

LIFE

Read about senior of the week Priya Nwakanma and her love of Shakespearean language and storytelling, 5.

OP-ED

Read Joonyoung Heo '25's analysis of the economic repercussions of President Biden's student loan relief plan, 7.

SPORTS

Read about the Exeter football team's 4-0 winning streak against Cheshire Academy (now 5-0 against Deerfield Academy), 12.

Phillips Exeter Academy
Exeter, New Hampshire

The Exonian

The oldest continuously running preparatory school newspaper in America



@theexonian

George Bennett Fellow Raisa Tolchinsky Shares Poetry



George Bennett Fellow Raisa Tolchinsky speaks at Assembly.

Joy Chi/The Exonian

By ANVI BHATE,
AVEEN BURNEY,
ANNA KIM, LAUREN
KIM, and ARIANA
THORNTON

Every year, the Academy awards the George Bennett Fellowship to one writer, who, as part of the fellowship, resides on campus during the academic school year. The George Bennett Fellow is asked to make themselves informally available to students. This year, poet Raisa Tolchinsky was selected as the George Bennett Fellow.

Hosting events such as personalized poetry in Elizabeth Phillips Academy Center and speaking at Assembly, Tolchinsky has started her fellowship strong by connecting with Exonians. She also has plans to initiate further pop-up poetry events and office hour meetings with student-writers. English Instructors and students involved in creative writing alike look forward to Tolchinsky's upcoming events.

English Instructor Todd Hearon elaborated on the George Bennett Fellowship application process. "Each year, the Bennett Fellowship Com-

mittee reads the 100 plus anonymous manuscripts that arrive in September and winnows them down to separate categories—semifinalists, finalists and, ultimately, the winner," Hearon said. "The quality—especially in the latter stages—is very high, which makes decisions difficult and the competition fierce."

Tolchinsky shared her own experience of the fellowship application process. "I was Googling fellowships after my last year of grad school, and I saw that there was this amazing fellowship where there was no formal teaching but still an ability to write within a community. And that I would be supported, given a house, and given food at the dining hall. I was like, 'This looks amazing.' I went to college really close in Maine, so it felt exciting to come back to the east coast. The actual application was sending a sample of my work, a statement of purpose, and I think some recommendations. The application itself felt pretty easy to do—gathering my work and sending it over, but it was also the culmi-

GEORGE BENNETT
FELLOW, 2

Academy Reflects on Midterms

By AUDREY DENT,
EMILIA KNIESTEDT,
ANDREW SU, and
CATHERINE WU

As midterms approached, campus bustled with mixed feelings of anxiety, relief, and hope. While many students have adapted to the new schedule with ease, others have struggled to balance schoolwork with sports and extracurricular activities. Many new and returning students shared their overall experiences with their workload this term.

Returning students noted their increase in workload. "My [academic] workload has very much increased this year," upper Vera Ai-

munmondion said, "And while I'm keeping my commitments as little as possible, I still have a huge workload compared to last year from classes and the PSAT."

Lower Nick Li agreed. "It's harder than prep year, not because of the differences the school makes, but rather because I'm doing more extracurriculars compared to prep year."

"Some days it's more manageable than others," upper Yoeku Sam said. "It definitely has increased since my lower year and I don't think that it's too bad. But if you have good time management, I think you could get most things done."

Seniors have also

been busy with college applications, "I feel like this term is slightly better than last year because my courses are more interesting. However, it is challenging balancing college applications with my academic workload," senior Hope Flowers said.

"This term has definitely been harder than last year," senior Ryan Kim said. "But it's nice knowing that we're almost done with the whole process."

For students involved in athletics, balancing homework and sports practices has been a challenge. "Field hockey takes up a lot of my time because it's from 4 to 6:30 p.m. every day, so it's a little bit hard for

me to complete all my schoolwork with those two hours gone," upper Sadie Shang said.

New students noted their workloads as well. "It's kind of been what I expected," prep Valentina Martinez said. "But just a tiny bit more work. It's manageable when I use my time wisely."

New upper Hunter Ryerson shared similar sentiments. "It took me a while to even figure out if there was any pattern at all to it [the schedule], which is just sort of being new, but I like the way classes won't always be 8 a.m. [classes]," Ryerson said. "But the schedule seems good so far and I like the way it sort of shifts throughout the

week in a sort of rhythmic pattern."

"I don't know what my expectations were because I just knew that anything would be a hike from where I came from to Exeter," Ryerson continued. "I think it's manageable, but my sleep schedule has definitely suffered in a way that it hasn't before."

Students offered suggestions for ways to improve the academic schedule. In terms of the short block homework policy, "I think it's more annoying than last year because we have to have homework for every block, versus time off last year, but you kind of get used to it after a while," Li said. However,

according to Sam, short block assignments, however, take less time.

"Most of my teachers are really good at planning assignments during short blocks. Usually, homework during short blocks isn't that bad, and it gives students time to review," upper Sangye Sherpa agreed.

Despite less homework, some students still find the workload too much. "I felt that it was really hard for me to get around," Shang said. "I usually have four to five classes every day because most of my classes use reserve, and I know I need to do four or five classes of homework every night."

MIDTERMS, 2

Campus Hosts Family Weekend

By LUCY JUNG, SELIM
KIM, DUSHANT LOHANO,
HANNAH PARK,
and ANDREW YUAN

This year, Family Weekend was held from Friday, Oct. 21 to Monday, Oct. 24, featuring activities for family members to participate in.

From Friday to Sunday, families could choose to attend a series of panels and speakers to learn about campus life. In addition to those events, family members were allowed to spectate classes on Friday and Saturday, marking the return of a long-standing tradition that was put on hold in 2019 due to the pandemic. The following Monday was designated as a no-

class day to accommodate family visits.

Both faculty and students have shared positive reactions to the return of family spectators in classes. "I think it's cool for parents to be able to get to experience Exeter because there's such a disconnect, especially for those who live farther away," upper David Goodall said.

Upper Nicholas Lin shared similar sentiments. "It's really fun to see what [the parents] have to add or just the reactions on their faces when they listen in on our really long tangents."

Instructor in English Emily Quirk agreed. "I think, in a boarding

FAMILY
WEEKEND, 2



Students and families lining up at the pizza truck.

Joy Chi/The Exonian

News

» POETRY

Read what advice Raisa Tolchinsky has for younger writers, 1.

» MIDTERMS

Read student reflections on workload during midterm season, 1.

» FAMILY

Read how faculty feel about reintroducing parent spectators in classes, 1.

George Bennett Fellow Cont.

nation of years of writing.”

“It’s a dream to be supported just to write,” Tolchinsky continued. “People say it’s a little bit like winning the lottery—you hope for [a fellowship], but you don’t depend on one after graduate school. So it felt really exciting to get a call from Mr. Hearon.”

Tolchinsky accredits the beginning of her writing journey to one third grade experience. “I had an amazing third grade teacher who had us lay on the floor and listen to Nora Jones. I was amazed. I was like, ‘What is this thing? Poetry is so cool,’” Tolchinsky recounted. “And then I just kept going. I never thought about being anything else, because [writing] was the thing that brought me the most joy.”

“If I was alone on a desert island, I would be writing poetry,” she joked.

During her childhood and teenage years, Tolchinsky evolved from writ-

ing on the floor in a third grade classroom to submitting her work to writing competitions. Mentors and educators were a cherished and valuable part of her writing. “When I was in high school, sometimes I felt like I wasn’t taken seriously or treated like a real person. I think that if you guys like my work, that means a lot.”

When asked about her plans for Academy events this school year, Tolchinsky highlighted poetry pop-ups. “The main thing will be doing poetry pop-ups. I don’t know if it will always be in the same place, but I’m hoping to do those one to two times a month. I think I’m also going to work with the library to do a workshop with typewriters,” she said. “Beyond that, I want to meet with students and whoever wants support. My goal is anyone who wants a poem will have a poem—written by me, for them—by the end of the year.”

While honing her craft at Exeter, Tolchinsky hopes to have a strong impact on the Academy’s writing

community. “High school students are my heroes,” Tolchinsky said. She felt honored by the outpouring of positive student reactions to her writing. “When I was in high school, sometimes I felt like I wasn’t taken seriously or treated like a real person. I think that if you guys like my work, that means a lot.”

When asked about her plans for Academy events this school year, Tolchinsky highlighted poetry pop-ups. “The main thing will be doing poetry pop-ups. I don’t know if it will always be in the same place, but I’m hoping to do those one to two times a month. I think I’m also going to work with the library to do a workshop with typewriters,” she said. “Beyond that, I want to meet with students and whoever wants support. My goal is anyone who wants a poem will have a poem—written by me, for them—by the end of the year.”

When asked for her ad-

vice for young writers, Tolchinsky emphasized perseverance and self-reflection. “If you say you want to be a writer, you’re going to be met with a lot of people asking you ‘Well, how are you going to do that? What are you going to do for a living?’ And to that I say, ‘If you love it, there is a way.’ Don’t let other people’s fears stop you from believing that you can do it.”

Tolchinsky continued, “I think that to turn inward and to know yourself is the most powerful tool a writer has. Whether that’s journaling or meditation, there are many ways to get to know yourself and what you believe about the world. And I think those things change over time. But the life of a writer is learning about what matters to you and what moves you. When we learn to write for ourselves first and then we share it, it comes from a place of authenticity and honesty. Because

there’s been periods in my life where I’ve written to try to impress people and it feels bad.” She said. “Go inward and trust yourself, and don’t let people scare you out of what you love.”

“I’m here as a resource,” Tolchinsky added. “I spend a lot of my days writing and in my own rhythms of creativity, but I’m here if students need me. So, even if you only see me when I’m doing the pop-ups or at the dining hall, I’m really here for people to reach out to if they need something.”

Senior Phil Avilov shared what he felt was most inspiring about Tolchinsky’s recent public talks. “She talked about the capacity for amazement and awe as one of the essential human qualities and that really resonated with me. And during the assembly, there was one line I wrote down,” Avilov said. “‘The medicine was in deciding I could not do it.’ I feel like that’s a really

helpful thing in life.”

Lower Aymeric Dauge-Roth shared his thoughts on the poetry pop-up event. “It was super fun,” he said. “I would like to see more interactive student poetry events that are more broadly advertised. That way, more people take time out of their day for something this special.”

Upper Amber Zou added, “I am excited to have [Ms. Tolchinsky] as a resource throughout the year to look up to as a mentor for honing my poetry skills outside of the classroom. It is a blessing to have a fellow at our school throughout the entirety of the year.”

Hearon concluded, “I hope she has a healthy influence on the culture of student writing. All indications so far point that way. Her assembly reading and her meditation were stellar and provide wonderful and inspiring examples to us all.” and what the cost was to the kids.”

Midterms Cont.

Lower Aimunmondion would prefer returning to no-homework short blocks. “It’d make things easier for me, not having five hours or so of homework every day. Short blocks without homework were very helpful, though I know it’s a complicated subject because we have to be mindful of teachers’

curriculum.”

Students touched on their upcoming preparations before midterm grades are released. “I think I am prepared for midterms but I definitely need to study more,” Martinez said. “The teachers [crammed] assignments, trying to prepare us for midterms,” Martinez con-

tinued.

“With midterms approaching, I think my workload is definitely ramping up, but that’s to be expected as you get further into the school year,” Ryerson said. “I don’t know if it’s specifically midterms themselves, because I don’t have anything else to

compare them to, but so far, it’s still manageable—I’m just dealing with it day by day.”

Other students note fewer major assignments in light of midterms. “Most of my teachers aren’t assigning too many major assignments for midterms, and I am hopeful for my midterm

grades,” upper Sam Pannagan said.

Aimunmondion concluded with some guidance. “I would say teachers are individually assigning the same amount of homework as before, but altogether I am just having bigger assignments grouped closer together. When you have

five consecutive assignments due every day of the week, it can become pretty stressful. Prioritizing time management and planning is always super important, and it can help workload become less overwhelming overall.”

Family Weekend Cont.

school environment, it’s good for parents to get to see what Harkness is and what their kids are up to. Especially in an English class, it could be something that the parents feel like they can understand or get excited about as well.”

Instructor in Visual Arts Tara Lewis looked forward to iterating with families during the weekend. “I enjoy welcoming families to the art studios! It’s a unique approach to using the Harkness table and a fantastic opportunity for families to have an experiential window into the daily life of their kids and [their] creative minds at work,” Lewis said.

Though many students look forward to Family Weekend, some students have admitted that the presence of parents in class can be intimidating. “Personally, if I were participating in classes, I would find that it’s a bit scary because I would want my parents to see the best version of myself. I feel like I’d be sad if they didn’t see the 100 percent best version of myself, lower Samantha Halbower said.

Halbower continued, “But I think that it’s a really good opportunity for parents to see what’s up with their kids and catch up with their children, especially since they go to a boarding school... So I think the concept of it is really very nice, and it’s also really cool, having an older perspective in the classroom.”

Lower Sarah Hanson believes that there are

both “positives and negatives” to family spectators. “I think it’ll be cool for parents to be able to see what their kids do each day, especially for those who are away from their kids for most of the year. But also it might be just a little strange to have your mom and your dad watching you in class. So it’ll be interesting to see how that goes,” Hanson said.

Additionally, some faculty members noted that the presence of family members in class may raise difficulties.

For Instructor in History Sally Komarek, her “apprehension” about Family Weekend “stem[med] more from the planning side of things.” Komarek explained, “We haven’t had families able to come observe class in three years, and I think there’s a lot of built up excitement and enthusiasm around that. With the instructions that two family members per student can come to class, realistically, we can’t fit that in my classroom... I don’t think everybody that wants to come is going to be able to come. Hopefully, that’s not the case.”

Komarek added, “I wish there was a clear way to have signups, in the sense that you would know how many people to anticipate, and if you needed to switch classrooms, then you could do that in advance. Or to at least to say like, ‘can half of your families come Friday, half Saturday?’ Things like that. But, I think parents coming is exciting, and it’s really cool that we’re offering that again because



In the Bowld, parents anticipate the annual Family Weekend a cappella and orchestra showcase.

Courtesy of Bai Xue

Harkness is so unique and so special...and to be able to see that is pretty special.”

Despite parents being present during classes, some faculty planned to operate classes like normal with small adjustments.

Instructor in Math Eric Bergofsky said, “I like to have as normal a class as we normally do, so they see the real thing, and once in a while I’ll look for opportunities, particularly in the younger classes to see if we can get the parents involved in doing some of the math with the students.”

Like Bergofsky, Quirk planned to find possible spaces for parent involvement. “The only class that I teach that day will be my prep day, and I think we’re just going to Harkness and their parents can see what

that looks like and maybe even participate in the community circle,” Quirk said. “I’m just going to think about which texts might be most fun for parents to observe or which texts might best showcase what my students have learned.”

Others planned on keeping the role of family members solely to observation. “The dynamic shifts a bit, as it always does with visitors,” Lewis said. “I like to consider the nature of the dynamic and offer an authentic day of working in the studio so that everyone is comfortable and natural. I try to make the agenda purposeful to the progress of the course and fun to observe. I definitely enjoy rearranging the décor in my classroom space!”

Komarek shared simi-

lar plans. “I plan to structure it like a regular class. So, I always frame the classes in a way that makes the expectations clear for the families, which is that they are there to observe and listen, and not actually participate themselves,” Komarek said. “I also try to assign students material that they have confidence in. So, it’s not like the most puzzling reading or assignment because that can be intimidating with family members in attendance.”

Following classes, many students looked forward to spending the weekend out-of-town with their families. “My parents are coming and we’re going to Boston for the weekend. We might see the Head Of The Charles Regatta since some of my friends are doing that.” lower Laura Sal-

darriaga said.

Students without families visiting them over the weekend had scheduled activities and fun events planned for the weekend as well. “[My parents] are not coming and I don’t really mind since I’ll see them over the winter break,” Lin said. “[I’m] going to Boston with a few of my friends. It’s a trip set up by OMA ... I’m thinking of getting hotpot.”

For all students, the weekend will be one of rejuvenation as they prepare to face the rest of the term ahead. “It’s really just resting and sleeping and spending time with each other,” Saldarriaga said.

» FOW

Read how French Instructor Mika Court's experience in anthropology informs their teaching, 3.

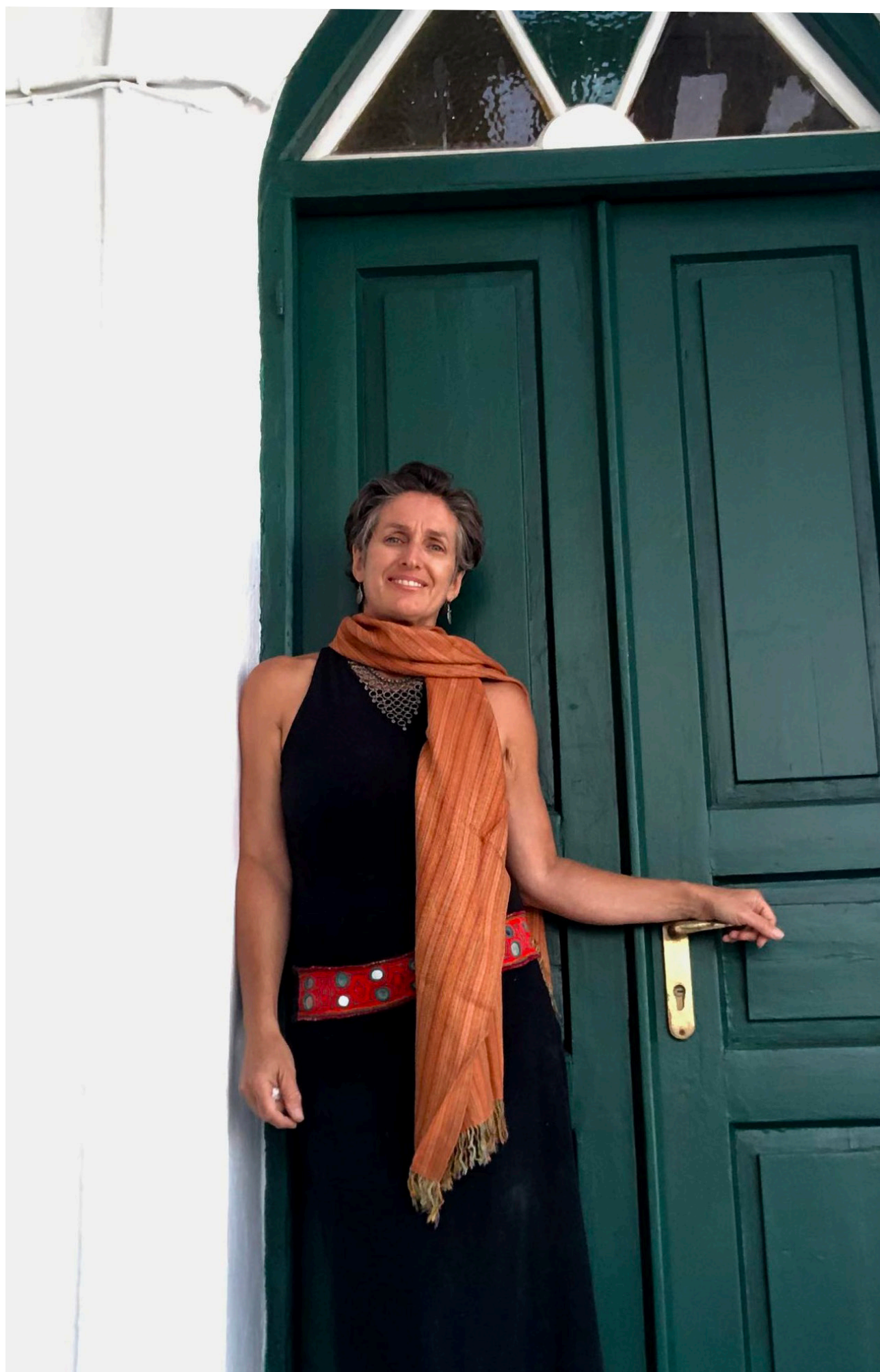
» ARTISTS

Read about visiting artists Takuya and Minami Yoshida and their sushi dinner with students, 4.

» FALL FLING

Read about campus reactions to the fall fling dance, and future dances in the making, including a possible E/a dance, 4.

Faculty of the Week: Mika Court



French Instructor Mika Court in Paris.

Courtesy of Mika Court

By ANVIBHATE, LAUREN KIM, and SOPHIE MA

Around the room, students gather in clusters at blackboards with surrealist French statements scratched on them, adding their own interpretations as they pass by each board. As the lesson progresses, they move back to the round Harkness table to engage in fervent discussion about the surrealist movement, oppressive colonial and imperial societies, and responses to the trauma of world war. Although a bit of an unconventional scene for a French classroom, this is certainly not unusual for French Instructor Mika Court, who enjoys a holistic teaching approach in every subject that they engage in.

"I find these projects a way to have fun while learning grammar, vocabulary, as well as some models of creative collaborative social and artistic movements from the past," Court said.

Having wanted to teach since they were a kid, Court taught their first ever class at a local English high school as a part of a senior class at Amherst College. Throughout their life, Court has moved states and taught in a multitude of places, but being at a boarding school like Exeter was personal for them.

"I went to a boarding school where I stud-

ied French, and then that school brought me back to teach French," Court said. "Boarding schools: there's something special about them. I love the stimulating curriculum."

"I've always enjoyed teaching this age group," Court continued. "You are the next generation and on fire. I've gotten older though, so it's always different, always very interesting. So, I was pleased when the opportunity arose [to come to Exeter]."

A multidisciplinary wonder amongst the arts, Court has also taught a variety of humanities and social science subjects. Last year they taught U.S. History at the Academy, although so far this year they are focusing on French. "I've never been able to decide between literature, social sciences and art. So, I think I've always been interdisciplinary," Court explained.

Court certainly has the degrees to match. They completed their undergraduate studies at Amherst College, receiving a degree in anthropology and French literature, and also went abroad to Paris-Sorbonne University during their junior undergraduate year. After Court's time at Amherst, they went abroad once more, and participated in a one-year certificate program for international students in Political Science and Economics at L'institut d'Études Politiques,

Paris.

"Also known as 'Sciences Po,'" Court said.

The next part of Court's educational journey continued in California, where they received multiple master's degrees. "When I decided to apply to [graduate] programs, I couldn't decide if I should do literature or [something else], so I decided to do cultural anthropology because it's very holistic," Court said. "I studied that in [University of California] Santa Cruz."

"Then I studied English literature [at San Francisco State University]," Court continued. "I also took summer classes towards a masters in French at New York University in Paris when I was teaching and being a dorm parent at St Andrew's School."

A self-proclaimed lifelong student, Court has been learning all their life. "The last degree I got was in 2018," they said.

When asked about why they enjoyed teaching French, Court explained their special affinity with the language. "I grew up in rural Maryland. My mother was a Greek, and she was a French teacher."

Court was also drawn to the language because of its radical nature. "At the same time, French literature was existentialism," Court said. "It was a critique of colonialism and imperialism, and it was about revolution."

"My mother left

Greece because there was a military coup. So, I grew up with leftists who spoke French. There was a big intersection between existentialism and black power and civil rights movements," Court continued. "It was a different world in the French classroom."

Court also introduced someone who had a big influence on her becoming a French teacher. "My high school French teacher was from Lebanon, and she was so cool," Court said. "She was glamorous and smart, and I ended up sort of becoming a part of their family for a little while. I traveled to Egypt with them, and they spoke French in their household."

"I love teaching and being able to learn a language and thinking outside of our own culture. French was my way of doing that. Some of the most important postcolonial writing is in French," Court concluded.

After collaborating together within the Modern Language Department, French Instructor Katherine Fair described Court to be "an enterprising, thoughtful colleague who brings considerable expertise and imagination to her teaching. She contributes readily and helpfully in departmental discussions, where their energy and sense of humor are always in evidence. I very much enjoy working with her," Fair said.

Likewise, Court finds

their favorite aspect of the Modern Language Department to be their fellow colleagues. "So far, I'm very, very happy. I love being in the language department. I have wonderful conversations with my colleagues every day," Court said. "I had lunch with some of my friends: a mathematician from Senegal, a teacher from Colombia, and another teacher from the northern part of Spain. It's a really great department. How can I complain?"

Along with French, some of Court's passions include advocating for social justice. Crediting this interest to being raised by an educator and social worker, Court said: "Since I was young, I was very interested in justice, race, class and gender, which were all deeply part of my experience growing up."

Court also recounted enlightening experiences with protests around social issues. "When I lived in France, there was literally a strike or a protest every day. I was so excited by it and learned so much from it. I realized that I was learning more history out in the street than I was in my classes."

"When I studied anthropology, I went to a program around culture and power run by lesbian women. There were so many intersecting elements of power, society, gender [in that program]," Court continued. "I realized that the more I learned, [the more I] worked with people, the more we learned together on these issues."

Court connected these experiences with their mindset as an educator. "Teaching for me is very much all about empowering a pedagogy of the empowered rather than the pedagogy of the oppressed," Court said. "I've spent a lot of my life trying to figure out how to get people to listen and not shut down, and to learn and not get shut down."

Court also explained how modern issues can be interwoven into class. "I like to open as many doors as possible for students to become aware," Court continued. "Because what are we learning for? What world are you going to be prepared for, and what skills do you need for that?"

"For example, last year I brought the news into every week of my history class. In French, I'm doing similar stuff as well," Court said. "I want students to learn about the diversity of the francophone world with a real awareness of how anti-blackness has permeated [the space], because a lot of the francophone world is in Africa and the Caribbean."

Empowering people of all ages to do grand things is something Court strongly believes in. "I taught at an all-girls middle school [in San Francisco]," they recounted. "It was called the Julia Morgan School for Girls...and [the] school had been an orphanage for the children of sex workers in [nearby] Chinatown. They would do tributes to the girls who have been there before. The graduating class — 13 year olds, all girls

— would run the whole ceremony.

"It was the most moving thing," Court continued. "I've taught at all ages, and I think we can do really high-level work at all levels. People I taught with used to say, 'These students aren't ready for this.' They completely were. And my colleagues said, 'You helped us realize how much we can do. We don't have to dumb things down.'"

Whether it be inside or outside the classroom, Court's unique ideas and speaking points have left lasting impacts on students as well. "They're a very good teacher in the sense that I like it when teachers also participate in the Harkness discussion from time to time," senior Enzo Nakornsri said. "They did a really good job at that, and they made the discussion flow well...Just having someone there to facilitate the conversation is really nice."

When they're not teaching, Court enjoys painting—every wall in their house is painted in bright, creative strokes. Court is also a mother, and described motherhood to be a hobby as well. "I have two teenagers, so part of my hobby is being a mother," Court said. "My oldest is a senior, and my youngest is a sophomore. [In my free time,] I like to paint and draw and listen to music and take care of my kids and dream a lot."

Court also described their music taste to be diverse. "I have a very eclectic [and] wide range of music. Everything from 80's pop to Algerian music that's a fusion of French and Arabic pop to salsa to anything. I listen to a lot of different things," Court said.

"I also listen to French hip-hop — which I do teach [in class] — because this one hip hop artist can sing an entire novel in one line," Court continued. "The brilliance of the lyricism [is insane]. There's some real literature happening here."

This year, Court will transition from instructing part-time at Great Bay Community College to working full-time for the Academy.

"This year, I made the commitment to work full-time through French. I'm no longer teaching at the college because I wanted to be able to focus [on the Academy], enjoy it, and not be stressed," Court said. "Part of our job is just showing what it is to be an adult. We need to find balance and I love that I'm here full time now."

In the future, Court said that they could envision teaching English, anthropology, religion, or continue with French at the Academy. Despite their impressive and varied talents, however, Court remains humble. "I feel like to be truly interdisciplinary, I would have to be a scientist," Court said. "I'm a generalist. There are people who are mastering [subjects] on a completely different level than I am. But I'm a high school teacher," they concluded light-heartedly.

Visiting Artists: Takuya and Minami Yoshida

By ALAYSHA ZHANG, CHENGYUE ZHANG, CHELSEA ZHOU, and SOPHIE ZHU

On Tuesday, OMA and the art department partnered with Japanese artists Takuya and Minami Yoshida to host a sushi dinner with students. Takuya's work focuses mainly on landscapes while M. Yoshida sculpts. The dinner focused on students studying Japanese or art and those in the AAPI community. During their stay at Exeter, the artists visited art classes, OMA affinity groups, and Japanese classes. In the evenings during studio hours, the artists worked on their own projects. Besides interacting with students, T. Yoshida and M. Yoshida presented a slide show open to the public in the Mayer Auditorium.

Art Department Chair Carla Collins briefly explained the planning process of the short residency program. "The artists hosted by the Art Department are heavily researched, vetted, and usually interviewed to ensure that they would be a good fit for Exeter. As a department,

we talk about how a visiting artist would be useful in our curriculum, and we consider bridges they can build to other departments," Collins said.

T. Yoshida and M. Yoshida were in residence at Exeter for an entire week. "We wanted them to have a lasting impact on students, especially our student artists, and people who identify as Japanese and who take Japanese language classes. It was powerful to see T. Yoshida and M. Yoshida working alongside our students and providing demonstrations as well," Collins continued.

In activities planned through their residency, prioritization was given to AAPI-identifying students in the art department. "Representation is so important for students because it allows them to not only feel validated in particular fields of interest, but more importantly, it gives them a sense of belonging in those fields," OMA coordinator Kerrie Tinsley explained.

The sushi dinner on Tuesday was designed to be intimate. Students fluent in Japanese helped translate for the artists. "Since our artists were

most comfortable speaking in Japanese, we felt it was important not to have the language barrier hinder them during our dinner," Collins said. "I also wanted to keep the dinner small so as not to overwhelm the artists or students, and the conversations that materialized were golden and incredibly special."

Many students enjoyed interacting with the artists in a relaxed setting. "It was a pretty friendly event," lower Shiqiao Zhang said. "We talked a lot about different things regarding Japanese culture, Exeter culture, their art, and our own perspectives and opinions on the art."

"I got a lot of chances to speak Japanese with the artists and also learn about a lot of Japanese culture," Zhang continued. "The sushi was also a nice break from my otherwise monotonous food here."

"The atmosphere was friendly and outgoing in general. People were open to asking questions to the guests. And we had students who were willing to translate for everybody from Japanese to English and back," lower Nicolas Li said.

Students enjoyed interacting with artists in their art class as well. The artists performed demos. "Minami-san took a little coil, a snake of clay, rolled it up, and made it a dome. Then she stabbed the dome and made a face on the dome," senior Phil Avilova explained. "It's modeled after traditional Japanese sculpture. She said she likes to do these kinds of sculptures because they peer into the soul."

"Takuya and M. Yoshida speak to deep Japanese roots inspired by the Superflat Art Movement and artists, such as Yoshimoto Nara, and the ancient ceramics figurative sculptures from the Heian period (793-1185). They both are also inspired by abstract expressionists and classical techniques," Collins said.

Students resonated with the artist's works. "[The paintings] touched me especially, with their vibrant colors and the beautiful, garden-like utopia scenes. I remember someone asked a question— why does T. Yoshida always paint the humans in one single color, sometimes orange, yellow or even blue? He answered:

first, large patches of color make his work more identifiable from a distance; but to him the most important message is that we are all the same," upper Ava Zhao said.

"In days when we're busy with schoolwork, seeing pictures of their gentle, snowy world was a pleasant reminder that there is so much more about life outside Exeter," Zhao added.

After talking to the artist, Zhang gained insight on the amount of freedom Art can have. "You can go anywhere you want in art. It's not restricted like the forms we are used to. It's always a good idea to explore new ways of doing art because sometimes creativity really just comes from this desire to push existing limits and try different things," Zhang said.

When asked what Takuya and M. Yoshida wanted students to take away from this experience, Takuya said he wanted students to understand that even though pursuing art is a difficult path, he thinks "there are many ways to keep an artist career going. Maybe it is a hard path, but it's hard in every study. So I want kids to pursue and find

what they like to do, maybe it's art, maybe not. But I hope they can pursue what they like to do."

The artists' journey reassured many art students that it is possible to make a living out of being an artist. "A lot of artists here are discouraged from making art because it's impractical. But you can make it work," senior Phil Avilova said. "You can rent a gym in the middle of nowhere and do art in it. That's what [T. Yoshida and M. Yoshida] did."

Artist Takuya and M. Yoshida's weeklong visit concluded. Students were not only able to interact with the artists and learn about their art and hometown over dinner, but also see the artists paint in action. Takuya and M. Yoshida also reflected on their visit to Exeter, Takuya said that he enjoyed seeing "so many diverse kinds of people; for example, so many different people taking Japanese." Students also enjoyed the warm atmosphere during the sushi dinner while getting to know the visiting artists better.

A Fall Fling Retrospective

By IZYAAN BURNEY, HARRY WALKER, JAKE CREELAN, and LIANNA YANG

On Saturday, Oct. 8, the Student Council hosted the Fall Fling dance. Over the past two years, such events have been heavily restricted due to the COVID-19 pandemic. Because of this, the Fall Fling was the first opportunity for many students on campus to experience what dances are like at Exeter.

Director of student activities Kelly McGahie reflected: "This is kind of the most normal we've been since the pandemic hit. I think everybody was excited about finally having something that felt like it was going to be a normal event."

Senior Sebastian Rebeil expressed his initial judgments and post-dance reflections. "Honestly, expectations were pretty low. I thought it was going to be a pretty uneventful night, but [my expectations] were surpassed. Performance was good. Energy was there, and overall it was a great

time," he said.

Senior Jayson Tung agreed. "The one they did [last] spring was fun, but otherwise they were just sad. This one was better than all of those because there was a lot of adrenaline, a better vibe, and less restrictions."

After the Fall Fling, Student Council Vice President and senior Grace Puchalski has an optimistic outlook for the future. "I think that it was really successful considering its post-COVID. It's going to take a bit to get people excited for these dances again."

Some students shared their critiques about the Fall Fling. Prep Tristan Price said, "I felt like there could have been more AC definitely around because it was very hot in there." Another prep, Joseph Vicente, said, "I left because the atmosphere was really loud and kind of intrusive. The music selection was pretty sub-optimal."

Tung commented on the music choice: "You know, I thought there were some bangers. But it was mostly hit or miss."

Upper Oliver Lui said, "I talked to some people who left because, you know, [the music] was a little explicit."

Prep Bianka Laufer agreed that the ambience was overwhelming. "I think the flashing lights were a little much. I was a little hesitant to go into the gym, but I ended up going anyway. I think walking into that space, they definitely could have chosen a smaller area for that amount of people."

Prep Izyan Maredia said, "It was like 70 people and they were patched into three feet of space—it was a little rough in there."

Laufer added that she felt it was a struggle to navigate through the crowd. "I definitely had more fun staying in my small group of friends than being a part of the whole mob."

Despite some negative reviews, many recalled the dance positively. "It was pretty fun. It relieved a little stress on a Saturday night," Liu said.

Prep Celia Valdez expressed, "It was my first time going to a school

dance. I would rate it a 10 out of 10. It was insanely fun. I can see why people want to go to dances all the time."

The snack room was another aspect of the dance that many people enjoyed. Prep Izyan Maredia went as far as saying, "The gym kind of was how I thought it would be, but the snack room was the best part."

Chaperones noted that many students appeared to enjoy themselves. "I saw kids dancing by the speakers all throughout the event. I hope everyone had a good time," Holly Lyne commented. Scott Saltman said, "There was a lot of energy and it was good to see students having so much fun."

As students and faculty recalled their experiences at Fall Fling, some looked back on past dances such as Back in Black, an event that Dunbar traditionally hosts and which last took place in 2019 right before the pandemic, when the Class of 2023 were preps.

"When we last had it, [Back in Black] it was

definitely a lot more successful. There were loads and loads of people there across all the grades. Everyone was dancing. Everyone showed out," senior Keanen Andrews said.

Senior Kate Nixon reflected, "I think Back in Black was one of my top six favorite memories at Exeter. The atmosphere surrounding Back in Black, there was so much school spirit and enthusiasm. I think it really just brought the students together." According to some students, this feeling of community and excitement was not felt nearly as much during the Fall Fling. "Kids were talking about it for so long, and students haven't bonded over Fall Fling," Nixon continued.

However, some think that Fall Fling and Back in Black are uncomparable due to the circumstances of the pandemic. "I'm not going to compare...what we're doing now to what we had done before. Because I think that's an unfair comparison," McGahie said.

Looking into the fu-

ture, students and faculty gave their hopes and ideas for upcoming events. McGahie said, "I'm working with the Student Council right now to plan an Exeter/Andover dance that will be happening in November." She continued, "The hope is that, for winter, we can maintain this normal-ish feeling and have dances and indoor gatherings."

"We are most certainly doing a formal dance in the winter term, right when we get back, and hopefully other dances throughout the winter term. We hope to revive the full school spirit before COVID and develop more excitement around these events," Puchalski said.

Committee Head of Recreations, lower Anna Holtz, remains hopeful throughout the planning process. "We're in the midst of talking with the student council and receiving people's opinions on things we could improve on for future dances. Hopefully the winter formal will exceed everyone's expectations!"

TV Show Review: *The End of The F*cking World*

By NATALYDELICID '24

"I'm James. I'm seventeen, and I'm pretty sure I'm a psychopath." *The End of The F*cking World* (TEOTFW) follows James as he joins Alyssa, a new and impulsive teenage girl at school, in running away from home. James pretends to fall in love with her and plays along with her abrupt attitude towards life and society, with the ultimate intention of killing her to prove to himself that he's a psychopath.

As the show goes on, James finds himself exploring emotions and sensitivity while Alyssa does the same. James is constantly repressing his feelings while Alyssa is always expressing them. As they encounter real psychopaths, law enforcement, other teenagers, and strangers on their journey, they begin to increasingly depend and find sanctuary in

each other. Alyssa puts down her tough facade and begins to show vulnerability as she grows more fearful of where their path is taking them, and James begins to realize that he can indeed feel things, as he begins to fall in love with Alyssa and forgets his original plan to kill her.

I watched this show years ago, yet it has always stuck with me since it creates a certain sensation unmatched by any other show I've seen. There's an emphasis on simplistically beautiful chaos. For instance, much of the dialogue consists of monosyllabic responses and child-like vocabulary, yet, the way the actors Jessica Barden (Alyssa) and Alex Lawther (James) create such profound scenes through such little material truly speaks to how well the actors know how they want their characters to be perceived. For instance, the line "She made me feel things," in season one is so

simple, yet so groundbreaking because of the way Alex Lawther delivered it so nonchalantly. Every other actor in the world would add some sort of emotion-evoking performance to this line, yet Alex delivered it in a monotone way. It was up to the audience to piece together the words he said and realize he's changing.

Additionally, TEOTFW has a beautiful simplistic aesthetic through its cold color schemes, scenery, and outfits, but the most groundbreaking part of this equation is the soundtrack. The show is plastered with classic rock, country, soul, and doowop. The music is overall very positive, which almost adds an ironic sense to the series as a whole. The creators understand the gravitude of the plot, yet, they include this soundtrack to bring the audience down to earth to appreciate the show itself and not get pulled in too deep by the

show's depressing theme.

This irony also accentuates how spoiled both the main characters are. To be clear, neither of them have ideal home lives, but they're lives are not so drastically bad that they would feel the need to run away—they just craved change and adrenaline. James has a dad who loves him and cares for him at home, and Alyssa has a fake and toxic family, but they still watch out for her. Neither of them face circumstances so drastic that they need to run away. The plot of this show is just one of teenage exploration taken to another extreme. The impulsivity that leads most teens to get drunk on a Saturday night is the same impulsivity James and Alyssa feel, yet, since they've repressed it for so long they decide to run away and commit multiple crimes instead of getting a pack of White Claws and calling it a night. Now, they must deal

with the consequences of their impulsivity.

This leads us into season two, which fully revolves around the consequences of their actions through an attempt to grow up. Alyssa's mom requests James let Alyssa go, because it's what he should do if he truly loves her and wishes the best for her. He takes her advice and Alyssa gets engaged to a man she briefly met and works at a diner, all while James continues to recover from his injury. Season one focuses on "doing" while season two is about "dealing" with what they've done.

Although it's refreshing to see them pull themselves up, I believe the show should have ended with season one. The dynamic between the two characters is uniquely touching, yet these two are so contrastive that there is no such thing as a truly happy ending for them. All

they have is bits and pieces of love and infatuation here and there, but there is no way they'll work long term because they're both so isolated from the real world that they can't even look out for themselves, let alone each other. If the show would've simply ended with season one, which was a sad ending but a realistic one, the audience could appreciate the TV series as a slice of their lives rather than expect some sort of long term plot, which would've never satisfied viewers.

In short, the show is effortlessly heartbreaking, but it should've been cut off sooner so as not to give the audience false hope for some sort of resolution. These characters are beyond saving and that should've been acknowledged, no matter how much extra money another season might pull in.

Senior of the Week: Priya Nwakanma



Senior Priya Nwakanma rests on the English basement Harkness table.

By EMILIA KNIESTEDT
and EMIL LEVINE

After the first snow of the season, senior Priya Nwakanma sits next to the memorial behind Hoyt Hall. Shivering and bundled up, she reaches into her bag and pulls out a small notebook and pen, and begins writing.

Hailing from Orlando, Florida, Nwakanma can be seen in a number of places around Exeter. Whether it's Mock Trial meetings in the basement of Ewald, catching up on her readings in the Latin study, or rehearsing on the stage of Goel, Nwakanma lights up any place she enters.

Nwakanma originally did not plan to come to Exeter. "I had never heard of Exeter before the application season," she said. "My friend, Bronwyn, was applying to some of the schools I was applying to, mostly Quaker schools, and she was like, 'Have you heard of Exeter?' and I was like, 'I don't know what that is,' and she's like, 'You should apply.' So I looked into it."

One thing that Nwakanma prioritized with her Exeter experience was inclusivity, especially for young Black girls.

"Coming to Exeter was kind of like a shock to the system because you're surrounded by people who are so different from you, all the time," she said. "There's a difference between being discriminated against and just not being considered at all. I think a lot of times when policy changes are made or when people are talking about the situations on campus, Black students are not considered, because white people are seen as the default on campus. Becoming involved in that community has been important just to stay sane because if I didn't make the friends I've made and know the people I know, I would not be able to continue to function," she said.

Another facet of her life that is essential to her well being is writing. Nwakanma views her writing as "not something I do for any other reason except that I have to."

"It's a form of self expression, but not in the way that I use it to say what I can't normally say, which I do do, but not voluntarily. Things will become stuck in me, and then I will just have to do something about it, and usually that thing is to write about it. And I never think that I have stories to tell

until I start writing them," she added.

Nwakanma uses her passion for writing to explore her identity. "I think she leaves behind a legacy of very powerful Black artistry," senior Ki Odums said. "A lot of the nature of her writing surrounds identity in a way that a lot of Black young people on this campus don't get to appreciate or maybe command in the way she does."

The art of writing has always been in Nwakanma's life. "My dad is a poet, and I actually remember my first poem. I remember it very vividly. I was in my bunk bed that I shared with my brother, because we were small enough that it was still cool. I was learning to write and I was like, 'I have the best idea: roses are red, violets are blue, poop is brown, and I am too.' I was very profound. So, you know, I guess I've always kind of spoken my truth."

Many of Nwakanma's other interests have stemmed from her love of writing and language, like her love for Shakespeare and theater. "For me, theater is about language. I had done theater before Exeter, but I did not think I was going to continue because, this

Minseo Kim/*The Exonian*

sounds insane, but I had done musicals in middle school to fit in," she said. "But when I do theater now, it's about the words for me. I got the chance to be in *The Wolves* last winter, and that is such a wonderfully written play. I think for me it's about communication. It's the chance to interpret somebody else's words into something that makes sense," she said.

"The language of Shakespeare and in general, any theater that I decide to do, is so intentional because you interpret it by speaking it. And I think a lot of writing, especially slam poetry, is the way words sound and the way that changes the meaning of them," Nwakanma added.

This intentionality was a large part of what drew her to the study of Latin. "The first part of Latin is getting to see how languages are constructed. I think the Latin curriculum at Exeter is specifically centered around understanding how to put a language together, which is very helpful in terms of learning, but also just very interesting in terms of understanding languages that you already speak," she said.

One thing that deepened Nwakanma's understanding of language and purpose was

combining Latin and poetry. "I started to read poetry in Latin and started thinking about rhetorical devices. It helped me understand the sound and the movement of words and how they shape the meaning of the world around you," she said. "I think that putting intention behind everything that you write reflects what's important to you in ways that you don't even know until you read it."

This was also what drew her to the epistemology class she's currently taking. When explaining what she liked about the class, Nwakanma said, "I feel like epistemology is about being able to identify how we understand ourselves in the world around us. I'm a person who's kind of ignoble to myself sometimes and I often find my emotions inscrutable. I find just the idea of knowledge sometimes confusing and so if I'm able to identify and put into words what I know or how I know what I know, then I feel like I'm a person who understands myself better."

Another place she has found a sense of belonging and community is Exeter's Mock Trial team. Her inspiration for joining the club stemmed from her mom: "My mom has been working in civil rights and advocacy since I was young. And I think that is what drew me to the law, which is something that I want to go into. I was drawn to Mock Trial because of this interest in the law, but I think I'm not in it because of just that anymore. I think the reason that I do it now is because of the people and the collaborative experience of building a story from only what they give you, which is really gratifying. I feel tightly bonded with my team and everybody knows how much I like Mock Trial because it's all I talk about."

Nwakanma talked about attending the recent Bulldog Invitational at Yale with the Mock Trial team, saying it was "really fun." "We sang karaoke on the drive back. It was a nice team bonding experience but it was also nice to feel like we were back in person. Things finally felt normal again," she added.

It is Nwakanma's deeply reflective and kind presence that leaves an impact on everybody who has the gift of knowing her. Whether it is in her dorm, her classes, the Mock Trial team, or anywhere else, her influence and legacy are evident.

With Nwakanma's door open for anybody who needs to talk, senior Sanisha Mahendra-Rajah shared her appreciation for her caring presence in the dorm. "She has just become such a wise soul. I always go to her for advice. She always has

a way of making me look at a situation and see something new that I hadn't seen before. Especially in her relationships with underclassmen and in the way that people look to her when they need guidance, you can truly see the mentorship bonds that she's built. I think everyone who knows her loves her because, how can you not love Priya?"

Senior Ale Murat agreed. "Within the dorm, she is leaving a legacy of being 'that senior' for a lot of people. She's that sort of person that you visualize and you say to yourself, 'This is the kind of senior that I aspire to be one day.'"

Odums noted the growth in Nwakanma's confidence that allowed her to become such a presence. "Our prep year, people sort of ascribed her wit-tiness and her creativity to being almost ditz or whimsical, like a manic pixie, if you will. But I think Priya has embraced that witty creative edge in a way that makes her presence a powerful and dominating one," they said.

When asked to describe Nwakanma in two words, New Hall dorm head and History Instructor Troy Samuels said "Chaotic joy. You never really know where your interaction is gonna go, but it will leave you happy afterwards nonetheless. She's one of those students who in four years, as we're all sitting around the New Hall common room, we'll be talking about this hallowed figure of the legendary Priya. She's one of these figures that's going to become somewhat larger than life as she moves on and does amazing things outside of Exeter."

Mahendra-Rajah shared similar sentiments. "She'll be seen as the kind of person that you wish you could know because, even in her stories, she's so vibrant and full of life."

Nwakanma reflected on her overall Exeter experience. "If I had gone to the school I was zoned for, I know exactly what kind of person I would be, which is the kind of person that I had always been. I would have the same friends and I would probably still be doing musicals and I would never have taken the chance to try new things or talk to new people," she said.

"There are just so many things that I love that I never could have loved if I hadn't come to Exeter. There are so many people I love that I never could have loved if I hadn't come here. And because of coming to Exeter, I think I'm a person who does not know who she will be in the next four years, which is really exciting to me."

Book Review: *The Lunar Chronicles*

By AUDREY DENT '26

The Lunar Chronicles by Marissa Meyer is a dystopian and twisted fairy-tale tetralogy. It made such an impact on me that I have read it six times over, which I almost never do. I have pored over many mediocre fairy-tale twists, but this was unlike anything I have ever read.

Its protagonist is a cyborg, Cinder (the adapted version of Cinderella), who struggles with trusting others and craves independence from her nutty stepmother. Throughout the four novels, she flies throughout the world on her spaceship and teams up with Scarlet (Red Riding-Hood), Cress (Rapunzel), and Winter (Snow White) to defeat the terrible Queen Levana (Evil Queen). Although this se-

ries sounds light-hearted and very PG, its plot is full of twists and turns that one would never expect. There is a treacherous colony of humans on the Moon, biological warfare, corrupted politics, and many secrets hidden behind closed doors.

Finally, Meyer uses wonderful descriptive language, and I had no issues coming up with images in my head for the entire 2,326 pages of the series. Each character (even ones that barely had any page-time) was memorable, each setting was breathtaking, etcetera, etcetera.

Overall, I absolutely adored this series. I think that everyone should read at least the first book of TLC. Marissa Meyer is a true artist, and if *The Lunar Chronicles* were a painting, it would be right up there with the Mona Lisa.



Courtesy of Den of Geek

» DISNEY

Read Max Mantel '25's analysis of what the future may hold for Disney movies, 6.

» CLASSICS

Read Jinmin Lee '26's reflection on Princeton University's decision to change its classical diploma requirements, 7.

» COVID

Read as Nhan Phan '24 discusses how the globe has adapted its zero-COVID policies, 8.

The Illogic of Student Loan Forgiveness

By JOONYOUNG HEO '25

US President Joe Biden announced this past August an extensive student debt relief plan. The proposal is set to cancel \$10,000 of student debt for “low- to middle-income borrowers,” and \$20,000 for recipients of the Pell Grant, a preexisting federal subsidy given to students who cannot otherwise pay for college. According to his administration, the plan will alleviate financial burden for tens of millions of American families. In a press conference in the White House, Biden explained that “all of this means people can start finally to climb out from under that mountain of debt.”

Already there are advantages of the plan to be seen. The obvious beneficiary, of course, is the fraction of the American population that has accumulated student debt. Despite what some of his critics have said, Biden's student relief plan is far from a liberal hoax. By preliminary estimates, existing debt for nearly half of today's borrowers will be eliminated.

One must not forget the Democratic Party itself, either; progressives, af-

ter years of calling for debt cancellation, have now won a momentous victory under the present administration. Many projects, further, that the plan will go a long way to combat racial economic disparities. Naturally, this will reflect well on Biden, who will also have kept his campaign promise to “provide student debt relief.”

Unfortunately for Biden, however, these benefits exist only in the short term, or else are outweighed by countervailing interests. While the Department of Education estimates that his student relief plan will cost just under \$400 billion, Marc Goldwein of the Committee for a Responsible Federal Budget (CRFB) finds that it could easily be as much as \$600 billion. These are merely approximations, as the federal cost will be determined by the number of people who actually apply for relief, but they certainly tell us that all these benefits will come at a price—and perhaps one we cannot afford.

What's more, these costs will drastically undermine the Inflation Reduction Act, a new policy under the Biden administration to reduce federal deficit by making prescription drugs cheaper and raising taxes on large

corporations, among others. If anything, it will exacerbate the condition of the American economy by giving people more money to spend. *The Economist* had a point when it dubbed Biden's plan “The Inflation Acceleration Action.”

Yet even behind the financial considerations lies an underlying flaw in student relief. In a statement shortly after the White House announced the plan in August, the Republican National Committee called it “Biden's bailout for the wealthy.” The alliteration may be exaggerated, as with most other political denominations, but it's not without reason.

Setting the politics aside, the stark reality is that the student relief plan would only benefit a portion of the American populace, and often families of higher socioeconomic status at that. According to the Federal Reserve, less than 25 percent of households have student debt, and it's more common in the upper levels of the economy. Loans aren't restricted to undergraduates, after all; many Americans borrow to undertake graduate degrees in law and business. These students aren't exactly among the most needy. By bailing out the

broad category of “people who are in student debt,” Biden's administration is burning tax dollars to feed the prosperous.

To its credit, the plan does double the amount paid to recipients of the Pell Grant. But you don't need a degree in mathematics to realize that they only account for a fraction of its beneficiaries. Whatever the White House does to sugarcoat this initiative, as *The Washington Post* put it, “white-collar professionals with high future salaries stand to benefit.” If the intent was to subsidize quality education for those in financial struggle, especially in light of the pandemic, the Biden administration has overshot by a few miles.

And what of the people who have worked day and night to repay a mountain of student debt, or the people who made extraordinary sacrifices to pay for their own education? Biden has cast them aside with the stroke of his pen, abruptly subverting an economic reality—that people must pay back what they have borrowed—on which Americans have based their financial expectations for years. For their prudence, the government will punish them by leveling the playing field for

everyone.

The worst part is that Biden's relief plan offers little more than cosmetic changes. At the end of the day, his administration will force the American people to bear these costs, and it will accomplish nothing. The impetus behind Biden's relief plan can be traced back to the American narrative of college education itself. Since 1980, when college attendance for both men and women began to skyrocket, the notion that degrees guarantee future economic prosperity has become widespread. The distribution of federal subsidies to anyone in pursuit of a degree was the catalyst, directly encouraging the average American to follow their wildest dreams and earn a degree in anything from computer science to dance theory.

Today, in consequence, having a college degree is the bare minimum. A 2017 study at Harvard Business School attributed the dwindling value of higher education to “degree inflation.” To cross this threshold, American households have fallen into a pernicious habit of prioritizing college over the limits of their financial capabilities. And now the Biden administration will

drain taxpayers of hundreds of billions to lighten an ever-increasing load.

In short, the accumulation of student debt is not an accident. It is rooted in modern American culture, and it will continue to be a national predicament as long as our mindset does not shift for the better. Biden's relief plan will help some people, but at such an excessive cost, it's a step in the wrong direction.

If it's any comfort to the nation, many on the left wanted more. Leading Democrats exhorted the administration to cancel about \$50,000 in debt with no limits on income. Under their proposal, it wouldn't matter if the student's parents earn ten thousand or two million in a year—the government would hand them the same amount. It is a testament to Biden's political judgment, if anything, that he refused to cave in. But the nation needs more than a cosmetic cancellation of existing student loans. If the White House really wants to eliminate the financial burden of student debt, it must look elsewhere.

Modern Disney Movies

By MAX MANTEL '25

Walt Disney once said, “we keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths.” And that was true for Disney, at least for a while; the film studio kept trying to innovate and create. Of course, they created their own formulas—princesses, “I want” songs, and retellings of classic stories—but their craft, songs, and ultimately, movies stayed fresh and original. This expectedly came with a few duds and missed opportunities, some awful CGI movies in the late 90s and 2000s do come to mind, but such failures at least represented a studio willing to try.

This is not the case anymore. Now, Disney is a much larger company with respect to both content and physical attraction. Content-wise (which is more relevant

to this piece), the Disney umbrella consists of Marvel, Star Wars, Pixar, and Disney studios—each of which needs to keep creating more content to keep profits up. And profits have been up: Disney's yearly revenue since 2020 has been comfortably sitting at over 60 billion dollars each year. But Disney has had, in my opinion, much less success when it comes to originality. After all, trying too hard isn't time efficient. And with every paycheck, Disney moves closer to the revelation that they really don't need to try that hard anymore.

This has become apparent with the Marvel Cinematic Universe (MCU), Disney's capstone in their money-making machine. Disney's foray into these stories started with Iron Man, released in 2008, which kicked off “Phase 1” of the MCU. Since 2008, the next 13 years focused on building up the Infinity Saga: a long catalog of

introductions, sequels, and team-ups culminating in the great final battle against the MCU's greatest evil. And this effort was successful: it made Disney money and established a sprawling world of characters that still felt exciting while already having a proper setup to keep going.

With previous success established, Disney's next saga was even more ambitious: a massive 19 movies and shows crammed into a little over a year. This created problems immediately: the new shows and movies weren't able to introduce fresh new ideas, or execute on the previously established formula well enough to keep fans satisfied. Cited in particular was the decrease in quality of CGI, which wasn't due to a worse team, but a result of the release schedule: so many effects to animate results in most of them being rushed and dissatisfactory. A few projects have introduced new concepts: *Loki's*

timeline fiascos are interesting, *Moon Knight's* largely independent plot used Egyptian mythos well, and *Spider-Man: No Way Home* was a large crowd-pleaser. Although strong projects still are created, they serve as exceptions to the rule, not the standard anymore. The good faith created by the MCU is running out—and the franchise has to redefine itself and its superheroes to find its old magic.

Speaking of ruined good faith, a large recent Disney project has been the recreation of Disney classics, made for the big screen again and in live-action. These are even more offensive than the MCU's decline; the movies themselves are recycled, with a few mediocre songs and bland set backgrounds thrown in for good measure. Most infamous was 2019's *The Lion King*, a colorless, soulless, inhuman recreation of the beloved classic. Each also comes with bad CGI: Will Smith's

teletubbie-looking Genie and the Beast's plastic face come to mind. Animation is what made these movie work; character expression and timing can be expressed in animated works in a way that live-action could never reach. The remakes even cross the line of laziness into harmful: with the remake of *Mulan* giving business to and supporting territories plagued by genocide. Plans for these don't seem to be slowing down either: likely because of how successful they have been where it really matters. At the end of the day, this piece is largely fueled by my own opinion of these movies, but I don't believe it's controversial to prefer new movies in the realm of *Moana* and *Zootopia* over second-rate classics. The classics are immortalized because of how well they were executed, bringing them back takes that idea away entirely.

It's easy to sit here and rag on how Disney doesn't try anymore, and

lose the much more important and scary point. Disney isn't just trying, they are succeeding. I mentioned earlier how Disney has realized they don't need to put in effort anymore, and they've capitalized on that beautifully: they already have billions of fans throughout the world tied to them from nostalgia, all that's needed is a tug before they come running to pay for streaming services and ride Space Mountain. And, at the end of the day, this doesn't affect me as a whole (to be clear, Disney's mediocre content, not Disney's harmful business practices), and doesn't do anything to solve these “problems.” But, as a hopeful writer, I can hope for more. I can hope for a Disney that prioritizes quality over quantity, puts thought behind their work, and doesn't falter in their drive—one that Walt and his little friend could be proud of.

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.

SAFIRA SCHIOWITZ CLARK WU
Editors-in-Chief

ALIA BONANNO
Managing Editor

JESSICA HUANG
Director of Writing

MINSEO KIM
Chief Technology Officer

NEWS EDITORS
David Chen
Kaylee Chen
Athena Wang
Elina Yang

LIFE EDITORS
Maya Cohen
Sam Creelan
Will Hackett
Sheala Iacobucci

OPINIONS EDITORS
Arya Palla
Nicholas Rose
Angela Zhang
Sophia Zhang

SPORTS EDITORS
Jonathan Jeun
Nat Kpodonu
Arhon Strauss
Michael Yang

HUMOR EDITORS
Andrea Nystedt
Nina Kellogg

CRUCIVERBALIST
Gbemiga Salu

LAYOUT EDITORS
Anvi Bhate
Joy Chi
Ashley Jane
Sophie Ma
Catherine Wu
Chengyue Zhang

SENIOR PHOTO and SOCIAL MEDIA EDITOR
Joy Chi

SENIOR PHOTOGRAPHER
Owen Dudley

ART EDITOR
Ava Zhao
Chloé Zhu

HEAD COPY EDITOR
Sophie Raskova

SENIOR COLUMNIST
Tania Rana

FACULTY ADVISORS
Elizabeth Dean
T. Michael Matsumaru
Lina Wang
Chelsea Woodward

BUSINESS CO-CHAIRS
Claire Fu
Val Whitten

MANAGING DIRECTOR
David Kim

CHIEF ACCOUNTANT
Jayson Tung

ADVERTISING
Colin Clark

OPERATIONS
Elloise Goedkoop

OUTREACH
Alysha Lai

MARKETING
Emilie Dubiel

SUBSCRIPTIONS
Ryan Kim

CHIEF DIGITAL EDITOR
Tony Cai

The Web Board staff members are listed on *The Exonian's* website: www.theexonian.com.

To subscribe to or advertise on *The Exonian*, contact exonian@gmail.com or call 603-777-4100. A subscription to the paper costs \$90 off campus and \$150 overseas.

The Exonian welcomes Letters to the Editor sent to the care of sschiowitz@exeter.edu and jcwu2@exeter.edu.

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

Causā Discendi (For the Sake of Learning)

By JINMIN LEE '26

On June 1st, 2021, Princeton University announced that it would be changing its classical department; students no longer had to take Latin and Greek to obtain a classical diploma.

The main reason why Princeton made this change was to reduce systemic racism, as Latin and Greek are usually only available in very few high-income schools. Princeton's belief is summed up neatly by Emma Treadway, student Editor-in-Chief of *The Daily Princetonian*, who said that "the world of classical scholars is one where the white and wealthy have historically prevailed—at least in the absence of changes such as these."

Although I appreciate that Princeton is heading toward the right direction by trying to combat racism, I am upset that the university no longer encourages each and every student to find their own meaning of an original Latin or Greek text. I believe that it is a necessity to read the ancient texts in their purest form. The spirit of learning involves the act of challenging pre-existing interpretations. For classical schol-

ars, this often would take form in disputing and refining existing translations. Classical students relying solely on translations is functionally no different than listening to a priest's single retelling by the bible.

I do not see the reason why we must regress back to the equivalent of a pre-Luther, pre-printing-press method of learning. That the work of a third-party translator will influence our understanding of classical texts is frightening. I fear that this change will be the first step down a slippery slope where less emphasis is placed on a text's original meaning and intentions. I fear that students' reliance will become so strong and immovable that should new translators purposely alter a text, few will notice—or even care—whether anything has changed.

More importantly, I worry that this change sends the message that it is okay to shy away from challenging ordeals. Breakthroughs in society have never been made by realizing that a task is too hard and altering the task itself. When scientists realized that sending man to the moon was too challenging, they did not change their goal to simply leaving the at-

mosphere. I believe that creating the "easier path" for minorities who wish to pursue classics is arguably greater discrimination.

Jim Abbot, a classical scholar at Princeton '83, provides another level of analysis: "It is a peculiarity of classics that a 20-year-old who can read Latin or Greek may arrive at a brilliant, original interpretation of an ode by Horace or Sappho. Better, perhaps, than her professor's. That is the beauty of classics."

In his full text regarding the change in Princeton's classical department, he stated that allowing a diverse interpretation of Latin or Greek by a diverse group of people could actually promote equality more efficiently. This argument brings light to an issue that we currently have: the lack of minorities' input when it comes to translations. If the current translations that we have are written by "privileged white people," wouldn't it be even more racist to promote those translations to minorities? Shouldn't the college, instead, have a stronger emphasis in cultivating more minority students to contribute to newer, more diverse translations? I am not denying that Princeton

is still somewhat encouraging students to take Latin and Greek, even if it's not required. Nevertheless, I believe that the change will nonetheless drastically discourage the involvement of students who come from underprivileged backgrounds in the creation new, original translations.

Further, I believe that Princeton has the adequate resources and faculty to change their curriculum to accommodate for students who have not taken Latin or Greek before. They could certainly hold beginner or transition classes in order to ensure that students are neither left behind nor discouraged to start their classical diploma journey.

Interestingly, Exeter is quite the opposite of Princeton: instead of trying to focus on the history of classics, it has a strong emphasis on classical languages. In fact, in order to graduate with a classical diploma, one must take both Latin and Greek. Exeter also allows new students to start Latin or Greek with no previous experience and fully embraces the challenging nature of classical languages, preferring literal translations that do not cut any corners from the original works. Neverthe-

less, is there anything to be changed?

Perhaps Exeter can actually learn from the emphasis that Princeton puts on the historical aspect of classics. Although Exeter has Roman history for Latin Students (HIS 314), a specialised history class for Latin students in or above LAT 220, it does not have one for Greek. Even if Exeter is teaching a lot of classical history through direct translations, especially in higher-level classes, creating more history classes that relate the classics back to the modern world would be certainly eye-opening for many students. However, unlike Princeton, I wish that Exeter perennially keeps its requirement for Latin and Greek for the sake of academic and intellectual integrity in the classics program. History for classics, unlike at Princeton, should only be a mere bonus to the languages.

I was five years old when I moved to France from Korea. I only spoke Korean and was not very good at it either. In France, just like Exeter, there is no school on Wednesday afternoons. As I had working parents, I was also dropped off at

the town's daycare center. Nobody spoke Korean. Nobody spoke English. It was only French. For the first three years, I did not understand a word anyone said. The only line that I forced myself to remember was "Je ne sais pas" (I don't know). I was the only Asian person in the entire daycare center and the kids looked at me like I was an alien. They approached me and asked a bunch of questions in French. As a six-year-old, I understood that they were asking me basic questions, such as "what's your name?" or "how old are you?" I felt incredibly stupid that my only answer was "I don't know." I didn't know my own name.

But the only way that I learned French and adjusted to my culture was by clashing directly against the harsh discrimination that a language can bring: the inability to understand. It was piercingly painful to learn French, but I am glad that I endured the pain; I would not have been able to socialize, learn, or live. If I was told that French was too hard and discriminating for a Korean and that, if I wanted, I could skip learning it, I would have never adjusted to my life now.

To CCO:

By CATHERINE WU '24

Whether it's the Academy's selection of college-level courses taught by instructors distinguished with master's and/or doctorates degrees, the billion-dollar endowment and funding graciously bestowed upon its students, or the intricate web of successful alumni spanning the globe, Phillips Exeter Academy has undoubtedly contributed to its graduates' success since its founding in 1781. The Academy prides itself in its historical ability to educate its students beyond the standard high school curriculum and ensure Exonians' matriculation into top universities worldwide. In light of seniors' college application season, I'd like to share some of my thoughts regarding potential aspects of Exeter's College Counseling Office (CCO) that may better aid and reduce stress for students' application process.

Increased Availability of CCO Counselors

The most distinct area for improvement would be the availability of CCO counselors to meet with senior students. I have spoken with several seniors recently who all noted the limited availability of counselors for meetings or the long email-response times. With early decision ap-

plication deadlines approaching, October is indeed a stressful and college-heavy period for many seniors. Yet some seniors have mentioned counselors only working for limited days in the week or during inconvenient hours due to students' academic classes and extracurricular appointments. Scheduling one-on-one meetings have been difficult for many seniors, with each counselor having 30 or some students to work with. In addition, some have noted email exchanges, specifically how their respective counselors may take several days to respond. One particular instance, that is likely shared by many, entails a senior emailing their counselor to meet for a quick question, only to receive the counselor's reply nearly a week later with the response that the counselor's next open availability was in two weeks' time. Especially with early application deadlines approaching, a mere couple of days may have a great impact on senior students, and the unavailability of their counselors may contribute to additional stress during this period. With these instances in mind, possibly expanding counselors' work hours—during the week and/or weekend—or increasing communication via email may reduce seniors' stress load during college application season.

Further Communication During Student-Athletes' Recruitment Process

Student-athletes constitute a significant portion of each graduating class, and their college-application process looks quite different from other students in terms of timing. From my understanding, most sports' college coaches begin reaching out to potential recruits during students' lower year or the summer into upper year. Yet, with a sports team's coach unable to accommodate every athlete's specific inquiry letters and evaluations, many student-athletes handle the entire process of communication with coaches and researching college sports teams on their own. And for those with ongoing college visits before the start of the fall term, communication with counselors for unreleased scheduling information required for Out of Town permissions has been challenging as well. However, closer one-on-one communication specifically between counselors and student-athletes during the school year and over the summer may greatly ease this lengthy process.

Separating Uppers and Seniors Attending College Fairs

Holding separate times for upper students

and senior students to meet with college representatives during college fairs would be more beneficial overall. At this year's college fairs, some seniors may have been deterred from attending the fair due to the overcrowdedness in Grainger Auditorium, or have had to wait for upper students to finish asking more "general" questions before their own application-specific ones. While it is understandable that upper students want to take advantage of this college fair to learn more about prospective colleges for their own application process next year, I believe senior students should have a certain priority, as their college application process is more imminent than the upper students'. Thus, perhaps altering the times of the fair (e.g. 1st half reserved for seniors, 2nd half reserved for uppers) or holding the fairs on different dates for uppers and seniors might better help students individually.

Offering Guidance on Course Selections for New Students

I believe the CCO can ease students' college preparation through better guidance to course selections and diploma requirements. A student's course selections are essential for colleges to gain a fuller picture of each student's academic interests. Factors includ-

ing but not limited to years learning a foreign language, sequence of science courses, the extent of history electives, and more, all play a role in colleges' understanding of a student. As such, guidance for new students and/or families in choosing courses before the start of the school year would be greatly helpful. Noteworthy areas such as the accelerated math lanes, differences of electing for biology or physics during prep year, choosing certain courses that may be more suitable to elect for during pass/fail, electing for 200s vs 3/400s introductory courses (biology, physics, computer science, etc.), taking US History instead during lower or senior year, applying for research opportunities (e.g. INT559 SPARC or BIO670 Biology Research), and further, would benefit many incoming students.

Exposing Underclassmen to the College Process Earlier

Lastly, earlier exposure to the basic college application process during prep or lower years might better prepare students. Many Exonians come into the Academy—a widely renowned "college preparatory school"—with the intention of studying college-level courses and getting prepared for college. Yet as preps, we obtain virtually no in-

formation from the CCO regarding college preparation throughout the school year. Even as a lower, I recall attending one assembly regarding AP courses and being given 20 minutes to fill out one Naviance form during my spring term health class. A lack of guidance provided to underclassmen may lead to students constantly attending CCO's drop-in hours with highly specific inquiries for counselors or even finding private college counselors outside of Exeter to assist in their preparation. As such, I acknowledge the intention of protecting underclassmen from the stresses involved in the college process, yet I still believe earlier exposure to students and parents would lead to more preparedness. For the CCO, perhaps offering optional resources such as detailed assemblies or Q&A sessions with counselors throughout the year would reduce younger students' frets. And keeping these resources non-mandatory would accommodate students who may want to start thinking about the college process later. Specifically for uppers, some students believe having assigned counselors beginning the winter term seems rather late. By their upper fall, many upper students have already taken standardized

Is “Zero COVID” Still A Thing?

By NHAN PHAN '24

On Dec. 31, 2019, the first iteration of a contagious virus was reported in Wuhan, China: symptoms included shortness of breath and fever. On March 11, 2020, the World Health Organization declared the coronavirus a pandemic, giving it a new name: COVID. 1031 days later, the pandemic no longer feels like what it once was: lockdowns, Zoom, online learning, social distancing, and masks. Perhaps you, dear reader, are sick of reading anything related to COVID by this point in time. However, as the world slowly returns to normalcy, it is crucial that we take a look at where the virus stands today; I will be the one to take on the burden of writing, yet again, another COVID article.

In this article, I want to focus specifically on the notion of “Zero COVID,” a public health policy that places gargantuan emphasis on contact tracing, mass testing, border quarantine, and lockdowns; in simpler terms, the strategy aims to prevent the transmission of COVID-19 at all cost.

At the point of writing this article, most countries and territories around the world have begun the process of returning to normalcy. For example, the United States has dropped its pre-flight testing requirements (though still requiring vaccinations). Most European countries have lifted COVID-19-related travel restrictions. Japan is reopening for tourism by suspending testing, self-quarantine, and public transportation restrictions (though vaccination is still required). Southeast Asian countries such as Thailand, Vietnam, and Indonesia have dropped most, if not all, COVID-19-related restrictions. What most of these countries have in common is that they have adopted a different approach: living with COVID. It is important to note that living with COVID does not mean disregarding it entirely. Living with COVID entails the management of risks related to the virus, personal precautions at one’s own discretion, the awareness of available vaccines and COVID medications, and (most importantly) the continuance of pre-COVID

freedom while keeping the virus in mind. At this moment, however, one particular country has not chosen to adopt this method: China.

This year, early October, Shanghai witnessed a rise in COVID-19 cases which reignited fears of lockdown around the city. Shanghai residents previously endured a two-month lockdown this year, essentially turning the Chinese megacity into a ghost town. *The Guardian* reports that several snap lockdowns across the city have occurred as well, and several schools temporarily returned to online learning. Another example of the brewing “live with or without COVID” crisis in China is in Beijing; by this point, this story has been featured globally. A banner emblazoned across Sitong Bridge says, “We want food, not PCR tests. We want freedom, not lockdowns. We want respect, not lies. We want reform, not a cultural revolution. We want a vote, not a leader. We want to be citizens, not slaves.” What was notable about this protest is that it comes several days before the Chinese Party Congress is due to con-

vene in the country’s capital to celebrate its 20th iteration.

Three years after the announcement of the pandemic, PCR tests, contact tracing, and lockdowns have seemingly become more entrenched in Chinese society. Vivian Wang wrote in her Opinions piece for *The New York Times*, “when a hotel employee woke me up a little after 7 a.m. to explain that we were not allowed to step outside for four days, my initial disorientation quickly turned to resignation.” Navigating these policies has almost turned into a new routine for Chinese residents. Why, then, is China so insistent on its “zero COVID” policy?

Ever since WHO declared the pandemic, China’s views of COVID have not changed: it’s a public health risk that needs to be eliminated at all costs. Hence, the country adopted a strict border policy. A possible justification could be that the country recognizes anyone flying in from abroad as a potential transmission carrier. China’s prevention methods (lockdowns, daily tests, etc.) are called “dynamic testing,” acknowledging

that infections occur but aiming to prevent any future transmission. As China grapples with reducing the number of new cases in the country, the country has mostly closed itself to foreigners.

Another reason why China is so insistent on its COVID policy is that the country wants to make a statement to the world about its superiority in clearing the virus. Bloomberg reports, “The government estimates the strategy has avoided 1 million deaths and 50 million illnesses. It’s reported fewer than 6,000 deaths from Covid on the mainland... comparing to about 1 million in the U.S., which has a population less than a quarter the size.” To the Chinese government, this is considered a success, proof that what China is doing is working. By trying to nip COVID in the bud, China is effectively portraying its global health-control superiority, worthy of the praise the country originally received from the WHO early on in the pandemic.

Moreover, considering the upcoming convening of the National Party Congress, Xi Jinping would prefer to keep a

dominant role in leading the “Zero COVID” effort as he seeks to extend his power within the country. Xi has approved a “100-day operation” to silence any social unrest that could potentially smudge his “spotless” image; hence, protests like the one mentioned in Beijing are among the rarer occasions. If Xi were to change his strategy, infecting a large number of people would bring about bad optics; but with the protests and unrest happening within the country right now against the COVID restrictions, one cannot be sure that Xi’s current image is positive either.

As the world slowly returns to normalcy, China remains insistent on eliminating the threat of COVID-19 within its borders by stringently enforcing daily testing, contact tracing, social distancing, and snap lockdowns as a last resort). Understanding why China is so keen on its “Zero COVID” policy can be crucial in providing us with takeaways on how to deal with the global aspect of managing a global pandemic.

I Need My Saturdays, OK.

By NATALY DELCID '24

It’s Friday, and you just got out of your last club meeting. You take a 30-minute hot shower, throw on the Christmas jammies, and snuggle under your weighted blanket, bracing yourself for an SNL marathon. Oh wait—you’re not. You have math at 8 a.m and Alex the Geologist needs your help ASAP!

Listen, I’m one of those freaks who truly enjoys school, but I still understand the balance needed between school and rest. We already live on campus and have no physical separation from our classes, so setting boundaries between the time for class work and rest is essential to

mental health at the Academy. In fact, I’m quite tired all the time and I feel like that’s the overarching culture of the student body here, or at least that’s what I’ve observed as a new upper; here, it’s cool and understood to be tired. As someone who went to public high school with “real” kids, this culture that Exonians bear proudly is not how the average high school kids experience their teen years. Therefore, I believe starting the school year earlier is critical to combating the exhaustion students face at the Academy and ensuring that we receive structured breaks.

Many schools across the country start school in early/mid-August, so starting

school early wouldn’t put us in an awkward spot amongst other schools in the nation. In fact, when I stopped by the St. Mark’s School of Texas in mid-August, they were fully up and running. According to my very rough math, we would need to start school about two weeks earlier to make up the class time lost if Saturday classes were canceled. Therefore, school could start on August 26 (in reference to when school started this year). This date does not clash with any major summer programs and gives students their usual nearly three-month-long summer break.

I feel that students need Saturday as a buffer before

they can truly catch a break on Sunday. On Saturday, athletes still have games and most students spend their time catching up on homework or tasks for clubs. It is only on Sunday when the campus truly feels quiet and at peace—when I feel I can truly breathe. That feeling disappears entirely when there are Saturday classes.

Also, for kids who like to go out of town on weekends, they no longer have the option to cram all their work in one day and then visit home or go into the city another day. Having Saturday classes disincentivizes students to get out of Exeter. This is unhealthy since this school is already so isolated from

the rest of the States and the world. I literally haven’t seen a highway in over a month.

I understand this is a tough ask, so if we must make up the class time an alternative would be that teachers are not permitted to assign homework for Saturday classes. This means Saturday classes would become a time where students can ask questions if they’re behind or just review what they’ve currently learned. If we can’t have Saturdays off, at least make them more relaxing.

Lastly, having Saturday classes completely shifts away from the direction work culture is going. Many massive companies with world renowned workers are shift-

ing to a four-day work week, yet we’re still having a bunch of teenagers work six? The school prides itself in how it’s changed with the times, and to uphold that moral, Saturday classes have got to go.

In short, Saturday classes drain students and are a pain in the rear end for faculty who have to spend their weekends with a bunch of tired children instead of with their families. The mental drain that comes with having them every three weeks can be erased by simply having everyone come back to school two weeks earlier. Alex the Geologist should either do the math himself or wait until I’m well-rested on Monday.



Humor

Ask Humor

By AUDREY DENT and LAUREN LEE

Problem One: I Like This Guy...

Okay, honestly, instead of offering MY help, I need yours. The amount of attractive individuals at this school is appalling. I quite literally found someone extremely attractive by way of how they explained vectors. Send. Help.

Okay! Back to your problem. You like this guy...and you did not give us enough details. Wait, let me think. He's medium tall, has brown hair, plays a fall sport, and thinks he's allllllll that.

Oh wait. I'm

describing half the prep class.

First, really think about if you like him or not. REALLY. THINK. ABOUT. IT. In my personal experience, you could just like them because you can't tell the difference between romantic and platonic love. Or you're touch-starved. Or you like to gaslight yourself. Or... you're bored. Which is totally valid.

Second, if you come to the conclusion that you indeed like him, DO NOT do the following: make eye contact with him, smile at him, be polite to him, address him by his name. Treating this man like a human being is the enemy of your romantic possibilities. DO. NOT.

DO. IT. Don't give him any ideas that aren't exactly the ideas you want to give him.

After all those shenanigans, I urge you just to straight up ask him out. If this guy is some rando that you weren't friends with before, who cares what he says. There are a billion other guys just like him here. Ask him out, and then get on that English paper you haven't started. God save your English teacher.

Problem Two: How to Grow

A friend of mine came to me with the following dilemma: How can I grow?

As a not-so-short person, I do not have

to deal with this embarrassing problem, but I can rely on common sense and Google to help.

First of all, you must have the genes. Without tall relatives, the chance of you being tall is slim to none. You can hope that you are a special case, but the fact of the matter is that you probably are not.

As for things that you can control, good posture, healthy eating habits, and sleep can also help you grow. However, since we are at Exeter, sleeping is out of the question. You could also try my personal favorite strategy, reverse psychology. If you tell people that you are about three inches shorter than you actually are, then they will say, "No way you are that short. You

are definitely [insert taller height]." Then, you can say, "Oh wait, yeah, I think I am." In the end, your true height will seem taller than it actually is. Fake it till you make it! In all seriousness, you are perfect, no matter the height.

Problem Three: Am I Crazy?

This question is like an ogre/onion; it has many layers. Symptoms of being "crazy" are hallucinations, liking eggs without seasoning, putting cereal in after the milk, and liking heavy metal music. The question is, are you crazy on the outside, the inside, or both? If you feel like you are only

crazy on the outside, or appear so to other people, then you probably are really not and just think that it makes you more interesting or funny (spoiler: it doesn't).

However, if you feel crazy on the inside and are hiding it from your friends and family, chances are that you are losing your sanity. If you have been driven so mad that you cannot possibly keep it hidden from anyone, please visit a doctor/therapist now. For those of you who do not have this problem yet, you probably will. My advice, don't keep your feelings bottled up. And just remember what Shrek said: "Just trust who you are."

A Guide on What Not To Do on the SAT

By NHANPHAN '24

The format of the SAT is all too familiar among Exonians: a three-hour, four-sectioned multiple-choice (sometimes free-answer) test. However, by the time the test's format converts to digital, this article will no longer be relevant. Anyways, his guide is written to those Exonians who despise standardized tests, those who wonder what would happen if we were to intentionally sabotage their own attempt, and those who merely take the test to tick off a checklist on the monotonous college application requirements. Here are several things not to do on the SAT, written from an experienced standardized test taker:

1. Don't print out your admission ticket. This will save you three hours of despair by not being qualified to take the test.

2. Read the entire instructions page of every single section, twice. "Read the instructions," our teachers always say, it applies here too.

3. Set multiple alarms (e.g. 9:30 a.m., 9:35 a.m., 9:40 a.m., 9:45 a.m.). Also don't turn off your

phone either, so the alarms will go off during the test. It will be quite the symphony.

4. Only bring a pen and a highlighter.

5. Cheat by getting someone else to wear a *Mission: Impossible*-esque mask of you to complete any section of your choosing. Meanwhile, you are going to be conspicuously placed in the second floor men's toilet to replace (or not) your duplicate at the next break.

6. In the reading section, annotate every single reading and prepare discussion questions just like how you would in an English class. Then, read and re-read the questions. Then, look back into the text, being sure to read the quotes above and below it four times to make sure you fully understand the context. Then go back to the question and forget everything you've just read, and repeat.

7. Circle in "A" for every single question of the Writing Section. In a fabricated statistics claim, 25 percent of the answers would be an A. You would be getting, at minimum, 11.0, right!

8. Doodle on the test book. Who doesn't like a good stickman figure drawing? Bonus points if you create a drawing on your answer sheet.

9. You will be hungry so prepare a four-course meal for your 15-minute break. I would recommend an assortment of sushi, a plate of durian, honey mustard, and those Babybel cheese if you need a palate cleanser. This high-end meal,

along with its memorable aroma, will capture the attention of everyone else in the room and prompt the testing proctor to file a testing irregularity report.

10. Bring one of those pink calculators the Math Department loves ever so much. Its basic functionality (only the four operations) will undoubtedly be all you need to navigate through tricky math questions; an example is to follow.

11. Look at the clock every 15 seconds to make sure you have enough time. Here's a math question: in a 55-minute section, if it takes John 5 seconds to look at the clock and then turn his head back down to the test paper, and he does so every 15 seconds, how much time would John be spending looking at the clock? Here is the working out:

55 minutes, $55 \times 60 =$

3300 seconds
15 seconds + 5 seconds to look every time = 20 seconds
 $3300/20 = 165$ times
 $165 \times 5 = 825$ seconds = 13.75 minutes
Answer: he could've been doing 10 problems using this time.

12. Practice your origami skills or rip up the paper mid-test, toss it in the air, and walk out the door.

Correspondence Between the Tree Climbing Fanatic and Their (Spooky) Friend Paul #2

By CHENGYUEZHANG '24

Dear the tree climbing fanatic,

Although I am yet to figure out your true identity and intention for sending me the letter, I decided to follow through with your recommendation of those beginner friendly trees. I was extremely impressed by the vigor and hospitality that those ants and spiders showed me. One little gray spider specially gave me a hot kiss on the ankle, and I felt just like one of those Victorian ladies.

It is not an exaggeration that tree climbing has provided me with unusual insight into my one and single true profession and meaning in life, which I suppose I can expose to you—ghost haunting. My passion for ghosts originated when I hid in the bathroom of Weth after hours one Wednesday. Everyone left the building at around 4 p.m., so I climbed on top of the peanut butter machine in Fishbowl and did some history reading about the general's ghost that haunts the Gilman House, fighting to keep my balance. I realized that the peanut machine still

had some leftover peanut butter in its square white container, so I gladly took some and paired it up with some Frank's RedHot. Then I suddenly heard the sound of water flowing and wild ducks quacking, so I looked up and saw a small cave with a human skull within it. And I thought about my life. And I fell and ran away.

For weeks, the skull and the cave haunted my dreams, so much so that I could not focus on more important things like climbing trees. The luster of the skull dazzled the darkness of my mundane life, and I felt my own

skull cracking and crumbling into pieces. It troubled me to the point that I spoke about my encounter with the ghost to the host of the WPEA radio show: "Academy of Secrets." They conducted an interview with me, which was much more professional than any *Exonian* interviews I have had. However, they were too busy tracking down the ghost of skolb-trohs-rof-krow-emoh-on to really pay any attention to my story.

Besides, I have already devised an elaborate plan to establish tree climbing as a club sport. And in its course description that is

to be in the Exeter 2023-2024 course catalog, it will announce: "What is the purpose of a tree—if not to be climbed? To be looked at? To produce oxygen? This club sport dedicates itself to making the most out of the most valuable estate Exeter offers us—trees—by climbing them!"

Most ghostly yours,
Your spooky friend
Paul

P.S. Although my name is not Paul Bunyan, I will gladly take the generic name Paul as my own. Also even after googling the reference of

'Paul Bunyan' I failed to understand the meaning of it.

TBC: tune in to the next issue of *The Exonian* for another succulent letter that will disclose the secretive relationship between Spooky Paul and the tree climbing fanatic.



SAT[®]

Courtesy of Getty Images

Family Weekend

By MICHAELYANG '24

As I stroll into the Wetherell dining hall, ready to witness first-hand how Exeter steps their food game up to please the parents. My heart drops. Same old sticky rice. Same old vegan macaroni and cheese. Same old grilled chicken breast as dry as my Instagram DM's. Compared to last year's parents weekend full of glistening New England clam chowder, glamorous salad, and immaculate chicken alfredo pasta, it seems as if Exeter's starting food planner was benched this year. Sound familiar?

Here are some other snapshots of Exeter's Family Weekend:

That History student who has been quiet all term, magically turning into an academic Harkness weapon to show off for their folks.

That one parent who overlooks the meaning of being an observer and actively enters and dominates the discussion.

That one quiet prep's parent coming out of class ranting off accusational questions about their child's behavior in class.

The line at Elm at 8 a.m. on Saturday morning stretching 30-people long.

Someone's mom videotaping the class resulting in the teacher seeming like a brand new person, when in reality they are known for calling out students and being very

passive-aggressive.

Dean Weatherspoon cracking jokes during the Principal's assembly in front of a horde of parents.

Running into other Exonians on Newbury street when the main goal of Family Weekend is to escape campus and relax in Boston.

Our Football team embarrassing Deerfield in front of the parents after achieving touchdown after touchdown. Jersey numbers 13 and 2 running through the Deerfield's defense like it was some scuffed middle school team.

Ways to Get Out of Assembly

By PHIN GIBBS '25

Despite the large range of very interesting and thought-provoking speakers throughout the year, students of Phillips Exeter Academy continue to search for ways to avoid the 30-minute presentation. As opposed to having to spend hours contemplating a way to skip assembly, (an excuse to get out of editing your English Narrative), I have compiled a collection of the best ways to skip assembly, so you can spend the time between 9:50-10:20 a.m. not listening to someone who traveled a far distance to come to the Academy.

The easiest method is telling one of your

assembly-attending friends to impersonate you if your dorm is called, they can raise or lower their voice a couple octaves, change their clothes to simulate the clothes that you picked up off your floor that morning all the better to match your disposition. Although this strategy may seem like a quick fix, it does not compare to camping out in the stairwell. If you are not confident in your friends' acting abilities then your next option is to spend your time in the stairwell, scrolling through Tik Tok, waiting until you hear the most wonderful baritone voice through the walls.

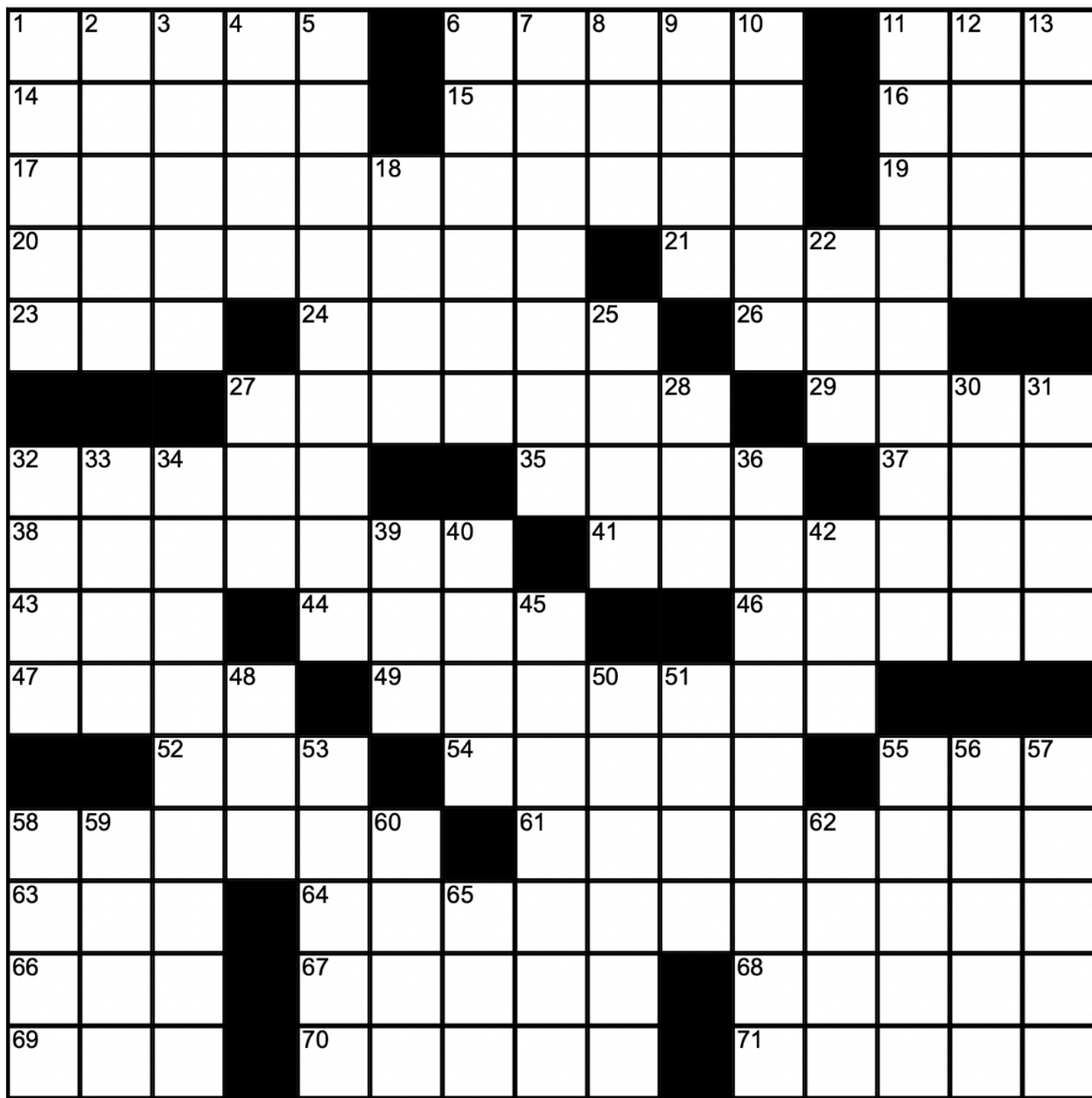
My personal favorite way to skip assembly is to complete a rendition of

operation WaterGate. As opposed to breaking into one of the most important buildings in the United States, your target is JSmith. The ultimate goal of this strategy is to erase your name from any of the attendance sheets, using a bottle of Wite-Out to get rid of any resemblance of your name. Although being the most risky strategy, this truly guarantees that you can skip assembly without being given an unexcused absense. The only trouble with this is that it probably would take more time to break-in and erase your name, than sucking it up and going to assembly.

Good luck, (un)grateful Exeter students.

The Crossword Corner (*Taylor's Version*)

By Gbemiga Salu '23



ACROSS

1. Governor in Mogul Empire
6. Scrapes and bruises, in toddlerspeak
11. Anna ___ Wong, the first Asian American on US currency
14. You might find her in Wonderland
15. Buddhist principle of cause and effect (Track 11)
16. Eisenhower's nickname
17. A self-conscious person's exclamation
19. Day, en español
20. *Halloween* star Curtis
21. Incorrect way of referring to a NAND logic gate
23. Suffix with meth,

24. Puts on, as in an outfit
26. ___ Lanka
27. Put a candidate back in office
29. Military ranks above cpls.
32. Allowed by law
35. 554 in Roman numerals
37. Grps of 60 mins
38. What you might give someone who's crying
41. City using area codes 973, 862, 703, or 571
43. It's picked by the picky
44. Dire fate
46. Sudden bursts of wind
47. Sitting on
49. Mischievous troublemaker

52. Cellphone chip
54. Shantelle Subkhanberdina '22's album, but singular
55. Restorative relaxation spot
58. Catching z's
61. 1914-1918 global conflict (Track 14)
63. Formally known as (pre-marriage)
64. A member of a legion
66. ___ kwon do
67. Money-saving, commercially
68. 2020 Saweetie TikTok hit
69. Wi-Fi giver
70. Certify a contract, on an iPad
71. The rest of Mount Ev

DOWN

1. Natasia Demetriou's character on *What We Do in the Shadows*
2. What you give to someone that they'd pay back
3. Words on a prize at a county fair
4. First section of a play, in Roman numerals
5. Adorned with sparkly stuff (Track 9)
6. "Fine, I agree"
7. Placed bets (on)
8. Fury
9. Titular Jane Austen heroine
10. French composer Camille Saint-___
11. Times when the clock strikes 12
12. ___ Toyoda, President of Toyota

13. Rich Minion rapper
18. Peter Fonda's 1997 role
22. People with PhDs
25. Civil rights org. led by MLK
27. Aries animal
28. "Shop ___ you drop!"
30. Steady gait
31. Taxpayer IDs
32. Singer Del Rey (Track 4)
33. Give off, as in a signal, or radiation
34. What one might tell a prep who's up at 1AM
36. Self-appointed law enforcer (Track 8)
39. Golf ball support
40. Grounds for a civil suit
42. Some Nights band (main collaborator)

45. Joining together
48. Might follow apple or blueberry
50. Deep shade of red (Track 2)
51. Right to own property
53. Close-range, disorganized attack
55. Tinder user's motion
56. French capital (Track 16)
57. "___ you ashamed of yourself?"
58. Against (Track 3)
59. Explorers might sail all seven of them
60. Chest muscles
62. G protein-coupled receptors discovered in 2001
65. ___ Ga, Vietnamese chicken salad

Sports

Boys' Varsity Soccer Bests New Hampton

By SELIM KIM, EMI LEVINE, and SOPHIE MA

On Oct. 7, the boys' varsity soccer team played a match against New Hampton School, winning the game 4-0.

Captain and senior Atticus Ross reflected on the game, saying: "The game against New Hampton was great. We won 4-0, and the boys put on a very convincing performance. I think it was a great experience for some of the players to get minutes in the stadium and under the lights."

Prep Luca Domingos-Worth felt similarly, "We were able to take a significant lead fairly early on and controlled the game. Our four goal lead meant lots of substitutions were made so that everyone got some really good game experience," he said.

Lower Charles Dobbins

agreed, noting that the game was a welcome opportunity to get in extra practice. "The game against New Hampton went really well. We went in knowing that they weren't one of the stronger teams we were gonna play, but we still didn't want to get complacent so we made sure we were locked in," Dobbins said.

"We had four different players score goals," head coach A.J. Cosgrove said. "Charles Dobbins—who was on the JV team last year—scored his first varsity goal, so did Solu Ajene. Then [senior] Griffin MacGillivray converted a penalty kick. Thaniel Illuzzi scored our first goal. And Jaylen Bennett played very well."

According to Ross, some particular highlights were the goals from Dobbins and upper Solu Ajene. "Charles scored his first goal of the

season with a header and Solu scored a first-time volley from about 18 yards. Both were great finishes."

Dobbins also commented on Ajene's goal. "Our third goal scored by Solu Ajene was a great score in the top corner off a corner kick. It's what we've been working on: trying to get the second ball and get it back into the box. We were really happy about that," Dobbins said.

To continue the team's recent success, Ross is focused on improving their skills in training. "We are focusing on getting the ball wide and crossing. That is where the majority of our goals come from. We also want to improve our set pieces," Ross explained.

"Our goal during practice is to try to simulate game conditions," Cosgrove added. "And to improve pace of play and technical ability."

Ross has tried using videography to help the

team. "More recently, I have been trying to go over film with some of my teammates to pinpoint what we can improve. It has been useful but also difficult because our video film quality is pretty low, but we are working with the athletic department to fix this," Ross added on.

Domingos-Worth also touched on the team's training, saying, "I have been enjoying training and think it's been going well. The main things that we have been focusing on are possession, small sided games, and getting better at delivering and finishing crosses."

For the rest of the season, Cosgrove has two main goals for the team: "Our number one goal is to have fun and to improve as soccer players," Cosgrove said. "But as a team, we're trying to get an invite to the New En-

gland soccer tournament."

Ross also spoke of some of the team's goals for the rest of the season: "The goal is always to make the playoffs but that is a very difficult long-term goal. My largest focus as captain is to improve the players around me. I try to demand a little more from each of my players every day."

Many players had similar goals in mind. "I think we have been fighting hard, but need to be a more deadly team in terms of scoring goals and winning. We all obviously want to make playoffs and win the championship, which means that our next games need to be big wins to give us a stronger record before the end of the season is here," Domingos-Worth said.

Similarly, captain and senior Cam Guthrie has high hopes. "I'm optimistic about this season. We've put ourselves in about the

same position we did last year, when we missed the playoff scene by one game," Guthrie said. "We've given ourselves the chance to improve upon last year, and go into the final half of this season with a different mentality and a different energy. Everyone on the team knows what's at stake and is ready to keep working."

"I really like the guys who are on the team. It's a very positive group and they have a good team culture, so that's the most important thing," Cosgrove said. "I think we've had a couple of frustrating ties in games that we felt we should have won, so there's a certain level of frustration there."

"But the season is relatively early," Cosgrove concluded. "So we'll see if we can get some more wins."

Spotlight: Athletic Trainers

By ETHAN DING, ELLEN JIN, MAX MANTEL, and ARIANA THORNTON

For student-athletes at Exeter, an important concern is maintaining their physical and mental health for their sports alongside their academics. This is exactly the work of the Academy's team of athletic trainers, led by Adam Hernandez and Katie McFadden, alongside Lissa Frankland and JP Kepka, who joined the Academy this year.

The Athletic Training Center, located in Love Gymnasium, is a hub for student-athletes where they can meet with licensed health professionals. Athletic trainers help treat orthopedic injuries, better the physical and mental conditions of all students who visit the center, and serve as mentors to the school community on the principles of staying healthy.

The center is open from 1 to 5 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. After closing time, trainers supervise teams in practice. On game days, a group of trainers can be found in the stands so that they are able to swiftly respond to any problems that might arise on the field. They can also refer students to outside centers for help, particularly Atlantic Orthopaedics, a clinic serving student-athletes in Portsmouth, and Exeter Sport and Spine, a physical therapy center based in the town of Exeter.

Director of Athletics and Physical Education Jason Baseden said, "We are fortunate to have a collegiate-level athletic training program, [and] they are the standard for high school athletic training programs in the United States."

The extent of the Athletic Trainers' work is testament to this statement. "We work

closely with the Academy's Strength Coaches—Coach Fish and Coach Fowler, who do a fantastic job—to create injury prevention plans," Head Athletic Trainer Adam Hernandez said. "We respond to care for emergency injuries or evaluate long-standing chronic injuries, and we work to create rehabilitation plans to get injured students better. In addition, we work with colleagues in the [Lamont Health and Wellness Center] to manage concussions and also oversee our weekly visits to Atlantic Orthopaedics as well as our weekly on-site physical therapy visits with Exeter Sport and Spine."

Hernandez's particular expertise includes "athletic/sports administration, concussion management, equipment management, and the care of low back injuries with manual therapies."

He joined Exeter after

exposure through a few friends. "As an undergraduate student at the University of New Hampshire, I was exposed to the independent boarding school world when a few of my classmates did a clinical rotation as student-athletic trainers here at PEA," he said. "While I did not work here as a [college] student, I recognized that working at a place like PEA would be a special way to balance my love for working with adolescent students in healthcare with my desire to be part of an educational setting."

Hernandez shared that his hope for the center is "that students see us as their number one champions and supporters."

Lower Lexi Meyer, who suffered a concussion last winter, found the Athletic Training Center to be a valuable resource. "[Visiting the Athletic Training Center] helped improve my own mental health. They

made it very reasonable for me to get back in season even after having such a severe injury [concussion] that lasted for over a month. Their treatment plans were all very thorough. They made sure that I wasn't risking anything and that it was all within reason."

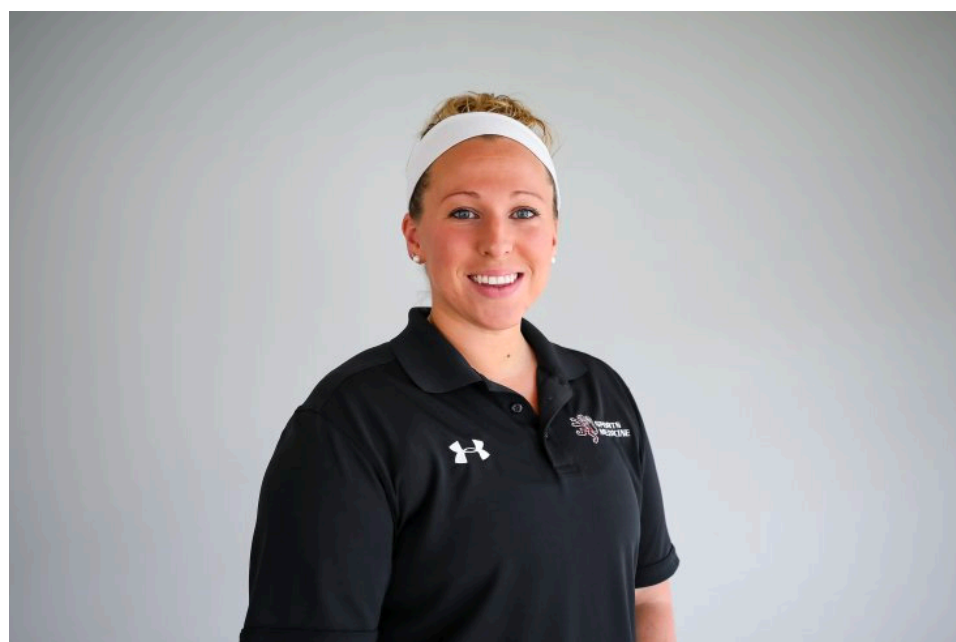
In addition to physical and mental therapy, the Athletic Training Center also helps students with their diets and sleep schedules if necessary. When asked how student-athletes can stay healthy, Hernandez said, "In sports, there are many things that are out of your control as it relates to injuries; however, there are a few key things that are in your control. Those things are nutrition, sleep/rest, and load management. As we shared with students in the Sleep Assembly, sleeping less than eight hours doubles your chances for injury. We

also know that student-athletes who fail to properly fuel themselves before and after exercise are more likely to have decreased performance and are also more likely to be injured."

Baseden said, "The Athletic Trainer role is essential to all [physical education] and athletic programming. Without their support and skill set, we would not be able to function as a healthy athletic and PE program."

Meyer agreed. "They were always available when I needed them. They are a really good resource on campus."

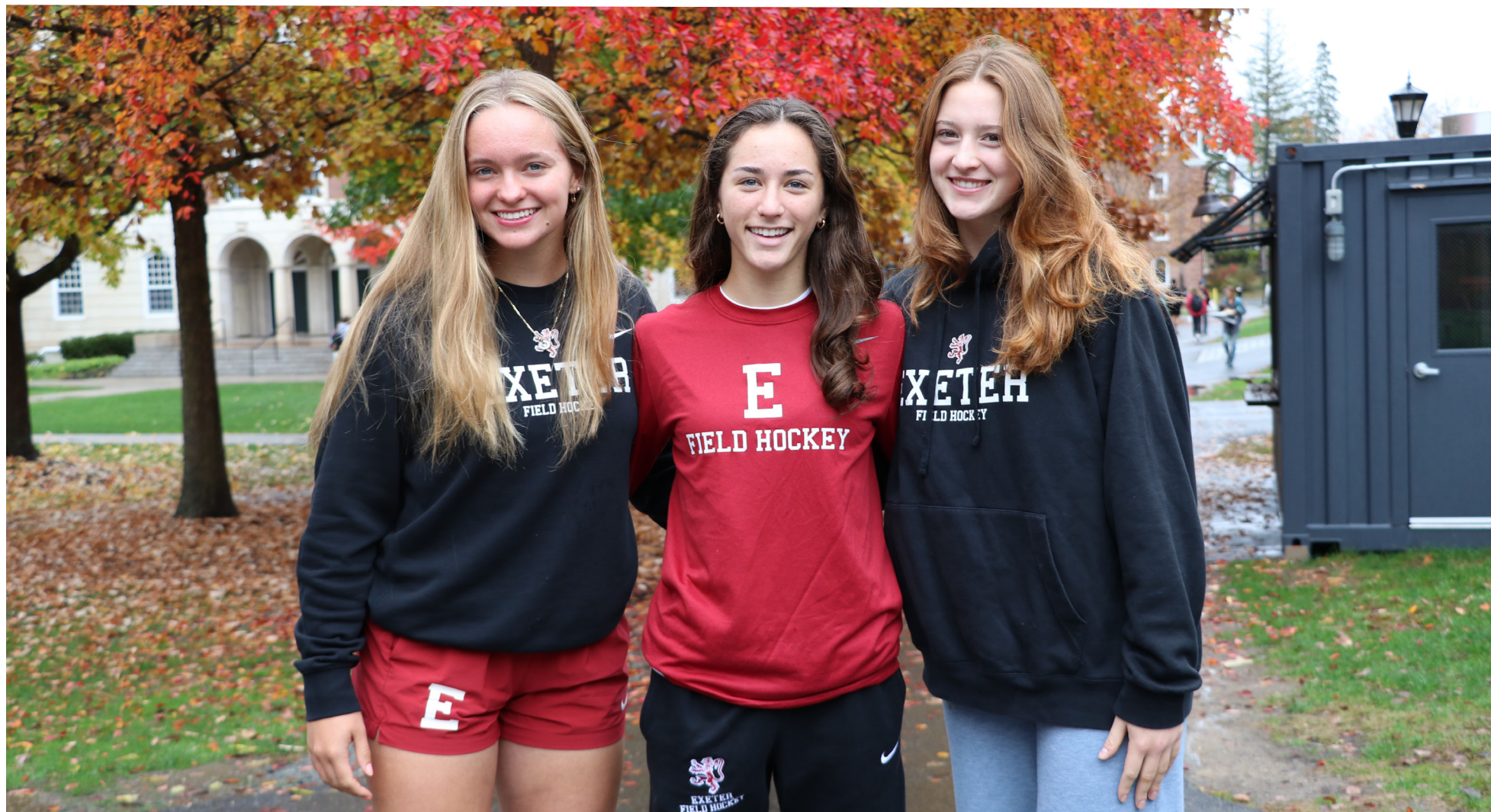
"The [Athletic Training Center] staff believe the work we do with all of you is truly special," Hernandez said. "We appreciate the trust you put in us and hope you all know how much we care for you all. Thank you all for letting us be a part of your Exeter experience."



Athletic Trainers (from left to right, top to bottom) Adam Hernandez, Katie McFadden, Elizabeth Frankland, and John Kepka.

Courtesy of exeter.edu

Captains of the Week: Field Hockey



Seniors and field hockey captains (from left to right) Kate Nixon, Grace Puchalski, and Eden Welch stand near EPAC.

Minseo Kim/*The Exonian*

By **JOONYOUNG HEO** and **LAUREN LEE**

Seniors and field hockey captains Kate Nixon, Eden Welch, and Grace Puchalski have led the girls' field hockey team to a successful start to the season. Their passion for the sport has driven an impressive record and created a strong bond within the team.

Behind the athletic and managerial excellence of these captains is considerable experience on the field. "I've been playing field hockey since the eighth grade," Welch said. "I've been on the team since I was a prep. Over the years, I've been able to find my voice and grow more comfortable using it on and off the field. Last year, as an upper, I successfully harnessed my leadership skills, and I think that had a positive impact on our team culture."

Similarly, robust leadership came naturally with experience. "I made the team my prep year," Kate Nixon

said. "It's been awesome to have a role on the team, and it's one that I've grown into. I think people have come to respect my leadership."

This has certainly not gone unnoticed by other members of the team. "They're all very hardworking and dedicated captains," upper Audrey Sim said. "When they step on the field, you know they're bringing everything they have—but they're also people. We all look up to them, but at the same time we're just friends."

"The captains are amazing people," upper Kate Rose said. "They have an incredible work ethic, and they lift the team up. The environment is very enjoyable. They're all super nice and supportive."

"Our captains have been amazing, especially Grace Puchalski," upper Jessica Chen said. "She's in her second year in field hockey, and she's not only an insane goalie on the field—she also brings so much energy to the team."

The captains have taken much inspiration from their

predecessors. "I've been really inspired by the previous captains at Exeter," Welch said. "They led by example and promoted a positive and energy-filled environment on and off the field. I try to emulate a lot of that in my own leadership, by setting a good example and being vocal and getting everyone up. We're a team, and we need to look to each other when it gets tough."

"Something I've observed over the years is that, if the captains were down and had low energy before a game, the game was low-energy," Nixon said. "If the captains were hyped and supported the team, everyone did really well. So I've taken from past captains that being a leader really trickles down to the entire team, for better and for worse. I've become very mindful of what I put forward for the team to see, so that I can lead by example."

This positive atmosphere has considerably improved the quality of their play. "We all bonded immediately at

preseason, and our closeness seems to be helping us on the field a lot," Welch said. "We've had a lot of tough, close games this season, and our ability to keep intensity throughout games, and even to make comebacks, has been incredible. Passing, corners, and team defense are going smoothly. There's a lot of teamwork, and I'm really proud of everyone's efforts so far."

The team has thrived in training so far. "We lift twice a week after practice," Rose said. "Practices are obviously physically challenging due to the demands of the sport. And it shows. The games we've lost have all been very close, and we have gone into overtime three times, which is crazy."

"We work hard," Chen said. "We practice a variety of skills and it's really fun playing with talented players. The team this year is looking way better than in previous seasons."

Their hard work and deter-

mination has paid off in their interscholastic games. "Every year we're getting better," Nixon said. "So many of our games this year have been incredibly close—and that's not always been the case. We lost to Nobles in overtime, but it was just one of those games where you walk away feeling so accomplished and proud of yourself, because you gave it everything you had. No one walked away being like, shoot, I could have done more. Nobles is a powerhouse in field hockey, and to lose to them in overtime proves this year will be exceptional for us. It's amazing to watch how the team is growing."

"My favorite game this year was at Northfield Mount Hermon," Welch said. "It was a long bus ride and we didn't have our normal warm-up because we were late, but that didn't affect our play at all. We dominated every single quarter, and our passing was by far the best I have seen the entire season. Since we were missing

players, people stepped up and took on new roles. We finished the game 5-0—really an incredibly fun game on a beautiful Saturday."

Looking ahead, the captains are excited for the future of Exeter field hockey. "We've been talking as a team about taking every game as a playoff game," Nixon said. "Everyone has their eyes set on getting to postseason play—making it to playoffs, basically. It's been a little unfortunate because we've lost some really close games. It's a long-term goal, but I hope it happens this season. Getting to play more field hockey after the season is a big deal."

"We captains are setting that tone every game," Welch said. "I have so much confidence in every player on the team, and I know that with continued hard work and perseverance, we're going to accomplish many things this year."

Football Carries Win Streak Against Cheshire



Exeter football goes head to head against Deerfield Academy in their most recent game, winning 36-7.

Courtesy of Hillary Yoon

By **ROHIT KANTAMNENI** and **LEO ZHANG**

The Academy's Varsity boys' football team traveled to Cheshire Academy on Saturday, Oct. 8. Cheshire's team proved to be strong; however, the Academy's football team overcame them with an impressive 31-13 victory. The team

now holds a 4-0 record, one of the best starts in recent years for the program.

Before the game, the atmosphere at Cheshire was animated. "It was Cheshire's parents' weekend, so I'd say the atmosphere before the game was pretty electric. They had a decent size student section out there," senior and varsity play-

er Drew McClutchy said. Senior Liam Brown reflected on the team's attitude going into the game. "I think [we] were confident that if we executed [the game] well, we could absolutely win, but we knew Cheshire was a good team last year and that they had a tendency to play dirty, so everyone was focused on

making sure they knew their assignments, doing a little review in the locker room."

The offense started the game slowly. "Our offense had a few mistakes early, so the sentiment among the offense was that we needed to pick it up and take advantage of the opportunities we were being given," Brown said.

As the game progressed,

however, the offense began to find its rhythm. "We went into the game with our typical game plan based on our scouting report. Head coach Voulgaris made some excellent adjustments in our running game at halftime that were very effective. Our defense came out very strong in the first half and set the tone for the game," assistant coach David Hudson said.

The defense remained consistent and effective throughout the game. McClutchy described the strategy of the defense. "They had a really strong wide receiver core, along with a really strong offensive line. We knew we had to neutralize their quarterback. We did that through the pass rush. We ran a lot of cover three with zone blitz and used that to force the quarterback out into the pocket where you couldn't really throw the ball. And then [we] shut their offense down defensively, our line really held in there, and then we were just able to pick them apart."

Overall, the team is pleased with their performance. Senior and captain Anderson Lynch said, "Every game is a new challenge and Cheshire is a good program. We knew what to expect going in thanks to the prep of our excellent coaching staff. It was certainly a challenge, but nothing we couldn't handle."

Brown said, "Honestly, it didn't feel like the opposition was more or less skilled than prior opponents, it just felt like we were better prepared and because we were expecting them to be skilled and to play a little dirty, we played up to the level we thought we needed to win."

The team had mixed feelings about whether the score reflected their performance. Hudson said, "Overall it reflects how we came out and played four solid quarters of complementary football and executed very well."

McClutchy had a different thought. "They were a really challenging team. I think the score doesn't reflect the talent they had. And I think as a team we just had a great game overall."

Lynch had a more direct view. "I think they should've been shut out completely. They only scored at the end of the fourth quarter after a lot of our key defensive players were on the sideline. It was even more of a cruising win than the score showed."

Regardless of their individual views, the entire team has an optimistic outlook about the rest of the season. Lynch said, "I mean we're 4-0, what else needs to be said? We can always get better and we're working hard every day to go from good to great."