

Phillips Exeter Academy
Exeter, New Hampshire

The Exonian



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Community Enjoys Relaxed COVID Restrictions, Town Abuzz



Lowers Nupur Malhotra and Ayman Naseer visit Krypton Comics, a local comic store. William Park/*The Exonian*

By JETT GOETZ, LAUREN KIM, NHAN PHAN, ELLIE ANASPERANTSAS, and ANDREW YUAN

Shortly after the first day of fall, Exonians swept into town, enjoying Stillwell's on the last of the sunny days or heading further along the Exeter River to the bridge, where the waters churned below. On September 27, the Academy saw town open up, out-of-town trips permitted, loosened social distance policies, room visitations,

and optional COVID-19 testing.

Since students' arrival to campus, the Academy established a two-week quarantining period for the community, with restrictions maintaining social distancing policies indoors, and requiring masks to be worn indoors. Boarding students were also not permitted to leave campus, remaining within Academy grounds unless accompanied by a faculty member. In contrast to last year's restriction, dorm

visitations were granted, opening up common rooms to day students and boarding students alike. Protocols were outlined in an email sent out on September 21 by Dean of Students Russell Weatherspoon, which said, "students will be able to go into town and visit each other's dormitories during visitation hours."

According to an email sent by Assistant Principal Karen Lassey, as of September 27, mask-wearing is optional indoors

and outdoors for vaccinated members but is still required indoors for unvaccinated students and employees. Going into town, mask wearing is recommended indoors when not eating for vaccinated students; unvaccinated students can not eat indoors and must wear a mask. Athletics, ESSO activities and participating in off-campus programs are all permitted; students returning from off-campus programs must perform twice-weekly COVID tests.

COMMUNITY, 3

Clubs Adjust to New COVID Protocols

By ANVI BHATE, SELIM KIM, MINSEO KIM, ELLIE ANA SPERANTSAS, and ANDREW YUAN

From online conferences to accommodating teammates' different time zones, the past year brought many pandemic-related changes to the way clubs function, including a greater adviser presence. Recently, as COVID regulations begin to loosen, clubs look for a return to normalcy. At the same time, many clubs evaluate unexpected boons from the past year.

A few big clubs on campus—MUN, Mock Trial, Daniel Webster Debate Society (DWDS), and Exeter Forensics (EFT)—are navigating their way through and adapting to the changes the pandemic brought, while also reflecting on the influence it's had on their members and club culture.

During the period of virtual learning, speaking clubs such as DWDS and EFT noted the drastic changes they saw to both the clubs' culture and operation. "I love debate as a place where you have to talk to people

collaboratively. You always ended up having a partner who you had to work with for the next hour and a half," senior and DWDS co-head Alexandria Westray said. "In virtual learning, we just saw a downturn in attendance. People were always late. People were here because they felt they had to be here and we tried our best to make it fun...but it's almost impossible to have a fun meeting and have things like cookies, food and laughter if you're [on] Zoom," Westray continued.

Senior and fellow DWDS co-head Cyrus Braden agreed. "Zoom meetings just aren't that successful when it's a verbal club," Braden said. "So much of [debate] is based on body language and it's really difficult to transition that to an online space in a successful way."

MUN also faced difficulties in transitioning to virtual meetings. MUN member and upper Sam Creelan explained challenges of online conferences. "I know that I definitely missed a lot of the traditional MUN experience: reading people, influencing people and kind of understanding how

CLUB CHANGES, 4



A student receives help from Ms. Moriarty at the Writing Center.

William Park/*The Exonian*

Writing, Math, and Language Centers Open to Students

By ASHLEY JIANG, ANNA KIM, ANDREA NYSTEDT, CATHERINE WU, and CLARK WU

After the Writing Center reopened its doors on September 13, along with a new addition of the Math and Language Center, many new and returning Exonians have been making their way to Phillips Hall on school nights for homework help.

Teachers and student proctors working at the

Centers offer help to students on Monday to Thursday nights from 7 to 9:30 p.m. on a walk-in or appointment basis. Students can find help for papers, readings, college essays and jottings of poetry in the first floor classrooms of Phillips Hall.

English Instructor Alex Myers ran a "little pilot" of the Writing Center around five or six years ago. "Students and parents all wanted it and teachers were of course willing to help,

WRITING CENTER, 2

Underclassmen Attend HAVEN Consent Workshop

By ALIA BONNANO, EMILVINE, REILLY PIERSIMONI, and ATHENA WANG

Content Warning: Mentions of sexual assault

A week after student protests demanding support for Student Leaders in regard to sexual assault cases, the Academy held its regular workshops on consent training on Tuesday, September 24.

Run by HAVEN, "the largest violence prevention and support services agency in

NH" according to their website, the workshops have been limited to student leaders in past years but were expanded to all students this year. The fall workshop series is for preps, lowers, and new students, while uppers and seniors will participate in the spring term.

Director of Student Well-Being Christina Palmer sent an all-student email announcing the workshops. "Prevention education is one of the best ways to help protect from the dangers of interpersonal violence and unhealthy attitudes

and relationships," Palmer wrote. "The presentation will include challenges to victim blaming and myths about consent through engaging storytelling and scenarios, the importance of consent and what consent looks like, and encouragement to become upstanders and to take active roles in shaping safer and healthier communities."

One of the presenters from HAVEN, Sijan Murphy, explained the importance of the workshops. "We [HAVEN] think it's really important for people of

CONSENT WORKSHOP, 3

Reusable Containers Promotes Sustainability

By KAYLEE CHEN, ANNA KIM, HANNAH PARK, SAFIRA SCHIOWITZ, and ELINA YANG

When grabbing a bite at Elm Street or Wetherell, Exonians can see stacked rows of bright green, reusable containers. Dining Services and Sustainability and Natural Resources have collaborated to launch a new greenware initiative, which provides a more sustainable alternative to the single-use containers that have been offered due to the pandemic. Community members

must empty and return their reusable containers after use to the green-colored bins around campus.

Manager of Sustainability and Natural Resources Warren Biggins noted last year's waste management challenges. "COVID impacted dining operations in a major way, and dining had to adapt very quickly to a grab-and-go model," Biggins said. "Unfortunately, the grab-and-go model just inherently leads to an increase in the volume of waste that is generated during dining

operations."

Biggins shared the process behind the initiative. "Throughout [last] year, I spoke regularly with Ms. Leonard and dining services staff about what was working and what wasn't," Biggins said. "Ultimately, we decided that we'd like to pilot a reusable program, which we did during Exeter Summer. That pilot went well and we agreed that we'd like to move to reusables for this school year."

Wetherell Manager Heidi Durmont acknowledged the

REUSEABLE, 3

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Writing, Math, and Language Centers Open, Continued

but it felt catch-as-catch-can, didn't feel organized," he said. "Teachers would run all over the place to meet the students and there was no way to compensate them for putting in extra time."

History Instructor and Writing Center staff Meg Foley explained the motivation behind the return of the student center following an ease in COVID regulation. "We never wanted the center to stop," Foley said. "It just proved logistically challenging to have teachers here and not overload them with work. Due to the pandemic last year, we felt a renewed commitment to re-start the center."

When Myers and Foley reintroduced the Writing Center to the faculty, Modern Languages and Classics Instructors also got involved. "I loved it when I would go to the library and see a faculty member at the table next to a little sign saying 'Writing Center.' I would think to myself: the students are so lucky to have that support, why can't we have that for our students?" Spanish Instructor Jackie Flores said. "So the department banded together and we decided that we wanted to do it. When Mr. Myers gave us the green light, we were so excited."

The Writing Center is seeing excellent turnout: in its first six nights of operation, students made 36 appointments. "Students are coming in to work on their college essays and their papers, but they're also coming in for feedback on the poems and short stories that they've written in their free time," Myers said.

"That's really the long term goal of the Writing Center," Myers continued. "To help students who feel that writing takes a long time and is this frustrating enterprise actually enjoy engaging in a writing process that is pleasant and meaningful."

Casey Kimball-Marfongelli, a dining service staff member and an English graduate, expressed his excitement for the center.

"I loved writing in college and high school while taking creative writing lessons on my own," Kimball-Marfongelli said, "I'm excited to help students feel that enthusiasm again."

"I think this is a great opportunity for students to see that there are adults in the community who aren't faculty members but can still be sources of support," Myers added. "They're interesting people and they can teach everyone in this community a lot outside of a classroom setting."

English Instructor Lundy Smith explained the concept behind the Writing Center. "The Writing Center is a place where kids can drop in for help on any of their papers they're writing... It's a place they can come in and get help from humanities teachers."

Smith discussed various works he has helped students with. "I've helped with college essays, a couple of English narratives, and I worked on a poem the other night with a student... In the past, I've worked on history papers and religion papers. I had a student one time who was writing a letter to an ambassador, so I helped her with formatting and the correct way to address a letter to an ambassador. You get all kinds of cool stuff going on."

"One of my hopes that we're seeing right away is the kids are using it [Writing Center]. I think that's outstanding, and the kids aren't afraid to come in and ask for help on something. It's a great situation because there's no pressure since I'm not the student's teacher. It's kind of just a chance to talk about writing without any of the pressures of a grade or something else associated with it," Smith said.

As the year progresses, students may find themselves using the Writing Center more often. "I'm assuming once teachers start assigning more papers, things are going to pick up," Smith said. "We may find that during a certain time of the year, we need to add staff members for papers, if it gets really crazy around

midterms. I think one of the things to do is to track the number of people who use it. For example, I had two signups last Thursday, but I also had three drop-ins, they just jumped in and got help," Smith continued.

Teachers also expressed various possible ways for the Writing and Language Centers to gain more recognition amongst the student body. "I think word of mouth from the kids [is one way for more recognition of the Center]. We sent out emails to the student body but I know a lot of times emails come in and we just throw them away. I am on with a number of my peers in the English Department and we've actually posted a link to sign up for the Writing Center right on our Canvas homepage. It's always there so the kids know, and I encourage them to use it because I think it's a great resource," Smith said.

Chinese Instructor Ning Zhou also discussed possible ways for the Centers to popularize. "The first way is for language teachers to share this news to their students in class. Second, Mr. Myers sent out an email to all advisors with the hope that advisors can mention these resources to their advisees. There are also various posters around campus and inside Phillips Hall for students to get to know about the Language Center," Zhou said.

Regarding this year's new addition of the Language Center, STEM, and math tutoring, Smith commented, "Fantastic. It's such a great resource for the kids... I like the fact that they can plan their evening around to go get help from somebody who's going to give them really helpful advice because they probably know what's going on."

Many students are finding the reopening of the Writing and Language Center helpful. "[This year,] I took my college essay to the writing center. I did not know how to go forward with it because I was like, 'Okay, how do I make this better...' It was

really nice to hear an English teacher tell me what I could do even more to improve it," senior Mana Vale continued.

Senior Oliver Riordan agreed. "I was having trouble writing an English paper, so I went to speak with Mr. Harrington, a teacher I had never met before. He helped me to organize my thoughts and pointed to places in the essay that needed to be developed in order to show the reader what I was really trying to get across," he said.

"I think that the Writing Center's reintroduction has enabled students to receive the help they need in English and modern language, while also connecting them with teachers that they might not have met otherwise," Riordan added.

Vale hopes for the Writing Center this year. "I hope that younger students, not just seniors will utilize this, because it is really helpful, because you take the time to go and do it, then it can make a really big difference."

The Language Center works similarly as the Writing Center, but with the addition of student proctors. "In the Language Center, we help students review their lessons, answer language related questions and help them prepare for class assessment," Zhou said. "It is for any student who might have some difficulties or just want to come to practice speaking the language. Also, we have a dedicated quiet space for students who want to work on their assignments in the Language Center."

Unlike the Writing Center, the Language Center is also moderated by a number of student proctors for various languages. "The proctors were nominated by the faculty... The first week for the Center, we gave some training to student proctors. I think learning what their role is and how they can best serve the students is very useful," Zhou said.

"I'm excited because I want our kids to take advantage of all resources, especially from strong students in our languages,"

Flores added. "Coming to the Language Center isn't a form of punishment, it's just an opportunity to tie up loose ends and get explanation and practice from other students in what may be a less intimidating environment. Now there's no excuse for not understanding."

"We want this to fulfill the needs of each and every student's needs, be it grammar explanation or pronunciation or just wanting to read a chapter of a book together with someone more experienced with the language. We're not here to give them the answers, but tools they can use in and outside of their classes," Flores said.

French Instructor Katherine Fair talked about her expectations for the center. "We hope that the Language Center will provide a new source of effective support to our language students," she said. "We are optimistic that students will benefit significantly from the new program."

Vale, who is also a French proctor, discussed how she chose to become a Language proctor. "I proctor on Wednesday nights every other week and it fits in my schedule quite nicely," she said. "I personally signed up [to become a proctor] because I'm not taking the language [class] this year, but I wanted to stay connected with French, and this was just one way for me to do it. I really hope that people come so that I can also reinforce my language skills," Vale continued.

Fellow senior and French proctor Sava Thurber talked about what he does as a proctor. "Some students come in with a particular question in mind and other students come in just wanting a place to do their language homework. I have had a few students just do their reading in front of me to practice reading and speaking the language and I have also spent time memorizing spellings with other students."

"I think the language teachers should openly advertise the Center as a place

where students can go to do their work even if they don't need help from a proctor or a teacher," Thurber continued.

Upper and Spanish proctor Sofia Morais spoke about what she hoped the Centers will achieve. "Hopefully, I can help other students gain more confidence in their speaking and writing skills, as well as gain an appreciation for their language."

Lower and German proctor Rex Bedwick agreed. "I hope that the center grows in popularity as the year goes on. It really is a unique resource for students who might not want to go to their teachers for help."

Bedwick continued, "I think that as long as people know that we're a resource for help, students who need it will naturally come — we don't need to force anyone into it."

Upper and Japanese proctor Grace Nivera discussed the pros to attending the Centers. "It's a really welcoming and informal setting, so it removes the pressures one would normally feel in a classroom. It's really easy to talk to the proctors and ask for help."

Thurber agreed. "I hope that it remains a casual place where students can go to get help or just do their work individually. Obviously, there is no stigma against getting help, but I want to make sure that the culture surrounding the Language Center stays positive and encouraging." Math help is offered in the Elting Room on a drop-in basis.

Myers elaborated on the Centers' atmosphere and purpose. "I would just love to open the door of Phillips Hall at eight o'clock on any given weeknight and walk around and see students writing up problems on the whiteboard in the Elting room and hear French being spoken down the hallway and say hi to the students quietly studying on their own as they wait for an appointment," Myers said. "I just want there to be a hub where students know they can go and ask for help. That would make me so happy."

Community Enjoys Relaxed COVID Restrictions, Continued



Lower Andrea Nystedt explores the local Farmer's Market, open every Thursday.

Students no longer have to test twice-weekly unless they are feeling COVID-like symptoms.

Webster Hall Dorm Head Alex Myers talked about the school's COVID-19 prevention measures. "Over the past year I've been really impressed with how [the Academy] adjusted

[COVID-19 policies] and changed them and tried to be as permissive as they could be, but to keep us safe," Myers said. "I really hope that this pattern is one of us being cautious, carefully testing patients, giving us more access when it's safe to do so. And I really hope that we don't have to go back

to mask wearing or tighter restrictions."

Williams House dorm head Alexa Caldwell provided her thoughts on the relaxation of restrictions. "The kids have done well with the rules and we all seem to be healthy as a community!" Caldwell said.

Wentworth dorm faculty

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Chelsea Drescher reflected on visitations. "The common room visitations have been overall positive. I think I've just been slightly concerned. You know, I had to warn one group, 'Hey, if I come back down here and you're not wearing masks, then you'll have to go,'" Drescher said. "I've heard some concerns

from boarding students about not having to quarantine, but you don't have to quarantine now if you're a close contact. You have a set of instructions as well to deal with that. But I do know some people are a lot more cautious and concerned. I'm just hoping that they're well."

Wentworth dorm head Sean Campbell shared his thoughts on the lessened restrictions for day students. "I enjoy having our affiliates back in the dorm. This was not possible for almost all of last year so it is good that this is back, giving day students a greater feeling of belonging on campus."

Prep Aubrey Silvestri expressed her excitement about the relaxed restrictions, "I am super excited to explore a bit off campus and hopefully be able to see everyone's faces indoors without masks!" Silvestri said.

Upper Angie Wah reflected about whether it makes sense for the Academy to loosen restrictions, "It makes sense to loosen the restrictions a lot more, for sure, so we can actually do more on campus and off campus activities; there's less of a risk of going off campus

and doing stuff like that once we are all vaccinated."

Upper Aaron Joy added, "We can definitely see that there is much more socialization going on indoors and outdoors. Given that the Academy is such a highly vaccinated community, it's great to see that there is a somewhat of a return to normalcy."

Lower Aavik Wadivkar is optimistic about the new changes, especially for students who have not attended Exeter pre-pandemic. "I think it's a fantastic step in the right direction. Everyone's happy with this decision and while the students are satisfied, there is still an element of safety that some of us opt to be concerned about. However, given Exeter's track record with dealing with the virus, I am confident that this will go well." He also reflected on the Class of 2024's experience last year, "COVID restrictions turned the Class of 2024 experience [last year] into Exeter Lite and so we just got a very limited access to everything the Academy had to offer. For older students, it's returned to normalcy. For the Class of 2024, it's an improvement."

Reusable Container Initiative, Continued



Senior Will Carney enjoys a bowl of ramen in Grill.

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convenience of the containers. “This initiative of reusable containers has many benefits beyond reducing environmental footprint—the containers hold the food well, [are] easy to carry, visible color in the waste sorting process and the benefit of reusability is attracted from a waste management perspective—less trash going in our landfills,” she said.

According to Director of Dining Services Melinda Leonard, the sustainability work is long-term. “Dining will be transitioning over to offering only greenware for grab and go. Thyme and Tide will be using compostable until we are able to provide china service [plates] during the dinner meals at Wetherell,” she said.

The initiative has encountered various challenges during Exeter Summer and since the start of the school year.

Elm Assistant Manager Rebecca Ives shared the problems that arose over the summer. “... almost a third of [the] inventory that we provided [was lost]... [The containers] were

often found in the trash, if we were lucky. At the end of the summer we ended up getting some back that students had stock piled in the dorms,” Ives said. Ives also mentioned that the return “totes,” or bins, for the reusable containers were “being used as Trash, Compost or Recycling, even though all totes are clearly labelled.”

However, Ives believed the switch to green-colored totes at the beginning of the school year has improved the situation. According to Ives, returning the containers quickly at Elm Street is “vital for this program to be effective,” as “Elm Street is the larger dining hall that sees a lot more foot traffic.”

Biggins commented on the rise of reusable containers that are kept outside of dining halls. “We’re starting to hear that these are accumulating in dorm kitchens, common rooms, and offices,” he said.

Additionally, Biggins noted that “the reusable containers should mostly be used for grab-and-go dining—when eating in the dining halls, folks

should use the ceramic plates and utensils.”

Leonard asked that the community make an effort to contribute to a more sustainable campus. Students must return greenware upon finishing a meal, as replacing the taken containers “is not cost effective or sustainable, so we seek everyone’s support here on this critical piece,” Leonard said.

“We also ask that folks make sure the greenware is empty before depositing into greenware barrels and not to place trash or compost in these barrels,” Leonard said. “This creates more work for many folks in Dining and [Facilities Management] that are collecting greenware containers.”

Upon collecting the containers, the dining team works to clean and prepare the containers for reuse. They sort through post-consumer waste, compost food, and wash, sanitize, and air dry the containers. “Our dining team works very hard to make it look seamless,” Durmont said. “All the bins are checked daily and cleaned.”

Many faculty and

students appreciate the reusable containers. Senior Alex Ecker uses the containers to bring back cereal in place of an early morning breakfast. “The containers have been very helpful for me, as I am a heavy sleeper and like the convenience of having something sturdy to take back to my dorm,” he said.

Prep Ethan Guo cites the convenience of the containers’ portability. “As a day student, I can take boxes of food to go and return them easily.”

Student athletes have also been taking the containers to sports practices or competitions. Prep Leta Griffith said, “They are handy for XC (cross-country) meets.”

Upper Ryann Gholston agreed. “So far, I’ve used the reusable containers to pack quick to-go lunches for away games now that fall sports have kicked into full gear,” she said.

“I’ve also used them for on the go dinners when I don’t have time to sit in d-hall. There isn’t anything I would change about these! I love that there are bins placed around campus for us to return the containers, too,” Gholston said.

Math Instructor Timothy Whittemore, who often uses reusable containers when eating in the dining hall with his family, also believed that “having the reusable containers visible can help us all be mindful of the large amount of waste we produce.”

Some students provided suggestions for improving the initiative. Lower Gunn Sukhum mentioned the inconvenience of finding the deposit bins for the reusable containers using them. Sukhum recommended increasing the number of bins around campus. “I still see some people throwing the [reusable] containers into normal bins,” he said.

Prep Ethan Henry agreed. “The containers are helpful most of the time when I want to go outside to eat but can be an inconvenience when I want to eat somewhere without a close deposit box.”

Some community members commented on the lack of information surrounding the reusable containers.

Upper Krish Patel believed that the containers have “good

purpose and intent” and “seemed to have the same environmental impact as the eat-in plates.” However, Patel noted “the outreach for scientific reason was somewhat lacking.”

Prep Elaine Qiao agreed. “To me, the reusable containers seem to be working fine, but I would appreciate more information being given about this initiative and perhaps some statistics on the impact the initiative is making so that we could see the improvement.”

Whittemore expressed that it would be helpful to learn more about the containers. “I would encourage more explicit education and encouragement about use, including returning them to the dining hall,” he said.

Ives hopes the initiative will continue to promote more sustainable dining. “As a community we need to work together. To help encourage others to make Greener Choices. We can only move forward in a better direction one step, one choice, at a time.”

HAVEN-NH Consent Workshop, Continued

all ages, but especially students at this age, to be aware of what goes into consent and why it’s important for themselves, their friends, and their partners,” Murphy said.

“Prevention of sexual and domestic violence is what we at HAVEN do. The earlier we can start giving people this information and giving them this training, the better that they will be as adults at living their lives in a way that stops violence from happening,” Murphy continued.

Lower Freya Busser recalled the presentation “[The workshop] included the definition of consent and how the lines between real consent and not are not blurred. An example was when

they used two bees (not people, no) on a couch with one asking, ‘can we have sex?’ the response has to be ‘enthusiastic and excited’. ‘Maybe’ or ‘sure’ is not consent. It also went over the legal side of sexual activity in New Hampshire and the country or the legal consequences of underaged activity,” Busser said.

Prep Roxane Park said, “The presentation was humorous at times, serious at others, and there was a lot of visual learning [like] a slideshow, videos, [and] evaluation and criticism of ads about the videos.”

When asked about students’ learning from the workshop, Murphy said, “We do pre- and post-surveys and there

are definitely differences, especially on the more tricky things, where these workshops clarify some of the more difficult concepts.”

Some students agreed the workshops were informative. Busser appreciated hearing about New Hampshire-specific consent laws. “I felt it gave me some perspective as a woman underaged and as someone who doesn’t come from New Hampshire. To compare the legal rules to my home state rules was interesting. It opened my eyes a little to how many responses are considered real consent and not,” Busser said.

Lower Esme Eberstadt said, “I feel like [the workshop] was helpful, for sure, but it wasn’t

new information. It was definitely beneficial to have the review and it’s nice to know that everyone in this school had that review too.”

In light of Nancy Jo Sales’ ’81 *Vanity Fair* article detailing the Academy’s sexual assault cases, some students felt the workshops were somewhat performative. “I think it was a reaction to a traumatic event. I think this is something that many schools do, they wait for a world-rocking event to happen, and they act based on the response to it instead of being a few steps ahead,” Busser said. “... they should include this in every year for all new students especially. I am new myself, so I am probably not educated on

who Exeter really is yet, if it does have this kind of workshop already in their curriculum, then great.”

Park said, “Obviously, the content was highly related to the *Vanity Fair* article and protest. However, in my opinion, the workshop was more centered around the fairly evident ‘why sexual misconduct/assault is wrong’ and less of the far more relevant ‘what you can actually do if you are ever in a situation like that yourself.’”

Park called for greater emphasis on prevention. “More focus on what we can do to combat cases of misconduct would be a very helpful addition,” Park said.

Busser said, “I think the workshop could be in

smaller groups to be more effective. It can be hard to run something like this for high school students as many of us are too immature to not laugh or to take it seriously, so I think that was the main obstacle for its intended impact but overall, it covered great topics and used effective methods.”

HAVEN looks forward to working with the academy more extensively. “We love coming to Exeter. We see so many students here every year and it’s nice to be able to be here and offer our services,” Murphy said.

Club Adjust to New COVID Protocols, Continued



Members of Model United Nations meet in the Forum.

William Park/*The Exonian*

people are interacting... Over Zoom, that's definitely harder," Creelan said. "The first day was definitely challenging just because it was so different. It's like a total paradigm shift."

Mock Trial member and upper Val Whitten noted advantages Zoom brought to meetings. "It was really easy to just kind of hop on a Zoom. And even though sometimes you could have appointments and other stuff... we could meet a lot easier than we would on campus where people would meet with teachers and have a bunch of different clubs," Whitten said.

Despite convenient online meetings, Whitten anticipates in-person meetings and changes moving forward. "I'm really hoping for a lot more in person meetings and a lot more space where you can meet a bunch of people. The only difficulty is capacity limits," Whitten said. "I'm

kind of excited for in-person trials, especially after experiencing so many zoom difficulties and technical difficulties. And I really liked that experience of traveling on a bus somewhere or staying with my team overnight for states and for nationals. I think that would be really fun...I haven't experienced that yet."

Mock Trial co-head and senior Bona Yoo also speaks on the excitement for in-person club activities. "With the pandemic, I can tell you that a lot of the excitement and community that comes with attending tournaments in-person, going to town for dinner, or having entire-team meetings have been subdued because these simply weren't possibilities last year," Yoo said. "Mock Trial is a curious and difficult mixture of argument and theatre, neither of which are easy to train virtually. For that reason, I think I

can safely speak on behalf of the other co-heads that we are thrilled to be going back to in-person workshops and collaboration."

Braden also noted how the social distancing policies created difficulties in finding spaces to meet. "There aren't that many [rooms] anymore because some of the rooms at EPAC are now being used by [the health department]. Some of the rooms in the Academy Building are just closed. And so when we're looking for practice debates, there just aren't that many rooms," Braden said. "We had a bunch of debates last year that were in, for instance, in hallways, we had some in places that are less than ideal because rooms are either locked or the whole buildings are locked."

As pandemic restrictions loosen up, many co-heads and members hope for a return to normalcy. "All of our tournaments last year

were of course virtual, but now we're starting to cycle into a more in-person space, at least for some of the local tournaments," Braden said. "Beyond a sort of tournament focus, our actual meetings now can be in person, which means that we basically can see [the club] transitioning to essentially what it was before COVID."

Member of DWDS and upper Ophelia Bentley agreed. "I really hope that we can go to more in-person tournaments. I really hope we keep meeting in-person again because I did miss being able to see people face-to-face," Bentley said. "I hope that we move from an overly formal kind of relationship between board and advisors and the rest of the club, and between the more advanced debaters and novice debaters, and are able to kind of bridge gap levels between skill and age."

Westray reflected on broad changes to DWDS. "I hope it will be the same debate as always, it might be a little more competitive, which doesn't have to be a bad thing. It might be a little smaller, but I don't think it'll be a completely different club. It will be the same debate. We'll do the same activities. We'll do the same PODS with the same annoying feedback you hear from judges and the same fun events, but just maybe slightly smaller."

MUN members commented on changes to their club culture. "[Before the pandemic] there was a bigger emphasis on award performance," Creelan said. "I think one of the things that new co-heads tried to do is emphasize alternative paths of engagement, like these programs where you can just learn about the world, learn about geopolitics without feeling so much pressure to do well at these conferences. I think

in general that's a positive shift because we haven't lost our competitive drive... In the past, I know they had issues with DEI... but now I think the curriculum has shifted a lot and it's a much stronger club."

Creelan spoke about his hopes for MUN moving forward. "I think the club still probably has work to do in terms of building out and being inclusive and, you know, supporting kids interested in talking about geopolitics and interests without necessarily wanting to dominate the competitive landscape. On the flip side of that, we also have to preserve that core competitiveness that has defined the club because I think that's really the sport," Creelan said. "It's always going to be a challenge to balance those two things... I'll just say that the current co-heads are doing a great job, I think, and it's going to be a great year."

The Oxford Comma: A Hot Debate, a Departure from Convention, and the Triumph of Democracy

By WILLIAM PARK, DIRECTOR OF VISUALS

Rejoice, Oxonians everywhere. This 18th issue of the oldest continuously running secondary school newspaper's 143rd Board, marks a monumental moment in our history. It is within this issue that we have resolved one of the most vital debates going on within this campus: that of the Oxford Comma.

The issue of the Oxford Comma's place within *The Exonian* can be traced back to the fundamental Duckling phenomenon we faced as an acolyte of the AP's stylistic guide. But more and more, the limitations of the confusing language of a non-Oxford Comma writing guide proved themselves unbearable. However, the board was divided. Some wanted to advance this paper into a new era of innovation and editorial daring. Still others respected the venerable legacy our predecessors had built before us. *Exonian* adviser Erica Lazure offered a balanced view on the topic. "As an English teacher, I am

all for the Oxford comma, but as a journalist, I have been trained to use the AP style comma. However, as an English teacher AND newspaper adviser, I am willing to follow the will of my people." Ultimately, a compromise was made to ask those we seek to serve, you, our readers.

During the Club Night held on September 26th, 2021, you, the people, made your voices heard. With an official tally of 63 to 10, you voted for *The Exonian* to instate the Oxford Comma as an official part of our stylistic virtues. I, William Park, am the humble ambassador of this news.

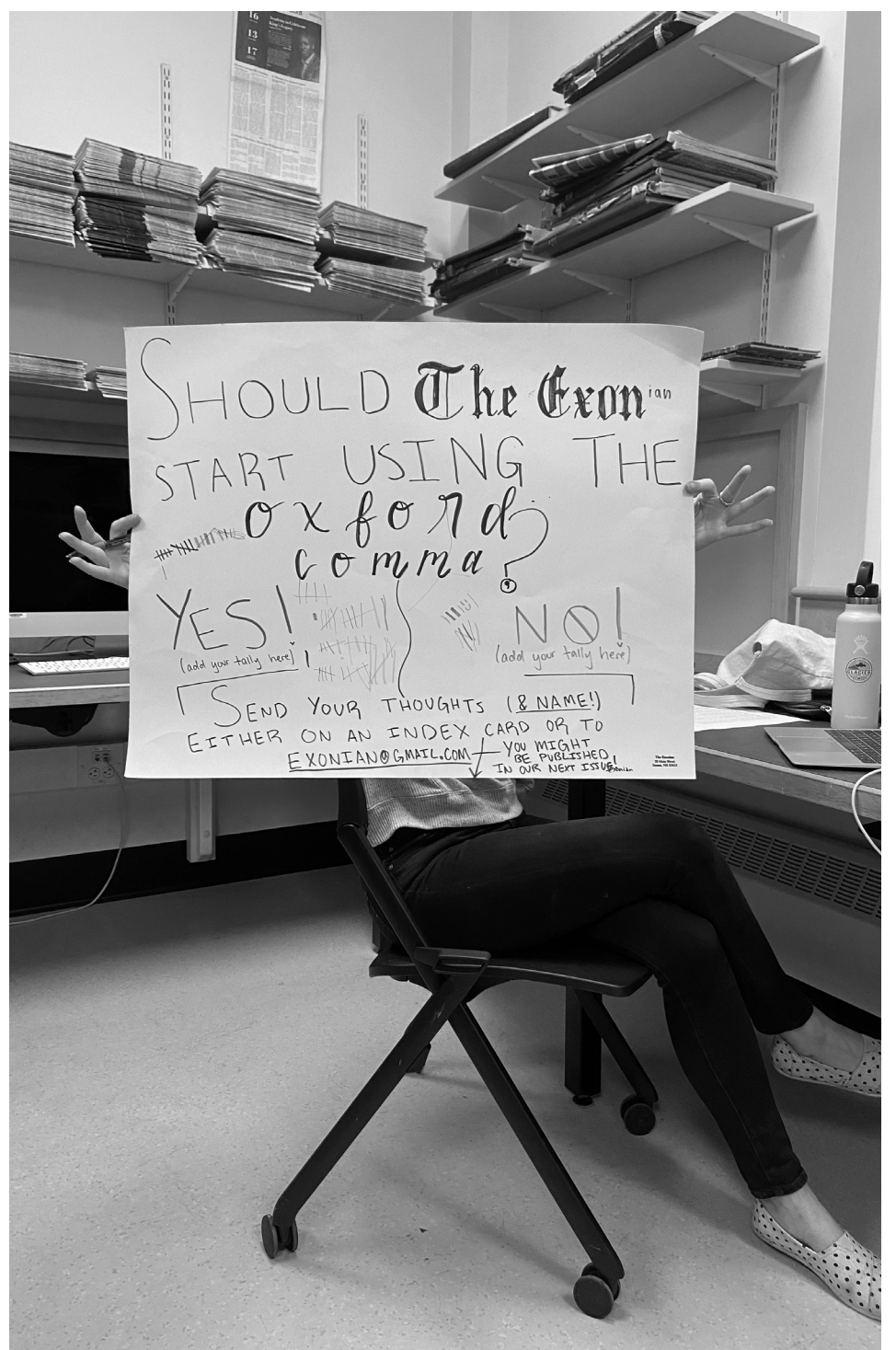
On hearing the results of the poll, senior and Executive Board member Moksha Akil was jubilant. "I am incredibly passionate about [this issue]. I believe that AP news should not be able to dictate what we do with *The Exonian*. We are our own people and we support the Oxford comma. I support the Oxford comma," she said gleefully.

Senior and News Editor Hansi Zhu expressed a

neutral stance. "I honestly don't have that strong of an opinion on it," Zhu said. "On one hand, I want to respect the AP style, but on the other, the comma makes everything easier to read. If other people have strong opinions, I'm happy to go with the results of that discourse."

As we usher in a new age here within *The Exonian*, I urge you to embrace the progressive steps we are taking together. Democracy has prevailed. Writers, dive into a new era of creating beautiful lists of easier comprehension. Editors, rest your weary fingers from deleting that extra mark. And most importantly, readers, exult in the removal of unnecessary ambiguity in your weekly consumption of the most relevant, accurate, and exhilarating reportage found on the second floor of the Elizabeth Phillips Academy Center.

To join this crusade of forward-thinking journalism, join us. Sunday. 7 p.m. Forum. Come prepared to fight for the integrity of the press. We await you.



Exonian advisor Chelsea Woodard proudly presents the results of our Club Night poll.

Moksha Akil/*The Exonian*

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» **EXETER ADVICE**
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» **ESSO CLUB NIGHT**
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Senior of the Week: Dorothy Baker



Senior Dorothy Baker smiles for a photo.

Mohamed Kane/*The Exonian*

By ANVI BHATE and ALIA BONANNO

Through EDM music and a vivacious attitude in her studies and extracurriculars, Dorothy Baker, a.k.a DJ Dorothy, has embodied *non-sibi* since she began at the Academy in her prep year. The 6'2" Baltimore native, squash captain, Langdell proctor and student listener, and videographer has committed herself to community and leadership.

Baker noted how her Exeter experience was shaped by her dorm life, and the family she has been able to create through it. For Baker, proctorship has provided her a place to pass on the values and lessons she's learned in the dorm to younger students, "Growing up in Langdell and then living in the same rooms that my role models before me lived in is amazing. Right now I live in one of my proctor's old rooms...I always

used to go there for movie nights, advice, or to do homework. And now that I'm giving that same experience to younger people, it's incredible to me...I feel like I'm living through the younger students again in a weird way," she said.

Baker's presence is often described as luminous and all encompassing by those around her. "The most significant way I'd describe Dorothy is the mayor of Langdell," former Langdell Hall dorm head and Baker's advisor Patricia Burke said. "Even as a prep, Dorothy was a community person, a people person, a gatherer, and an includer. She knew everyone and talked to everyone...She is a catalyst for the community."

Fellow proctor and senior Cecilia Treadwell said, "I remember one time when I was hanging out in her room [and] I mentioned that I was hungry. She immediately

offered me bars, snacks, and even offered to make me mac and cheese."

She continued, "I think the generosity, care, and concern in this encounter encapsulates her as a person. She makes everyone feel comfortable and included. She is just a super kind person."

To Baker, the people she has encountered have made a tremendous impact on her Exeter experience. "I think it's a little bit basic to say that the people are what make Exeter, but they really are. I've met incredible people and incredible faculty who have been really supportive of me," Baker said. "Being able to connect with older people throughout my entire time [here], through sports, clubs, or the dorm, really made a difference in my life and taught me a lot of values about community and about tight friendships that I wouldn't otherwise get at home."

Upper Sami Smith recounted the little things Baker did to brighten her days. "One of my favorite memories of Dorothy is just passing her in hallways and on the paths. Despite the interactions being so small and quick she always has a funny phrase or new trend to show, and it puts a smile on my face," she said.

Senior and squash teammate Carolyn Fortin also noted how Baker fostered friendships. "Dorothy is the type of person who will remember your name and go out of her way to wave to you on the path, even if she's only talked to you once. She also has an impressive range of hobbies and is always open to trying new things."

Even outside her extracurriculars, Baker carries a lighthearted passion and a caring attitude in academic classes as well. "I had Dorothy in Introductory Astronomy last spring term. She was a

hard-working and determined student with a real fascination for astronomy," Science Instructor John Blackwell said. "She and I spoke often out of class about the material we were studying. She did a really cool term project about time dilation, one of the outcomes of Einstein's theories of relativity."

One of Baker's most treasured Exeter memories involved videography, an art she learned to love through a class she took at the Academy. "I made this video my lower winter... I filmed [a prep in my dorm] looking at my posters and I edited it to look very trippy and cool. I posted [it] on Instagram and it got 3,000 views in two days. It was so awesome. The next day I was walking around and everyone was giving me high fives and being like, I had no idea you were so good at videos. It was a huge moment of community and [realizing] these people care about what I do and who I am, which was awesome."

Baker's humor is another staple of her presence on campus. As an editor of *The Exonian's* humor section and a member of the unofficial Exeter meme page @phlexeter, Baker uses humor as a way to connect and brighten the days of those around her. "I love the humor page. It's a great [group] of people. We do it because we have a passion for writing, and I think we're fairly funny, or at least we try," she said. "It's just a little section of a bigger [organization] where people put in so much time and effort, and it's incredible that we, as little people who make memes, get to be surrounded by that kind of drive."

"Dorothy has a great sense of humor. She doesn't take herself too seriously and always has something funny to say. I also know that I can go up to her at any time to chat, whether it be about a class, the grilled chicken at dhall, or the aggressive squirrel population on campus, and she will always be willing to talk," Fortin added.

When asked about how COVID-19 altered her Exeter experience, Baker said, "I think it made it harder to connect with people as it took away the normal casual interactions and made everything more formal, which wasn't great. It made it harder to branch out and try new things because there was [always] a risk involved. Like what if

you catch COVID get sent to the quarantine unit? It made me more introverted."

In true Dorothy Baker fashion, though, she was able to find a positive effect of the pandemic, "It was also a good thing. It made me realize who I am some more and [I got to] spend some more time with myself. It's a give and take."

"When she got put into the quarantine unit she was able to put a positive spin on a very challenging situation. She could have gone home, but she decided to stay to have quarantine unit experience to learn and to bond with people there. I just remember bringing her coffee and a breakfast sandwich from Dunkin' Donuts and how appreciative she was. I think that experience really revealed so much about Dorothy's can-do, live-life personality," Burke said.

Her leadership abilities are also put to use as one of the co-captains of the squash team. "I love the squash team so much. It's one of my favorite communities at Exeter. Everyone is super driven and friendly, just incredible. I like leading the warmups and playing music for everyone and doing off-season practices with the captains beforehand...I'm so grateful to have a supporting system and team," she said.

"Dorothy was the music behind the Girls' Squash Team the last two years. She worked on motivating mixes to keep everyone's spirits up and it was truly one of the highlights during the difficult year we had as a team," girls' squash coach Lovey Oliff said. "I love her determination and her desire to learn, improve, while still having fun... She is the glue that helps keep our team going when things get a little rough."

Baker leaves behind advice to underclassmen that stems from the lessons in community and hard work she's learned over her four years as an Exonian. "I would say join as many clubs as possible and then figure it out once you start working for them. Second, I would say I do homework with other people. It's a huge way, especially prep fall to make friends and to create study habits. And get out of your room as much as possible.... Also, my SoundCloud is @dorothybaker."

An Introduction to Angel on Your Shoulder

By ANGEL

Dear Mortals of Exeter,

Struggling with a terrible roommate? Pile of math homework threatening to eat you alive? Getting mixed signals from a crush? Don't despair! Welcome to Angel On Your Shoulder, an advice column where I will be answering anonymous letters. Who am I, may

you ask? Call me Angel! I'm an upperclassman, so rest assured I have the experience to help you. Otherwise, my identity remains secret (but if you manage to guess correctly, there may be a special surprise for you...)

I can't wait to start, but a few ground rules before we begin:

Please keep questions relatively lighthearted. I am not a trained profes-

sional and not equipped to help with problems relating to eating disorders, substance abuse, self-harm, mental illness, or sexual misconduct. If you are facing any of these, please reach out to a student listener, proctor, your advisor, or another trusted adult on campus to get you the help you need. I DO welcome questions related to time management, friendship, relationships, homesick-

ness, academics, clubs, family, and anything in between!

All submissions are anonymous, so let's keep it that way and respect others' privacy! Please use fake names, initials, or no names at all when mentioning people. I'll be using a Google Form to collect letters, which is totally anonymous. When the letters are published, a pseudonym will

be used for the submitter (ex. Fed-Up Friend). That said, the more details of a situation, the better I can help you!

I may not be able to publish every single letter I receive, so if I don't get to yours, my apologies!

Finally, don't spam the Google Form.

That's all for now! Form link is below and

I can't wait to read all of your submissions!

Love always,
Angel

Form link:
<https://bit.ly/39C9CLN>

Faculty of the Week: Tyler Caldwell



Mr. Caldwell smiles brightly in Jeremiah Smith Quad.

By MAYA COHEN and ANGELA ZHANG

Before the COVID-19 pandemic, Tyler Caldwell could be found serving home-made cookies to members of the prep class every week in the library. To many of the preps who were on campus at the time, it was an activity to look forward to every Tuesday. Caldwell would welcome everyone who walked in the door of the Library Commons, check in about how their day was going, and offer them still-warm chocolate chip cookies. This kind and inviting spirit is demonstrated in all the other activities Caldwell engages in.

Caldwell, a beloved English Instructor, skilled dancer, and competitive athlete, is entering his 11th year of teaching at Exeter. He is dorm head of Main Street Hall, where he lives with his husband, Science Instructor

Andrew McTammany. Prior to Exeter, Caldwell gained teaching experience at a school in China. Having minored in Chinese in college, Caldwell had no trouble teaching English as a second language to his students. It was then that he realized he truly did enjoy teaching, and declared himself an English major to pursue teaching in the future. Immediately after graduating, Caldwell began his time at Exeter as an intern, and then became a full-time faculty member the following year.

However, Exeter was not Caldwell's first experience at boarding school. In fact, he and his twin sister, History Instructor Alexa Caldwell, grew up on the campus of St. Andrew's, a boarding school in Delaware. English Instructor Lundy Smith, family-friend of Caldwell's, explained that his upbringing was one of the major reasons Caldwell has thrived

as an instructor at Exeter. "Tyler had grown up within the confines of a prep school and watched his parents balance the duties of coaching, teaching, advising, administering, and parenting," Smith said. "The fact that we hired Tyler to a full-time position after his intern-year is a testament to his excellence in the classroom."

English Instructor Christina Breen shared the sentiment. "He has a true understanding of what his job entails and is willing to chip in in any way he can to help improve the student experience. He is always willing to go the extra mile to offer support."

Caldwell's dedication and expertise is clear in the classroom, where he is a passionate advocate for self-expression through writing and literature. After using English to understand his own experiences and identities, he shared, "If I can help oth-

er students do that, too, in a way where I'm not getting in between their experience with the book, I will. I think that whether through writing or through reading, they're just such amazing opportunities to learn a little more about yourself."

In addition to literature, Caldwell thoroughly enjoys dancing, something he has done since his youth. Smith, who knew him as a child, even described him as a "respectful boy who loves dancing to Britney Spears." In college, Caldwell participated in City Step, a non-profit group that works with middle school students to teach them self-expression through improvisation and dance. He keeps this passion alive in his everyday life and teaching.

"One of the things that I love about the period of youth is the ability to explore lots of things. It feels like as you get older, your

learning becomes increasingly specialized," Caldwell remarked. Caldwell keeps his spirit of exploration alive in the classroom with an intersectional approach to English, bringing in various aspects of the arts into assignments.

In addition to his position as an English Instructor, Caldwell holds the title of being the 9th Grade Program Coordinator and takes the role to new heights, organizing events to build community such as his well-known "milk and cookies," library game nights, and puppy therapy sessions. "...he baked cookies for the entire prep class on a Tuesday night, a highlight of not only my week but many of my friends,'" Senior Nicole Craighead recalled.

One of Caldwell's students, senior Oliver Riordan, recalls Caldwell's support during prep year, "I struggled to find my footing, and Mr. Caldwell was there to guide me through those tough patches."

Caldwell finds his roles to be highly rewarding, and reflected, "It's good to be 13 and 14 years old. You don't have to grow up in a second. The sort of pure joy that ninth graders tend to have...I love that. I want to try to help them preserve that, especially at a place like Exeter, where there are high expectations and constant workloads."

It is clear to many that Caldwell is an incredibly compassionate and empathetic member of the community. English Instructor Genny Moriarty noted the inspiration of Caldwell's genuine dedication, insight into adolescence, patience, and good humor, adding that he is "integral to the life of

the school."

Smith further added that Caldwell is "non-judgmental" and "creates a classroom and dorm environment where every student's voice is heard and acknowledged."

Outside of the classroom, Caldwell is a big fan of athletics. Breen noted, "He can play pretty much any sport, and was even recruited to play multiple sports in college." His athletic prowess shows through in his role as one of Exeter's crew coaches, looking to coaching as a form of teaching "that can happen outside of the classroom."

Caldwell especially enjoys coaching crew as most students don't have the chance row prior to coming to Exeter. "The growth you see over their four years is huge," he said.

Caldwell is excellent at hiding his competitive side, however, whether in athletics or daily fun. "He just smiles when we talk smack and then calmly proceeds to beat us," shared fellow Main Street dorm faculty Gayatri Ramesh when recalling her family's recurring game nights with Caldwell.

Although competitive, Caldwell is still the life of the party. Moriarty fondly recalled a "Faculty Folly" performance in which Caldwell convinced Moriarty's husband and young kids to do a "choreographed dance to Gangnam Style" as evidence of his ability to create connections and community. "He just knows how to make people feel comfortable, even when they're doing something that is way outside their comfort zone," Moriarty said.

Above all, Caldwell is the embodiment of kindness and humanity. Always an understanding and supportive teacher, coach, and friend, Caldwell holds a positive legacy at Exeter and beyond.

Some Advice to New Exonians

By SELIMKIM and CALISTA LEE

With a noticeable crisp biting into the air and the crunch of leaves under our shoes, the signs of a new school year are all around us. Campus is filled with eager students ready to experience a class in true Harkness fashion and study in the quiet halls of the Class of 1945 Library. Yet, starting a new year at a school notorious for being academically rigorous can create sweaty palms and stomachs full of butterflies. Not to fear—this year, *The Exonian* asked returning students to share their hard-earned advice with new students.

From keeping an organized schedule to learning to have a positive mindset, many students have unique viewpoints on how to effectively deal with Exeter's academics. "Things will be stressful, but try to make them not overwhelming. USE YOUR FREES, meet with teachers, use weekends to get ahead, and find study habits that actually allow you to get work done," lower Sarah Sargent said.

Lower Elizabeth Catizone agreed. "Try to work on the homework you do not enjoy as much first to get it out of the way. Also, I really should follow my own advice on this one, but don't procrastinate," Catizone said.

Indeed, as homework begins to pile up, many students find themselves sharing the common enemy of procrastination. "Thirty minute study breaks are procrastination, not study breaks," Sargent insisted.

To combat this, many students have noted that the solution lies in an efficient work

schedule. "The five minutes between classes are still workable minutes, and the free periods you have during the day are still workable times," senior Zara Ahmed said. "Recognizing that time can be used for anything to further anything is such a good concept to master really quickly. Instead of spending six hours of homework in the afternoon, you have like four because you already worked super hard during the rest of the day."

"I recommend to everyone not to start homework on Sunday. You will regret it. Instead, make that buffer time. And even though it kinda sounds lame to say, 'I'm doing homework on a Friday,' do your homework on the Friday or on a Saturday," Ahmed added.

Senior Kate Mautz believed that it is important to "prioritize the process and joy of learning." "Students come to Exeter because they have a love of engaging in meaningful conversations and studies. It can be hard at times to not get caught up in the grade that you will receive at the end of the term or the score you just received on a test, but my advice would be not to allow that to dictate your entire experience," she said.

"Take risks, try things out that challenge you even if it may impact your grade a tad bit. If you stick to the easy path and most comfortable one just to receive the A in a class, you will miss out on what Exeter truly has to offer," Mautz continued.

Lower Kevin Treehan shared a different perspective and noted that it is also important to look ahead. "Sit down with your parents and advisor (and your pets) and sort out which academic areas you want to dive deepest into—

you can't do everything! Read through the coursebook and jot down a rough four-year plan so you can set yourself up to best take advantage of Exeter's offerings," Treehan said.

Lower Finn Tronnes expressed similar thoughts and added how sacrifices are often a pivotal aspect that Exonians might have to make. "I think balance is important and understanding that you won't be able to do everything everyday helps stay on top of it all. Like sometimes you'll have to skip a club or not go out with friends in order to get everything done, but another night you can have more fun," Tronnes said.

Some students, however, noted that although academics and grades were indeed important, taking care of oneself was equally something to prioritize. "I think there's often a culture of like, 'Oh, I only got two hours of sleep last night. I only got three hours of sleep last night,' bragging about the ways in which you're harming your own wellbeing," senior Kira Ferdyn said. "I think it's important to try to distance yourself from that culture."

"It's going to be very easy to fall into what I tenderly call the cult of no sleep," History Instructor Troy Samuels said. "There's so many things to do and without sleep, you're not going to be able to do all the other things to a level that everybody's really capable of."

Many students believe that utilizing the help around you is crucial to maintaining a good balance between sleep and work. "My greatest mistake was not knowing that I could ask for help. I struggled unnecessarily, especially during homework assignments that I could've easily asked either a friend or Google for help,"

lower Sophie Zhu said.

"Get to know your teachers early on and actively seek extra help when you start to feel you need it," Spanish Instructor Ellen Glassner said. "Don't wait."

Glassner continued by mentioning that going through Exeter is not an individual process. "Even if you feel like you're the only one struggling, know that you are absolutely not. Be open about your struggles, because there are many people here who want to support you," she said.

"You don't have to make sure that every little bit of your homework is done exactly right. That'll wear you out after a while," English Instructor Duncan Holcomb said. "Exeter is not a sprint. It's a marathon. Don't start sprinting in a marathon, because by mile three you're going to be done, so don't sweat too many of the details."

Samuels shared similar thoughts and noted the importance of efficient communication with your teachers. "I know that I personally have a tendency to assign too much reading...[but] as long as you're coming from a place of really earnestly trying, I want to figure out how to make things work for you. That's why I'm here...we're here to support your learning. We're not some scary kind of specter looming over the Harkness table and trying to find reasons to not let you do well."

Though Exeter's academics seem like they take much of the students' time, many agree that the social aspects of school life should also be valued. "The student body is the backbone of Exeter. I think my friends have really helped me stay grounded," upper Cindy Su said.

Many students believe that socialization is a pivotal part to establishing that backbone. "This is more tailored towards people who would otherwise not put themselves in a lot of social situations. My advice would be just to put yourself in like three social situations a day," lower Griffin Li noted. "In the morning, as you see people, just say hi to them, and do a few more social things a day. Those small actions add up a lot."

To some students, socialization with upperclassmen is equally as pivotal. "I wish I knew that upperclassmen weren't as scary as I thought they were. Almost all of them are so welcoming and willing not only to give advice but to hang out and be your friend," Zhu said.

In the blur of academics and social interactions, both students and faculty recognize that it's important to remember that everyone has their limits, and should try to make time for themselves. "Ask yourself, 'is this bringing me joy, or am I doing it for another reason?'" Samuels said. "And if it's not bringing you joy, it's okay not to do it."

Lower Jenna Wang expanded. "Make time for some things you enjoy doing, whether it be FaceTiming your family, reading, knitting...whatever brings you joy," she said.

Outside of campus, both students and faculty have found a common comfort in the shops, restaurants and cafes in town. From Stillwells' ice cream, to the fifteen minute walk to Walgreens, each Exonian has found something they love in town. "My two favorite places in town are Stillwells and Laney and Lu's," lower Sophia Lala said. "Stillwells has great ice cream and Laney and Lu's is a great place to go for acai bowls, especially on a hot day."

"The Green Bean for sandwiches; D Squared for de-

licious teas and coffee; and the underused little park area right across from the Congregational Church on the corner of Front and Court streets for hanging out with a friend," Glassner said.

Exonians share a love for the calm and scenic Swasey Parkway. "I love walking on Swasey Parkway. I think it's so quaint and pretty. It's just a good way to get a little bit of exercise, but also a nice change of scenery from campus," Ferdyn said.

Wang agreed. "Hanging out on Swasey, away from the bugs, is always a good time," she said.

Other Exonians had favorite spots that were, though loved, not as widely known. "I really love (and it's a spot that a lot of people haven't gone to yet) 7 North, which is a coffee shop up by the train station. It's a lovely place to grab a coffee or another beverage. Also, if people have the chance, something that people don't often go to is the American Independence Museum. It's like a little slice of New Hampshire history in our own backyards," Samuels said.

Treehan said, "There's this nice bench near the town library that overlooks the Squamscott. I buy fruit candy from the Dollar Tree and bike there to watch the sunset."

Though there are many aspects of the Academy life that can appear overwhelming, Exonians, both faculty and students alike, each have a purpose and reason for being a part of the school's community. "You should never underestimate yourself compared to others around you or question if you truly belong at Exeter," Mautz said. "Every individual at Exeter is here for a different reason. Embrace the challenge of Exeter but never let it discourage you. You belong here!"

ESSO Interest Night Begins Exciting Year

By CLARK WU

The sun set as students arrived at the Academic Quad, some with dining hall to-go containers in hand. A line accumulated by the food truck on the pathway. No one sat under the long white tent to eat—the Exeter Student Service Organization (ESSO) occupied that space. The bright lights and excited chatter were enough for any student to find their way over.

On Saturday, September 25, ESSO hosted its annual Interest Night from 7 to 8 p.m. After a long year with limited opportunities to gather and share passions for service on and off campus, leaders of ESSO were eager to start conversations with prospective members.

The COVID-19 pandemic heavily influenced how ESSO clubs operated in the past year. “So much of our service is hands-on and in person. With COVID, we had to change everything to remote and many clubs were not able to continue. It was difficult to see so many clubs on pause but we also knew it was in the best interest of the health and safety of the school and town community,” ESSO club advisor Elizabeth Reyes said.

“The children’s clubs definitely got hit the hardest with the pandemic,” senior and ESSO’s Children’s co-Coordinator Bradley St.

Laurent said. “At Reading Buddies, we read with eight or nine year olds. That’s hard as it is when you’re in-person, and it’s almost impossible to try and help over Zoom. The same applies to Pen Pals—it’s really difficult for kids to retain information from an online meeting.”

However, the board members agreed that COVID-19 provided important insight into how one can run a club in the first place. “The online format taught us a lot about engaging with communities that we can’t necessarily be in contact with and the alternative ways of reaching out to little kids,” senior and ESSO’s Diversity, Equity, and Inclusion Coordinator Aryana Ramos-Vazquez said.

St. Laurent agreed. “I think through the pandemic we realized just how important all of these small interactions we have with the community really means to us,” he said. “I think I speak for a lot of seniors and uppers who have been involved in ESSO for a while when I say that the ESSO is such an important aspect to our Exeter experience. We promise to put in our best work this year and involve the community in more creative ways!”

With a new year comes not only new opportunities, but also new leadership. Ramos-Vazquez is in the process of defining her role in the club. “We have to understand that we are privileged,

that the Exeter community is a relatively privileged one, that we’re helping a predominantly white community,” she said.

“ESSO has a lot of power to help marginalized communities in Boston and other New England localities. This is not to say that the Exeter community does not deserve our help. I genuinely think that they do and that the work we’ve been doing is very impactful and meaningful. But my main focus will be to create partnerships with other organizations and volunteer opportunities,” Ramos-Vazquez said.

Ramos-Vazquez plans to work more extensively with the Academy’s Assistant Director of Equity and Inclusion Kevin Pajaro-Marinez to develop some plans and strategies for the year. “My role is like that of a liaison. We may be partnering with OMA and the MLK committee to help them in the service aspect. I’m hoping to create a partnership between Girls Who Code and the international organization Black Girls Code and possibly other associations to create a large-scale Hackathon or summit to empower women of color in STEM.

“I know that my abilities are very limited because of COVID, but a lot of these plans are in the cards. My goal is to help create opportunities and connections with organizations so that whoever

succeeds me as the DEI coordinator has the foundations,” Ramos-Vazquez said.

The ESSO board focused on administrative and preparatory work in the past few weeks. Senior and ESSO co-President Garrett Paik spoke on the work that has been done so far. “We helped children’s clubs pivot towards tutoring and helping faculty children. We checked up on the club co-heads and hosted a training session. We also appointed club heads for the clubs whose turnover process was disrupted by the pandemic.”

St. Laurent added, “Now that some of the restrictions on campus are loosening up, we’re still trying to figure out a lot of things.” He continued, “Are service clubs going to meet outside? Where will we be hosting our events? It’s certainly my hope that everything returns to normal. In my prep year, ESSO was the biggest thing that everyone loved. For now, we’re just trying to spread the word and get as many people excited as we can.”

Senior and co-head of Phone Pals with Seniors (previously Games with Seniors) Russell Tam shared his plans for the coming year. “Phone Pals started last year as a way to connect senior citizens with students and cheer them up during the pandemic. This term we’re going to try to expand our program to more senior homes and residential

communities around New Hampshire,” Tam said.

“It’s a really meaningful experience and a reminder to think outside of Exeter. A lot of our members feel relaxed and happy because they got to focus on someone else for part of her day. We’d recommend this club to anyone looking to join something inspiring and feel good,” Tam added.

Senior and co-founder of ESSO cuber Jacob David shared his experience starting his first community service club. “I’m excited about running the club this year. We’re a group who’s going to teach children how to solve rubik’s cubes and other puzzles.”

With limitations lifted, ESSO was very successful in encouraging students to join. “I think we had a pretty good turnout. It was really nice to see all the new kids walking around and looking at the different posters,” Ramos-Vazquez said. “I absolutely wrecked my voice trying to get their attention but I’m feeling proud and optimistic about the future of ESSO clubs this year.”

Students at ESSO Interest Night felt the incredible energy. “The club stands were really lively. The way co-heads advertised their clubs got me thinking how I could help out in the larger Exeter community and really become part of it,” upper Gbemiga Salu said.

Lower Charles Potjer agreed. “I didn’t know there were all these clubs! The energy that the student leaders bring to the event gets you super excited about working with them and those outside of Exeter,” he said.

Ramos-Vazquez sent her regards to the students joining ESSO. “I know it can be a little bit overwhelming to put down your email for so many ESSO clubs and that you might feel pressured to go to them all. My advice is to attend all the introductory meetings and check them out, then stick with those that you look forward to going to,” she said.

“ESSO work is only impactful when you really care about it. Just explore, have fun! Exeter’s a lot and it’s stressful, but it’s really nice to take a break sometimes and engage with not only your peers but also the people in the community we often forget about,” Ramos-Vazquez added.

Paik is hopeful for ESSO in the upcoming year. “The board spent a lot of time combing through past archives searching for new service projects and ideas and initiatives. Even though COVID put a pretty big dent in how students participate and interact with the community, it also gave us a really good chance to reevaluate everything we’ve done up to this point and come out a little stronger.”

Club Night 2021: A Rousing Success



Co-heads Ale Murat and Juliette Ortiz stand at the La Alianza Latina (LAL) booth.

Joy Chi/The Exonian

By ANVIBHATE, SELIM KIM, NHAN PHAN, and CATHERINE WU

Music blasts from various speakers stationed on white and wood-chipped tables. New and returning Exonians run around from booth to booth, half-yelling as they find clubs that interest them. To any Exonian, this scene is one that is both familiar and welcoming. It’s Club Night: a place where co-heads and members of every type of club on campus gather and seek out the next generations of their members.

Though the start of Club Night is often representative of late nights, hoarse voices and loads of candy piled up on tables, many co-heads reflected on their different experiences from last year’s entirely virtual club night.

“Last year, I remember, I really didn’t prepare anything. I just stayed in that Zoom, me and Marco Rayner [’21],” senior and Badminton Club captain Nick Chiu said. “We just sat there and answered questions. [This year,] the fact that we’re able to greet people and they can physically see stuff is nice. Human interaction tends to lead to greater outcomes in terms of participation.”

Upper and Exie Blog co-head Cindy Su agreed and noted that part of the essence of Club Night was lost in last year’s operations. “It was different because the sign up process was more streamlined for the administration, but a little more difficult for the students, since they couldn’t sign up on the spot and had to go on Exeter Connect after.”

Senior and Model UN board member Alex Luque added, “Last year...we had to submit a video online, and a description of our club. If anyone knows Model UN, you can’t get a full understanding of Model UN without talking to someone who’s actually done Model UN or seeing what it’s like.” He continued, “I don’t think anyone can give a perfect description in one go because there’s just so much to explain.”

Senior and Imani co-head Marina Williams said, “We were only on Zoom so it wasn’t as fun or as interesting because we just sat in the room waiting for people to join.”

Yet, despite the difficulties encountered last year, many co-heads looked positively towards this year’s more exciting, completely in-person Club Night. Senior and Exeter Computing Club co-head Ce-

line Tan mentioned how some changes have been made as well. “We’re really glad to be in person, first of all, to be fully present, fully here. We’re also really expanding out a little bit more than previous years and trying to reach out to other organizations that could use tech help as well,” Tan said.

Upper and Exeter Forensics (EFT) board member Tina Li agreed. “It’s going to be more different this year because we’ll be able to meet in-person with a bunch of potential club members and speak face-to-face, really advocate the club and be able to have the potential club members ask us questions,” Li said. “I think we’ll be able to get our passion for debate and other forms of speech across.”

Senior and Exeter Computing Club co-head Felix Zou shared how the club prepared to face and draw-in the attendees at the in-person event. “Apart from the normal video and posters and station at Club Night, before club night, we [sent] out some emails to the members who were signed up last year, as well as asking them to reach out to their friends and tell them that we are a resource, especially for the people who are taking computer science,” Zou said.

“Our younger members also really helped with the poster and the video. They were super good with the video editing and they wanted to take that on.”

Upper and EFT board member Matt Dame shared EFT’s plans to best promote their own club. “This year for Club Night, we really [wanted] to reach as many prospective debaters, given that we are the coolest club on campus,” Dame said. “To do this, we made a short video explaining the club on social media and are decking out our booth with candy and a sick poster, courtesy of Anya! Essentially, everyone should join the club.”

As members awaited eager students trickling into their booths, the co-heads shared their hopes on what many prospective club members will take away. “I hope that they will leave with a vision of themselves wanting to be on our team,” Williams said.

Lower and Party Games Alliance co-head Advay Nomula noted, “I feel like when you come to Exeter, the definition of ‘club’ changes. It doesn’t have to.” He continued, “Clubs are things you do after school for fun, something that’s for the present you. I hope people will understand

that some clubs like ours offer a space to just destress, after a lot of homework or a long sports game, and allow you to simply play board games.”

Upper and Chinese Language Society co-head Claire Fu shared similar thoughts and gave a sneak peek of upcoming events for the club. “I hope anyone who visits our booth during club night gets excited for the different activities and events we have planned for this year: speaking practice, games, competitions, as well as an essay competition,” she said.

Just like many co-heads had hoped, the in-person environment this year seems to have gotten students much more enthusiastic. “It was pretty exciting,” lower Dubem Akunyili said. “I loved the candy at each booth. Advertising was very outgoing but exciting because of all the different approaches. It was certainly very busy.”

Many students also noted the upbeat environment a busy Club Night seemed to foster. “The environment was very lively and it felt easy and comfortable for those interested to talk to the club coheads about joining,” upper Jolie Ng said.

Lower Hansen Tsai agreed. “It was rowdy,” Tsai said. “Everyone was trying to get you to join. Some might even come up to you to rope you into some of the clubs.”

Some students, especially those whose first experience of Club Night was online, shared how the contrast in both environment and enticingness made for a more memorable experience. “Club night was wonderful, especially considering that my first ‘club night’ last year was only online,” upper Bai Xue said. “I enjoyed walking around the quad and exploring the different clubs. It was nice to talk to the co-heads of clubs that I was already in.”

“This year’s club night was super fun,” lower Temple Miles said. “Since I’m in the class of 2024, last year’s club night was very boring and lowkey, compared to this year’s. I enjoyed getting to walk around the quads with my friends and sign up for different clubs.”

Upper and EFT board member Aaron Joy expressed similar thoughts of gratitude on the types of interaction an in-person club night created. “This year, we were able to have face to face interaction with prospective members, which is something that we were unable to do last year,” Joy said. “It was great that students had the opportunity to conveniently ask questions and have them answered right away.”

Upper and Middle Eastern Society co-head Leyla Unver agreed. “As a small cultural club, it was awesome to see so many people interested in joining,” Unver said. “The fact that Club Night was in person definitely made it easier to connect, especially because we were able to chat and teach some people who showed interest how to play backgammon.”

Upper and Sailing Club co-head Tucker Gibbs agreed and noted how, though this year’s Club Night was a sign of “getting somewhere close to normalcy,” some aspects, such as that of the sign-up process, may be a cause of concern. “This Club Night was a lot like my prep year, which felt really nice. Generally, at in-person Club Nights, clubs would be responsible for soliciting their own members, but now students have to sign up through Exeter Connect. As a club head myself, I’m a bit concerned that people won’t be bothered to go back and sign up, but we will see,” he said.

Upper Ty Dierberg expressed similar thoughts. “Frankly I gravitated towards the ones with familiar faces, large signs, and aggressive marketing. As the night went on, [I went to] the clubs with type/writing sign ups and not QR codes,” Dierberg said. “Frankly most of the clubs I meant to sign up for online I no longer remember their names so that I can sign up for them now.”

Most students can agree that this year’s Club Night was a stark contrast to last year’s. Incoming club members have much to look forward to, as club night is where things are just getting started.

Op-Ed

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Show & Tell: Decentering Whiteness in Literature

By MINSEO KIM '23

하늘과 땅. Sky and land.

Bell chimes and fish gongs, swimming beneath bespeckled wood veins of the pagoda head, call out to the wind. Crinkled leaves, cicada wings, bow to the five bronze gongs of the newborn sun...

I read off of my paper, still tinged with its fresh-off-the-printer warmth. My friend nods every now and then as I read through my collection of poems and narratives. I had spent all of my previous night playing around with the words, phrases, and stories, and my mouth itched to spread into a grin when I reached my favorite passage. This time, I knew I struck gold. But then he raises his hand. I stop reading.

"It's great, Minseo, really. But don't you think it's a bit too...Oriental?"

Show don't tell. It's one of the typical phrases every Exonian knows. The "Golden Rule" that English teachers spew tirelessly from their rulebooks to their students. But while it gets students to up their game in creative expression and make their writing more, well, "interesting", there's something that teachers don't acknowledge: these lessons are gearing students to write exclusively for a white audience.

In her collection of essays *Minor Feelings*, Cathy Park Hong states "[The Asian American fiction and poetry I came across] seemed, for

the lack of a better word, inauthentic, as if it were staged by white actors. I thought maybe English was the problem...English tuned an experience that should be in the minor key to a major key; there was an intimacy and melancholy in Korean that were lost when I wrote in English."

White readers are expecting the "single story" from minority groups, groups they've cemented together with certain personalities, looks, economic background, and general stereotypes that they can't think of otherwise. The diverse plural becomes a series of singulars crammed into some wide-reaching term like "Asian." And when they don't get the story they expect, they leave unsatisfied. They place blame for their own discomfort on the writer for writing "out of character."

After stories get filtered through white teachers, publishers and critics, what trickles out are the "white actors" Hong mentioned. A white lens scrutinizes and fixes the character into the "quiet and studious Asian" mold.

In Hei Kyong Kim's experience, publishers quickly shot down her novel drafts of an adopted Korean kid, a character translated directly from Kim's own life as an adopted Korean American, by claiming that the character was "too angry, unsympathetic and unrealistic." Writers can drop a trail of narration and symbolisms as

hints leading to the message they want to convey. But many times, especially for the white audience reading a BIPOC narrative, unveiling hints doesn't do the job. Showing isn't enough.

The white-dominated publishing industry is unable to fathom the idea of diverse Asian voices. We sometimes need to tell, not show, our stories, in their most rough and explicit forms possible, for the audience to get the point. Implying ideas isn't enough. There's only so far that readers can understand the subtle nuances—the passive-aggressive flame raging silently beneath printed words on the page—without knowing the non-stereotypical character. Feel free to "tell in order to show."

I will not deny the proximity Asian privilege can have to White privilege, but "proximity" does not mean "the same." The Asian diaspora cobwebs out to many ends of the socioeconomic spectrum. "Asian" is already an umbrella term for so many different cultures and peoples—the continent of Asia itself is the largest geographically at over 40 million square kilometers and also the most populated, at over 4.5 billion people. The big question remains: how do we go about reinventing the Western literary world to encompass the many BIPOC stories and remove the white filter?

The Academy must include many more books by BIPOC authors in their lists.

They must acknowledge the diversity and not be blindsided by a single-story mindset. The English and history curriculum should be open to teach more diverse literature. When reading students' writings, instructors should be conscious of the many running narratives which diverge from the Eurocentric style and further support unique students' writing voices. Only then will our literary space start to transform into a more welcoming space for non-white students.

In order to deconstruct and reinvent literature, I ask writers to write for themselves. If you aren't using language as a means of communication but as a means of expression, string in your motherland's language. Experiment. Combine narratives with tradition, poems with lyrics, spoken word with videography, predicates with predicates (the sacrilege!).

But now, I will turn to the other side of the picture (plot twist!), away from my takeaway of Hong's lesson. Earlier, when I said "tell, don't show," I encouraged this as a mechanism to deliver messages meant to be delivered explicitly to, say, a white audience, when the writer intends to create a bridge connecting "them" to "us" and hold the reader's hand to walk them over to the bigger picture. But the truth is, it's tiring for the writer to explain every minute detail and mannerism. It's not the writer's job to hold the reader's hand and

educate them. It becomes a game of elementary show-and-tell where the exhibition is a story and the presenter the writer, and the only way to get full marks is to unravel the meanings behind every gesture and historic reference made in the story.

Furthermore, it would mean that readers do not place their own efforts into unravelling those meanings themselves, and thus do not work to research and learn but instead place that burden on the minority. Ultimately, it's still centering the white opinion and white fragility.

In the end, it's the reader's obligation to be active and look up words from different languages and cultures in the writing they don't recognize. If it feels unfamiliar, that's not on the writer. It's a friendly reminder to the reader that their life isn't the base format for everyone else. And they shouldn't always wait for a definition to magically pop up in the next sentence either. Again, the writer isn't required to add one in, and from the pure perspective of craft, following every word with a definition can break the piece's flow. You do not write for the reader but for yourself. You do not cater your writing to a white audience.

Sometimes, even when a Korean author writes out the pronunciation for a Korean word in English, it looks foreign to me until I say it out loud in the soothing Korean voice I'm used to. The

word feels so welcoming, like a surprise gift hidden into the folds of the story. I am grateful the writer includes them. Sometimes, American publications are only able to print in the English alphabet. It's a compromise between English and Korean—a dip in both worlds—and the same goes for all other languages. Language carries sound. It has such close ties to our memories, emotions, humor, expression, daily lives and "inside culture" that words like "jeong" or "dab-dab-hae" or "jik-meok" transcend any combination of the tens of thousands of words in the English arsenal you try to make as replacement.

We're looking at two sides of the same coin. On one hand, we tell by explaining many aspects of the minority experience. On the other hand, we should not feel obliged to always tell, but express ourselves in creative forms of literary art and in languages and words that mean so much to us, meanings that become lost in translation. The Academy's English department must come to a compromise between showing and telling, strides which to my delight I've already been hearing from my friends and teachers. Once it does so, we'll make progress in decentering Whiteness and Eurocentrism from literature and successfully transforming it into a space where people of color can reflect, self-express, and feel free.

Memories of Dining Hall

By ANDY HERRIGAN '23

From what was once a routine daily activity to what now feels like a dream, some of my fondest memories at Exeter took place sitting at the long skinny tables of the Elm St. Dining hall. At 7:30 a.m. each cold winter morning I would walk into the left side of Elm — my hair ruffled, my eyes bloodshot and my voice too groggy to speak. Once I got my breakfast, I took a seat at the far end of a long table near the middle of the room, the Cilley table. Though I wasn't particularly close to many of my proctors, they always made one thing clear: I

and any other member of the dorm always had a seat at that table. Always arriving before me, I could expect that the ever optimistic Tabor Rodriguez would be sitting there. Through the brief 20-minute meals that we shared every day that winter, his smile and attitude gave me the boost I needed to walk out of the Elm door and make the trek across campus through the piercing winds and the paths covered in black ice. At lunchtime, I have memories in Elm of packing that same table with as many people as possible, "benching" so we could fit everybody in. As cliché as it sounds, the Cilley table was where I met and developed re-

lationships with so many people in my dorm, and when the winter was dragging it gave me something to look forward to. It made me feel like a part of the dorm.

Those who stepped foot onto campus for the first time last year weren't fortunate enough to build those strong bonds and make the connections the way we were able to. On the last night before we left campus last year, a prep told me how he had felt disconnected from the dorm — how all the returning students shared a certain bond that he wasn't able to replicate over the course of the year. Sure, last year we were able to have dorm bonding

days like academy life day or dorm versus dorm dodgeball events, but I believe that those types of one-time events only create familiarity between dorm mates. I believe that the bonds that this prep was chasing can only truly be formed in repetitious circumstances, the ones that can be made at Dhall. These new students were never told on day one that they always had a table to sit at in Dhall; they never got to spend nights talking with dorm mates at that table until the dining services staff made the closing call.

This year brings some optimism into the walls of Wetherell and Elm. Last year, to say the least, was solitary, for obvious reasons. Elm and Wetherell were fitted with rows of spaced out desks. If you couldn't get one of the

desks that were easily filled up, you were either in the cold or had to go back to your dorm room. Last year I wasn't personally inclined to stay in Dhall after my meal was finished, in part due to the courtesy of freeing up space, but also because it wasn't an ideal place to be. This year brings hope for Dhall with the return of tables big enough for four students. Though these may not be the 20 person tables we remember, these tables are promising and will hopefully allow for what will feel like a more genuine connection. Hopefully, the more intimate setting provided by the small tables will cause people to linger in Dhall, develop their conversations and make up for the memories that we missed last year.

Although the Cilley table

may not be back for months to come I find solace in the leaps being made to improve our lives. This year offers the opportunity to catch up on the things last year lacked; it gives us the chance to rebuild dorm cultures, to regrow the out of grade relationships that make schools like Exeter so special. Even though we are only allowed four people per table, I encourage you to make those seats count. Especially in the opening weeks of the school year, it is more important than ever to help newer students as they transition into Exeter. Invite newer students to come sit with you — try to reaffirm and establish connections with newer students just like the upperclassmen did for you.

Personal Liberty, or Self-Centered Endangerment?

By ARYA PALLA '23

The start of school this year was long-awaited. After a tumultuous year of online/in-person classes and restrictions placed on athletics, classrooms, dorms, going to town, and more, it is safe to say that the student body is ready to return back to relative normalcy that was once taken for granted 2 years ago. At the start of September 22, students will be allowed to take off masks, visit the town, and experience campus culture to the fullest. To make sure this happens safely, the school has administered a vaccine mandate upon all its students and faculty (barring those with medical or religious reasons), a simple requirement to ensure safety and prosperity for the school towards the future. Yet, there is a dangerous ideology that views these vaccines as a threat to personal liberty and puts doubt on the efficacy of the treatment. This ideology has permeated right-wing media and is present in

our own Academy, but this way of thinking is immensely selfish, dangerous, and ultimately contradictory to Exeter's own values of goodness and knowledge.

The efficacy of the vaccine has been challenged time and time again, not only for Covid-19 but for many other ailments like smallpox, polio, measles, etc. Just like all these illnesses, however, the vaccines towards them had insurmountable evidence in support of them and soon became mandatory for nearly all schools across the country. For Covid, the CDC has already established the overwhelming success of new treatment, saying that the "Pfizer-BioNTech vaccine was 95% effective at preventing laboratory-confirmed infection with the virus that causes COVID-19 in people who received two doses and had no evidence of being previously infected." The shot had also gone through rigorous testing through FDA protocols, achieving official FDA certifi-

cation as well. With the proven reliability of the vaccine, the argument shifts to attacks on personal freedoms.

I see this argument as selfish and dangerous. Previous vaccines have been challenged with the same argument and then later standardized for schools and workplaces, like the ones mentioned above. Beyond vaccines, common safety precautions such as seatbelts and hard hats issued by the Occupational Safety and Health Administration (OSHA) were even argued against. According to the LA Times, nearly "65% of Americans opposed mandatory belt laws," with the auto industry only supporting the mandates so that airbags wouldn't have to be mandated through legislative loopholes at the time.

Right now, refusing to take the vaccine not only puts the refuser at risk but those around them. By enforcing "self-autonomy," you put others at serious risk. It is self-centered to argue for your own rights

when you infringe on others' right to live. It was and still is an inherently reactionary ideal spread by the right whose only goal is to put down political opposition while upholding

their following, even though many prominent leaders on the right have already gotten the vaccine and done so for their families. It was never about efficacy or personal auton-

omy, it was about making their supporters feel justified in their decisions and further agitate a topic that shouldn't even be political.



Avery Lavine /The Exonian

Living With Survivor’s Guilt

By NHAN PHAN ’24

It’s interesting when we talk about “survivor’s guilt” in the context of a global pandemic that has killed tens of millions of people, separated thousands of families, forced millions into unemployment, and wreaked havoc on countless livelihoods.

Survivor’s guilt is when one feels guilty because they survived a life-threatening event while others did not; it’s a reaction to a traumatic event in one’s life. A *New York Times* Opinion article titled ‘It’s Time to Talk About Survivor’s Guilt,’ written by Corinne Purtill, featured a phrase that explains survivor’s guilt as a “nagging voice that wonders ‘why me?’ when others didn’t make it.” Purtill also said, “With survivor’s guilt, there is no single wrong to atone for or person to make amends to. It’s an ongoing argument with a

faceless inner judge.”

As the COVID-19 pandemic ravaged part of the world, (my home country of) Vietnam has faced the brunt of the Delta variant. I am feeling the brunt of what survivor’s guilt truly is. I have survivor’s guilt because I wonder why I am this lucky compared to others; I am grateful because I have access to vaccines while many desperate, vulnerable people in my country do not. I am lucky because I get to attend class in person and have some normalcy in my life while many students my age cannot. I feel guilty because I have to watch my country bear so much pain and suffering while being in a better position than most of my country’s population. I feel hopeless.

For me, the brunt of survivor’s guilt is sadness and hopelessness. There is always that nagging voice in my head, that guilty conscience

which constantly reminds me that I’m here and others are not. That nagging voice reminds me of pictures of ICU beds; that nagging voice tells me that hospitals have to ration beds because they can’t accept everyone...

Perhaps I feel survivor’s guilt because I feel like nothing is in my control. As a proud Vietnamese person, I always feel an obligation to empathize and help my country in any way I can; in this situation, because I am limited in what I could do to help, I feel as if I have not played my role in helping my community. Another thought: my grandfather on my father’s side is 92 years old this year, my grandmother on my mother’s side is in her 70s. They both lead healthy lives; however, we know how COVID-19 can affect anyone. I worry for them; I fear that I couldn’t be there in case, god forbid, anything happens to

them. Maybe I feel survivor’s guilt because I feel that I have had an easy way out. I am fortunate to be on the lucky end of an unfair system called life, but maybe I feel that guilt for just being here.

The hardest part of dealing and coping with survivor’s guilt is wrestling with it in the first place. When I reflect on everything I’ve seen and look at my circumstances, I realize that even though I may not be the only person feeling this way, the feelings and emotions that come with the reflection are immensely personal. The loneliness and isolation I feel is intensely personal. Because we are the only ones that can feel our own guilt, it is the most internalized and the most intense. As a result, I do what most people might: I push these feelings away. I think to myself, “I’m too busy to think about this, I have other things to do.” I tried to

ignore and avoid this line of thought. However, this only pushes me further into a cycle of suffering. I begin to lose concentration because guilt is the only thing on my mind. I begin to put up a different version of myself in front of other people because I’m reluctant to let people see my shrouded vulnerability. The harrowing feeling inside my body slowly takes over every time I try to avoid confronting it. In a way, this article is a chance for me to release everything I’ve wanted to let out to the world for a very long time, a chance for me to be back in the moment.

With that being said, there’s no use feeling hopeless in a time when what the world needs is hope. This pandemic woke us up to how fragile our freedom really is. This pandemic reminded us how limited our time is. Perhaps we need to think about survivor’s guilt differently. Could

we use the fact that we are still here to help us move forward? To fulfill the experiences that others don’t have? To maximize the value of life and validate those who did not have the chance to do so? Instead of thinking “Why am I still here?” what we really need to tell ourselves is “How can I use the fact that I’m still here?” That way, we can give value to the people affected by this pandemic whom we don’t necessarily know but are facing the same circumstance as us. We have to understand that we are all humans living under the same roof. Right now, empathy and optimism are more important than ever.

On Academia and Social Awareness

By SOPHIA ZHANG ’23

I used to find comfort in academics. Specifically, in its subtle separation from contemporary social issues. Exeter nestles in a comfortable corner of the world. It embodies the beautiful place in a life that strolls along to chirping birds, poetic autumns, and gentle pondering of life’s philosophical questions. This nearly romantic nature was part of what drew me here.

With its distinct flavors of a small town and picturesque intellectualism, Exeter has lived up to those expectations for me. Any patch of grass is a perfect place to run through some Biology concepts or read the assigned chapter of an English novel. I must thus guiltily admit that I continue to find some comfort in the escape of academia, especially when I begin thinking too hard about greater problems with the world, or my own future and all things flip to their scary side. Academics has often given me an excuse to forget everything else and focus on the paper in front of me—even when it itself is stressful, I don’t need to stress about anything else.

Ever the blockage to

peaceful thinking, the critic in my head enjoys questioning this escape: shouldn’t the knowledge I gain in academics prepare me more to think clearly and calmly about issues that impact me and others, rather than offer a crawl-space where I can shut the door to the rest of the world? Should it be that while I begin to ponder who I am to the world and to myself — the fact of just beginning being itself a privilege of mine — the information I learn in class develops on its separate track?

This issue of connection to social issues applies in different shades to different classes. In science classes, it could be a question of how racism impacted/impacts our paradigm in scientific thinking. In English classes, it could instead be the nuance between considering socio-economic status in the setting of a novel and whether that transfers, in our heads, to understanding the impacts of socio-economic status today. Yet these missing connections in academia are what distinguishes an information dump from an education, where the information we learn is connected to the lives we live. No matter what subjects we are talking about, I contend that these connections are

not often enough placed out in the open for discussion.

To make things more complicated, upon entering my first classes, I realized that these social issues are ever present in academics at Exeter, even if we don’t mention them very often. While Latin texts can be taught with booklets that focus on vocabulary and constructions, I can’t afford to forget that much of classical studies stem from a system which placed supremacy on Western civilizations, reducing cultures like mine in the process. While our discussions in STEM are idyllic in their equations and practice problems, comments or glances in class which imply that, as a girl, I must be worse at science or the ways that I echo those doubts back to myself don’t disappear in the idealism. While our homework, when not thought about too carefully, is often isolated into the warm world of academia, my experience in learning is inseparably tangled with my identity. The paradox is that while what we learn is often separated from social issues, who we are when learning cannot be.

We are left with this: classrooms where important questions on how

this knowledge came to be are left out, where the beliefs that frame our learning are kept out of frame, where thoughts are not spared enough for relevance of topics to our current world, but where the lasting impact of these things stay in the thoughts, gestures and words of ourselves, our classmates, our teachers, and the materials.

It is difficult to write where we can go from here. Perhaps I can begin with some things I know should be true for us, as learners, here: we must do the learning we hope to do. It is, after all, only through knowledge that we could make genuine and concrete betterments. Yet, the discussion then stops being straightforward.

If homework on most days takes up until midnight or more, how could I spare more hours thinking or researching on my own to develop these connections? How could I make sure my own research was going to be a good cross-section of relevant sources? Am I supposed to know how to achieve such a collection? And, assuming it is reasonable even, how are some of us to deal with additional stress resulting from analyzing the treatment that already causes

us pain, to be continuously confronted?

If it isn’t a student’s time to spare nor their responsibility, how could teachers be asked to redo their syllabi when they’re already so busy? Or how is it even possible to fit everything we hope to learn into the set series of 10 or 11 weeks of classes that we have? Exeter is already at the forefront, in my opinion, of connecting academics with developing social responsibility and awareness — this doesn’t mean our systems are perfect, but does mean that we’ve already come very far compared to other high schools in the US or from just some decades ago. In addition, this is ignoring the guidance I have received from the teachers here, and the mentors that I’ve been incredibly lucky to meet. How might anyone develop an even more improved system of learning in a heartbeat? Everyone at Exeter is running through crammed schedules of their own, and, giving the benefit of the doubt, no teacher likely sits around happily thinking about how they’re not spending this time bettering the school’s education.

I only desperately ask, how could we get the education we hope to gain?

To provide a small direction in which we can go, I still come to a rocky conclusion about how to do better. This at least needs to be on our minds. We must remember this responsibility of an education. It is impossible to erase who I am, and thus impossible to erase how others will think of and comment on me, how systems will treat me now and in the future as I step further from school. In terms of academics, the best education I could hope for here should equip me with the ability to think about difficult issues while informed. The best education should grant me another way to make it truly better for others in future.

The Exonian

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

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A Global Sword of Damocles

By SELIM KIM '24

A woman—Han Lay of Myanmar—takes center stage at the Miss Grand International beauty pageant on March 27, 2021. “It is very hard for me to be able to stand on stage tonight,” she begins. “Today in my country...while I am on this stage, there are so many people dying: more than 100 people died today...please help Myanmar. We need your urgent international help right now. Let’s create a better world where individual responsibility for the new generations. May the world be at peace with Myanmar.” The audience roars in applause.

What’s striking about this scene isn’t just the fact that a beauty pageant contestant brought up politics in a setting normally associated with evaluating physical aesthetics, but also the fact that they were compelled enough to risk their career and possibly life just to bring attention to the human cost of a coup that started this past February. Since then, numerous countries, including the U.S., U.K., and countries of the E.U., have condemned the military attacks and issued sanctions on military officials, but have lacked any concrete, significant

form of action. But what are words if no action is taken to back them up?

Although the coup and eventual military crackdown in Myanmar has persisted for many months (with the Myanmar shadow government, consisting of opposers of the military junta, even calling for an uprising just two weeks ago), the United Nations has yet to take any action, leading one to wonder if they ever will. In fact, reading through the monthly programmes of work for the UN Security Council for February 2021 to present (September 2021) yields only five mentions of Myanmar and is instead predominantly focused on the Middle East. This runs counter to popular understanding of the UN’s purpose—to mediate and resolve issues of international consequence, whether it be nuclear nonproliferation or geopolitical conflict. As evident with the UN’s inaction, it almost seems as if the harrowing events that are currently ongoing in Myanmar have dropped from the radar of most global powers. If this is currently the case, who then has the power to help Myanmar?

The U.S.’ constitutional values of freedom and equality have been the face of what the U.S.

stands for. To elaborate further, when we reflect on world history, the U.S. seems to have taken part in resolving conflicts that violate human rights. However, when it came to the crisis of Ukraine’s war with Russia, U.S. involvement was next to absent. Since the conflict’s start in 2014, Ukraine has called for increased Western involvement to rebuff Russia’s Crimean annexation attempts. But, the U.S. has solely imposed economic sanctions, leaving behind a stalemate that has displaced at least 7% of Ukraine’s population.

Myanmar may fear a similar fate, given that it has much of the same preliminary ingredients. Currently, the coup by the military junta has spurred protest from Myanmar’s citizens and has resulted in Burmese individuals such as Han Lay, to urge countries to help over social media. Yet, despite the violent attacks occurring against the Myanmar people, U.S. involvement was again next to absent. The U.S. has only enacted sanctions against industries that have little effect on Myanmar’s main source of revenue and exports, and has also only imposed meager amounts of humanitarian aid. This sounds familiar to what Ukraine experienced: both countries

undergo conflicts that violently harm its people, they call for help, but are void of any concrete action from the countries that have the capabilities to do so. Yet, why exactly should the U.S. have an obligation to interfere in the first place?

Those who oppose U.S. intervention in conflicts such as Myanmar and Ukraine may say that each country has their own sovereignty, which broadly stated is a right for a country to self-determine its own political, social, and cultural policies. Some may cite the failed Bay of Pigs intervention in 1961 Cuba as the U.S.’ attempt to maintain its democratic sphere of influence in the Western hemisphere amidst the Cold War whilst violating Cuba’s sovereignty. However, certain factors exist which can necessitate foreign intervention in a country’s national conflict. One of them is when a country’s own citizens’ lives are taken hostage over a power struggle, as has been witnessed in Egypt’s Arab Spring revolution. While initially the government was democratically elected in 2011, it was later taken over by military coup at the cost of much Egyptian blood, and has since stayed as a destabilized provisional government on account

of zero foreign intervention. Regrettably, Myanmar has clearly already paid a similar blood price and is headed towards the same outcome.

If human life is not sufficient motivation for the US to intervene, perhaps a different argument can be made. Currently, the entire world’s political balance is predicated on the U.S.’ standing as the most powerful country in the world, though runner-up China is rapidly challenging it economically. What then, if this power dynamic were somehow switched, and now China is number 1? Given China’s own track record of blatantly ignoring human rights, as recently evidenced by the Uyghur Muslims being put into concentration camps, I personally am not so certain that a future with human rights will exist.

It’s also possible that the U.S. is wary of intervening in China’s geographical sphere of influence as well, just as the U.S. was wary of communism’s entry into their own in the 1960s. However, there is also a rather selfish argument to help Myanmar cultivate a potential ally to keep China in check. As Myanmar borders China, U.S. intervention and aid to the Burmese people can be

a way to create a strategic geographical ally that can discourage potential Chinese incursions into neighboring territories, such as the South China Sea. This is reminiscent of the way the US utilizes allies within the Middle East. By allying with countries like Azerbaijan, Turkey and India, the US created a geographical buffer to restrain rival nations like Iran, Russia and (now more recently as of late August 2021) Afghanistan, from rash military actions. Thus, in a time of shifting rankings on who stays number one, intervening in conflicts and establishing allies is a strategic move for the U.S. to maintain power and order.

Admittedly, navigating an unstable geopolitical arena is not just the United States’ sword of Damocles, but also its obligation. Although its past history has demonstrated the difficulty in providing the correct amount of international intervention with the proper timing and method of execution, this should not discourage the U.S. from exercising its responsibility as the world’s policeman. Therefore, naturally, the U.S. should also consider answering Han Lay’s pleas.

Think Clearly Before We Believe

By KENDRA WANG '25

On September 1, 2021, a shocking piece of news hit the entire world: abortions after six weeks of pregnancy will be illegal in the state of Texas. Protests swept the nation as outrage swept social media: Instagram stories were filled with posts and reposts demanding reproductive justice. But the reality is, some rethinking needs to be done before we jump to conclusions.

Texas’s Heartbeat Act was passed on March 21. Feminists from America and abroad alike argued that the Heartbeat Act is, in essence, a complete ban on abortions. While I believe the Act is, in many ways, flawed, I would like to advocate for a more nuanced understanding of its impact.

According to the official Texas Government website, the bill dictates that abortion may not be legal after a heartbeat is detected. The act states that six weeks marks the time an embryo develops a heartbeat, and consequently, must be recognized as a human. But according to medical experts, embryos do not even possess hearts at six weeks. Instead, the “heartbeat” detected by ultrasound machines are electrical impulses produced by the machine itself. On the other hand, however, we must regard this six week marking with caution.

However, the Texas abortion law does not completely obliterate the possibility of abortion. Physicians are still allowed to decide whether the parent’s health con-

dition makes abortion an absolutely necessary option. And according to subchapter 171.207, there will be “Limitations on Public Enforcement.” Namely, “the requirements of this subchapter shall be enforced exclusively through private civil enforcement actions.” In other words, enforcement of the abortion law’s actual legal legislation but rather case-by-case civil trials. Thus, while the six week marking may prove a critical flaw, the case-by-case nature of the Act’s enforcement does allow for more flexibility than we have acknowledged.

This is not to say that the bill is not flawed—while some women can detect their pregnancy a mere 3 to 4 weeks after conception, oftentimes people do not realize they

are pregnant before six weeks have passed. The only problem is not giving people enough time to react before abortion is not a legal option anymore. And yet, this statement is not often shown in the news, but is covered, rather, by clear, distinct—but unfortunately un-nuanced—statements such as how Texas decided to “strip women of their rights.”

We decided, at some point, that our world is black and white, when in truth, it is really a mass of gray.

We are beginning a new school year in the middle of a pandemic. This is a time when social media is probably one of our only ways left to communicate with other people, and a time when information travels so incredibly fast that things

can go viral in a matter of minutes. So let us begin this new year by considering whether what we say or read is the actual truth before we start making judgments.

By judgements, I mean slowing down to fact check what we read. For us to take a second to consider whether what is being said is the real and full truth. Make a judgment of whether that is true before clicking that repost button. Act while making sure that what you are supporting is what you truly believe and understand deeply.

How many of us really took the time to understand the Texas Heartbeat Act before we took to reposts on social media? How many of us took the time to consider the fact that when President Biden first decided

to evacuate American troops from Afghanistan, much of the public were heads over heels in love with the decision, but, when things backfired, everybody blamed Mr. President for his “rash” decisions? How many of us, no matter what we say, actually take the time to fact check what we read, what we say, and what we repost on social media?

Whether we are pro-life or pro-choice, pro-or anti-war, we have a responsibility to check, in detail, the evidence for a side we choose to take.

And so, for a brighter and clearer truth, let us Exonians think clearly before we believe. Then, we can be sure that our hearts are in the right place.



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Humor

Exonian Epiphanies: After Consuming Two Bottles of Whipped Cream

By NHANPHAN

What is the meaning of life? Why am I here? Where and when did life begin? Why are preps unaware that the left side of Elm exists? These were all big questions that I still hadn't answered after consuming two bottles worth of whipped cream. The whipped cream was sweet with a spongy texture and left an oily aftertaste at the back of my throat, just like water from the old fountain in the Academy building does. The perfect treat to lead myself into three

sugar-induced hours of bloatedness and sudden exhaustion. However, it was during this time that I understood a life-changing revelation.

I realized that the reason why I still received a dickey after only 3 late Biology classes was because my excuse had been, "I missed the bus to campus." I realized why I still received a warning after missing an English class in my Prep Fall: I'd told my teacher that "I stubbed my toe." Now, you may think that both of those reasons inherently make sense and are sensible excuses. However, after consum-

ing two bottles worth of whipped cream, I started to realize: there are no buses in the Town of Exeter. The only transportation service that's not a 15-minutes-late Uber or a \$40 round-trip livery service is a small local taxi company with 2 drivers that end their day at 3 PM. Furthermore, I'm a boarder. Why would I even need to take the bus from Wentworth to the Science Center? Damn, I am really that unathletic huh? Yes. Imagine if there was a campus shuttle service; I could actually say, "I missed the shuttle" if there was a service like

that. The teacher might say, "you could have just walked here." But hell no, why would I waste my sloth energy walking the tragically long distance from Wentworth to the second floor of the Science Building when there could have been a golf-cart-esque mode of transportation chauffeuring me to the building gate itself like a first-class black cab service? Oh wait, never mind. Campus Safety. But only at 3am after you throw up from drinking the water from the old fountain in the Academy Building.

Another interesting

revelation: when I'd excused myself for missing an Math class in prep fall with "I stubbed my toe," that class had been remote. I had been at home and lying cozily on my bed, wasting the day away by re-watching back-to-back episodes of Suits (just saying, Mike Ross was dope.) I'd missed 25 minutes of class because my toe was apparently so hurt it needed immediate medical attention. My teacher might have doubted me, but let's do the math: it takes 5 minutes to recover from the shock of the stubbed toe. It then takes 3 minutes to enter fight-

or-flight mode and suddenly remember where the medical supply cabinet is; another 5 minutes to desperately army crawl to the cabinet and 4 minutes to apply the bandage without it getting stuck to my finger with military precision. Now, how long does it take to stumble back to the table? 10 minutes. Total: 5+3+5+4+10=27 minutes. Close enough. If the next time you need to have a sudden realization about something that happened in your life, just stuff two bottles worth of whipped cream in your mouth.

Lévoit Filter I Spy Can You Find All 10 Hidden Lévoit Filters? (They look like this and they're in your dorm room)



The 7 Stages of Saturday Classes

By JACK ARCHER

1. Shock. It all begins on a perfect Friday night. The cool fall air practically begs you to stay out until 10. The line at the pizza shack is short. Seniors are really starting to stress about college apps so they're staying out of your way. But just when it seems like nothing can go wrong, you check OLS on a whim and realize that your life is a lie. Check in isn't ten. You

have class tomorrow.

2. Denial. Back in your dorm, you head to the common room, refusing to acknowledge the alarm you set for tomorrow. Study hours? No way, not on a Friday. You seek out the kid with the party room and find them in their room alone, LED lights off, couch empty, beanbags unoccupied, other various RGB apparatus switched to normal light, doing homework. They can't be doing work on a Friday, can

they? Can they? It just can't be. There can't be classes on a Saturday

3. Anger. Back in your own room, you do your homework for tomorrow with the temperament of an uncaffeinated Senior. You never realized you held a grudge against derivatives until now. Maybe you spend an hour complaining with your roommate about how little sleep you're about to get, and then complain for another hour so your complaints are

valid.

4. Bargaining. Come to think of it, you haven't gotten any dickies yet... maybe just one or two or three dickies wouldn't hurt. It's Saturday, after all. And stricts aren't even that bad when you really think about it. Or maybe you'll be sick tomorrow. Yeah, really sick. Super sick. You'll tell everyone how sick you are and... oh wait. That's probably not such a good idea this year.

5. Grief. Deep into the AM hours, you lay in bed, dreading the relentless ring of your alarm that will invade your dreams far too soon, pulling your mind into consciousness like shoes from wet cement. Eventually your exhaustion gets the better of you, and you sink into happy dreams of short Dhall lines and EP on tuesdays.

6. Testing. By a stroke of luck, your alarm goes off during light sleep, although it takes 10 minutes for you to remember who you are and what your name is and why your

in a dorm room that looks like every dorm room every except the posters are a little different, you manage to stumble to class on time. Your teacher, ever the wise one, gives you ten minutes to complain about Saturday classes in what is the most earnest and insightful Harkness discussion you will ever have. You feel a lot better afterwards.

7. Acceptance. You realize it's basically just Wednesday but like a little worse. I guess that's not too bad.

How to Actually Set up Your Room

By JACK ARCHER

When it comes to room setups, all Exonians fall somewhere on a broad spectrum. At one extreme are those who move in, lock their doors, and don't emerge from their rooms until they've created a pristine utopia that's destined for a feature on Exeter Cribs. Those on the opposite end of the spectrum still jump over three suitcases and a week's worth of almost clean clothing on their way to bed. And let's be honest: No matter what you might tell your parents over the phone, you're definitely

closer to the latter. But hey, that's okay! The humor page is here to help. Here's how to actually set up your room. Follow these simple steps and maybe one of your friends will finally step into the uneven amalgamation of Command hooks and LED light strips you have the audacity to call a living space!

1. Put any books from English classes where you earned a B+/A- into a box. Then burn the box. You don't need that negative energy in your life.

2. Raise your bed frame up as far as it will go. Not for the

storage space, but for the forbidden naps you take after sports when you're too sticky to get in bed.

3. Acquire the largest possible container you can find and use it as a water bottle. The water fountain may be three doors down, but when it's 3am and you haven't stood up for several hours, it might as well be in Main Street Hall, and that must count as going off-campus.

4. Pick whether you want your curtain up or down and stick with it. Your curtain will break inevitably. The only thing you can control is if you are eternally shrouded in darkness

or if the sun wakes you up at 8am every Sunday. The choice is yours.

5. Put a ping pong ball on your Lévoit filter and turn it on. You now have an infinite ping pong ball spinner. Depending on who you are, this is either the coolest thing you've ever seen or you go outside sometimes.

6. Bring several pounds of stationery, and then proceed to only use your favorite pencil for the entirety of the school year.

7. Put things on your wall. But not too many things. The amount of stuff you hang is directly proportional to how long you can procrasti-

nate by staring aimlessly at the wall. Also if something falls down at night you will pee yourself.

8. Take a banana from Dhall that you plan to eat "later" like the healthy snacker you are and proceed to let it turn brown, then black, and then start leaking. At this point, put it in a friend's room and go get another banana.

9. Acquire a mug. Fill with drink of choice. Wander aimlessly around the dorm, sipping deeply as you pass judgements on everyone and everything. Think of your slurps as a self-generated cacophony of snaps

agreeing with your every take. The preps will respect you.

10. Tape up your fire alarm so when your dorm has a fire drill at 6AM you can still get a good eight hours in.

11. Hang that one thing your favorite Senior gave you last year. Think about how much fun they're having in college, how happy they sound over the phone. Take a few steps back and admire the last part of them left at Exeter. Smile because it's in your room. Cry because they're not. Tell their story to the preps.

12. Steal your proctor's lightbulb and start a mercury collection.

Chieko's Crossword Corner

1	2	3		4	5	6		7		8	9	10	11	12
13				14				15						
16				17						18				
19				20						21				
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		32				33		34						
	35						36				37	38	39	
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50							51		52				53	
54						55		56		57		58		
59						60						61		
62								63				64		
65						66								

Across

- 1. Overused in english class usually used to contrast two things
- 8. To give a lot of money to an institution (if this were in noun form, Exeter has 1.3 billion)
- 13. Baseball analytics writer for The Atlantic
- 14. Enhanced Oil Recovery (tertiary recovery)
- 15. Opposite of concave + O
- 16. Public university of golden gate bridge city
- 17. Acronym for person called in emergency health predicaments
- 18. Record plastic
- 19. Internet of Things
- 20. Southwest Foodservice Excellence
- 21. Acronym, "I don't care much forever"
- 22. --eat, --een, --am-cracker
- 23. Olas
- 25. Here's a little puzzle

- for you: 18 + 5 + 9 + 5 + 15 + 6
- 26. PSAT 10 but for money and recognition
- 30. American Actress played on ABC's Annie Whitman Life As We Know It
- 32. Started exactly on September 22 at 3:20pm. Drink your pumpkin spice lattes!
- 34. Acronym Ministry of Transport (this hurts I failed my drivers test)
- 35. Another overused english word two things being placed close together with contrasting effect
- 40. Atoms or molecules with a net charge. Also Dr. Samuel's partner and avid croquet player
- 41. Oregon eCourt Case Information
- 42. Present participle drain away from soil, ash, by the action of percolating liquid, especially rainwater. verb is homonym with blood sucking slugs

- in lakes
- 47. Airplane company that likes a lot of change in variable
- 50. Chess piece third one in
- 51. Zapping sea creature
- 53. Toy car with controller
- 54. Dialectal past tense of ruin
- 56. Largest labor union that supports public school teachers faculty and staff
- 58. --- is the salt of the conversation, not the food
- 59. Already assigned too many of these for English class
- 60. American action thriller scifi tv show with Jennifer Garner playing Sydney Bristow
- 61. International vaccine Institute
- 62. An idealized person or thing. or a phantom
- 63. To deploy something as to carryout a goal

- 64. Verizon's ultra fast internet without the last letter
- 65. What are we now like number six on here?
- 66. To describe something as Orwellian or Hunger Games-esque

Down

- 1. Lab with 3D printer on campus
- 2. Tell
- 3. New Hampshire's ---- of living index is higher than the national average
- 4. Office of Emergency Medical Services
- 5. Test for non-English speaking students
- 6. Protracted inconvenient experience
- 7. What people say when they question formerly Disciplinary committee
- 8. Jealousy but it feels more saucy
- 9. This green spiral eye

- logo
- 10. Lady's maid to the Dowager in Downton Abbey and fought with spratt often
- 11. Ex. bittersweet, clearly misunderstood,
- 12. Dean of faculty
- 24. ----- Jones is a singer, take away a n and its the famous gymnast
- 25. People will comment this on instagram or twitter if they disagree
- 27. Simon Fraser university
- 28. Letter married to u + first letter + most uncommon letter
- 29. iShares 20 Plus Year Treasury Bond ETF
- 31. Du du du doooooo. doooooo doooooo du du du
- 33. Literally All Iguanas Hate Peeing
- 35. Pope after a first pope

- with this name. name of roman conquerer
- 36. Point of interest
- 37. Name of movies 1 and 2 also talks
- 38. --- x2 baby by Vanilla ---
- 39. Olive --- coconut --- vegetable ---
- 43. Even Spaghetti Is So Dang Chilly
- 44. And How Not Able Over Head
- 45. zoology. a cavity that resembles a cup.
- 46. SUUUUUPPPPERRR big brain wow you're a -----
- 48. Random knowledge
- 49. Verbs are ----- words
- 50. Associate dean of Student Life coordinates all student leader training
- 52. The L of LCM in math
- 55. Join EAR to be in a----
- 57. Cleanliness in spanish
- 58. Gets shut off at 11 at Hotchkiss



Advice for Preps

By DOROTHYBAKER

- 1) Call yourself a new prep
- 2) Upon introducing yourself to seniors, ask how their college apps are going
- 3) Better yet, if you have college merch, make sure to wear it in all public areas
- 4) Neon tracksuits are back in style
- 5) Make sure there is a speaker at full volume playing whenever your pack migrates
- 6) When sitting in Grill, yell to alert returning students that you have made friends
- 7) Join the posse

- 8) If the posse has not yet been established, create one and be sure to title it
 - 9) Turn your radiator on high. New England fall can get chilly
 - 10) Load your narratives with adverbs
 - 11) Complain about pass/fail; upperclassmen will respect your desire for higher challenge
- *Results may vary

