential item” and mass ordering Sour Strips that hurt her tongue too much to eat. Both Oia and her Apple Music auxiliary would have been missed. For now, we get to spend more time with our bestie.

Matt Turner: Matt

With a passion for both math AND classics, it comes as no surprise that his Stillwells order is a root-beer float. Matt is extremely wholesome. Spending time with him will improve your mood. When asked to describe his life from start to finish he prefaced, “Well I was born in Indiana, so you can infer that the rest of my story will be boring.”

Maegan Paul: The One Who Deserved Better

She’s a Dumbabe, a former Humor writer, and a pleasure. We love Maegan. She had the unfortunate luck of being a lab partner of the infected—little did she know that AP physics wouldn’t be the only positive experience of the day. Nonetheless, she remains kind through the quarantine experience. She is vibing. Highly recommend standing or sitting with Maegan while making s’mores—she will amplify the experience.

Dorothy Baker: The Displaced Crew Girl

This next description will be somewhat of an autobiography. I am the Upper. The generational outkast. My surrounds tell stories of EP and past assemblies, and I listen like a nostalgic child. My soul lies with the crew team. Thankfully, the boathouse is within eyesight of the QU, so I am able to do my own idiosyncratic erg workouts with the team. So fun!

Anonymous Health Center Resident: The Catalyst

She is the main character, and she is too powerful to be confined with the rest of us. She depleted her in-person physics class by five students. Also took out not one but two teachers. Upon leaving her two week quarantine, she walked freely on campus for a mere four days before getting sent straight to the HC. Let’s hope her isolation experience has been as positive as her test results.

Ms. Burke-Hickey: The Ally

This description is no joke. Ms. Burke, my advisor, has been nothing short of an angel during this quarantine. With trips to my room, Target and Dunkin, Ms. Burke has done more for my mental health than a happy light ever could. She even vouched for an erg to be brought to the unit so we could workout. Everyone, please take a moment of gratitude for Ms. Burke.

What to Bring to the Trailers

By DOROTHY BAKER

Speaker

You will be spending a lot of time outside with your quarantine group, and someone needs to show initiative and take aux. In my unit, the queue has comprised the entire Lumineers discography as courtesy of Audrey (Park). Sometimes Croix will bring in some Japanese Lo-Fi to switch it up. I recently made a playlist titled “Auxing for no one” with all my favorite EDM songs that have been prohibited from the bonfire.

Comforter

PA Erin (the goat) will offer you blankets upon blankets upon blankets, but I promise you, the bedding from your dorm room will be more comfortable than the dish towel-eque cloth that is provided. Also pillows. Bring pillows. Make the unit your home away from home away from home (because home → your dorm → QU).

Sunblock

Some members of your

unit may believe that they are stronger than the sun, but you should know better. Although we bask on yoga mats in the concrete lot instead of sandy beaches, the rays are still equally unforgiving. Prevent the wrinkles. Protect your skin.

Socks

I forgot to pack socks. They are arguably the most overlooked piece of attire. Don’t be like me. Do you know how embarrassing it is to text your advisor and ask for socks? Quite.

Your favorite sauces

This came as a suggestion from our favorite anonymous health center resident. And I agree. The amount of times I’ve fiended for WOW butter to no avail is, granted, not that high. However, I do wish I brought some. In terms of food, the QU nurses have you covered. They have plenty of snacks and beverages to keep you nourished. Though, if you are put into isolation it is advised to bring soy sauce.

An anti-essential: social media

As the saying goes: phone bad, book good. As we know from last spring and the past year in general, our screentime skyrockets when we are alone. Be the exception. Read a book, get your vitals checked, submit to exonianhumor@gmail.com, just please don’t let your Tik Tok screen time exceed four hours.

Disco ball or other lighting source

All love to the lamp enjoyers, but I pass some judgement to those whose favorite light source is the overhead. Fear not, the trailer comes with many small bulbs to suffice your illumination needs. But it is still fluorescent. If you really want to feel motivated during your homework, it’s imperative you bring some form of colorful lighting. Disco balls, rave machines, LED strips or glow sticks are encouraged.

QUOTES FROM THE QU

Audrey Yin grabbing her guitar

Dorothy: Is it Wonderwall time?

Leila: I bless the rains down in... wait, that’s not Wonderwall.

Nurse: What a way to start your senior spring.

Maegan: Better than last year’s seniors.

While inquiring for ways to get printed newspapers for a class

Ms. Breen: Do you have any friends that’d be willing to bring you—Audrey Park: I don’t.

Nuki: Does anyone have a hairbrush I could borrow?

Silence

Nuki: Perhaps a comb?

Croix: I have thumbtacks and tape.

Nuki: Did anyone happen to bring a blow-dryer?

Me: Did you think you were bald when you were packing?

Nuki:

Oia: Does anyone want to watercolor? I’m losing it.

Dorothy: I’ll come out in 30—I’m getting schooled in math right now.

Nuki: I’m getting schooled in math too!

Leila: Omg besties, I’m in maths too!

Nuki: Maths.

Audrey Park: The nurses asked me for a propagation, I’m making friends. *plant emoji*

in response to a Tik Tok Oia sent to the group chat

Oia: Nuki is “looks like a cinnamon roll, could be killed by a cinnamon roll.”

Nuki: lol

Oia: Leila is “looks like she could kill you, is a cinnamon roll!”

Leila: Rbf moment.

Audrey Park: Because we have COVID, we don’t, our laundry must wash for a week.

Positives To Being Quarantined In A Trailer

By DOROTHY BAKER

1. No pressure to wear nice clothes for class.
2. So. Much. Sympathy.
3. Did I tell you my advisor brought me Dunks?
4. You get to be the main character of your in-person classes. No one will escape your mammoth projected Zoom face.
5. We get to listen to The Lumineers by a campfire.
6. Just as Principal Rawson intended.
7. Gaining a niche Exeter experience that bonds us for life.
8. How many people that have been sent to a trailer do you know?
9. We have our own bathroom.
10. Erin.
11. If you know, you know.
12. Incredible private story content.
13. New E&R bags.
14. You get to learn French vocabulary (the trailer’s labels are in French to Leila’s blithe).

How My Unicycle Landed Me in a Trailer

By DOROTHY BAKER

It all started with a unicycle. As some of the dedicated humor readers know, upper year has tested my limits and led me to purchase the infamous one-wheeled transporter. But due to unfortunate circumstances (my 332 and said upper year), I have not had much time to practice.

However, when the wave of hotel-quarantined students arrived back on campus, it felt like the perfect opportunity to learn. On Sunday, I grabbed one of my dorm mates and we set to riding. We danced, we laughed, we survived and we had a really really really good time.

That good time high came to an end on Wednesday. Spring term had just commenced, and campus energy was buzzing down from our five day “break.” To continue the upper year grind, I rose in the early hours to go take the SAT. I had a lovely breakfast with peers then went on my way to the testing room. While we were walking, my friend opened all of her Snapchats then took a selfie.

“I want to respond to all

my Snapchats now so when I come back from the test I can feel popular with all my notifications.”

I did the same, then powered off my phone to enter the full focus zone. With reading comprehension passages describing gametes and Italian architecture, one could say it was hard to feel bored. After who knows how many hours later, I finally complete the last math section. I’ve never taken a stretch so nice before.

As I pulled my shoulders in every direction, Ms. Kingsley entered the scene.

“Dorothy, can you come with me? The deans need to talk to you immediately.”

“No they absolutely do not,” I thought to myself.

Heart racing, forehead sweating. Had to take off my quarter zip for the message.

Ms. Kingsley handed me her phone, and together we waited for the dean on duty to answer. They didn’t. We redialled. This was the first time I think I’ve ever truly felt my fight or flight response kick in.

“Dorothy, hi. This is Dean Marshall. How are you doing? I’m not sure if

you’ve heard yet—”

I sounded so similar to a cocky prep who thought they were athletic enough to endure a set of winter track warm ups. (I was the prep). (I was breathing very heavily).

“You’ve been identified as a close contact. You need to report immediately to the health center for a rapid test. You can go to your room and pack a quick bag, but you are not permitted to interact with anyone.”

I went back to the SAT room, powered on my phone, and was greeted by five missed calls from various faculty and parents, a surplus of texts, and a Snapchat reading. “Close contacts check!” This was not the popularity I wanted to feel.

I quickly learned who my close contact was. It was my unicycle friend. We spent so much time having fun that neither of us acknowledged the possibility that she could have covid after two weeks of quarantine. But she did!

I took the walk of shame from the Field House to Langdell and went up the four flights. By this point, I’m in my dorm room. The

Bakery. The freshly decorated habitat that took me the entire break to perfect. I threw my kettle, my LED ball and my chargers into a duffle then started stuffing hoodies into my E&R bag.

“Are you getting quarantined,” my dear friend/hallmate/fellow Exonian editor Ginny texted.

“How’d you know?” I respond.

“I can hear you yelling.”

“See you in two weeks, my friend.”

And with that, I departed. Ginny grabbed a quick photo of my door and of my surplus of bags. Before I knew it, #freedorothy was trending on Snapchat.

Time for walk of shame pt 2. My voyage to the health center had begun. I threw some waves up to my homies on the paths. They didn’t know it would be the last.

Once outside the health center, I waited on the stone blocks for my rapid test results to come out. They took about half an hour to process, so I observed like an American Ninja Warrior—I practiced my parkour. I was jumping up, off and over all of the stones. It was epic.

Guess who’s negative? Me.

One of the health center staff escorted me on my third walk of shame. On the odyssey, I saw my new English teacher.

“Hello! I will not be in your class for two weeks for I have been exposed.”

“You will be in my class, but you will be virtual.” She replied and laughed.

“Haha.” I laughed as well.

We continued on our trek past Wheelwright, and once we got to the Trailer parking lot, we saw my English teacher again.

“I am everywhere,” she said before vanishing.

I had to give it to her, I had no idea how she got there so fast.

“Omg. Hi bestie!” someone said from a lawn chair.

This was it. My first quarantine friend. Color me excited.

I was welcomed by a nurse. Quarantine friend #2. She led me to my room and I think this is where my story ends. It’s been a wild ride so far. And, of course, I brought my unicycle with me.

DOROTHY'S QUARANTINE PAGE

"There will be a supervised walk tomorrow at 10"



Me in the trailers watching crew girls walk freely to practice:



Me asking the nurse for my fifth granola bar



Nurse: we need to check your vitals
Me in the AM just trying to get water:



Prep Cheats On Test, Says They Did It For An English Narrative

By JACK ARCHER

F format math class. The students around the table sit hunched between plexiglass dividers like prisoners in transparent jail cells, laboring through their first in-person quiz of the term. Some have given up and gone to sleep.

The teacher lounges nearby, stifling laughter as students instinctively try to type out their answers and upload them to OneNote. Suddenly something catches their eye. A particular prep seems very

interested in the inside of their mask. They keep pulling it from their face and glancing down into it. Suspicious, the teacher sneaks over to them and asks to look at their mask. The prep grins back at them smugly and cries, “But that would be breaking COVID protocol!”

The math teacher feels like the prep has just told them Alex is actually a zoologist, not a geologist. The prep knows their instructor has walked right into their trap, and turns back to the test. The math teacher is overcome by a

carnal surge of anger only matched in wrath by what they feel when students don’t show their work.

A spare mask and two alcohol wipes later, the prep is no longer smiling. The plan they’ve spent so much time concocting now lies in shreds around them. The whole class has seen the formulas and notes they scribbled on the inside of their mask before the test, and they’ve earned themselves a one-way ticket to the Community Conduct Committee. As the soon-to-be former prep drags slouches to the door,

he hears his teacher yell, “Wait, why are all these formulas wrong?”

And indeed they are. The prep in question seems to be the worst cheater ever to skulk down the paths of Exeter. Every note, every equation, every proof and definition is wrong in some way. Maybe an X is left out, or a fraction is reversed, or, for some reason, Alex the geologist is misnamed as Alan, but the inside of the prep’s mask contains as much misinformation as your average parler thread. The teacher is mystified.

These equations are literally in the book. Even a prep could figure that out, right? The Dean of Academics is also confused and becomes concerned that they will be the first dean ever to be fired because a student wasn’t able to learn enough to even cheat successfully. Finally, the administration caves and asks the prep what they were thinking.

The prep, standing before the entire Community Conduct Committee, shrugs.

“Well, you see, I, like, didn’t actually want to cheat. It’s just that, like, I kinda like do hella bad in English class cause, like, you know, I’m kinda bad at Harknessing, so I really need to write good narra-

tives, and I sorta had no good stuff to write about so I thought, like, what if I, like, cheat on a quiz and then write about cheating? How poggers would that be? But then I didn’t want to actually cheat, so I like, wrote fake answers and pretended I was cheating. And, um, like, yeah.”

Sadly, the prep still got a major DC, since the CCC was so bored of dealing with COVID rule violation after COVID rule violation and just really wanted to talk about something, anything else besides the “trail walking enthusiasts” who consistently violate rule three: intimacy.

Fun Things to Do While Taking the SAT

By JACK ARCHER

1. Nap.
2. Cheat.
3. Nap again.
4. Draw a pattern on the answer sheet by filling in the bubbles.
5. Fill in every bubble (because then you will have circled all the correct answers).
6. Think about your future.

7. Opt in to college search (aka sacrifice your mailbox to College Board).
8. Read the reading section for pleasure.
9. For the essay portion, write a thesis-length exposé of College Board.
10. Be that person who flips pages really loudly.
11. Go to the bathroom during a break and never come back.
12. D, B, A, A, C, D, C, B, A, C, D, B.

When You Get Your SAT Score and It’s A Double-Digit Number



Sports



Girls' Crew practices on the Exeter River.

Courtesy of Bea Burack

Girls' Crew Adapts to Unique Circumstances

By MICHAELYANG

The beginning of the spring term marks a much anticipated crew season. Having been remote last spring, the girl's crew team is excited to be training together in person. Senior captains Addie Luce, Nina Weeldryer and Alicia Coble along with head coach Sally Morris are back on the water to lead their team over the next few months.

Luce, Weeldryer and Coble talked about their introductions to the sport. "I began rowing my freshman year at my old school," Weeldryer said.

Luce had a different introduction to the sport. "I was introduced to the crew by my mother, who has always had an interest in the sport though she herself is too short to participate. After my prep spring and lower fall season, I began to fall in love with the sport and its intensity, which is why I continue to play at such a competitive level," she said.

Coble had a similar experience. "I was introduced to the crew by my mom who learned to row after college. I joined EGC (Exeter Girls Crew) my prep spring and have loved the sport and the team ever since."

When asked why they have kept to the sport, the captains pointed to the impact that crew has had on their lives. Coble said, "I keep rowing competitively because I love the sense of unity I feel with my team in the boat."

Luce had a similar experi-

ence with crew. "The sport of rowing has transformed my life in many ways in and outside of the boathouse. Even on the weekends and during summer/breaks, my day-to-day schedule revolves on my workouts and practices."

Weeldryer said, "I've continued to row because I love the teammates I meet along the way and the work ethic that a challenging sport instills."

The captains talked about their captainship this year as well. "I don't feel old enough to be captain. Since our upper year season was cancelled, it feels like just yesterday that I was a lower on the team. Being a captain during such unprecedented times has been interesting," Luce said.

"Being captain this year has definitely been challenging. A lot of our rowers this spring were new to crew or new to the school, so we had to work hard to include all different grade levels and experience levels. That being said, I've had the chance to get to know most of the people on the team, and they are such a great group. We love to hang out after practice at team dinners and keep motivation high through playing great music after practice as well as cheering each other on," Weeldryer said.

Coble further elaborated on aspects of team bonding. "While there are a lot of things making it hard for the team to be super unified, all the athletes on the team are excited to be back in the boathouse. Nina, Addie,

and I have made a point to get to know the new athletes," she said. "Getting back on the water has been a huge motivator for everyone so I'd say it's less about what I've done and more about what the sport has done for the athletes."

Luce commented on the team's unity despite smaller numbers. "The team has been cut down by 30%, which has made the team closer than it has been since I have been on it."

Coble praised the team's coaches for their hard work and dedication. "Our coaches encourage athletes to work out when they could and with whatever equipment they had. Once people were back on campus, we started training together and that helped us get ready for our spring season."

Weeldryer reflected on the long time spent off the water. "We just got on the water, which is crazy! Before Friday, the last time I was in a sweeping boat was November of 2019."

Coble added, "Normally during the winter we have off-season training together. Obviously that was not able to happen last term."

Morris praised the captains' efforts despite such challenges. "Captain Nina Weeldryer, along with the other captains, Alicia Coble and Addie Luce, has led the ergometer sessions by example, sitting with novice rowers on the erg and teaching them how to row better and faster or literally coaching her teammates first, then erging after the novices leave."

Morris also noted the different roles that the captains played. "Along with the erging, Captain Addie Luce has been a force in the team runs, especially the Stadiums, encouraging and leading the way on each run. Captain Alicia Coble has been leading the dynamic warm ups and warm downs, explaining how to stretch more effectively, and also setting out guidelines for inclusive language among the team."

Lower Isabella Riccardi talked about her positive interactions with all three captains: "Addie, Nina and Alicia are the perfect combination of captains. They're so sweet and funny, making every practice so enjoyable. From the first day, they have always been there to help with form or give us that extra boost at the end of an erg piece. All three of them plan on rowing to college, and continue to push themselves in every aspect of the sport. As a lower, I am so appreciative to have such strong role models in the beginning years of my rowing experience. They continue to inspire me to push myself in hopes of one day achieving similar aspirations in strength, form, and commitment."

Riccardi continued to describe the captains' work ethic. "The captains have definitely pushed the importance of our community as a team throughout COVID-19 and this season. Along with the coaches, they're always encouraging us to speak to someone new, whether it be at team dinners or stretch breaks

during practice. They even hosted a meet and greet with Dunkin' donuts at the beginning of the season on MC beach! As far as motivation goes, I feel the work they put into every practice inspires the rest of us to meet that level. They consistently cheer us on or correct our form on the erg. I feel as though my split time drops as soon as Nina walks behind me."

"We have used all of the assigned practice times and made available coaching in the optional practice times over the break weekend. Before gaining access to the dock, athletes have rowed on the erg, run the stadium, and completed various exercise circuits and stretching routines, all designed to improve their own water rowing," Assistant Head Coach Becky Moore said.

Riccardi elaborated on how the pandemic has affected crew practices this year. "As with all sports, COVID has definitely made this a strange season. Of course we have to wear masks while on the erg, running, and lifting (which is actually helping my endurance). We're required to sanitize ergs at the end of practice and maintain the usual 6 foot distance when working out. One of the biggest differences was they only took out 4 boats instead of the usual 6 to maintain smaller numbers (around 40 girls). It made the tryout process a little more intimidating, but our smaller team has definitely allowed everyone to become closer."

Lower Matilda Damon said, "it's affected recruiting and

generally worsened the performance of the team, since even seniors have only had two seasons on the water so far, one of them being prep year."

Upper Dorothy Baker talked about each of the captains' leadership. "Addie is super driven and a hard worker. she is always eager to get the team hyped for the workout, and she is particularly strong in leading the runs," she said. "Nina is humble, friendly, and shows excellent leadership. She brings the team music and always has the playlist. As a fairly new rower, I was drawn to her confidence both on the erg and water, and she keeps the team morale in check."

Baker elaborated on Coble's leadership. "Alicia is incredibly friendly and creates an encouraging atmosphere for the team. She always reassures me that hard workouts will be ok and that we can get through anything as a team. She is the pinnacle example of both a leader and a friend. she makes me feel comfortable asking questions about form or helping me feel strong on days when I feel weaker."

Coble looks forward optimistically to the rest of the season, when more opportunities for training and competitions will arise. "Varsity is training towards their first scrimmage with SPS in April, so we are practicing six days a week, on the water if the crazy tide schedule is permitting."

Moore added, "We are excited to start the season with an enthusiastic group!"

Cycling Begins New Season

By NATKPODONU and CLAIREFU

As the second wave of students returned to campus, cycling also returned to some semblance of normalcy, getting back into the swing of training and to having fun with the team after a long training hiatus.

With last year's season being cancelled, cycling races were also placed on hold. But as the term progresses,

the cycling team has more and more to look forward to. Captain and senior Emily Kang is excited to have races again this year. "After last year's season was cancelled, I was sad about not being able to go to some of the racing courses, but we will be able to do one of my favorite races in May, which I am looking forward to."

As cycling is one of the few teams with minimal close contact necessary, it

has been easier for cyclists to participate and train as a team. "Although students aren't typically allowed off campus, cycling is allowed to take rides off campus," Kang said. The scenery the cyclists experience during their rides also allow for a breath of fresh air.

None of this would be possible without the joined efforts and enthusiasm of the coaches, captains and students. This year the cycling

team has grown quite drastically with many new riders looking forward to their first season. "The coaches are always ready to help students fix a bike or coach them on techniques and skills," Kang said. "In general, they are super encouraging and cheer us on as they ride alongside us."

Although all sports can be extremely challenging in a variety of ways, it's always important to have fun.

Lower EJ Barthelemy said, "I think our coaches and our captains have fostered an environment that makes us want to work harder but also have fun while riding."

Prep William Lu also spoke on the safety of everyone on campus. "Our captains are keen to make sure we're all following COVID guidelines. Owen has really been pushing everyone and giving us great feedback and encouragement." Lu also noted how they've recently been honing in on interval training.

The team expects that, by

the end of the season, they will have fully transitioned to off-campus rides. "We are split into two groups, a novice and an advanced group," lower Max Chuang said. "The novice group stays on campus and does laps around the training loop while the advanced group gets to do a ride off campus, and sometimes to the beach!"

With cycling almost back in full swing and upcoming races further along the road, the Exeter cycling team is motivated and training hard ready to see where the season takes them.