

REBECCA MAKKAJ

Read about the Academy's newest visiting author and her impactful reading, 4.

SOTW

Read about this week's Senior of the Week: Indigo Ogiste, 6.

LETTER

Read lower Forrest Zeng's letter to future Exonians, 14.

The Academy Views 2024 Solar Eclipse

By FORREST ZENG

On Monday, April 8, the Exeter community and beyond experienced a solar eclipse, colloquially known as the Great American Eclipse of 2024.

Solar eclipses occur when the moon blocks the sun during the daytime and become visible when viewed with glasses using powerful filters. Sunlight becomes dimmer, shadows noticeably sharper, and in the path of totality, the sun is concealed by the moon altogether. In Exeter, the phenomenon peaked briefly around 3:30 p.m. at an eclipse percentage

of 95 percent, meaning that 95 percent of the sun was blocked by the moon. Students on campus could be seen viewing the eclipse together through eclipse glasses, while some were viewing the eclipse off-campus in regions where the sun was entirely blocked.

"The sun lights up the day all the time," Astronomy Club co-head Masaki Muneyoshi described. "To have something like that turned around in the middle of the day is crazy—it's like nighttime during the day."

"The event, a total solar eclipse, is pret-

ty remarkable in terms of science, geometry, and personal experience," Director of the Grainger Observatory John Blackwell said. "The Earth-Sun-Moon system is remarkable in that the distances apart and sizes of each object allow the Moon to completely block out the photosphere of the Sun." Blackwell originally planned on traveling to Texas to view the eclipse, but due to cloudy weather, he viewed the eclipse in Pittsburg, NH.

Upper Niko Todorov, who viewed the eclipse in full totality described how the sun

became dimmer as the moon intersected with the sun. "I watched the sun slowly get darker through my glasses," he said. "Eventually, the sun got entirely blocked by the moon, and I could take off my glasses. When I looked at the sun, I could see a bright outline around the moon. That was cool."

The bright outline Todorov described seeing was a "corona," the outer atmosphere of the sun that is typically invisible. The corona is the distinguishing element that makes viewing total eclipses so much more fantastic than viewing partial ones.

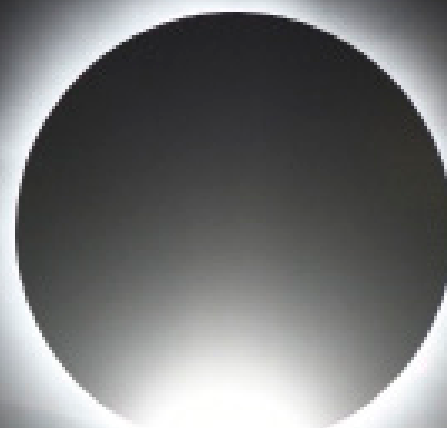


Photo Courtesy of J.A. Blackwell

ECLIPSE, 3.

Ashley Taylor Appointed Next Dean of Students

By WILLIAM INOUE, ADELLE PITTS, and JADE YOO

On March 12, Principal Bill Rawson announced that Ashley Taylor will be succeeding Russell Weatherspoon as the Dean of Students upon his retirement in July. While many are saddened by the departure of Weatherspoon, who has been an integral part of the Exeter community for nearly 40 years, Taylor's appointment marks an exciting new beginning.

Taylor has served as the Dean of Students at Episcopal High School, a small independent boarding school in Virginia, for the past nine years. She joined the school in 2010 and has since held an impressive record as "a teacher, coach, dorm head, student adviser, member of the senior

leadership team, member of the student life and student health review committees, and chair of strategic planning and scheduling committees and a diversity task force, among other responsibilities," according to Rawson. Prior to her time at Episcopal High School, Taylor was a biology instructor and held numerous positions at the Pingry School in New Jersey and St. Mark's School in Massachusetts. She earned her undergraduate degree from Brown University and a Master of Liberal Arts with extension studies in Biology from Harvard University.

Assistant Principal Karen Lassey, who was also the chair of the position's search committee, explained the process of choosing the new Dean of Students. She shared that



Ashley Taylor.

Photo Courtesy of Exeter Communications

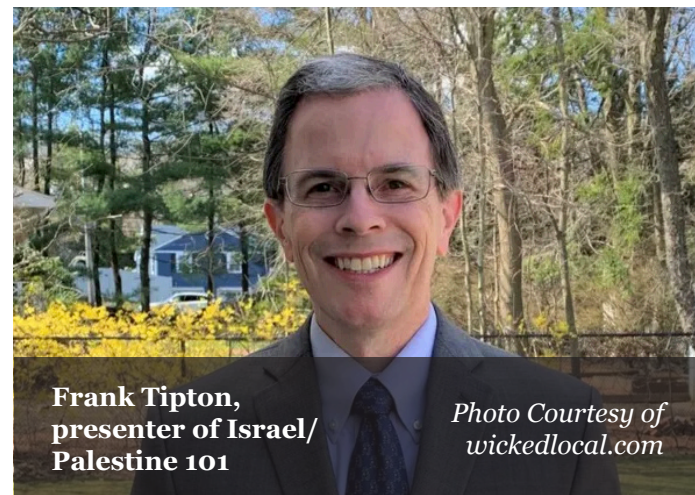
the process began with working with a search firm that helped recruit and sort through candidate materials. Then, the search committee chose multiple candidates for an initial interview with the search firm. The next stage involved interviews with the search committee.

After meeting candidates over video call, the committee decided the three finalists, who then visited campus. The search committee arranged their schedules to be in Exeter for two days

and two nights, during which time they met with various administrators and faculty, as well as students over lunch. "These students were the Student Council's Executive Board, the class representatives, the members of the CCC (Community Conduct Committee), as well as the nominated members that students had voted for," explained Lassey.

The search committee gathered input from all who met the candidates,

TAYLOR, 2.



Frank Tipton, presenter of Israel/Palestine 101

Photo Courtesy of wickedlocal.com

Academy Hosts Israel/Palestine 101 Workshop

By LUKE DAVIS, CELIA VALDEZ, and TRUMAN YEE

On Sunday, March 24, in light of deepening on-campus discourse around the conflict in Israel-Palestine, the Academy hosted an informational event titled "Israel/Palestine 101." This talk, given by guest lecturer Frank Tipton in the Assembly Hall, was announced in an email from the Dean of Students as an "interactive presentation... designed to educate beginning learners about the modern complexity of this land." Those required to attend were student leaders including dorm proctors, club coheads, and team captains, but the event was open to all community members.

Following Tipton's presentation, members of Exeter's Muslim Students Association (MSA), Exeter Jewish Community (EJC), and Middle Eastern and North African Society (MENAS), and several other students gathered at Principal Bill Rawson's house for a dinner with Tipton.

Speaking to the planning process behind the presentation, Rawson said, "A number of students representing different affinity groups had expressed interest in educational programming. A group of faculty and administrators met several times to discuss various kinds of programming with outside speakers that might be available...[We] were aware that Mr. Tipton had spoken at some peer schools and that his talks had been received well at those schools. We decided as a group to proceed with Mr. Tipton while holding open the possibility of a panel approach later in the term."

Community members had various sentiments going into the event. Reflecting on the

moments before Tipton's talk, Rabbi Marx-Asch emphasized her emotions. "To be frank, I was nervous, and I had a bit of a stomach ache the whole time. This whole situation just gives me a stomach ache, which I think speaks to the emotional intensity of it." Marx-Asch added, "It's been a long six months since October that we've been trying to work our way through this, so I think a lot of us are just exhausted at this point."

"I was very happy when the event was announced," remarked Upper Mathew Grossman. "Some members of MSA and EJC spoke with Frank Tipton prior to his talk, so I was very excited going into it. I was willing to learn and have an open mindset, and I wanted to hear what he had to say."

A senior and MSA member who asked to remain anonymous recounted, "I tried to maintain an open mind. I was just very curious as to what was going to be said...I was also curious on how the community would respond because of how quiet I've seen campus be about [the conflict]. There's no wide conversation about it."

Senior Cordel Epale commented on his expectations for the event: "I wasn't expecting too much from it. I pictured it being kind of one-sided, where the speaker would be pointing fingers and saying 'This is what happened. This is the bad guy because of X, Y, and Z.'"

Though its hour-long runtime proved to be a limitation of the presentation, community members recognized Tipton's attempt to communicate historical fact in an impartial manner.

Rawson personally felt

WORKSHOP, 2.

Students Respond to the Academy's New Pilot Schedule

By ARYAN AGARWAL, SAM ALTMAN, HANNA WEI, and FORREST ZENG

The new spring term pilot schedule, announced earlier this year, has prompted mostly positive reactions from faculty and students alike, although some still believe there are areas for improvement.

The schedule features changes to the length of class blocks, transition periods, and homework guidelines. The one-term pilot is part of a larger effort to isolate a suitable schedule for the Academy. Principal William Rawson previously stated to *The Exonian*, "The idea is to gain experience with the pilot schedule so that we might be in a

better position to compare it to our current and pre-pandemic schedules and make a more informed decision about the optimal schedule for the long term."

Students and faculty generally perceive the schedule as better than they expected. Upper Jacques Leleux said, "My initial reaction to the pilot schedule was rather negative, and I think that's how many of my fellow students felt. That stems from a couple things. One was a very real concern about some of the major changes they made to the schedule. And two, a general distrust of things changing and worrying how these are going to affect our lives, which is a very real concern, but

I think the pilot schedule has exceeded all expectations I've had for it."

Prep Grace Yang shared this sentiment. "Honestly, I thought I would hate the schedule. However, mine is pretty good this term, because I am not taking a health class," she said.

Lower Christian Salaun agreed. "I thought the schedule would be a lot worse than it is right now," he said. "But, it's turned out to be a beneficial change."

The slightly more spaced schedule has found support in many members of the community. "I feel like I have a little bit more time during the day to get my bearings," Classics Department Chair Matthew Hartnett said.

The new homework guidelines have received mixed reactions from students. Some students feel that the homework guidelines, as well as the spaced-out nature of the schedule, have relieved the rush of completing homework after classes. "There's a lot less stress on having homework due since there are only four classes a day," Salaun said. "I can do the homework for fewer classes, but the amount per class has gone up."

Leleux commented, "There were a lot of things I wasn't looking forward to: hour long classes, 10 minute passing periods, more homework per day. However, I think that focusing more

PILOT, 5.

News

» GLOBAL INITIATIVES

Read about the fun trips students took around the world over spring break, 3.

» STUCO COMMITTEES

Read about the newly elected heads of the Student Council committees, 4-5.

» PILOT SCHEDULE

Read about student and faculty reactions to the pilot schedule, 5.

Ashley Taylor Cont.

which was provided to Rawson when he chose the new Dean of Students from the three final candidates.

According to Rawson, Taylor “stood out for her ability to inspire students and build meaningful collaborative relationships across the community, and for her commitment to challenging and supporting all students in an environment where they are deeply known and encouraged to develop character, self-awareness, resilience, and a sense of purpose.”

Dean of Residential Life Carol Cahalane also offered why she believed that Taylor was the best candidate for the position as an already experienced dean of students. “I was impressed with her experience; she’s really worked in all parts of schooling,” Cahalane said. “She’s been a dean of students at her current school for several years, so she knows the different kinds of work that needs to be done. A lot of work that happens in these spaces are behind the scenes—not because we’re trying to hide it, but we’re trying to deal with student concerns in a private and efficient way. I think that she will likely understand that process and what goes into thorough and careful decision making that centers on student needs.”

“She’ll have some things to learn about Exeter,” Cahalane added, “but I think her curios-

ity and interpersonal skills will make that pretty easy.”

Taylor herself expressed her excitement to join the Academy’s community in the coming months. “I hope to learn as much as I can from students and adults alike,” she told *The Exonian*. “I am so excited to get to know what Exeter is all about. In the few days I spent on campus, the pride that students and faculty feel for everything that makes PEA special was so evident. I’m just thrilled to be a part of the community and to dive right in.”

Currently, Taylor hopes to focus on settling into the community before planning specific ideas for the school. “I don’t have any specific plans as I’ve only just begun to get to know the school and community,” she said. “Ultimately, my job will be to ensure that Exeter students have the very best experience we can provide - an experience that is healthy and challenging and joyful and rigorous and balanced.”

Lassey appreciated this thoughtful approach with which Taylor is approaching her new role. “I think what I want is to hear her ideas,” she said. “She’ll need some time to adjust and to understand who we are; that’s very important to her... to not come in and say, ‘Oh, we’re going to change things right away,’ but really to do a lot of listening and understanding of Exeter culture,

what’s important to us, our mission, and our values, and to really live those for a while.”

Cahalane holds high hopes for Taylor’s future in the Dean’s office. “This will give us a new opportunity to hear and learn together with Ms. Taylor about the challenges that we’re likely going to face,” she said. “Every year brings something new and different, and we’ll have the benefit of her wisdom and experience, as well as that of the people who are here.” According to Cahalane, there are a few long-term goals that the Deans hope to implement to build support for students, including a new student information system and the expanded use of Orah.

“I think [a new Dean of Students] will allow adults to make more informed policies for dorm activities or student activities, since they have more perspective,” said senior Emilee Carranza. “Having a new person can potentially identify flaws and areas of improvement as Dean of Students.”

“She has some perspective that will be really helpful,” echoed Lassey. “I think we have an ongoing interest and commitment in thinking about the wellbeing of our students holistically, which includes continuing to be academically excellent and also to have students who are able to pursue their passions and not exhaust themselves or get sick. That’s really important to our school,



Ashley Taylor visited campus on April 9 to meet faculty.

Photo Courtesy of Exeter Communications

and I know that she carries the same value.”

“I am excited for the school to settle in with a new leader in this role,” said Cahalane, “and I think we are at a position in the school where we have learned from COVID and the things that we’ve applied have continued. I think we have the capacity now to build further.”

Amidst excitement about Taylor’s appointment is reflection and reminiscence on Weatherspoon’s impactful time at Exeter as a beloved teacher, mentor, friend, and leader. He will be dearly missed as he takes his leave from the Academy in July. “He brings his great personality to the role of Dean of Students,” said Instructor in Spanish Humberto Delgado. “He has been a charismatic dean, and he created a good philosophy among the students. So we’re going to miss someone who had not only leadership but also a philosophical ap-

proach.”

Lassey agreed. “It’s hard to imagine this place without Dean Weatherspoon. He’s been such a mentor to me as a very young teacher who came in in 1996. He’s always had wonderful and wise advice and he’s such a presence on campus. We’re going to miss him.”

“Dean Weatherspoon is somebody who has had a great impact on the Academy for many years and in many different spaces,” continued Cahalane. “His personal presence will be missed. I’ve been teasing him about maybe he shouldn’t leave, and he should just be our person who hangs out in the various spaces. But I think he is looking forward to a well-deserved retirement, and he’s been so generous in staying on longer than he anticipated in this role, so I’m happy for him. I think he deserves the break.”

Certainly, Weatherspoon’s legacy will be a hard one to fill,

but

the administration is confident that Taylor is the right person to do so. When asked what she would like Exonians to know about her, Taylor answered: “Most importantly, I am excited! I can’t wait to meet everyone, especially the students. I have a real passion for helping students thrive - I want you all to feel challenged and supported, and to feel known and valued. I want you to accomplish big things and to find joy in chasing those big dreams.”

Taylor was appointed the new Dean of Students due to her extensive experience at previous schools, how well she fit into the Exeter community upon her visit, and her perspective which aligns with Academy’s values of academic excellence, knowledge and goodness, and non sibi. Taylor, her husband John, and their two children, Sophie and Will, will move to the Exeter community this summer.

Israel-Palestine Cont.

that Tipton’s presentation was accurate to its description as a basic presentation to those new to the subject of history in the Middle East, though he echoed others’ opinions on its content. “His standard practice, which he followed here, includes talking to students in advance so that he might adjust his presentation based on that student input,” explained Rawson. “I don’t know to what extent he was able to do that here, given that we had just returned from spring break and those conversations happened only a day or two before his talk. Having done a fair amount of reading myself in recent months, there were times when I would have appreciated greater depth and complexity in his talk.”

“I’d describe it as rudimentary,” said the anonymous senior. “It covered the fundamentals [necessary] for somebody to start engaging in this conversation. For [a presentation that] was given an hour, I think it was pretty good.”

“I feel like it was very methodical in establishing where tensions originally started and how they progressed over time,” Epale added.

“I appreciated that he included different narratives,” Marx-Asch noted. “He kind of anchored it in historical moments, and then [discussed] the events that happened [and how they] were interpreted differently by different populations and different interest groups. I thought that it was helpful to hear other people’s perspectives as part of the presentation.”

Grossman similarly reflected on Tipton’s coverage of multiple perspectives: “He offered two perspectives: one was the Israeli perspective, and the other was a Palestinian one. He tried to remain as impartial as possible, and I think he did that pretty well.” Later, he added that “As a Jewish student, I’m most used to hearing an Israeli-Jewish perspective from friends and

Jewish people I know... it was very interesting to hear somebody trying to portray a Palestinian perspective.”

In contrast, senior Catherine Zehner remarked on Tipton’s overgeneralization of each group’s point of view. “I didn’t like how he would say, ‘This is the Palestinian perspective, and this is the Israeli-Jewish perspective,’ when really there’s a lot of overlap. Not all Jewish people or not all Israeli-Jewish people hold that perspective.”

Additionally, Zehner commented on the shortcomings of the presentation. “I think there was an effort to be neutral, or as he called it, ‘pro-solution,’ but there was a complete lack of acknowledgement of really obvious disparities. Mr. Tipton went to great lengths to show statistics, but there are very obvious disparities in the statistics that he refused to name. I think his intention was to not take a side, but he was really dismissive. There were moments when he named the exact conditions that define an apartheid, and in an attempt to not take a stance, he just didn’t say the word ‘apartheid.’ He gave us all that information just to not [explicitly] name it... I think it was an easy out.”

Senior Cec McClave reflected on Tipton’s apparent lack of personal bias in the presentation. “It was clear that even if Tipton himself had personal opinions about the conflict, which I’m sure he did because he’s a human being, he definitely tried to keep that out of it. As a human person, it’s going to be really hard to keep personal bias out of how you’re reporting on an issue, even for a scholar. While I definitely did appreciate him listing out, ‘Here’s the assumptions that we’re making,’ it would have been nice to try and acknowledge the fact that he does have personal biases.”

Epale praised the way Tipton presented information. “I think the speaker was very educated. He seemed to know

what he was doing. I appreciated the way information was given, with the use of specific images. For example, they were showing actual maps of how land was divided. I think it was put together very well in a way that helped get the information across efficiently.”

McClave offered a different perspective on Tipton’s language. “I think there was an excessive use of the passive voice in describing the historical context. Instead of saying specifically what groups of people did, Tipton used phrasing like ‘XYZ happened to this group.’ The phrasing takes away the perpetrator in that situation.”

Similarly, Zehner voiced critique of the way in which information was presented. “I understand that [the administration] can’t take a stance, but that doesn’t mean they should be bringing in speakers who will, by design, ignore such obvious data. It’s not even an opinion. It’s a disparity in displaced people and deaths and rights, legal actions, and government and international support. Another thing that the presentation didn’t touch on, or barely at all, is the continued U.S. support of Israel throughout its history.”

The anonymous senior described what they would’ve liked out of the presentation. “I’d say either give the man another hour at a minimum. If you have to keep it under an hour, I would’ve preferred a presentation of more hard facts and specific events,” they said. “He did a good job talking about the 2000 Camp David Summit, how there was almost a peace deal reached, and how that didn’t happen... And he went into detail about what each side thought, how they responded. That was good, but I think he needed to do that, or be given more time to do that, for the other events and conflicts.”

After the event, Rawson invited members of the community to his house for a din-

ner to facilitate a continued discussion of the event.

“It was an opportunity for various student group leaders who had been meeting and talking beforehand with Mr. Tipton to help shape the talk. This was kind of like the processing afterwards or a debrief afterwards, as well as [a way to] kind of start talking about next steps,” Marx-Asch remarked.

Grossman mentioned the various backgrounds of people in attendance at the dinner. “It was an assortment of students. There were a lot of members of the Jewish community, a lot of members of the Muslim community, and some people that weren’t aligned and didn’t really know what to think.”

McClave pointed out the way in which attendees arranged themselves. “The dinner table, and maybe this was unintentional, ended up kind of segregating ourselves so that everyone from EJC (Exeter Jewish Community) was on one half of the table, and then me and everyone from MSA (Muslim Students Association) and MENAS (Middle Eastern and North African Society) were on the other side. I think that ideological divide was a good illustration that there are still tensions.”

Still, Marx-Asch commented on the importance of having a dedicated space for respectful discourse. “This was really kind of the first deliberate sitting, [the first] ‘let’s sit down and talk to each other’ kind of forum. And I think many of them agree [that] taking it out of social media and anonymous posts and really sitting down and talking to each other, it’s hard and important.”

Grossman commented on the nature of that evening’s discourse. “The dinner kind of spiraled into an argument about the cancellation of the MLK Workshop on Palestinian-Black Solidarity, which was, in my opinion, kind of unfortunate, because we had an expert there, and he was willing to talk. But that’s what [discourse] can look like with mediators and facilitators that

are adults.”

Similarly, McClave noted that some found the dinner’s atmosphere to be tense. “It was good that we had the dinner, and it was generally productive. However, there was also some level of tension. I know from talking to other people at the dinner that different people, depending on what groups they were representing, had very different feelings about how the dinner went and how comfortable they felt.”

Across the board, the community showed interest in continuing Exeter’s discussion on the Israel-Palestine conflict in the future.

Marx-Asch saw the presentation as a first step. “I’m hoping this was just a start and I’m hoping that we can, as I said before, bring in, again, more points of view and different layers and more nuanced kind of explorations of this particular topic as well as bringing in, again, the modeling and kind of teaching and opportunities for students to learn how to do these hard conversations for any topic that will surely help and show up in the future.”

McClave brought up the idea of an expert panel. “The possibility of a panel discussion between experts definitely interests me. I think it could alleviate some of the shortcomings with Tipton’s style of presentation. Now that we have this rough historical background, having multiple people discuss and come in with different perspectives would be useful. That way it’s not just one person trying to represent the opinions of multiple people.”

On discussion between students, McClave added, “More space for student discussion isn’t a bad idea, although I think a lot of people would probably appreciate some kind of faculty moderation if that were the case. In terms of bias, it’s certainly a valid concern. However, I think if you structure it right, putting student voices at the center, that ends up not mattering as much.”

Similarly, the anonymous senior called for more spaces for conversation. “For one, just hold more spaces for this conversation to happen. I don’t think a simple information session is going to solve anything. You need conversation.”

The anonymous senior also considered the difficulties associated with said conversation. “I think it’s one of the topics that people are afraid to bring up. I know the school invited all the student leadership training or student leadership people, the captains, student listeners, proctors, but I’d bet most people probably wouldn’t be having this conversation or put too much thought into the conflict if they were required to.”

Epale expressed interest in a school-wide assembly dedicated to the topic. “I think a school-wide assembly would actually be a very good idea... It would not only show that the school is doing something to move forward, it would also be an active step in letting the rest of the school know information that may be new to them.”

Rawson, on behalf of the administration, elaborated on the Academy’s next step towards facilitating further education and discussion on Israel/Palestine. “We are continuing to explore options for a panel presentation before the end of this term. We hope to involve students in the design and content of any such panel and in designing opportunities for continued discussion supported by adults after any such presentation,” Rawson said. In continuation, he expressed the purpose of such a panel: “In addition to probing the history of conflict in greater depth and complexity, we hope a panel will help model how we as a community can talk to each other about such difficult and deeply personal issues, acknowledging differences in backgrounds, perspectives and experiences, with the mutual respect that we try to bring to other difficult conversations.”

Eclipse Cont.

“Total solar eclipses allow us to see the corona, the outermost atmosphere of the Sun,” Blackwell explained. “During times of solar minimum, when the Sun is less active, the corona is minimal in appearance. As we approached the solar maximum, the corona was quite widespread and very detailed.”

“The difference between 95 percent totality and complete totality is literally night and day,” Muneyoshi said. “The world turns dark, the stars suddenly appear, and the corona is visible around the moon. It’s an opportunity that we won’t have again for a long time.”

“During this year’s eclipse, there was also a comet right next to the sun, which can only be seen during a solar eclipse,” he added. “That makes this eclipse particularly special.”

Many members of the student body petitioned

to miss class to view the eclipse in full totality, but their petitions were originally rejected. After significant efforts by members of the student body, however, the administration approved 91 petitions that allowed students to see the eclipse in full effect. Some members of the community were disappointed with the administration’s late response.

“Astronomy Club specifically had been preparing to view the eclipse in totality for a very long time,” Muneyoshi said. “But to have our petitions originally rejected, then accepted again so late, really messed up our preparation. We wanted to bring much more equipment to photograph and view the eclipse, but we weren’t able to on such a late notice.”

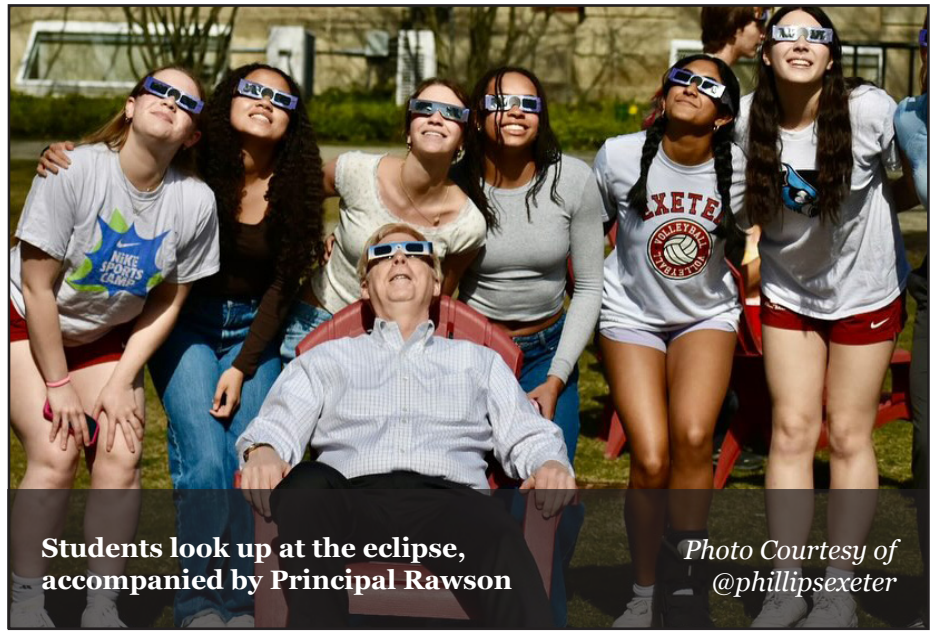
“It was a little hard to put together plans last minute,” Todorov said. “But in the end, it was nice to be

able to go at all.”

Although solar eclipses occur fairly often across the world, the next solar eclipse to pass over the contiguous United States will occur in 2044. The rarity of such an occurrence simply amplifies the value of what many perceive as a surreal cosmic experience.

On campus, the administration distributed eclipse glasses and moon pies to students on the day of the eclipse and made minor changes to the schedule to support viewing of the eclipse during sports blocks. Although Exeter was not in the path of totality, students were fascinated by the cosmic phenomenon, congregating in the afternoon to view the eclipse together.

“A lot of people haven’t had the chance to view an eclipse,” Muneyoshi said. “So, even though Exeter isn’t in the path of totality, it’s still an amazing experience.”



Students look up at the eclipse, accompanied by Principal Rawson

Photo Courtesy of @phillipsexeter

PEA Travels Around the Globe for Spring Break

By ISHAAN SINGH, ALEX LIM and ISABEL EVANS

This past spring break, a number of students participated in Exeter’s Global Initiatives programs. These programs were established for students to learn about history, community service, and music on a global scale. They immersed themselves in the culture, lifestyles, and social service of their respective destinations. Trips varied vastly: one group went to Phoenix, AZ, on an ESSO Service Project and learned about Indigenous culture, while another went to India, exploring various towns and Indian culture.

Prep Euphoria Yang described her visit to Arizona, saying, “I learned a lot about people [and] it made me think a little bit about my life as well.”

Each of the trips was organized to either expand the participants’ horizons or introduce themselves to new ones, and, in the end, they delivered just that, teaching each student new lessons.

Eight students at-

tended the Montgomery, AL, program, where they learned about the history of slavery and equal justice through visiting various museums, sites, and institutes. Lower Bianca Laufer was one of those eight and described her experience there as “amazing.”

“It’s one thing to read about something online, but being able to stand in the exact spot where history took place taught me more than any article could have,” she explained, describing the locations they visited, such as Birmingham Civil Rights Institute, The Equal Justice Initiative (Legacy Museum and National Memorial), Rosa Parks Museum, and Tuskegee University.

“By seeing all of these historic artifacts and exhibits, I was able to look at historical events in a different way. Examining real-life historic objects helped me come to terms with the fact that all of the events we read about happened to real people at a real point in time, which I think is something people generally tend to feel

disconnected from,” she continued. “Afterwards, I have become a lot more conscious of the fact that there is still so much history that I haven’t learned about.”

Through the trip, Laufer learned more about her passion for the criminal justice system and historic events that happened in the area. She, along with the others on the trip, was able to see touching artifacts—some collected from catastrophe, some from important events that spurred advancement—that opened her eyes to events throughout history.

Another group ventured to the southern U.S. for an ESSO Service Project in Phoenix, AZ. A mix of students from all grades attended, learning about the history, while simultaneously volunteering.

“It really was a fun experience,” said Yang. “I really love volunteering and community service. It’s so fun, and it makes me feel good to help people out. And when I heard that this program was going to be volunteering every day, I immediately signed up.”

She described the

types of activities they did, like gardening at a food bank, renovating shelters for the unhoused, and cleaning up the housing center for people who had experienced domestic violence.

“We learned a lot at the shelters. We learned to tell people if you are in need of help, and also how to support others, who might need help. We learned that even if it seems like someone is fine, there are always signs that there’s something deeper underneath happening, so we should always keep on the lookout for our friends,” Yang added.

During the day, they went on volunteer trips, some locations visited being Faith House and The Singletons that supported a variety of people in need, from those who suffered from domestic violence to single parents with cancer. At night, they explored the rich Indigenous culture of Phoenix; they visited the Heard Museum and went on walking tours, among other activities. The students enjoyed the activities, remarking on the valuable lessons learned from

them. Another group traveled overseas when they visited the country of India. In the program, they explored many religious sites in the country, learning of history, religion, and culture.

Lower Izyaan Burney reflected on his time spent there, “My experience with the program was nothing short of amazing. It was so great to see the diverse culture and rich history of India. Delicious and tasty food made the trip even more enjoyable! We got to do lots of things, from seeing the Taj Mahal, to learning how to wear traditional Indian clothing, to going to rural schools and bonding with locals alike. We were also able to learn about agricultural practices in India.”

Senior Silja Pope also reminisced about her experience on the India trip. “It’s not like any place I’ve ever been to and the variety in different cultures and languages and cuisines and the architecture was really fascinating.” They explored many towns, including Delhi, Varanasi, and Shantini-

ketan. They often had busy days, learning about the various rich cultures present in India.

Aside from Delhi, Varanasi, Shantini- ketan, and the Taj Mahal, the group also visited Sarnath, where the Buddha gave his first teaching, as well as various places of worship and religious significance.

Finally, prep Mardian Kamarga, a pianist in the PEA Jazz Ensemble, spoke on his experience touring in New Orleans, “This trip was a very big musical experience for me, and I learned a lot,” He said, “It was truly life changing, and really opened up my passion for jazz.”

He talked about not only the great restaurants they ate at, but also the museums they visited, such as the Hurricane Katrina museum, the New Orleans Jazz Museum, and a guided tour of Congo Square they went on.

“I would most definitely go on this trip again if they fund it,” he commented excitedly, “I think I’m gonna move to New Orleans now.”



Students on the Global Initiatives trip to India visit Sarnath to learn Buddhism

Photo Courtesy of @pea_india_2024



Students on the Global Initiatives trip to Alabama visit the Rosa Parks Museum in Tuskegee

Photo Courtesy of @pea.alabama_2024

Author Rebecca Makkai Inspires Students at Masterclass and Reading



Rebecca Makkai guiding students through a writing exercise during her fiction masterclass in the Elting Room.

Photo Courtesy of @phillipsexeter

By ROXANE PARK

On Wednesday, April 3, acclaimed fiction writer Rebecca Makkai visited the Academy to teach a fiction masterclass and share her work at an evening reading, stunning students and faculty alike with her remarkable craft and insight.

Since her debut with the novel *The Borrower* in 2011, Makkai has published four novels and one full-length short story collection, as well as several individual short stories in publications such as *The New Yorker*, *Tin House*, *Harper's Magazine*, and *Ploughshares*. Her third novel, *The Great Believers*, exploring the 1980s AIDS epidemic in Chicago, was awarded the 2019 Andrew Carnegie Medal for Excellence in Fiction and was a finalist for both the 2018 National Book Award for Fiction and the 2019 Pulitzer Prize in Fiction.

Some teachers, including Instructor in English Barbara Desmond, prepared their students for Makkai's visit by exploring Makkai's work throughout the term. "I had read *The Great Believers* and *I Have Some Questions for You* when they came out and enjoyed both, especially *The Great Believers*," said Desmond. "It has been fun to discover the stories from *Music for Wartime* together with my students this term. These stories, which are fictional of course, but rooted in family history, open up new ways of approaching personal writing that are exciting for our students to play around with in their own work."

"All of my sections read her short stories and really liked them," Instructor in English Duncan Holcomb similarly shared. "Many of those stories are about living in totalitarian cultures. That's an important focus since so many people are living in countries with increasingly dictatorial governments."

During the lunch period on Wednesday, Makkai led a fiction masterclass for students in the Elting Room. With open enrollment but limited space, 30 students were able to attend the class and several remained on the waiting list.

The workshop was divided into two segments: a lecture and writing exercise, followed by a live Q&A session. In the Harkness-style lecture, Makkai highlighted the difference between the literary devices of scene and exposition. "Scene," which the class decided was characterized by events, time, place, tension, and change, acts as the "bricks" within a story, while "exposition," including interiority, background, description, foreshadowing,

and analysis, as the "cement." In order to construct a strong and sound story, the writer must first establish a balance between these two components.

Makkai also highlighted the importance of intention when including a scene, and challenged students to consider scenes in their own work through a wider lens.

"She did an amazing job at setting aside promoting the book in order to give an incredibly interactive workshop," recounted senior Sarah Sargent in further detail. "We printed a story 30 seconds at a time, focusing on a different type of detail, such as action, internal thought, and metacognitive thinking. We ended up with one detailed scene each. Volunteers read out their stories, so I could hear just how effective different types and details of writing can be."

Many student attendees appreciated how Makkai directed this interactive process. "The writing exercises she led us through during the workshop showed me how sensory, scene, and exposition all fit in like puzzle pieces to the best stories we read," said prep Catherine Manley, and lower Avery Im added, "I liked how she helped us integrate different perspectives into our writing by showing us various exercises that she likes to use."

The remaining time during the lunch masterclass was devoted to student questions about Makkai's specific process and advice to aspiring writers.

"She talked a lot about how a character lies in their emotions and backstory, not just in the actions of the current scene," reminisced upper Maya Clowes. "We also talked about the editing process. Makkai...explained how she starts with the big details, talking about what scenes to keep and cut, whether all her characters were vital to the story, if there was anything she needed to move around, and then she hones in [on] the flow, paragraph by paragraph, does she like her word choice, how does the story sound look on the page."

"I think my favorite part about this workshop was [that it] outlined the many different types of detail that I can include in fiction writing, which might not be possible in films," said Sargent. "I'm a fan of meaningful movies, and this workshop showed me just how much creativity writing offers. Every couple of minutes, I got many wacky fiction ideas that I'm excited to expand on!"

"Makkai's emphasis on scene in her masterclass was a productive choice," Desmond reflected. "I imagine that this class would have been directly useful to stu-

dents who are working on personal narratives as well as those at work on fictional pieces."

Many of Makkai's answers to questions about drafting, editing, and publishing directly addressed such students. "Most importantly, she mentioned how she never gets things right the first time," said Clowes. "She said that writing is a constant process and you can't expect it to be perfect the first time or even the fourth time you write it. It's about 'throwing spaghetti on the wall and seeing what sticks.' Don't expect yourself to write it perfectly. It can help to make a note that you know it's bad to move on and come back to it."

"I was so grateful to Rebecca Makkai for her kindness and generosity to our students," agreed Instructor in English Jane Cadwell after attending Makkai's workshop. "She made writing seem accessible and possible for every level of writing experience. I hope our students received that message from her words and writing exercises."

Makkai's visit was proposed and organized by Instructor in English Tim Horvath; the two are old friends from their shared time at a summer writing program hosted in New Hampshire where they wrote a new complete short story every Tuesday and Thursday for many weeks.

Horvath referenced Makkai's unique creations and style from that summer in his introduction to her reading at 7:30 p.m. in the Assembly Hall, praising the irreplicable nature of her work: "I'd like to think that if AI ever becomes conscious, it will say something like, 'That Rebecca Makkai drove me crazy. She flummoxes the algorithms.'"

"Makkai-ness," Horvath continued, "is impossible to pin down, but foolishly, I will try: sharpness of observation; boundless curiosity; the attention to and love for language you'd expect from the child of linguists and poets; the sense that history is all around us, not back there in the rear-view mirror; an empathy that reveals humanity in all of its dimensions. Plus, she's hilarious."

Following this warm introduction, Makkai immersed the audience for an hour-long reading, during which she shared her stand-alone piece "A Story for Your Daughters" and two excerpts from her most recent novel, *I Have Some Questions for You*. The latter work is a murder mystery set at a boarding school in New Hampshire much like the Academy, and it was published in early 2023.

Sargent described how

the structure of Makkai's reading was helpful to those unfamiliar with her work. "During the assembly, I loved how she utilized it as mostly a reading: explaining and reading multiple chapters, providing context, which, for somebody who didn't read her book in class, was incredibly accommodating."

For example, though Makkai skipped from the first chapter of *I Have Some Questions for You* to the twelfth, her explanation of the premise of the novel ensured that attendees were not left confused about the plot of the sixty pages between them. Instead, the chosen excerpts allowed them to focus solely on her fascinating analysis of video-evidence for the murder case and a specious memory from the narrator's high school days.

About Makkai's unique command over language, Cadwell noticed that "She conveys so much with such clarity. I have not taught any of her work, but I have read *I Have Some Questions for You*, which I loved for many reasons. The terrain of the novel is so familiar and so exact. She writes with subtle nuance that at times I forgot I was reading as opposed to just living my New Hampshire boarding school life (aside from the murder, of course)."

"By attending her workshop before the reading, I was able to discern how the writing styles and techniques fit into her work," said Manley. "[I] was impressed that, in practicing writing through this nature, Makkai was able to craft stories each with their own unique and captivating journey."

After the formal reading, Makkai opened the floor to questions from the audience. "She also answered audience questions with honesty, acknowledging both obvious and non-obvious answers," recalled Sargent. "My favorite part was in response to an audience member when she talked about writing from different identities. [For example, in *The Great Believers*, she writes] about the HIV pandemic in the 70s or 80s from the perspective of gay men, and talked about the research she conducted and moral rationale for book versus short fiction writing."

"I also liked how she taught us that you need multiple perspectives to truly create an outstanding novel," echoed Im.

Makkai ended an eventful day at the Academy by meeting students and signing their books in the foyer of the Academy Building. Her incredible work and generous advice inspired everyone who had a chance to attend, as they now eagerly hope for her return to the Academy in the coming years.

StuCo Appoints Committee Heads

By ERIN HAN, ANGELA HE and GRACE YANG

The committees that constitute the Student Council act as the working gears of the student government, holding the responsibility of carrying out the initiatives laid out by the Council and Executive Board.

Before their official assumption of office in the second week of the spring term, the newly elected Executive Board selected committee coheads over the spring break, deliberating on Zoom calls over the copious applications that they received.

Lower Lauren Lee, co-secretary of the Executive Board, provided insightful guidance on the expectations and responsibilities associated with serving as a committee cohead. "The main thing is to put in the hours," she emphasized, stressing the importance of dedication and commitment to the role. Lee further highlighted the significance of balancing the Executive Board's overarching vision with the unique leadership qualities each cohead brings to the table. "Listen to Exec's vision, yet also make sure you're presenting your own leadership skills throughout the process," she explained.

In terms of applicant qualities, Lee offered insight into the attributes she prioritized during the selection process. "I was looking for applicants with the right combination of student council and leadership experience," she began, underlining the importance of a demonstrated track record in student governance and leadership roles. Lee added that "Passion for their committee's mission is key," highlighting the need for individuals who are deeply invested in driving meaningful change within their designated areas of focus. Lee also highlighted the fact that "The ability to listen to and deliver on the tasks set forth by Exec is essential."

Upper Anna Holtz, vice president of the Executive Board, provided an overview of the deliberation during the selection process. "Definitely their previous involvement with Student Council would probably be the biggest thing that's considered," she started her response with a solid participation and the Executive Board is looking for. Followed by qualities such as "Organization skills, their application, how much effort they put into it." She ended her response with the importance of "Recommendations, because obviously we [Executive Board] don't see everything." Overall, the Executive Board was thoroughly taking each student's application into consideration, as she highlighted that "They were tough decisions; for each committee, there's only three spots." The Executive Board delved deep into each applicant's qualifications and suitability for the roles. Therefore, she has faith in the new coheads: "We wrote out some goals for them, but reading their application they all seem passionate and have a lot of ideas of their own. So hopefully they'll weave with that same drive."

Most selected coheads were dedicated members of their respective committees through this past year. Upper and Mental Health Committee cohead Boden Woods spoke about how the Mental Health committee has remained a part of his life since arriving on campus as a new upper, saying, "The first term I was here on campus, the Mental Health Committee held an event that my friend was running. Its [organization] seemed like such a nice thing to be a part of and so I joined the committee, and have just been a very active member [ever since]." He continued, "I decided that the next would be to run for committee head. I'm hoping to host more of these fun events through the spring and next year."

Cohead of Policy Committee Dylan Richardson echoed, "I've been working with the committee for so long, just not in an official leadership position, so the work is not necessarily new to me—but it's really being able to say that I'm a cohead, that this is what we're doing, and being able to deliver that speech in front of the StuCo assembly [that's new]."

Some coheads also expressed that their personal experiences were linked to their dedication to their committee. Justice, Equity, Diversity and Inclusion (JEDI) Committee cohead Tristan Zhang shared, "Coming from Toronto, the most culturally diverse city in the world, I noticed many students in our school aren't aware of each other's cultures. This is why I would like to host culture nights—where different foods from many cultures are served, kind of like our club fair but with food—and talent shows for students who want to show off their backgrounds." He added, "I wanted to help show off all the types of cultures around on campus, [whether that be in the] dining halls or through different events on campus."

Policy cohead Marco Rodriguez shared that his drive stemmed from his stress of the student voice, "I just care about our community, and I care about making a difference. I'm passionate about being a voice for the students. If there's a concern that the student body has, I feel like they need someone who's willing to go to faculty and let them know that we want X and Y to happen. I know that that can't always happen, and I know that faculty have their ways for doing things, but I think it's incredibly useful both for the administration and the student body, to have someone who can just say, 'Hey, X, Y, and Z is the issue, how can we find middle ground?'"

Life Committee cohead Jannah Maguire explained what her role entails, "As a committee head, I will be working with my other committee members and the rest of StuCo to work on initiatives that the student body suggests. A lot of this role will be building relationships with and working with adults on campus to help make these changes happen."

"[The Life Committee] handles all of the dorm orders and [logistics around] adding stuff to the dining halls. Life is a committee that gets a lot done, and I

Schedule Cont.

on out-of-class work than in-class work and prioritizing having more time in between classes to be mentally ready and whatnot, has actually paid dividends and has made a lot of people much happier.”

On the other hand, although the guidelines for homework with the new pilot schedule decrease cumulative homework time per week slightly, some students still report an apparent increase in homework load. “I feel like I’m busier compared to the past two terms I’ve been at Exeter,” Yang said.

Lower Cecily Reed reported a similar experience, stating, “My homework load has been very considerable, much more than previous terms.”

“The fact that there’s more homework per class but fewer classes doesn’t change the fact that some days I might have more classes,” senior Luke Miller said. “On certain nights, I will have a lot more homework, simply because I have more classes the next day.”

“It just feels the same as last term,” he added.

Prep Chris Spencer reflected a similar sentiment. “Teachers seem to assign more homework because there are fewer class meetings,” he said. “I’m disappointed that, despite classes ending close to the same time during the winter, there is still more work.”

This apparent increase in workload often comes with a sacrifice of sleep, a part of life that is greatly sought after at Exeter. Chair of the Religion Department Dr. Hannah Hofheinz said, “I’ve also heard from a number of students saying they’re struggling with sleep since the schedule is often pushing their workload even later.”

A significant concern with the new schedule is a decrease in the number of meetings per class. Students have noticed that the new schedule has led to fewer overall free blocks, thereby decreasing the possibility of fitting other activities between classes. “The schedule has made it difficult to have a free block,” Reed said. “It’s made it hard to do things outside of class.”

With respect to in-class learning, some members of the community are also concerned that fewer meeting times may decrease the speed with which classes learn. “I would consider myself someone who appreciates less class time, but the schedule has made it difficult to study my language, Chinese,” Reed said.

Instructor in English Duncan Holcomb described that “the issue is, it seems like it will be difficult to teach a long

novel with fewer classes. I’m already tending to go with poetry and short stories, or you could spend half the term just reading a novel.”

“For English, there used to be around 40 classes a term. Now, it’s around 30 classes—that’s a considerable reduction,” Holcomb added. “I’d be curious if there’s anybody in our faculty who thinks that we can do as good a job or as full a job as before.”

For many, however, fewer meetings per day has improved day to day life. “One thing that I’ve heard a number of students say is that they feel like the daytime is less stressful,” Dr. Hofheinz said. “Students like having longer, fewer classes per day.”

Hofheinz continued, “On the other hand, the students are also finding that they have limited free periods, especially with music groups taking up time in a free format or with all the meetings that show up in blocks that would otherwise be free. So not all students are experiencing the breaks to do work during the day the way they would hope to have.”

Although there are fewer meeting times for classes, the length of each class has increased substantially. For faculty and students alike the new schedule has increased the depth of Harkness learning in class. Hartnett said, “I find the 60-minute period useful. I feel that the previous block length, 50 minutes, was sometimes too short to build any momentum.”

“Harkness discussions have benefited a lot,” Yang said. “It helps students get into the zone faster and go in-depth discussing their readings.”

Previously during the winter term, each department had a retreat day used to restructure course syllabuses and homework schedules in anticipation of the new pilot schedule. For Hartnett, there weren’t any significant changes made during the Classics Department’s retreat. “There weren’t as many changes required as we thought,” he said. “When you combine class time and homework time, the aggregate number is not very different. We were able to maintain just about the same amount of coverage and pace, just chunked up differently.”

While the previous schedule had an alternating schedule for Wednesday, the new schedule has substituted that cycle with set blocks every week. For the Wednesday schedule, students and faculty have expressed generally negative feedback, citing how the later release time can interfere with sports games.

“Last term, having two different Wednesdays felt more free,” Salaun said. “Now, with

SPRING 2024 SCHEDULE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
T 8:00-8:50	V 8:00-8:50	U 8:00-8:50	W 8:00-8:50	A 8:00-9:00
B 9:00-10:00	D 9:00-10:00	A 9:00-10:00	C 9:00-10:00	B 9:10-10:10
Faculty Meeting 10:10-11:00	CVP* or Assembly/Break 10:10-11:00	Meditation 10:05-10:35	Department Meeting 10:10-11:00	Assembly/Break 10:20-11:00
C 11:05-12:05	A 11:05-12:05	C 10:45-11:45	B 11:05-12:05	Advising 11:05-11:35
Lunch and Proctor Meetings		D 11:55-12:55	Lunch	D 11:40-12:40
E 1:05-2:05	PE1 1:05-2:05	E 1:05-2:05	PE1 1:05-2:05	Lunch and Jummah
Office Hours		Lunch	Office Hours	X 1:45-2:35
Y 2:35-3:25	PE2 2:35-3:35	F 2:35-3:35	PE2 2:35-3:35	F 2:45-3:45
Athletic Contests, Rehearsals, Clubs and Activities				
G 4:05-5:05	SPORTS AND REHEARSALS 4:05-6:00	G 4:05-5:05	SPORTS AND REHEARSALS 4:05-6:00	G 4:05-5:05
PE3 4:30-5:30		PE3 4:30-5:30		PE3 4:30-5:30
Dinner				
6:45-8:15 Music Ensembles	7:00-7:45 Student Clubs	7:00-7:45 Student Clubs	6:45-8:15 Music Ensembles	7:00-7:45 Student Clubs

* Core Values Project (CVP): Conversations about Anti-Oppression, Community Values, and Justice

PHILLIPS EXETER ACADEMY

sports commitments, some people have to leave for other schools right after classes, since the day ends at 12:55 now.”

Many more students are required to attend class for all four blocks of the Wednesday schedule, a sharp contrast to the previous schedule. “Wednesday is a massive day for a lot of people,” Holcomb said. “It’s four hours of classes on a Wednesday morning, and when you think about it, does anyone want to attend a 30-minute meditation in the middle of that?”

The new schedule features a ten-minute passing period between classes. For some students, the passing period is slightly excessive. “The ten-minute passing periods are a little too long,” Salaun said. “I often find myself just sitting out in hallways, a lot longer than I normally needed to.”

Leleux somewhat disagreed, citing the benefits of more time between back-to-back activities. “I thought the new passing periods would just be an opportunity to just

run back to my dorm or get Grill or something, and that I’d always be late to class because I’d have these delusional notions that I could get further than I actually could. But in many ways, they’ve actually allowed me to say hello to a friend in a hall and not be so crunched for time, or more academically, to be able to ask a teacher for help after class or to get comments. Overall, it’s provided more of a breather to these relationships with teachers and students.”

Advisory has been shifted from Wednesday to before lunch on Fridays. Miller sees this shift as a positive, stating “You don’t have to go to advising and return to class anymore. Now, you can go straight to lunch. It’s like a 90-minute period to relax.”

The removal of short and long blocks from the schedule has also changed the lunch line at Grainger and Elm Dining Halls significantly. Since most students are now released at the same time every day for lunch, the lines accumulate much longer than before. “I’d say another complaint of mine

with the schedule is how much the lunch lines have grown,” Salaun said. “Elm especially has gotten unbearable.”

Leleux agreed, “We don’t have long blocks anymore, and teachers have been told that they have to use the full class time in all cases. What that has resulted in is that we’re all getting out at the exact same time for lunch. And, as I’m sure we’ve all seen, the lines are often atrocious.”

For many members of the Academy community, especially faculty members, it is still too early to reach conclusions about the schedule. Hartnett said, “It’s certainly too early to tell how, in any comprehensive way, teaching and learning has changed.”

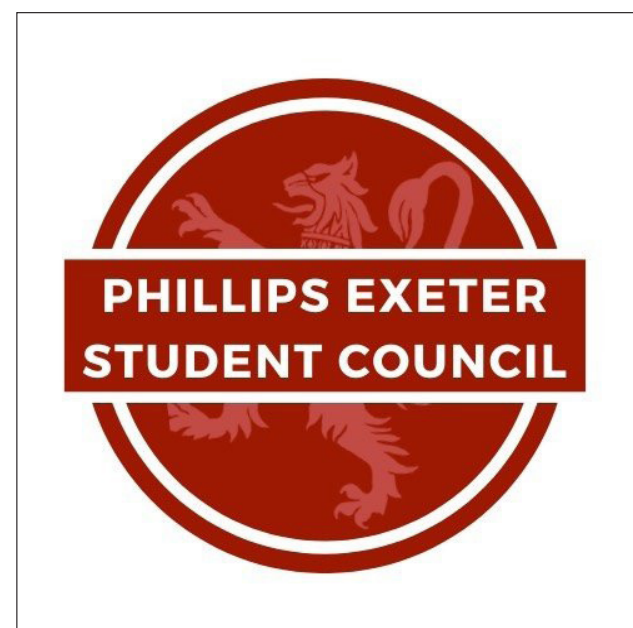
“I think it’s really too early to say how the schedule will pan out. I hope that teachers and students alike stay the course with long homework, even if it’s hard, if it’s necessary to do the learning,” Hofheinz added.

Instructor in Science Tanea Hibler reflected, “I think that people get really comfortable doing things one way

or another, so any change requires an adjustment period. And regardless of the schedule, I hope teachers, students, and administrators continue to be in dialogue about how to balance the needs of the institution with the needs of students and teachers. I hope that if this schedule doesn’t address some of the problems that came from the student surveys, then the school will continue to look for ways to improve student outcomes some other way.”

In a similar fashion, Leleux concluded, “I think the real story is how quickly opinions have flipped on the schedule. Before we entered the term, everyone hated it. And now it’s grown on me and a lot of my classmates. I think what that shows is that we can’t be afraid of change; we can’t be so stuck in our ways and we can’t complain about the schedule all the time, and then when somebody steps up to try and fix it, dog them and shame them for being so brash as to tamper with the system that we all know is broken.”

StuCo Heads Cont.



thought that I could help be an important part of the Student Council [by contributing],” offered prep and fellow Life cohead Logan Liu.

Woods detailed the specifics of the Mental Health committee, “Be-

ing able to plan events, and being in touch with people in CAPS are both things that are very important for this committee specifically. I’m mostly just excited about making people happy with these events. I think the point

of this committee is to make people’s lives just a little better on campus, so that’s what I’m excited about.”

Rodriguez explained what the responsibilities are for the Policy committee, as well as committee coheads across the council, “You have to get in contact with the other coheads, have to sit down with the Executive board, and also have to submit a budget proposal for your committee. You gotta meet with other committee members as well. Right now, what we’re doing is coming up with a schedule for our committee, for the rest of the term, [and noting the] things we want to get done.”

As for the newly appointed coheads plans and aspirations, Richardson expressed ideas on the shortcomings of the schools current dress code, and the need for a reformation. “The general idea is we want to move

back towards a more formal dress code than we have in the ebook right now because it doesn’t look good to have a written rule that we do not enforce”

Zhang eagerly shared his vision for a potential culture night, reflecting on his own past experiences with similar events. “I am most excited about a potential culture night,” he expressed. “I remember going to culture night when I was in elementary school and trying food from so many different countries all in one venue.”

When discussing his plans for the Life Committee, Liu emphasized his eagerness to initiate upgrades within the dining hall. “I’m looking forward to introducing new additions to the dining hall,” he stated with enthusiasm.

Within the Policy Committee, Rodriguez detailed plans to enhance accessibility by advo-

cating for a talent portal available in multiple languages. “That’s both for international students and for first-generation students. That will probably be a collaboration with the tech committee, but that’s something I’m really passionate about making happen,” he explained. Expounding on his aspirations for reform, Rodriguez expressed a desire for comprehensive inclusion. “Something I’ve yearned to see is, you see, the schools for further division have taken youth from every quarter as supporting youth from every quarter, right. And I think they’re doing an okay job already. But it could be better. There’s gaps to be filled. And I think that I want to have my part in being able to fix that.”

In the broader context, Woods articulated his aspirations for the Mental Health Committee’s influence, emphasizing his genuine enthusiasm for the

role. “I’m mostly just excited about making people happy with these events.” With a passion for improving the well-being of his peers, Woods eagerly anticipated the opportunity to contribute positively to the student community through meaningful initiatives and support. “I mean, I think that’s the point of this committee is to just make people’s lives just a little better on campus. So that’s what I’m excited about.”

The newly appointed Student Council committee coheads represent a diverse array of passionate individuals committed to advancing the goals of the student body. With their varied backgrounds and dedicated involvement, these coheads are here to bring fresh perspectives and drive change within their respective committees and the broader school community.

Life

» SOTW

Read about this week’s Senior of the Week: Indigo Ogiste, 6.

» FOTW

Read about this week’s Faculty of the Week: Brooks Moriarty, 7.

» REGENERON

Read about the three students who were finalists in the Regeneron STS, 8.

Senior of the Week: Indigo Ogiste



Senior Indigo Ogiste poses by a staircase in the Davis Library.

Photo Courtesy of Indigo Ogiste

By JANIBEK SUBKHANBERDIN and FORREST ZENG

Outside the Bowld’s tall doors, musicians toss their empty instrument cases to the sides and sit down in black metal chairs. These rows of groggy Exonians, hoisting mahogany violins and pearly trumpets, are the musicians of Chamber Orchestra, Exeter’s selective orchestra that rehearses every Monday at 8:00 a.m. It’s 7:55 a.m., and they are missing one cellist. The musicians glance at each other, waiting for her patiently.

Hauling a heavy cello case, she bursts through the glass doors of the Bowld, breakfast in hand. From her infectious energy, smiles stretch out on the faces of her fellow musicians, as they greet her and wait for her to finish.

Finally, Senior Indigo Ogiste sits down on her chair, stacks her cello rod

on the wooden rest, and the orchestra begins rehearsal. After a day of music, passionate work in STEM classes, and time with friends, Ogiste returns to her dorm, Bancroft, and its community.

When speaking on Ogiste’s impact in the dorm, many Bancroft residents bring up her warmth and presence as a model proctor. Upper Anya Rao explained, “In the dorm, she creates a very comforting and inviting environment.”

Echoing this description, senior Ava Lori Hudgins detailed, “Indigo is so welcoming, and I know so many underclassmen look up to her as a proctor.” Hudgins continued, “She’s the person who’s always ready for advice, for a hug, for a smile, for some food, or just to laugh.”

Associate Dean of Residential Life, Ogiste’s advisor, and instructor in biology Katherine Hernandez

reflected on how she has seen Ogiste as a member of the dorm and expanded on the previously mentioned themes. “Indigo has always been a very steady presence in the dorm,” she said.

Hernandez continued, “She is somebody who has her door open to others. She’s more than welcoming. She has this way of looking after others that doesn’t draw too much on her time yet really helps people feel like they have a home here.”

Specifically, Hernandez highlighted Ogiste’s close relationship with Bancroft’s new students, recounting that the senior makes an important effort to establish a connection with preps and make them feel welcomed.

Upon being asked to consider their favorite memories with Ogiste, students of the dorm told stories of how exactly Ogiste helped cultivate such a positive and hospitable environment. Rao, for one, recounted:

“My favorite memory with Indigo is knocking on her door at like 1:00 a.m. just to hang out with her, and we sit on the floor of her room just talking for hours.”

Touching on a similar experience, alumna Jacqueline Subkhanberdina ’23 painted a picture of Ogiste’s space. “Indigo’s cozy room, with its abundant plants, warm lights and floor pillows, became a haven for me, my senior year, and her upper year. It was always a welcoming space to unwind in, watch a movie in, and laugh.”

Hudgins, too, reminisced on her time spent with Ogiste in the dorm. “We’ve spent so many nights laughing until our stomachs hurt—I truly can’t think of anyone who makes me laugh like her—and staying up way too late in each other’s rooms.”

Lower Asha Masoudi continued along a similar thread. “Playing wavelength

with her in the common room at the start of the year was really fun,” she said.

Ogiste is known for being an extraordinarily kind person. “Indigo is the most warm, vibrant, and thoughtful person I know,” senior Anna Kim said.

“She is genuine,” upper Cam Khater reflected. “I know that when I talk to Indigo, she will tell me how it is. That’s not to say she isn’t one of the kindest people I know. She is a great person to talk to because she is such a good listener and honest person.”

“My favorite thing about Indigo is how beautiful she is. Not just that she’s stunning, but that she has a beautiful soul. She’s sunshine on a cloudy day,” stated Hudgins.

Being profound and a deep thinker are other qualities of Ogiste mentioned by many. Subkhanberdina explained, “If I could describe Indigo in one word it would be thoughtful. She is one of those rare and lovely people that when around, you truly feel cared for.” Hernandez added on to this description, “She’s tremendously fair. When she looks at something, she’s always fair in her assessment of the situation.”

For those close to her, Ogiste’s impact has been tremendous. “Without Indigo, I don’t think I would still be at Exeter. She’s given me the confidence and the strength to stick it through the hard times. She’s taught me so much about resilience and has always boosted me up when I feel low,” said Hudgins.

Upper Aveen Burney said, “Indigo is my safe space. She is maybe the most relatable person I have met and we vibe on so many different levels. She has become a person I can guard my often suppressed emotions and feelings with. It is wonderful to be in a dialogical exchange with her because we are both deep thinkers. She says exactly what I am thinking and what I have thought but in an even better and more articulate way. I also just love her laugh and her soul inside and out and sideways.”

Through her involvement on campus and her role in Exeter’s community, Ogiste has impacted many. Co-director of Chamber Orchestra, Laura Grube details the part that Ogiste has played in the orchestra. “Indi has been a rock in the orchestra, for me and for the rest of the ensemble. She is a positive presence and brings joy to the group.”

Senior Michael Zhu echoed this sentiment, remarking “She is a very

strong leader in both Symphony and Chamber. The underclassmen in both ensembles look up to her.”

Members of the orchestra reflected on the way Ogiste naturally brought joy to the ensemble; Kim explained, “I love all of our post-symphonic rehearsal library days. We are sometimes productive, sometimes not, but we have so much fun laughing about literally anything.”

Zhu also expressed his appreciation for Ogiste. “She brightens my day when she plays the cello with me.”

Considering Ogiste’s impact in the classroom, Kim reflected: “I’ve gotten to see her in our AP chem classroom and in both chamber and symphony orchestra, and she’s always hard-working and makes all our classes way more fun.”

Another sphere of campus in which Ogiste’s impact is clear to see is her advisory. Hernandez gives an account of Ogiste’s presence in the advisory: “She’s just always willing to help people and she normalizes question-asking, when I have somebody, another advisee who’s really struggling, but doesn’t want to speak up, Indigo is like, ‘Hey, what do you got?’ Like, ‘what are you working on?’ She just makes it so easy for them. She takes such good care of people.”

Senior Neil Varwandkar summarized Ogiste’s impact on campus as such: “happiness.”

As many seniors do, Ogiste has changed greatly as a person over her time at Exeter. Hudgins said, “I’ve watched her grow from 14 to 18, and I’ve seen her become more confident and learn so much, while still staying a hilarious, kind, and gentle person.”

“I’ve gotten to see Indigo grow into a leader, both as a cellist and as a person,” Grube said. “She is a strong and dedicated player, and she has stepped into a leadership position throughout this year. She has grown in confidence and thoughtfulness as she tackles difficult music and situations.”

Kim reflected a similar sentiment. “I think she’s become more confident,” she said. “She’s a leader in the many communities she serves in and a wonderful and empathetic friend.”

Cherished by many friends and members of the Exeter community, Ogiste’s warmth on campus is unmistakable. To many, she represents a beacon of kindness and hard work. Summarizing Ogiste’s presence in a word, her close friend Hudgins declared, “‘Sunshine.’ She just glows.”

Club Spotlight: Daniel Webster Debate Society



DANIEL WEBSTER DEBATE SOCIETY

By ALEX LIM, MARVIN SHIM, KEVIN THANT, and JADE YOO

Every Tuesday night, the

Daniel Webster Debate Society meets in the Assembly Hall. The debate club, named in honor of Senator Daniel Webster, is the oldest secondary school debate team

in the United States. The club practices parliamentary debate, a form of impromptu speech that forces debaters to think on their feet and master the art of rhetoric. But

to most debaters the debate team is more than that.

“I think there’s something really special about the Exeter debate team,” senior Anvi Bhatte said. Bhatte is a former cohead, and has been debating since before prep year. “I really remember the coheads that I had in my prep year, and I remember looking up to them because all of them were so poised, and had such a good way of conveying their thoughts. They created such a good community. And, now, my favorite things to do at Exeter since.”

“The people I’ve met through debate have been deeply inspirational—especially old coheads. I looked

up to their skills in debate, which motivated me to get better,” senior and former cohead Will Soh said about the club.

While reminiscing on the past coheads of DWDS, Bhatte also brought up her own experiences as a past cohead herself: “I just want to shout out all my fellow DWDS coheads. Colin, Eamin, James, and I made such a good board. Every single Monday night we would Zoom, and I was always so excited to get on those calls, because without fail, we’d stay on call for an hour just having fun and joking around. We all became pretty good friends by the end. Each person had such

unique qualities and areas of strength, and together, it made such a good, cohesive unit. And I’m just so grateful to have coheaded with them.”

Lower Lauren Lee, an Advanced A Team debater, remarked on the irreplaceable bonds, connections, and memories she had created through DWDS. “One of my favorite memories of debate is with Colin Jung. We were doing a debate drill that entailed me to ‘maverick’ against myself, speaking for all four speakers and having ten seconds in between. It was crazy, and, you know, Colin was telling me off because I was bad.”

Faculty of the Week: Brooks Moriarty



Instructor in English Brooks Moriarty smiles for the camera.

Photo Courtesy of
Exeter Communications

By SAM ALTMAN,
ADELLE PITTS, and
MEGHAN TATE ZEE

Brooks Moriarty has held many roles throughout his decades at the Academy—Instructor in English, former Dorm Head of Bancroft Hall, former Dean of Students, boys JV lacrosse coach, Exeter parent, alumnus of the class of '87—and is deeply entrenched within the Exeter community. Many within the Bancroft dorm community rely on his humor, honest advice, and—most of all—intriguing life stories, but his impact on campus at large goes far beyond the walls of Bancroft Hall.

In the classroom, many students admire B. Moriarty's passionate and engaging nature. Upper Caspar Bailey recalled, "He made English class more than just doing the readings, making annotations, and making points; he made it an interactive and a truly collaborative experience with classmates and something that you could really dive deep into and enjoy rather than checking boxes and just knocking off assignments. He ensured that the class was more interactive and breathed life into the content."

Prep Ella Fang agreed. "He's always willing to discuss and dive into the smaller stories within the bigger ones. The way he gives feedback and the way he gives advice, I think is probably some of the best I've gotten in terms of my writing."

"He gave us a lot of opportunities to come and work with him outside of the classroom. Class was really relaxed and it was a very comfortable environment," prep Artur Novaes Ferreira said.

"When I came in as a prep, he was my English teacher," said upper Patrick Snyder, whose father

was a member of B. Moriarty's graduating class at Exeter. "He was very inclusive towards the prep class. He taught us well and integrated us into the academic life of Exeter, especially the English and writing programs, incorporating descriptive language and all that. He's probably one of the best teachers that could have done that for the preps."

Instructor in English and B. Moriarty's wife Genny Moriarty explained, "He teaches the *Moby Dick* elective, and the Crime Fiction elective, which he loves, and he has been interested in the poetry of Emily Dickinson, Robert Frost, and other American poets since college."

B. Moriarty said of his own teaching experience, "I have so many favorite memories from teaching. Be it a novel, poem, play, or a short story, the students always find something fresh, something I hadn't thought about before. Whether we're talking about a prep English class and somebody notices something really important about the way the story is constructed, or in my *Moby Dick* class right now, where the students find some thorny passage and try to make sense of it and land on some incredible insight. I love those moments. And, I am so grateful to be in a place where those moments are happening regularly."

"I think he has a really good balance of being approachable and caring," G. Moriarty continued. "But he also has really high expectations for his students. Exeter has such talented and ambitious students, and when we were first considering a move to Exeter, he wanted to make sure it would still feel like they were high schoolers. That's one of the things he loves about teaching here: you

can have amazing conversations in the classroom, but it's still about working with kids."

Fang continued, "In prep year, we're only doing narratives, so it feels like most teachers follow the same formula. I think Mr. Moriarty has really gotten me to focus on writing emotion into my pieces and describing imagery without just coming out and saying it, which I feel like I've never really done before. I think it has significantly helped my writing."

Instructor in English Matthew Miller reflected on his 16 years working alongside B. Moriarty. "I can say without equivocation that Mr. Moriarty is one of the most caring and dedicated professionals I have ever worked with," he said. "He sees every student as a whole person. He is selfless, almost to the detriment of his own well-being, for he will give everything of himself and dig deep and find even more to give. He is funny and wise and patient. His kindness and empathy for others seems limitless. He is a brilliant thinker of literature and yet is so humble. He just wants the students and his colleagues to be well, to have fun, and to learn from each other."

In Bancroft Hall, B. Moriarty is a treasured part of the dorm community. Upper Aven Burney commented that, "Mr. Moriarty is a bundle of joy. He is a bucket of fun. He's very receptive and is very good at listening, processing it, and then talking about it with you. It feels like he's actually present with you and truly cares about what you're saying. He is some pure form of goodness that is hard to describe. I also like his humor, and deep down I know he has the best humor on campus."

Upper Anya Rao reminisced, "When I think

of Mr. Moriarty, I always think of our common room conversations when he talks about his times at Exeter, or of when he's on Saturday night dorm duty and we just get to sit and hear about his life, which is actually really interesting."

Dean of Students Head Katherine Hernandez, who also serves as Bancroft Hall's current dorm head, has known B. Moriarty for nine years. "He's incredibly supportive, thoughtful, and caring," she said. "He's always willing to help in the dorm, be it getting materials for beach day or really any activity."

Hernandez continued, "As an alumnus, he knows what it was like for him as a student at that time. I think that experience allows him to have a great deal of sympathy and empathy for Exonians today; he can act as a soft place to land after having had a bad day, and as a result, he's very much beloved and respected by the students."

Burney also discussed other aspects of B. Moriarty's interests she's learned about, "He loves Emily Dickinson and even taught me a life lesson regarding her and circumference. It is fascinating to see how he does such a great job translating such intellectual concepts and interests from poetry and music and philosophy into simple and beautiful life lessons and snippets of advice for everyone."

Burney added that "the guitar teacher who taught him when he was here, Mr. Sinclair, now teaches me guitar, and he now coaches alongside the lacrosse coach who coached him when he was here. He's got all of these full-circle facts and connections that are so interesting to hear about—talk about circumference."

"He's such a friendly face," said Rao, "and you

can tell by the way he carries himself around the dorm how much he loves our community."

B. Moriarty also serves as an assistant coach for the boys JV lacrosse team. Prep Antonio Serna commented, "The most admirable thing about Mr. Moriarty must be his patience. He has shown everyone, no matter their experience in lacrosse, the same amount of patience and kindness when teaching them new skills."

Snyder echoed this sentiment: "I've known Mr. Moriarty for quite a while, even before I was a prep, via my dad who was in his graduating class. When I came to Exeter, he was both my English teacher and my JV lacrosse coach. He really brings the energy to the field, but he also organizes everyone well into their roles, and he's great at communication in general. He knows when to take accountability for himself and when others need to."

G. Moriarty reflected, "I was having a conference with one of my students recently who happens to be a lacrosse player, and he said how much all of Mr. Moriarty's lacrosse players love and look up to him. That was gratifying to hear, because coaching is one of his favorite parts of the job."

B. Moriarty spoke to his own coaching, saying, "Being involved in a learning experience outside of a classroom is something I don't think I could do this job without. It is truly restorative to be outdoors, running around. Although the older I get, the less I run around, working with a coach who's one of my favorite people, Coach Hudson, and the students who are of varying skill levels is so fulfilling. At the JV level, you have really skilled players and players who are newer to the game. It's really fun to try to bring that together

and create one, united team."

Snyder continued, "I remember, when we had a game recently, and it was tied at half-time, he was bringing us together, making sure that we were one as a team. He didn't want any 'chirping'—nagging at someone for doing a bad job. He stepped in and was like, 'Boys, we have to work together as a team, because this chirping isn't going to get us anywhere other than animosity.'"

Serna added, "Mr. Moriarty really is a kind-natured coach. He teaches everyone and shows patience, never getting irritated at mistakes."

"He works at a camp over the summers in Maine and has done that for years, at the camp that he went to as a kid," G. Moriarty recalled. "When our kids wanted to go, he took a job as their waterfront director. So I think it is kind of built into his ethos—he simply loves to work with young people and mentor them, and I think that seeps into his teaching approach."

"I don't know that anyone cares as much about the students and their lives as he does," Miller stated. "He's about as good a human as I have ever met, the kind of person, the kind of father, husband, friend, and teacher you hope to be when you grow up, even if you are already an adult. This campus, this world, would be a much sadder place were he not in it."

Burney concluded, "Mr. Moriarty said this about one of his teachers; it has stuck with me since prep year and I'll say the exact thing about him: 'Everybody has their own kind of mythology in their lives and important characters. And he is one of those people—someone who gives coherence and stability and joy to your life.' That's Mr. M to me."

Achyuta Rajaram, Alan Bu, and Riya Tyagi Win Awards at Regeneron Science Talent Search



Senior Riya Tyagi was one of forty finalists for STS, earning a \$25,000 prize.

Photo Courtesy of Society for Science



Senior Alan Bu placed tenth in STS, winning a \$40,000 cash prize.

Chris Ayers/Society for Science



Senior Achyuta Rajaram won first prize in STS, out of more than 2,000 submissions.

Chris Ayers/Society for Science

By **ARYAN AGARWAL, MARVIN SHIM, KEVIN THANT, and ANDREW YANG**

The Regeneron Science Talent Search is one of the most prestigious STEM fairs for high school seniors in the United States. Thousands of students annually submit their research projects in various fields of science and mathematics. Three hundred semifinalists are then selected, based on the quality and originality of their research, to present their projects to a panel of judges. Only forty national finalists are chosen to attend a week-long event in Washington, D.C., where they present their research to leaders in their respective fields, gaining incredible experience and advice from the brightest minds in the country. This year, three Exonians were selected to become finalists at STS, marking an incredible achievement for each one of them. Seniors Achyuta Rajaram won the first prize of \$250,000, Alan Bu won the tenth prize of \$40,000, and Riya Tyagi won \$25,000 as a finalist. Each of their projects was incredibly intricate, the product of hours of hard work and dedication.

Rajaram was the winner of the entire competition and his project contributed to a widely discussed field in today's world: the interpretability of machine learning models. "Machine learning models have seen wide adoption in vision-based systems from tumor diagnosis to driverless cars," he explained. "However, the increasing reliance on such models for automated decision-making in the real world has raised questions about their comprehensibility to humans. What do vision models actually 'see' is the question."

By deconstructing the "circuits" within these large models, Rajaram believes that humans could learn more about how machine learning is able to give us incredible results, despite us not knowing how. He tested his theory with a vision model by attempting to remove "the spurious correlation between images of the text 'green,' and the color of traffic lights." This was challenging work, as this specific method had not been tested, so there was not much previous research to build off of.

Rajaram in fact describes

the most difficult part of his journey as "figuring out how to evaluate the method. With no existing 'correct' examples of circuits, most of the work was about quantitatively understanding how 'good' the automated circuits were."

Many might wonder what prompted him to take on such a project, and how he managed it. "I have always been interested in computer science, and the nature of intelligence in general," Rajaram said. "I have a hunch that the most impactful field towards the end goal of 'reverse engineering intelligence' is actually interpretability. I felt that neural networks are the natural place to study the algorithms behind intelligence; we can do 'surgery' on neural networks; with direct edits, we can perform intervention studies which would be impossible on humans. I believe that this specific project, of automatically discovering circuits, 'follows naturally' from other circuits-style work in the field, like Arthur Conny's work in language models."

He additionally found great mentorship in Dr. Sarah Schwettmann from MIT CSAIL. "She was extremely instrumental to my growth," said Rajaram, "both throughout the project, and supporting me during the finals week process itself. One moment that still sticks with me was the letter she provided, telling me to 'go kill it at STS.'"

Additionally, he commented on his experience with Exeter academics: "Most of the work was completed over the summer before my senior year, so I didn't have to do much balancing. In general, I believe that with the academic rigor of Exeter, it's important to prioritize and focus on doing what you find most interesting."

Rajaram reflected on his experience of winning, and what he would like to do in the future, saying, "I was mostly just shocked! All of the finalists were extremely talented; I wouldn't rank myself in the top ten, much less first. I think one of the security guards thought I was going to faint on stage, which was pretty amusing."

But this is not the end of the road for Achyuta's research. "I plan to continue working on automated interpretability research at Torralba lab. I hope that this work becomes a "tool in the

toolbox" of interpretability research."

Bu's project researched spanning-trees within a graph, a mathematical concept, but one which has several practical applications in fields such as physics. When describing his project, Bu explained it as putting yourself in the shoes of a railroad conductor, drawing out a map of several cities which represented vertices in his graph, as well as edges which represented "connections" or railroads. "Let's say you're also a very greedy railway conductor, so you don't want to build any extra roads that aren't necessary," said Bu. "It turns out we can abstract this idea in mathematics where this entire system is called a graph." He called a minimum spanning tree a version of the graph where one can travel from any "city" to another using the least amount of edges needed.

In particular, Bu studied how "the number of different ways you can build this number of roads signifies how complex the graph is. If there were a billion different ways to build this road system, it'd be really complicated. But if there is only one way, it's not very complicated."

Bu addressed how this idea was originally posed by physicists who were "modeling ferromagnetic systems as atomic lattices where the number of spanning trees in those lattices represent certain physical properties of the lattice like the energy or the entropy and so on." According to him, the question of a graph's complexity is incredibly difficult to tackle, which is why his research is so astonishing: he connected "two problems which don't resemble each other at all," to allow him to approach his questions. Matrix determinants, another part of mathematics found in linear algebra, showed great promise to Bu, where much of his project was based.

The most challenging part of this project was that nobody has proven the full conjecture yet. He was able to discover a one to one correspondence between connections within a planar graph and the determinant of a matrix by months of dedication.

Bu described, "As research always is, there are lots of moments of inspiration. Each time you think there's nothing more here,

and you sit for a while, you then realize that there's something more. There's always something going on at a deeper level that you haven't discovered yet. And every time you discover one piece of information, you will be looking for another. It's never just given to you, right? There's no paper out there that says: this equals to this and you should explore it."

The research was only part of the challenge involved with STS. Being selected as one of the top forty participants and exhibiting his work in Washington during the spring break proved to be just as demanding.

According to Bu, he had to give speeches one after another during the public period, thinking that he wasn't going to win when he had comparatively less judges come to him during the judging session. "There were crowds of people," he recalled. "It was crazy. There was a hoard of people. We were there for two hours, presenting our topics. By the end, none of us could speak because our throats were parched from talking too much."

Bu continued, "On public day, they have judges that visit your poster to see how good your presentation is. At the very beginning, I had very few judges, the least out of everyone. But then they had a lunch break, and suddenly there was a surge of judges coming to my poster. I didn't know what that meant because everyone else had lots of judges. I was like, it's probably over, but I'll keep doing my best because you do your best and in the end, whatever happens, happens."

In the end, Bu placed tenth in the competition. He reflected that "In research, there's plenty of times that you think you've proven something, but actually you haven't. In my research project, two and a half weeks in, I actually thought I proved the entire thing. But then I discussed it with my mentor and as I was explaining it to him, I was like, oh my god, this doesn't work. So it was a huge setback. But when things like that happen, you just stick through, and you give it your all. Even if it doesn't work in the end, the research itself was a fun enough experience. I feel like if you haven't given it your all, then maybe in the end you will regret not giving it your all. But if you have giv-

en it your all, at the end, you really can't complain about it. I think it's the best way to go about things."

Finally, Tyagi conducted a project in "investigating the mechanism of algorithmic bias in medical image settings. It's actually pretty similar to Achyuta's project," she said, "just from a different angle. The whole goal was, like all AI interpretability projects, to understand why AI models are making the decisions they're making." More specifically, she "was responding to a study in 2021 that found that AI can learn a patient's race and ethnicity from medical images that seem to contain no such indications of race or ethnicity."

Tyagi shared that she gained her inspiration from reading an article about algorithmic bias in the ninth grade. "It almost felt terrifying to think that this idea that I'd idolized so much was actually causing harm to so many people at this moment," she recounted. "People who looked like me as well. And one thing that was one of the factors, too, because at least with my project, what I actually found was that AI models perform more poorly. You can fix these AI models, but this particular AI model I was looking at performed more poorly on patients of color because of differences in darker skin pigmentation, which is a darker cordial pigmentation, which is pigmentation of the choroid, which is part of the eye behind the retina, which appears in retinal scans."

Tyagi confessed that the most challenging part of her journey was "trying to figure out and trying to explain what was going on. And the reason is because there was actually previous research that had been done, trying to understand why AI could learn race or ethnicity from these images. And they actually found nothing. So they looked at tons of biological features, like bone density or body mass index or BMI or things like that, but none of them had any correlation whatsoever. The end result of the paper was them saying that they had no idea what proxies in these images are responsible for AI's ability. And so for my project, I wanted to try to find another way in."

"So rather than considering which elements of the biology could be related to

race and could be confounders, I looked instead at which image features might be connected to race somehow. And that's how I ended up discovering that rather than biological confounders, there was actually an AI model that was performing more poorly on people of particular races."

As to Tyagi's determination, she described how she balanced Exeter academics with her STS project. "I think one thing that's really cool about STS and a ton of other science fairs as well, is you don't need to spend too long on your project."

She continued, "So I usually worked full-time during breaks and also during summer. I did a big initial part of this work over summer break in tenth grade. Then I actually had all the code for it and I ended up making tons of modifications, writing the code, etc. A little bit in eleventh grade, in the summer of eleventh grade, and that's also when I wrapped up my paper. To be honest, I didn't spend too much time during the school year."

Tyagi finally reflected on a keynote speaker at STS who "said one thing he had really focused on was pushing beyond the norm, pushing the boundaries of what people thought was possible. And not in the cliché way that we always talk about, but rather almost this idea that if you're failing, that just means if you're not getting news coverage, if your project or if your research or whatever work you're doing is not gaining traction, maybe the world isn't ready for it yet."

Ideas. Some ideas may never take fruition because some people did not have the means to do so. But only hard work can make ideas become reality, and that is what STS allowed these three Exeter students to do. In the end, the many hours they dedicated to their impressive projects paid off, not through the awards but by knowing the fact that their work could seriously impact the world. These three incredibly talented Exonians exemplify the benefit of working hard, persevering through adversity, and seeking to push the boundaries of knowledge. That will be what sends our world towards the better future that we envision for humanity.

Club Spotlight: Daniel Webster Debate Society



The entire Daniel Webster Debate Society gathers for a club photo.

Photo Courtesy of Chelsea Zhao

Although the memory appears stressful, Lauren described it as one of her favorite parts of debate: “Genuinely, I feel like that’s when you forge the closest friendships, because in the moment where you literally do not know what to say, that’s when you’re the most vulnerable. And that’s when there’s the most opportunity to grow and improve, so that’s a really great memory.”

Adding onto her story, L. Lee mentioned PODS (Practice of Debate) and her experience judging them. “I actually really love judging for PODS,” she said. “I think it’s a great opportunity to see the content of someone’s character. You really see who they are, because some people will get really stressed

and flail, or some people will become really aggressive as a way to hide their fear. PODS is a really rewarding experience because I’m able to truly understand the nature of the people around me and then give support and strong concrete feedback. And I really love showing people that I’m here to help them. I’m not trying to criticize you. I really am invested in your success.”

Senior and former co-head Eamin Ahmed added, “It’s given me a community of peers who are working towards the same idea, people who are really passionate about arguing about what we should do as a human race, as a country, or as a school.”

“Often topics were also really fun, and most rounds had a lot of energy and at least

one or two bursts of laughter,” Soh said.

Mastering the art of public speaking requires a great amount of practice and the unwavering dedication of the orator. And yet, despite the many hours it may take, conquering the podium has always proven to be a quite rewarding experience.

“I think mental agility is the most important thing I’ve taken away from debate. When surrounded by so many different people who are so smart, qualified, it’s often hard [to speak] especially around the Harkness table,” L. Lee said.

“I think it brings a great deal of confidence if you can walk into a room and you know how to debate and analyze arguments, which you

should do everywhere, in every single class and every single moment of your life. Be able to justify the choices that you make, because that’s inherently important to the way in which you live your life,” lower Jinmin Lee, an Advanced B Team debater, also stated.

“DWDS, more than anything, teaches you how to think on your feet. But not only that, it also teaches you how to make things up in a very logical and reasonable manner that is also convincing,” Bhate explained. “That’s something that I didn’t expect to learn going in, but with everything being so sudden and on the fly in drills and rounds, you really learn how to improvise.”

“The reason why rhetoric

was actually important, as Colin Jung once told me, is because you want to be able to control the room with your words,” J. Lee continued. “If you go into a group, and if you know that you can articulate yourself so well that you can probably convince anyone in the room of anything, then that brings a lot of power to yourself. But far more importantly, I would say that logic always needs to be paired with rhetoric.”

Though skill is a crucial aspect of becoming a debater, there is another essential component—passion. The debater has to enjoy what they do. However, this isn’t a problem in Daniel Webster Debate Society. This is a common theme throughout many debaters.

“I don’t think without the debate community I could be doing much else at the school, like Student Council, Mock Trial, even my grades, or my general outlook on life,” said L. Lee. “I wouldn’t have that without debate, because to do all these other things, you have to have that confidence in yourself and the belief that other people are going to be there to trust you and support you. And that’s all things that I’ve derived from the debate community.”

Upper and cohead of the Forensics Team Elaine Qiao spoke about how debate allowed her to break down societal norms and speak up, explaining, “I think it brings a great deal of confidence if, you know, you can walk into a room and you know how to debate if you know how to analyze arguments, which you’re

supposed to do everywhere. In every single class and every single moment of your life. Be able to justify the choices that you make, because that’s inherently important to the way in which you live your life.” Therefore, DWDS has sparked a passion and love for debate in many people and allowed people to open up and discover a confident version of themselves they didn’t realize they had in themselves. Everybody in DWDS is looked up to because of their welcoming nature and great love for the activity.

The art of public speaking encompasses life in many ways. Whether it may be in a meeting, on a harkness table or at a debate tournament, the skill of rhetoric and manner of eloquence is important everywhere. Daniel Webster Debate Society is a community where you not only learn the skills to better yourself and the strength of your ideas, but one of like-minded people who will all support you, because of their welcoming nature and great love for the activity.

The art of public speaking encompasses life in many ways. Whether it may be in a meeting, on a harkness table or at a debate tournament, the skill of rhetoric and manner of eloquence is important everywhere. Daniel Webster Debate Society is a community where you not only learn the skills to better yourself and the strength of your ideas, but one of like-minded people who will all support you because of their welcoming nature and great love for the activity.

Religion Department Reveals New Classes

By THE RELIGION DEPARTMENT

Since the fall term of 2022, the Religion Department of Phillips Exeter Academy has been actively engaged in a comprehensive curriculum review of what we teach and how we teach it. This curriculum review involved collaborative research to 1) investigate best practices in the study of religion, philosophy and ethics at the secondary school level; 2) reflect on past enrollment patterns as well as student desires and needs; and 3) identify what skills and aptitudes colleges are looking for in applicants. Religion faculty conducted a series of focus groups and interviews to hear from alumni, current students, faculty, administrators, college counselors, and leaders in religion, philosophy, and ethics education. The Religion Department members integrated these findings with departmental core values, goals, and objectives to identify changes that can maximize student learning experiences in religion courses.

We are excited to announce two significant upgrades:

1. Name Change: The department changed its name to “Religion, Ethics, and Philosophy” (R.E.P.) to respond to feedback that encouraged us to clarify the range of course offerings for students, parents, advisers, and College Coun-

seling. This change was approved by the full faculty in January 2024.

2. New Courses: We have redesigned three upper/senior level classes into a series of “bridge” classes, designed to provide uppers and seniors special opportunity to think through their experiences. These courses will encourage critical thinking, analysis, reflection, identity formation, and goal setting for students as they end their time at Exeter. They emphasize experiential learning opportunities that invite students to apply, experiment with, integrate, and extend the learning they have done at Exeter to imagined and real-world contexts. These three courses can be taken in tandem or in any order as stand-alone classes.

Culture and Theory in Action, offered fall and spring terms, invites students to identify, examine, and test out their own theories about how society works. If you were interested in “Book Club,” this class is designed to interest you.

We all have theories to explain why things are the way they are, and this class gives students a chance to raise questions about and experiment with both scholarly and personal social theories. Students will apply and test out theories in active learning “labs” that explore cultural dynamics on Exeter’s campus as well as broader contexts such as online communities.

Politics of Possibilities: Imagination, Play, and Alternative Futures, offered fall and winter terms, gives students the chance to imagine possibilities for individual and collective futures beyond the that are often imagined for us by policymakers and popular culture. If you were interested in “Imagining Your Future,” this class is designed to interest you.

As things such as climate change and rapid changes in technology make imagining the future even more daunting, this class invites students to use theories and practices of play and imagination to gain a better sense of agency within these realities. They’ll use readings and hands-on activities to help them play, move, and explore possibilities and take steps toward personal and collective futures they hope for.

Happiness, Fanā, Eudaemonia, Nirvana, offered winter and spring terms, invites students to consider different conceptions of happiness and develop their own questions about and approaches to living a happy life. If you were interested in “Soul Searching,” this class is designed to interest you.

The course draws from psychology, ritual studies, and a wide variety of wisdom traditions gives students opportunities to develop an understanding and practices for experiencing happiness in their present lives and beyond Exeter.

REL 530: Culture and Theory in Action

All of us participate in creating culture, and all of us are affected by culture, for better or worse. Most of us have theories to explain why things are the way they are — and how things ought to be. Sociocultural theories seek to describe and interpret the social and cultural dynamics that shape lives in today’s world. Over the term, students will discover and interrogate both scholarly and personal theories about the structures within which their lives take shape through a series of active learning “labs,” which explore cultural dynamics on Exeter’s campus and in broader contexts (e.g., city, nation, online community). Each “lab” unites grounded investigation of cultural dynamics with readings drawn from landmark contemporary scholarship and each student’s own ideation, facilitating students’ practice of developing, articulating and testing theoretical outlooks. For instance, students might investigate a technology that is widely embraced in Exeter’s student culture in conversation with Shoshana Zuboff’s *The Age of Surveillance Capitalism*. Or they might engage theorists such as Jasbir Puar to examine current world events (e.g., the crisis in Gaza, the South and Central American refugee crisis) in terms of how the language of human rights and disability is being harnessed to control and debilitate a marginalized population. The course culminates with a final project through which students identify and investigate a dynamic of their choice, with the goal of integrating and extending the knowledge gleaned from their time at Exeter. Open to 11th and 12th graders. Offered: fall and spring terms.

REL 535: Politics of Possibilities: Imagination, Play, and Alternative Futures

The future can feel so uncertain, even as it places clear expectations on us. What will my future hold? How should I prepare for life in college and beyond? What thought partners will help us “imagine and craft the world [we] cannot live without, just as [we] dismantle the ones [we] cannot live within?” How does the play of imagination create or foreclose possibilities for the future? How can we work together to be the change that we want to see? These questions can feel even more complicated when confronting realities such as artificial intelligence, climate change, persistent racism, and social changes coupled with evolving technologies. When we consider that our visions of the future often reflect those of policymakers and popular culture, these questions become even more pressing. This course offers students the opportunity to imagine personal and global futures of flourishing and liberation within the realities of today’s world. Drawing upon disciplines that rethink future possibilities such as literature, creativity studies and political science, students will craft their own visions for the future in conversation with scholars and writers such as Sara Ahmed, Octavia Butler and Ruha Benjamin. Throughout the term, students will engage in hands-on projects to ground their learning. For instance, heeding Emma Goldman’s call to dance in the revolution, students are invited to experiment with how play might open futures worth fighting for. The course culminates in a collaborative final project that invites students to envision their desired future by articulating practical steps that can be taken today to move us all toward “the world we cannot live without.” Open to 11th and 12th graders. Offered: fall and winter terms.

REL 540: Happiness, Fanā, Eudaemonia, Nirvana

Happiness has always been at the heart of human inquiry. What will make me happy? How should I live? Who shall I become? From Aristotle’s interest in eudaemonia through Sufi notions of fanā to the contemporary psychology of Haidt’s Happiness Hypothesis, this course introduces students to different conceptions of happiness and paths to achieve it. Drawing from psychology, ritual studies and wisdom traditions, the course invites students to explore the role of happiness in living a good life, cultural and societal influences on their own sense of self, and the effects of daily life rhythms and habits on personal well-being. Weaving together meaningful readings, reflective writing and activities, students will gain skills enabling them to develop a resilient understanding of happiness, along with language and practices to promote it, in their own lives today and as they prepare for life beyond Exeter. Open to 11th and 12th graders. Offered: winter and spring terms.

Exeter's Literary Community Gathers for LitFest

By ERIN HAN and ISHAAN SINGH

On Saturday, April 6, the town of Exeter hosted the annual Exeter LitFest at the Town Hall. Over the course of the day, LitFest panel members gave speeches about their works, including PEA English instructors Matthew Miller and Chelsea Woodard, as well as alumnus Adam White '01.

The night before the festival, organizers held events in preparation for the succeeding day of literature-related panels and interviews. President and founder of Exeter LitFest Renay Allen, who hosted the first LitFest in 2019, recalled the day of the festival, "It was a very busy day. Also a very busy weekend. The Friday night kickoff party for the LitFest was held at the Exeter Public Library and featured a jazz singer named Sharon Jones from Portsmouth. All of our events were free and open to the public, as we tried to be very equitable as well as featuring diverse voices."

Reyes also detailed the planning process, "Panning began in the fall where we brainstormed ideas for the spring event. We had members of our board that have literary contacts who are able to invite regional authors, and we also like to have local authors in the mix, which is a community that we are very plugged into through The Water Street bookstore. The entire board decides as a whole who the invited guests will be every year, and we very much focus on a balanced and diverse selection of people."

She continued, "We were fortunate to receive a grant this year for the first time, so we had much more of a budget. We also like to tie in the whole downtown, and Peg Aronian, wife of retired PEA science teacher Rich Aronian, had an idea to have a poetry crawl in the storefront windows. So if you walk

around downtown Exeter for the month of April, which is poetry month, you will see local authors and poets in the windows. One of the selected poets is a girl from Phillips Exeter Academy, Ariana Thornton."

The day of the festival commenced at 10:00 a.m. with an opening brunch at Sea Dog Brewing Company, followed by a family event in the Exeter Public Library hosted by children's book authors Matt Tavares and Suzanne Slade. At 1:00 p.m. the event made its way to the Exeter Town Hall where a panel of Exeter High School poets were asked questions, and featured author Ilyon Woo shared a conversation with PEA Instructor in English Courtney Marshall. Several writer panels followed, including a poetry reading event featuring English instructor Chelsea Woodard, and the festival concluded with a keynote address and conversation with author Andre Dubus III, moderated by Instructor in English Mathew Miller.

Panelists, most of whom had recently released publications, were invited to the festival through different connections. "I was asked by the organizers. It's a pretty tight literary community and we like to show up for each other," said Miller. "I've been part of it before in various capacities. This year I am excited to read some poems Friday night and I am looking forward to talking to my friend Andre Dubus III about his new book *Ghost Dogs* on Saturday. I'll also be reading at the Word Barn on Sunday."

When asked about the philosophy that he brings to his work, he added, "...I love stories. I love playing with words. I love that language gets us close to what we want to say but never gets us all the way there, so we keep on at it, hoping to fail better... with every attempt."

Woodard spoke about



Instructor in English Chelsea Woodard reads from her poetry book *At the Lepidopterist's House* at the Exeter LitFest.

Courtesy of Liz Fisher

brought her to the event: "I was asked by a former faculty member, Mr. Sneed, who is on the festival board, [to contribute]. I had a new book come out in the fall, a new book of poems, and so he asked me to be a part of a panel with two other poets, where we'd each give a reading from our most recent books."

Woodard's anthology, *A Trip To The Lepidopterist's Office*, was a book five to six

years in the making, that drew inspirations from both Woodard's personal life, and her love for the natural world. "I worked on this book for several years, probably for about five years before it felt like it was done and I started sending it out. I had written my first two books mainly while I was in my MFA program and my PhD program, when you have more time that's built in, but when writing this one, I was in real life and trying to make time for

both work and writing, so it took me a little bit longer," she said. "I worked on the book for five or six years, and then continued to revise it even after it won the Michael Waters Prize and was going to be published. Even after I won the prize, I still changed it a bunch—I took out poems, I wrote a couple of new poems—so it was kind of always evolving."

Woodard commented on the title, and her choice to hone in on a 'lepidopterist.' "I'm a big fan of Vladimir Nabokov, and he was a famous butterfly scientist and collector as well as a writer. I became more interested in him as a scientist almost, and as someone who had to live his whole life in exile than as a writer. So, the first section of this book is about different kinds of collectors. Some collectors are famous ones like John James Audubon or Jacob Grimm (from the Grimm Brothers), but then there are also just some run-of-the-mill collectors, like a metal detectorist or an articulator—the person who assembles skeletons for museums—different types of collecting."

She continued, "So the first section is about collecting, and then the book continues with those two threads. There are a bunch of persona poems that take on different real people, imagined people and also characters from myths. And then there are poems that are very personal and are more domestic, so the 'house' part of the book title. There are some poems that are very much more arm's distance and kind of observing nature, and then there are some that are really personal about my life—so just a mix."

When asked about participating in the event, White, PEA alumnus class of '01, said, "My old Exeter classmate, Katie Adams, reached out to ask if I could participate. It sounded like a fun opportunity to get back to Exeter, and since it was Katie who was asking, it was easy to say yes."

White generally writes from a perspective close to

his own real-life perspective. This is only exemplified by how his experiences from his childhood and his time at PEA shaped his love for writing.

"I always loved when I received a creative writing assignment in my English classes at Exeter. I usually tried to make my classmates and friends laugh, no matter what the prompt. I also grew up as an only child on a dirt road with no cable TV in a small town in Maine, so I guess I had to use my imagination to make my own fun," he said.

To add on, the novel that he chose to present has significant ties to his hometown as well. White said, "I'll be talking about my novel *The Midcoast*. The panel I'm on will be discussing novels set in New England, so *The Midcoast* is a good fit since it's set in my hometown of Damariscotta, ME."

This LitFest was White's first time attending. When asked about what he was looking forward to at the event, he said, "...It's always great to connect with new readers at these festivals, but I also love getting to meet new authors and read their work. I always look forward to talking about writing with other writers."

White hoped that his audiences had some takeaways from his pieces. He said, "Hopefully they'll be entertained, and then in the [sic] looking back, maybe they'll think the book was a little deeper than they realized."

Woodard also shared a sentiment on what she hopes her poems will bring about, whether it be at this year's festival or beyond. "I'm always grateful when people want to read or listen to poems. I think that's pretty cool. Maybe there's something that resonates with them." She continued, "I had a poetry professor who was very lovely, who said, no matter what else it does, if a poem doesn't make you feel anything, then it's not worth anything. So I guess I hope my poems make people feel something or think about something in a new way."



Instructor in English Courtney Marshall alongside author Ilyon Woo.

Katie Adams/
Exeter LitFest



Instructor in English Matt Miller with author Andre Dubus III.

Katie Adams/
Exeter LitFest

Sports

» **LACROSSE**

Read about how the boys varsity lacrosse team crushed Austin Prep, 12.

» **NIKE INDOORS**

Read about the 11 students who competed at the Nike Indoor Nationals, 12.

» **PRESEASON**

Read about how students prepared for the season with their teams over break, 13.

Preseason Highlight

By **MARVIN SHIM** and **KEVIN THANT**

Even before the start of the season, athletes began training over the second half of break, as Big Red athletes of several sports teams participated in their respective preseason trips. The lacrosse, golf, and softball teams traveled to sunny, humid Florida, aiming to take advantage of the brief period to practice and improve before the return back to school and the start of the new season.

The lacrosse team practiced in preseason for four days, two to three times daily. Despite the intense heat, many of the members on the team found the experience productive and rewarding. “There were a lot of practices and that really prepared us well for the season ahead,” senior and captain Aidan Olazabal said. “Preseason really allowed me to connect with all the new guys on the team.”

“I’d say there were times when I was extremely exhausted,” lower Brendan Petraco said. “But when I realized that three days after preseason, we were in much cooler weather and in much better shape, I enjoyed

lacrosse so much more because of all those experiences that I built.”

His sentiments were echoed by his teammate upper Alex Field. “The schedule was fatiguing as we usually only had an hour or two of rest between one practice and the next, which usually happened during mid-day when it was most humid.”

“But it did prepare us very well for the season,” Field continued. “We were able to get a lot of work both offensively and defensively in a short period of time. Not to mention, we played opponents, who gave us the chance to experiment with both our offense and defense, which allowed us to visualize how we could improve them.”

Despite the difficulty of the preseason programs, the lacrosse team still managed to grow as a team.

“One day, Coach Glennon called the entire team into a huddle during practice, pointed out the sunset, and ensured that we all enjoyed the moment,” Field said, describing one of the most memorable moments of the trip.

Petraco recounted, “My roommate was Churchill Salathe, and over the course of preseason I

grew close to him. We had team breakfast, lunch, and dinner. We were sitting at these tables, and I really built connections then that I never really had before with these new guys. Preseason was not just an opportunity to play with the team — growth and hard work really built a family.”

The lacrosse team was not the only team that traveled to preseason in Florida. Exeter’s golf team stayed at the Universal Orlando Resort, where athletes played rounds at four different courses over the course of three days. Afterwards, the members of the golf team had leisure time to enjoy the afternoon with the theme parks or the amenities in the hotel, making the trip productive yet entertaining.

“The preseason golf trip is something the team and I look forward to every year. After the long Exeter winter, it’s great to get some warm weather and spend time with the team,” upper Angelina Gong said. “This year’s trip was successful and had a perfect balance of golf and free time. I think I got to know some of the newer members during the trip and built relationships for the rest of the season.”

As Gong mentioned, preseason served as a time

to form and strengthen bonds between members, especially for the newer players on the team who attended the trip. “Since it’s my first year, preseason definitely helped me acclimate to the team environment,” prep Minghan Zou said. “I also made friends with some of the upperclassmen while we were playing together, which is always cool.”

“There was one day I got to play with the other older girls on the team, and that was a really nice opportunity to meet more experienced team members and hear their experiences in golf tournaments, practices, and overall life at Exeter,” prep Alicia Medina said. “It’s my first year at Exeter and I wish to get to know my team better and finish knowing I did my best to improve this season.”

Prep Emily Kim said, “Preseason strengthened old relationships, especially among us preps. The shared experiences, from all the struggles on the course to all the rides we waited in lines for and rode, definitely brought us closer together, and it was great enjoying each other’s company.”

Most found the schedule a good balance, as it gave players enough time to rest after a round of golf in the first half of the day. “We had a lot of time to play golf, but also enough

free time to hang out with the team at the resorts or in the parks,” prep Sophia Xue said. “Although there were a few days we had to wake up early to go to the course, I thought it was quite productive as it gave us more time after golf to relax and enjoy the afternoon.”

“We usually drove to the courses early in the morning which allowed us to play some holes without intense sunlight or heat and finish at around a convenient time for lunch,” Medina said. “Most days we played eighteen holes, which I found slightly rigorous as I had come from only practicing in the golf room for two hours at most.”

“With our late afternoons completely free, we went to the theme parks at Universal, which was quite fun as we got to ride crazy roller coasters, take a bunch of photos, and have some great dinners,” Kim added.

However, some members would have liked to have more practice during the day. “It could have been more productive in terms of actually getting ready into a competitive and playing mindset,” upper Paco Sze said. “I wish we dedicated more time to actually playing golf. It would have been great if the team was given opportunities to practice after the round if they wanted

and to work on aspects of their game afterwards.”

“This season is significant for many of our members,” Sze continued. “I’m personally an upper and looking forward to playing college golf. With that, my scores and responsibilities on the team have grown.”

With the end of preseason, the athletes shared their hopes and goals for the time ahead. “We look pretty good so far,” Petraco commented. “I hope we can be the best team we can be, put in the work and become just that much better.”

“This season I hope that everyone works hard, and we continue to be a really strong team,” Gong said. “But we should also try to get to know each other better and foster a supportive team environment.”

Xue agreed. “In the upcoming season, I hope to continue improving my game along with the team and to play more in competitions. I think we have a very strong team this year and, hopefully, we’ll be able to bring back more wins for Big Red.”

The difficult yet productive preseason will undoubtedly assist Big Red athletes as they head into the spring. Through hard work and dedication, the athletes are committed to a successful season.

Big Red Season Records Since March 20, 2024

Baseball JV

N/A

Baseball V

St. Paul’s School: W 10-4
Governor’s Academy: L 7-1
Tabor Academy: W 2-1
Berwick Academy: W 17-1

Crew Boys V/JV

N/A

Crew Girls V/JV

N/A

Cycling V

N/A

Golf V

N/A

Lacrosse Boys JV

Governor’s Academy: W 14-6
Exeter High School : T 4-4

Lacrosse Boys V

Austin Prep: W 15-2
Thayer Academy: L 8-5
Milton Academy: W 2-0
Tilton School: W 17-4
Cushing Academy: W 10-3

Lacrosse Girls JV

Middlesex School: W 15-12

Lacrosse Girls V

Middlesex School: W 13-7
Choate Rosemary Hall: W 19-1
St. Paul’s School: W 10-9

Softball V

N/A

Tennis Boys A V

Groton School: L 4-3
Loomis Chaffee School: W 8-1

Tennis Boys B V

Brooks School: W 8-1
Loomis Chaffee School: W 9-0

Tennis Boys JV

Governor’s Academy: W 9-0
Middlesex School: W 8-1
St. Paul’s: W 9-0

Tennis Girls A V

N/A

Tennis Girls B V

Brooks School: W 7-2

Tennis Girls JV

Exeter High School: W 10-0

Track Boys V/JV

N/A

Track Girls V/JV

N/A

Volleyball Boys JV

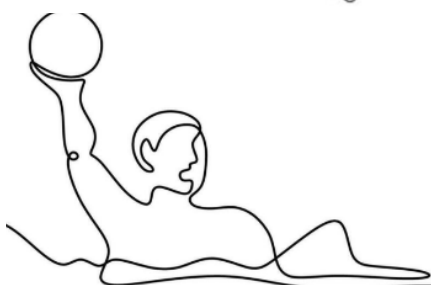
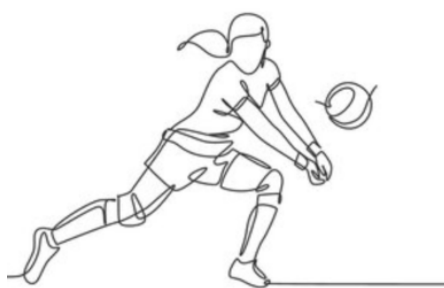
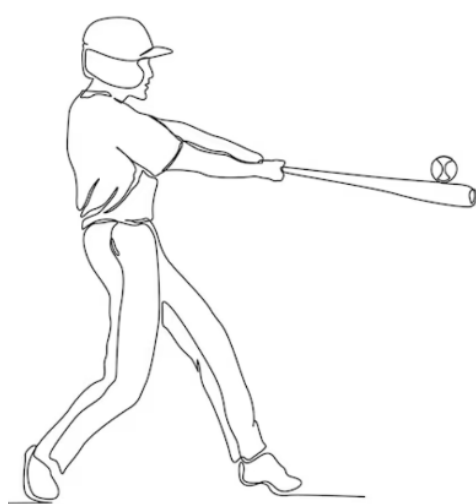
N/A

Volleyball Boys V

Choate Rosemary Hall: W 3-0

Water Polo - Girls V/JV

Deerfield Academy: L 15-6



Boys Varsity Lacrosse Smashes Austin Prep 15-2



Upper Ryan Ehr Gott (#10 on the field) evades two opponents from Austin Prep as he advances across the field.

Courtesy of @exeterathletics

By SAM ALTMAN and FORREST ZENG

Exeter's boys varsity lacrosse team kicked off their season with a 15-2 win against Austin Prep on March 22. The team expressed confidence about their team morale and the upcoming season.

"The team was able to execute for the most part on all cylinders and take a commanding lead without too many issues," upper Quinn Smith said of the season opener.

While Exeter coaches can scout information from most teams in the New England Preparatory

School Athletic Council (NEPSAC), Austin Prep is an entirely new team to NEPSAC, meaning that boys' lacrosse entered the match without prior knowledge. "They are a new team to NEPSAC, but they are very young and talented. It was a good game for us to play," head coach Bill Glennon said.

He continued, "At the start, you could see we were the better team. But, for the first half of the first quarter, it was only 1-0. I knew that if we could truly break through, we would be fine. Following that, we got two more

quick goals, and it was steady from there on out."

Upper Shane McDonnell commented on the atmosphere of the team. "As with every team on their first game of the season, I think we had some first-game-jitters, but it ended up going very well," he said.

Glennon also noted the specific performance of a few players. "The Moore twins, Ethan and Gabe, did very well. I think Ethan had five or six goals and two assists, and the captains even selected him as player of the game. We also had key contributions from Tom-

my Lombardi and Gavin Kim."

McDonnell concluded, "Overall, coming out with a 15-2 win was the perfect way to start the season."

Glennon described the composition and strategy of the team. "Our strengths are on the defensive end, and our goalkeeper is fantastic. Our three starters are all experienced uppers, and as the season goes along, we'll become better offensively as well."

He continued, "Going forward, we have what's called a 5-10 rule. We figure that if we can score

10 goals per game, and not give up more than 5, we'll have a safe margin of error. And given our especially strong defense, that strategy caters well to our team."

The match came after a pre-season training in Florida. "The trip to Florida was a good way to develop," lower Syan Desai said. "It was also a good chance to develop some team chemistry."

From the start of the season, the team has shown great teamwork. "The team environment is great," McDonnell said. "Everyone is excited to be out on the field and to

work together to win as many games as possible."

"Even the people who weren't playing much on the sidelines were very positive," Glennon commented. "That's terrific. That keeps the morale and the character of the team."

Looking ahead, the boys' varsity lacrosse team will face schools such as Thayer, Holderness, and Deerfield in April. "I am very excited for the season ahead," McDonnell said. "We have a very great group of guys with a lot of very good players. This season could be very successful."

Exonians Race at the Nike Indoor Nationals

By LOGAN BECKERLE, CARLY CANSECO, and JILLIAN CHENG

Eleven members of the boys and girls indoor track teams participated in the Nike Indoor Nationals on March 8-10 at the Armory Track in New York. Many students, including senior Byron Grevious, placed in the 5,000 meter and one-mile events with impressive times. This year, there was a split in the team between Nike and New Balance Nationals.

"It was a great event," Grevious said. "It was my third year doing it. I'm really happy to have medaled in both events and represented the school."

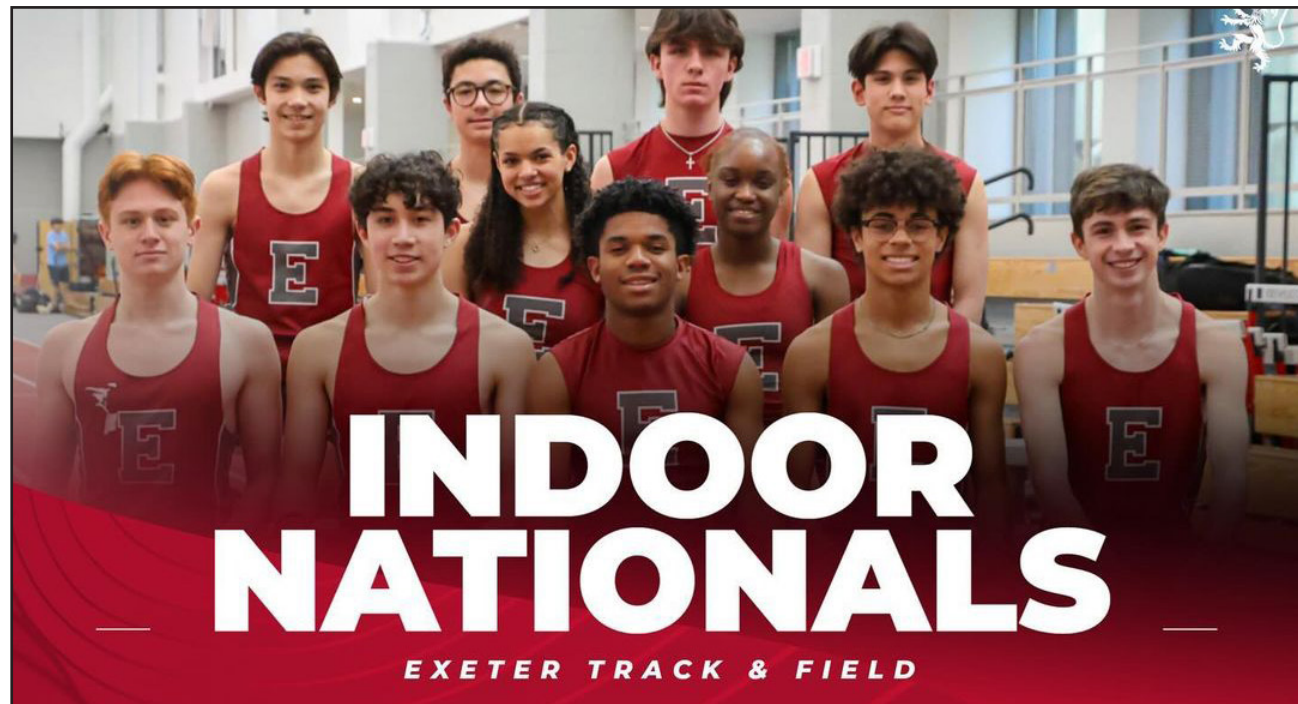
It was also not a new experience for upper Jaylen Bennett. "Competing at a competition like this wasn't my first time but it was really enjoyable. I was able to run against a lot of new competitors and also meet new people as well. I felt like the whole track community came together and just wanted to witness history," he said.

Leading up to Nike Nationals, the track team

was thriving. Senior Max Lacombe said, "Up to this point in the season, I thought I was doing really well. I had some personal records when we were at Boston University, which we do every year, and that was a lot of fun. I thought I was really building fitness well, and the training focus was great."

There was a lot of preparation and even recovery throughout the season. Upper Jannah Maguire said, "I had a really fun indoor season and was able to PR a lot, which is always great. Unfortunately, I got injured during the beginning of the season, so it meant a lot to be able to recover in time to compete at Nationals."

Grevious finished with two podium finishes and All-American times. His impressive results came from his experience competing, training throughout the season, and the support from his Exeter teammates. "I've had some time to see sort of what works with me mentally because this was my third time competing. Things weren't too new, and I was just trying to utilize the same strategies, think about all the training I've done,



The eleven students who represented Exeter at the Nike Indoor Nationals

Courtesy of @exeterathletics

and think about all the support systems and people who have supported me to get to the point where I am," Grevious said. "I was also thinking about Coach Newbould and all my teammates even though they weren't there. Just knowing they were cheering me on back home helped."

Others had also leaned on their teammates on race day. "I just told myself to trust my coaches and my training. I tried to approach my race as a good opportunity to com-

pete and show what I'd been working on in practice," Maguire said.

"While I run I usually am pretty focused on the race. I knew that this was a big competition and very important so before the race I knew I needed to switch into a different gear. I knew my friends and family were watching me so I knew that I wanted them to be happy and make them proud," Bennett said.

Located in New York, the competition venue was fresh and exhilarat-

ing to many. "Running around Central Park for some of our warmups or going into Times Square was sick. The Armory itself is also a really historic venue for indoor track, and that's where I ran at the Melrose Games, and Nike did a great job with hosting everything," Grevious said.

"The Amory was a really unique track to compete at. It's in the middle of NYC, so there's so much energy surrounding it," Maguire added.

On the other hand,

Lacombe commented, "I went to the New Balance Nationals last year, and I thought that it was a bigger event than Nike, at least. But I think that there's some novelty in the New Balance track just because it's newer. And the technology there is a little bit more advanced."

In the end, though, hard work paid off for many of these athletes. "I was confident going in and knew to trust my training," Bennett said.

Exeter Swim Triumphs at NEPSAC

By ERIN HAN and LAUREN LEE

Over the weekend of March 2-3, the Big Red swim team competed in the Division 1 New England Preparatory School Athletics Council (NEPSAC) meet, held this year at Phillips Academy.

At the end of the day, the girls' team was crowned the Division 1 champion—beginning a streak from last year's win—and the boys' team secured second place in New England. Lower Mena Boardman set a New England record with a time of 51.62 seconds in the 100-yard butterfly, and upper Ethan Guo set a pool record of 49.07 seconds in the 100-yard backstroke.

Captain Michael Yang described the team's preparation for the meet. "Leading into Easterns, the team had a quick drop taper: a short rest period followed by training right up until a few days before the meet. But for Inter-schols, we had almost a full two-week taper, so everyone was feeling pretty fresh and ready to go come race time."

"Expectations going into the meet were pretty high all around, especially coming off good performances at E/A and Easterns Championships. As a team, our goal was to place second overall in points and to try and challenge Andover for the team title," upper Rudd Day said, who hoped that the team would continue the momentum they had built up throughout the season.

Senior and captain Audrey Zhang further detailed the mentality of the team. "Our goal for the girls' team, in particular, was to repeat our team championship from last year. We had the strongest team out of the league on paper and even though we'd won against Andover the previous week, their team had a lot of depth and strength. So I knew everyone needed to show up when it would count."

Though the team was

excited to put out great performances across the board, Coach Meg Blitzshaw recognized that "everyone would need to perform well, and each and every opportunity to score points would be important."

Yang described the boys' team's strong performance throughout the entire weekend. "The highlight of the meet for me was when I, along with Ethan Guo, Lang Gou, and Rudd Day broke the school record by more than half a second in the 200-medley relay. Rudd Day had a crazy 19.94 split to close out the relay, even though we got edged out by Deerfield to get second overall in the race. It was surreal to know that my name was going up on the record board at the pool, a goal I had since the day I stepped onto our pool deck."

He added, "The boys got the runner-up position, which, while not the championship title, was the highest placement the boys' team have achieved since the start of the pandemic."

Prep Henry Wise also commented on Day's stellar finish. "A highlight of the meet was definitely watching Rudd Day go below 20 seconds in the 50 free on his relay. It was a very exciting moment for everyone."

Day himself mentioned the team's performance in the 200-yard medley relay and the record-breaking times that the team showed in the category. "One highlight for me was our 200 medley relay on the last day. We had been trying to break the school record in that relay for 2 years now, and we finally got it and ended up placing second in the race, scoring big points for the team."

Yang also expressed his congratulations for the girl's team's success. "It was amazing to see the girls' team absolutely dominate and repeat as New England Champions. Also shoutout Mena Boardman for her out-of-this-world swims in the 50 freestyle and 100 fly." Boardman shared

that her success was an exciting surprise, and that she owes much of it to the support from her teammates and family. "Going into prelims I definitely did not think I was going to be that fast. That was easily the fastest time I've ever gone in prelims before. I know that I normally drop a significant amount of time in finals, so I knew I was gonna go fast, but didn't think I was gonna go that fast in the finals."

She added, "Just having everyone there at the meet—it was really great hearing teammates cheering for me, and my parents and my grandparents were also there."

Blitzshaw highlighted a surprise that closed out the meet. "Not only did [Principal Rawson] come to Andover to watch the events on Sunday afternoon, he jumped into the pool with the girls' team as a part of the celebrations! I'm not sure any other schools can say that their head of school would do such a thing!"

"He didn't just jump into the pool, he practically flipped into the pool," Yang added. "I was shocked he did not hit the lane line with his head. Almost every team on the pool deck was in awe and cheering."

This year's NEPSAC meet marked a successful finish to a strong season. Yang described the season definitively. "Two words for this past season describe Exeter's swim team: unified and energetic. The energy was a stand-out to me this season."

He continued, "Our guys' team had six dedicated preps, whom I give credit to for bringing the energy. They are all goofy in their own way, and when you bring them together for a dual meet, they help spread their contagious energy with the rest of the team."

"Championships are not won by individuals—they require everyone to step up and consistently put in the effort to accomplish such a feat," Blitzshaw said. "A true testament to the efforts of all the athletes."



The girls and boys swim teams pose for victory shots while the coaches are caught celebrating the sweet moment.

Courtesy of @exeterathletics

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

ROXANE PARK
Editor-in-Chief

JOONYOUNG HEO
Managing Editor

AMY LIN
Director of Writing

ELAINE QIAO
Director of Design

BYRAN HUANG
ERIC LI
Chief Digital Editors

CAM KHATER
QUINN SMITH
Business Co-Chairs

NEWS EDITORS
Evan Dierberg
Bella Jin
Lucy Jung
Leo Zhang

LIFE EDITORS
Aveen Burney
Ethan Ding
Max Mantel
Hemani Stallard

OPINIONS EDITORS
Zoë Curtis
Junhyeok Jang
Allison Kelly
Tania Luchak

HUMOR EDITORS
Aveen Burney
Forrest Zeng

SPORTS EDITORS
Jack Cassidy
Rohit Kantamneni
Lily Rampe

HEAD COPY EDITOR
Jake Creelan

CRUCIVERBALISTS
Freddie Chang
Shawna Jiang

SENIOR PHOTOGRAPHERS
Austin Desisto
Amélie Hespel

ASSOCIATE LAYOUT EDITORS
Kai Gowda
Erin Han
Emily Kim
Lauren Lee
Forrest Zeng

ASSOCIATE COPY EDITORS
Isabel Evans
Erin Han
Ellen Jin
Chloé Lind
Forrest Zeng

ASSOCIATE ARTIST
Allegra Lai

BUSINESS BOARD

CHIEF ACCOUNTANT
Sophia Slosek

ADVERTISING
Leo Mizuno

OPERATIONS
Stephanie Handte
Anna Holtz

WEB BOARD

TECHNICAL DIRECTOR
Davido Zhang

HEAD SECTION EDITORS AND DESIGNERS
Emily Chai-Onn
Freddie Chang

MARKETING
Gavin Kim

SUBSCRIPTIONS
Henry Xue

SENIOR ASSOCIATES
Caspar O'Connell
Hazel Mutindwa
Kairene Ramirez

FACULTY ADVISERS
L.J. Cooper
Erica P. Lazure
Lina L. Wang

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

To submit news tips, opinion pieces, or creative work for publication, visit the website theexonian.net.

To submit corrections, visit theexonian.net.

The Exonian welcomes Letters to the Editor sent to the care of rhpark@exeter.edu.

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

» **KATEGATE**

Read prep Grace Yang's take on the KateGate drama and the ethics of paparazzi, 15.

» **STANDARDIZED TESTS**

Read lower Sam Altman and prep William Inoue's thoughts on testing, 15.

» **CHRISTIANITY**

Read lower Jinmin Lee's secular defense of Christianity, 16.

Guidelines for the Publication of Opinions Pieces in *The Exonian*

To clarify our standards for Op-Ed, the board has outlined a brief list of expectations. Ideally, a quality op-ed will . . .

- ❖ Be factually correct, clearly citing credible sources. Writers will be required to provide a list of cited sources to editors during the editing process.
- ❖ Be in some way relevant to issues or events at Exeter or with the intention of prompting conversations on campus.
- ❖ Present an argument that is original, mature, and in good faith, challenging predominant narratives or providing a new angle for said narratives on campus.
- ❖ Exclude any hate speech, which *The Exonian*, in conjunction with the Academy's E-Book, defines as irrational, uninformed, derogatory, and oppressive language directed toward or harmful to specific communities or individuals.
 - Debatable cases will be discussed by editor(s) and adviser(s) with the writer(s) to be removed or reframed.
- ❖ Be well written, with a clearly stated thesis, logical line of thought and no extraneous content.
- ❖ Undergo revisions cooperatively and in a timely manner by the direction of editors and advisers.
- ❖ Not be used as a means of self-promotion or the promotion of corporations, violence, crime, conspiracy theories, oppression, or injustice.

A Letter to Future Exonians

Dear Future Exonians,

There is a reason why this letter is an OP-ED. See, an opinion article is supposed to lay out a strong opinion on some sort of difficult issue. Unlike news articles, an OP-ED isn't written to inform. OP-EDs are written to persuade, to arouse controversy and discussion, and to present both normative and radical ideas. Importantly, OP-EDs will almost certainly make people uncomfortable. This OP-ED is no different.

Welcome to Exeter. Everything the Admissions Office has told you is true. Of course, our library is the largest high school library in the world. Of course, Harkness isn't just a teaching style, it's a lifestyle. In a nutshell, Exeter offers unlimited opportunities to pursue every passion possible. At Exeter, you will find passionate peers, resources of every kind, and a strong community. All of this is true.

What no admissions department will tell you is that Exeter is no place for the tentative. Exeter is no beautiful greenhouse where minds are tenderly grown with clean gloves and tweezers. Exeter is catharsis and angst, ecstasy and pain, bravery and fear, all sandwiched into one New England red-bricked paradise.

At Exeter, it is up to each student to take the responsibility to use the plethora of resources that we have on campus. Take debate as an example. While most schools have debate coaches and adults who manage practices, training, and resources, Exeter's Daniel Webster Debate Society (DWDS) is entirely taught and managed by students. Debate excels at it—just recently, we consecutively sent two world-class debaters to the Worlds Individual Debating and Public Speaking Championships (WIDPSC), an unparalleled feat among schools with student-managed debate clubs. It's my impression that Exonians are the most independent and remarkably proactive students in the world.

All this, though, would not have been possible without resilience and determination. Being a member of DWDS doesn't just instantly make you better. At Exeter, you are responsible for making yourself better. At Exeter, you must be 100 percent willing to fight. Nothing the Admissions Office tells you now will help you in the middle of

freezing January, encumbered by history papers and math tests. Exeter tests your passion, your drive, and your ability to beat yourself and face your limits.

At Exeter, there will always be an ace. In whatever realm of battle, there will always be someone whose confidence, energy, and skill surpasses yours. And because Exeter is a wholly collaborative experience, you will be rubbing elbows with every single genius on this campus. If you come to Exeter, you will learn the importance of humility. You will learn how to imitate others. You will learn the central role that mentorship plays in becoming a master of any craft. At Exeter, you will shed those elements of yourself that pull you back and construct new towers of intelligence and emotional maturity.

All this being said, you could come to Exeter and have a very carefree existence. You could work for only an hour a day, attend a few clubs, and rarely step out of your comfort zone. In fact, it's very easy to be comfortable in a place like Exeter. But that's like using the Mona Lisa as a carpet rug. Exeter is supposed to be a developmental roller coaster that trains the world's greatest thinkers and leaders. Hiding from that fact is a shame on our school's mission to "unite goodness and knowledge and inspire youth from every quarter to lead purposeful lives."

Exeter is a bit like this OP-ED. It isn't intended to be comfortable, to sugarcoat reality, or make everyone agree with it. Exeter presents reality to you in the form of student-centered learning, independence, and resources galore. Remember, diamonds are made under pressure. Don't come to Exeter if you aren't set on becoming a diamond.

Best regards,
Forrest Zeng



**SUNDAY 7 P.M.
EPAC FORUM
PUBLISHED ON
THURSDAYS**

CONTACT
rhpark@exeter.edu
jheo1@exeter.edu
alin1@exeter.edu

KateGate: The Ethics of Paparazzi

By GRACE YANG '27

If you were to have opened TikTok anytime between March 10 and March 23, you'd have faced a barrage of short-form content circulating a new internet phenomenon nicknamed KateGate. Swipe after swipe, millennials with wide-eyed expressions and eye-catching video captions would pop up against a green screen, yelping with shrill voices about the alleged disappearance of Catherine, Princess of Wales. A-list celebrities like Blake Lively and Kim Kardashian took to other social media platforms like Instagram or Twitter, posting references to KateGate with witty captions like "On my way to go find Kate." Social media users flooded the comment sections of videos about Kate Middleton, filling our phone screens with conspiracy theories about Kate's mysterious disappearance. But what was KateGate, really? Why were social media feeds filled with this online sensation?

Following her public appearance in Sandringham on Christmas Day with the rest of the Royal Family, Kate Middleton, also known as Catherine, Princess of Wales, exited from the public eye. On Jan. 17, Kensington Palace released a statement that Middleton was undergoing a scheduled abdominal surgery at the London Clinic. However, uproar first began following the release of an image of Middleton with her three children. March 10 is Mother's Day in the UK, and in celebration, Kensington Palace released an image of

Middleton encircled by her children—Prince George, Princess Charlotte, and Prince Louis.

However, social media users immediately noticed little flaws in the photo, which could be attributed to the use of Photoshop. The texture on certain surfaces looked unusual, and details in the image didn't line up, as if manipulated by artificial intelligence technology. The photograph was swiftly recalled by numerous news publications like AP News, CNN, and Reuters.

Immediately, the internet began to buzz with uncertainty about the validity of the reasoning behind Middleton's hiatus. Following the overwhelming response from online users, Middleton released an Instagram story apology: "Like many amateur photographers, I do occasionally experiment with editing. I want to express my apologies for any confusion the family photograph we shared yesterday caused. I hope everyone celebrating had a very happy Mother's Day."

Nevertheless, the masses remained insistent they were being deceived, and flooded platforms like TikTok with theories and analyses of the situation—some ranged from Prince William having harmed Middleton in some form, leaving Middleton deceased or in a coma, to Middleton having undergone cosmetic surgery, to Middleton making an appearance on the popular reality show *The Masked Singer*. All things considered, the public was certainly skeptical to believe the Palace's statements and did not shy away from making presumptuous assumptions

about her condition. People even went so far as to tie in the murder of Thomas Kingston, the husband of Prince William's cousin, implying he and Middleton had been involved in an affair.

Sadly, on March 22, Kate Middleton shared in a video released by Kensington Palace that, following her scheduled abdominal surgery, she had been diagnosed with cancer and would undergo chemotherapy. The public at once surged with condolences for Middleton and her family.

The entire "KateGate" situation brings to light the issues with respect for the privacy of public figures. When Kate had been absent from the public eye, she and her family were deluged with questioning and even had overly presumptuous assumptions made about their family dynamic. The Palace's silence regarding the Princess' condition was immediately inferred to have been despicable.

We've seen so many of the same situations play out. In 2022, Kit Connor, an actor on the popular LGBTQ+ young adult show *Heartstopper*, was faced with accusations of queerbaiting—having played the role of a gay teenager in the show. The accusations had arisen from Connor simply not identifying with a single label—leaving much of the public believing he was a heterosexual man profiting off queer identity. Connor was eventually forced to come out as bisexual on Twitter (now X), due to the harassment he received on social media, measures that may have caused harmful reactions from the people

in his life. Coming out on one's own terms, something that should be a joyful and beautiful moment in a queer person's life was instead a scary and involuntary experience for Connor.

Just recently, following assumptions of an unhealthy lifestyle or eating disorder after noticeable weight loss, singer Ariana Grande posted a response reminding her audience that "healthy looks different on different people" and that they had no way of knowing the innermost workings of her life and the experiences she was living through.

Even in more publicized scandals like the Sabrina Carpenter and Olivia Rodrigo controversy, in which the public inferred Carpenter to have broken up Rodrigo and actor Joshua Bassett, Carpenter faced immense hate on social media platforms because of their following's skewed views on the situation.

KateGate is certainly a reflection of these incidents. The public did not take silence as an answer, and, instead, insisted on forcing a reaction from the public figure at hand. Just as the aforementioned celebrities were pressured to either reveal information about themselves or were faced with undesired reactions from people outside of their issues, Middleton was compelled to address her condition to a global audience, stripping the matter of its personal and emotional qualities and transforming it into a public spectacle. All this is to say that we have no idea what kinds of lives famous people live. These celebrities should not face consequences as a result of



The allegedly photoshopped photo of Princess Kate

Courtesy of People Magazine

ideas about themselves that may or not be true.

It's often difficult for the average person to view anyone with celebrity status as human. Too often, celebrities have their personal and romantic lives speculated on and are even perceived as characters or playthings in the grand scheme of things. It's important to remember that superstars are also people with feelings, and it's important to respect their privacy.

Frequently, a narrative is spread that celebrities are undeserving of privacy in the same way an average schmoe like you or me is. Some argue that their favorite influencers or artists, having put themselves into the public eye so intentionally, "have had it coming" or have sacrificed this need for privacy as their occupation. Some might argue that Middleton, having married into a family whose role is so performative first and foremost, has an explanation for her absence from the public eye. This take on Middleton's situation is so deeply insensitive however which way it can be taken. Public figures are deserving of peace. The role they've taken

as performers, essentially, is not much more than a facade, and people always seem to forget this, believing their idols' personas to be the entirety of their being. We as fans or admirers of these figures need to recognize that famous people are people with lives separate from what they demonstrate on our screens.

In a situation such as Kate Middleton's, it was so necessary for her and her family to take a step back as they processed the suddenness and sensitivity of her diagnosis. The public ought not to have forced an immediate explanation from her by speculating repellent ideas or casting such a spotlight on her through paparazzi or "viral" online videos.

Famous people have a right not to be entirely candid with their followers. They entirely deserved the love and care with which similar situations are dealt with in the lives of "normal people". Middleton's scandal should have taught us the dangers of caring far too much about the lives of people with whom we've developed parasocial relationships. Stay safe out there, and mind your business!

Standardized Tests: A Standardized Mess?

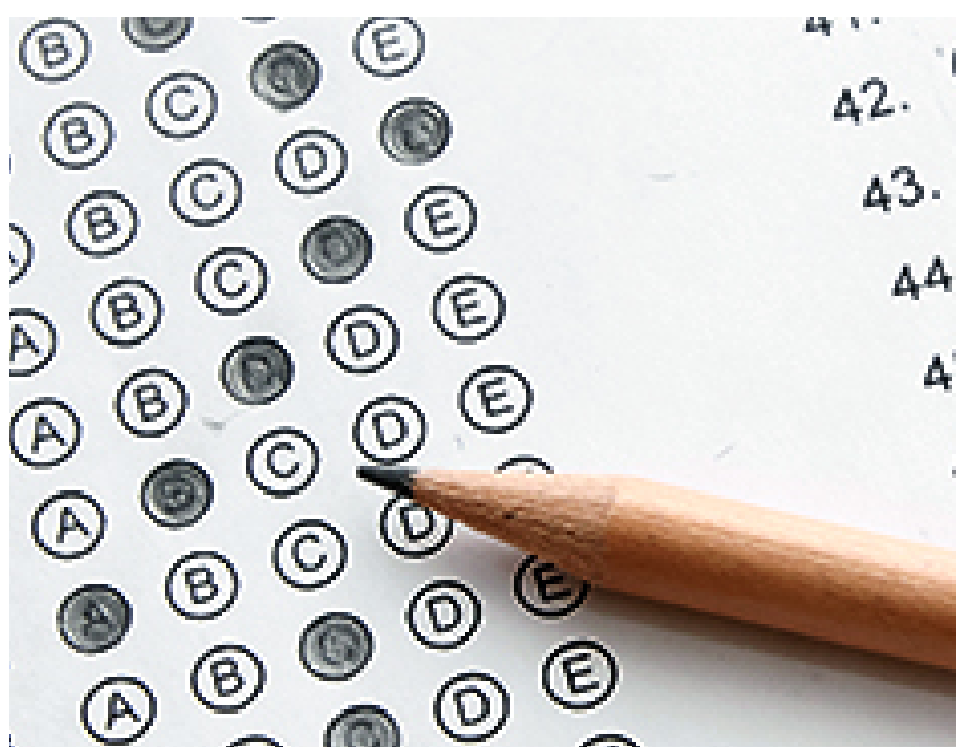


Image Courtesy of [resilienteducator.com](https://www.resilienteducator.com)

By SAM ALTMAN and WILLIAMINOUE

Standardized testing—a topic that many dread while others look forward to. For the sake of writing, standardized testing would be understood as SAT, ACT, TOEFL, IELTS, and potentially other tests colleges require. Throughout Covid, colleges withdrew their requirement of standardized tests to show their kindness and empathy toward students who may have trouble accessing testing grounds during Covid. The inability could be seen greatly in China, where the testing places of major cities shut down. Neighboring countries, such as Japan and Korea, also shut down their testing grounds.

In addition, the cost of transportation to fly to test-

ing grounds made it so that a large portion of students limited by their financial status could not produce a standardized test score to submit to colleges. In that sense, creating a test-optional status was a strategic move made during Covid, as there simply was no way for some students to take the SAT. When interviewing some friends who are currently freshmen in college, I talked about their experiences with test-optional colleges. One friend from China talked about how, during peak Covid, receiving a standardized test was nearly impossible as no testing grounds were open. He explained how he had to fly to Bangkok to take the SAT for college. He was only able to do this due to his financial status as well as his early preparation in case something went south. Others were not as

lucky as him. Another student told me he could not take the SAT because he was stuck in China without a way to visit a test center elsewhere. He was a very strong student with a high GPA and many extracurriculars, yet he could not express his true academic strengths through these tests. Hence why, during Covid, colleges becoming test-optional was a move that had to be done due to the large portion of students not being able to take the tests for financial or timely reasons.

Yet, quantitative evidence shows that students' GPAs during Covid were substantially worse than those of students pre-Covid, when standardized tests were mandated. The worse GPA could be attributed to numerous reasons, but many believe that standardized testing

is a tested and polished method of calculating a student's ability to work under pressure and develop the necessary strategies and knowledge to do well at a specific task.

Going back to test-mandatory means colleges can visualize a student in impossible ways without SAT testing. There is no equivalent to sitting in an unventilated room for hours, solving one question after another with the minute hand chasing after you. Simply put, the SAT is the tested and working method to measure a student's ability to perform in college and serves as a comparison point to compare the student with others.

It is impossible to remove standardized testing because it is the simplest form of fighting on equal grounds; it doesn't matter if you come from a prep school that specializes in putting kids in Ivy Leagues or a student that comes from homeschool since the SAT treats everyone with the same attitude and questions. Other things, such as extracurriculars and internships, all rely more or less on the financial status of the student's family. Yet, in front of the SAT, everyone is the same. In its simplest form, the SAT strips students of all advantages and disadvantages by putting them before a singular controlled test.

Yet, the counterargument against standardized testing is stronger than ever today. Many scholars argue that standardized tests can only evaluate the raw knowledge of subjects

such as math and English, claiming that standardized testing cannot evaluate creativity, problem-solving, critical thinking, or knowledge areas not on the test. Others would argue that SAT and ACTs cause test anxiety, where students perform worse than normal due to being overwhelmed and nervous about their tests. The reason for abolishing that outshone the rest was that academies specialize in SAT prepping and test-taking. While these exist, their prices are often high and inaccessible to many. In places like China, the number of SAT academies is constantly rising. These academies take a large sum of money from students in return for a higher SAT score, which is why many people and students are arguing that the SAT is becoming increasingly unfair. Undeniably, these draw the line between financially free and financially limited students.

Despite the counterarguments, the entire idea of standardized testing is ingenious and necessary. As mentioned above, it is the easiest way to get a controlled view of students. No section of the SAT requires a student to be from a certain socioeconomic status or background, nor will the test be any easier or harder because you are of a certain race. The SAT is one true metric to measure a student's ability to work under time and pressure from teachers, parents, and often themselves.

To put it frankly, test anxiety from SATs is inevitable and necessary. We are currently growing up

in an environment where we will get credit for "attempting" something, "attempting" to state your point on your paper, "attempting" to do this math question, "attempting" to use clear grammatical structures, and many, many other instances. We are in such a forgiving academic environment that we have forgotten what it is like to be held accountable for our mistakes. The SAT will not credit you for "attempting" to solve a math problem. It will either mark your answer wrong or right. This goes back to my point that standardized tests such as the SAT and ACT are simply required to maintain the necessary quality of students for colleges. Colleges recognized this as they have gone back to test-mandatory.

About the academies that aid the student in taking the SAT, I think many should realize that it is still the student in that room in front of the paper. It is not a logical reason to remove standardized testing because of discomfort or the lack of academies one can attend. There are countless free resources online that produce similar results. It is still you versus that paper at the end of the day, not your parents, teachers, and certainly not your SAT coaches.

Thus, the idea that the college board should require standardized tests such as the SAT, ACT, TOEFL, and IELTS is valuable, as they serve as an equal and fair fighting ground for students of every socioeconomic status to come and fight for justice.

A Secular Defense of Christianity

By JINMIN LEE '26

“God is dead! God remains dead! And we have killed him. How shall we comfort ourselves, the murderers of all murderers? What was holiest and mightiest of all that the world has yet owned has bled to death under our knives. Who will wipe this blood off us? What water is there for us to clean ourselves? What festivals of atonement, what sacred games shall we have to invent? Is not the greatness of this deed too great for us? Must we ourselves not become gods simply to appear worthy of it?”

19th century German philosopher Friedrich Nietzsche famously wrote this quote in his novel *Thus Spoke Zarathustra*. Nietzsche formidably attacks Christianity on two important levels. First, he emphasizes the emergence of science and rejects the existence of an “objective theological Truth.” Then, he rebukes the Church’s dogmatic and incorrect removal of the Christian burden. Finally, in a “post-Christ world,” he suggests how people could still live meaningful lives in the absence of God through a concept he coined *Übermensch*. Existentialist philosophers such as Camus, Kierkegaard, Sartre, and Heidegger extended this Nietzschean argument by offering non-*Übermensch*, post-Christ methods of finding fulfillment.

Nietzsche has three main burdens of proof. First, he must justify why radical skepticism must be applied to schools of thought outside of science. Second, he must justify that the church’s dogmatic claims are invalid. Third (and most importantly), he ought to prove how his counter-plan of *Übermensch* and existentialism is better. The reason why the third part wields so much importance is that if the Nietzschean alternative world is inferior to the Christian world, the Christian world should be preferred and not considered “dead.” Following this three-pronged format, I argue that God isn’t dead because radical skepticism does not suffice in the realm of humanities, the church’s “dogmatic misinterpretation of Jesus” doesn’t apply to the Catholic Church, and the alternative world is significantly worse, and filled with nihilism.

For definitions, Catholicism represents Christianity because of its heritage, coherency, and authority. Any other branch of Christianity deviates away from the original narrative of Catholicism and thus doesn’t legitimately represent the pure teachings of Christianity. I also recognize that people often misrepresent Nietzsche’s ideas and will try my best to avoid removing nuance.

I - The Fall of Religion: Don’t Use the Scientific Method in the Humanities

Most people today would agree that Chris-

tianity initially had a strong teleological purpose (i.e. social utility): to help understand and lessen the world’s suffering. It offered the ideal solution: the struggles in life will pay off in heaven and eternal paradise. Carl Jung, one of the most influential psychologists and philosophers of all time, studied this phenomenon deeply. But after much contemplation, he argued that people soon realized that perhaps faith alone won’t prevent unhappiness. God wasn’t a vending machine: praying to God doesn’t immediately heal all illnesses, give instantaneous wealth, or give sudden physical strength. People concluded that science did a better job of freeing people from their suffering. A medication was akin to a vending machine; it almost instantly fixed your illnesses—at least much more directly than praying to God. Thus, science’s popularity rose exponentially.

In his book, *Psychological Types*, Jung explains how the Western world woke from a deep Christian dream as science and rationality became the new metric for evaluating anything’s validity. When they woke, people felt obliged to question everything as all previous beliefs were based on a Christian foundation. Skepticism was not new—Pyrrho, the most adamant and famous skeptic—having existed since 300 B.C. However, people thought that Pyrrho was crazy for his adamant adherence to questioning everything. Nonetheless, the rise of science adopted pre-existing skepticism and legitimized it. The scientific method exists directly through skepticism: there is no “objective” Truth in science, but rather proven hypotheses that haven’t been “disproven” yet. Science operates by never beginning with an objective claim, yet rather demands its scientific community to question other scientists’ claims through experimental practice.

Christianity’s teleological relevance crumbled after science gave birth to a culture of questioning. How can one prove God’s existence with the scientific method? By the very definition of science, which only observes the “testable” reality of the world, God was pushed outside of science’s scope. This is the first reason Nietzsche gives for the death of God. We, with our invention of science, have “killed” God.

God is indeed dead as long as we view it under this scientific, skeptical framework. However, radical skepticism is ultimately counter-productive in the field of philosophy. Instead, the framework in the humanities should evaluate what makes the most logical sense. Logic and reason are the backbone of philosophy, not empirical testing. It is impossible to scientifically “test” history, literature, or any other part of the humanities. I cannot scientifically test what Hemingway truly meant in his poems, cannot scientifi-

cally test grand ideologies like socialism, and, in the same way, cannot scientifically prove whether God exists. Instead, the humanities—literature, history, and philosophy—make arguments a priori, using logic. A priori means that we can make logical conclusions without the need for empirical evidence.

Some people argue that it’s a mix of both a priori and empirical evidence. For instance, communism may sound like a good idea a priori but may be quite different in real life. However, empirical testing only serves to verify whether a logical idea, derived a priori, makes sense. In simpler terms, I’m suggesting that as long as there is infallible logic, then there shouldn’t be a necessity to use empiricism to make conclusions about the world, even if empiricism may be a good mechanism to check whether the logic made sense in the first place. Using the communism example again, I would argue that communism failed because it had imperfect logic to begin with. For instance, most communists overlooked the central idea of human nature. This style of argumentation is starkly different from claiming that both a priori and empiricism are both necessary. Empiricism is important because we can validate our ideas more efficiently, but it is not necessary to discuss the nature of philosophy.

This method of using logic a priori is by definition contradictory to scientific skepticism because skepticism doesn’t accept anything a priori; Again, science demands scientists to use empiricism to prove hypotheses through trials and experiments. Skepticism is a broken filter in the humanities because almost nothing is testable. Even almighty God can’t survive this unnecessary filter. Skepticism is the wrong metric to judge the meaning of life and suffering.

I want to be distinctly clear that I am not arguing that all a priori arguments conclude that God exists. That is a conversation for another time. My burden of proof is to simply refute the idea that the scientific method should be used to evaluate God’s existence. If I can successfully reject the framework that God’s existence relies on scientific verification, that should be enough to invalidate the main criticism against God.

Nietzsche didn’t shout that God was dead with pride, arrogance, or triumph. He lamented God’s death because he saw the negative consequences of his downfall. I don’t think Nietzsche would have fully agreed that philosophy should be evaluated with the scientific method. Instead, he and Jung merely noticed society’s culting of questioning and claimed God could not exist in this new world of skepticism. Thus, the teleological use of Christianity might have diminished from the public mind, but it is

important to understand that the criticism is invalid. Just because we can’t prove God’s existence with the scientific method doesn’t mean he doesn’t exist.

II - The Church’s Negligence of the Individual Christian Burden

Nietzsche believed the Church did Christ injustice. In his final book, *The AntiChrist*, he describes how he had nothing against Jesus himself as he believed Jesus was the ideal Christian. However, Nietzsche rejected the church’s representation of Jesus’s sacrifice. Christianity claims that Jesus sacrificed himself to bring forgiveness to everyone. Nietzsche criticized this idea because it removed the Christian burden from everyone’s lives: if everyone is already saved by believing in Jesus’s sacrifice, then why should Christians live an arduously difficult and pious life? Jesus had already forgiven humanity, so everyone was justified to do as they pleased without punishment, as long as they believed in God.

I do concede that many branches of Christianity, mainly Protestantism, preach the idea that there is only one burden for Christians: only believing Jesus died on the cross for our sins. However, this interpretation is a complete misrepresentation of God’s actual teachings. Catholicism, the main and legitimate form of Christianity, asserts the full necessity of individual Catholic burden. God judges humans with love but harshly. Humans can commit several mortal sins that would immediately send them to hell. In proper Catholicism, believing that Jesus has died for our sins is not a ticket to salvation. The only way to go to heaven is by living in God’s teachings and going to confession to confess mortal sins. In fact, by sending Jesus to humans, God has made it exponentially more difficult to find salvation. God has given an archetypal human example to emulate. It is by definition impossible for humans to become the archetypal perfect being. The concept of sin is falling below expectations: it is etymologically and literally “missing the mark” and ideal. Thus, all humans, who cannot be as perfect as Jesus Himself will live a life of sin that they must fight against with all their will. God has given humans a battle that humans are predisposed to lose. In a way, it is paradoxical; Jesus’s existence gives mankind the model to emulate but it is by definition impossible to emulate Him. It is nonetheless a necessary battle to become closer to God’s ideal. Therefore, Jesus’s life and death have significantly increased a Catholic’s burden.

I understand that Nietzsche’s criticism is mainly targeted at Protestant churches (ex. Methodists) that believe that believing in Jesus alone will bring anyone salvation. Indeed, he makes a fair objection.

However, this criticism doesn’t apply to Catholicism, the main and only source of Christianity.

III - Illegitimate Solutions to Nihilism: Existentialism Doesn’t Prescribe an Alternative

God’s death creates nihilism, which states that there is no meaning or purpose in life. Since there is no higher power or paradise in the afterlife, people lose purpose. Nietzsche astutely claims that nihilism is existentially and societally dangerous. In his book *The Will To Power*, he says, “nihilism is... not only the belief that everything deserves to perish; but one actually puts one’s shoulder to the plough; one destroys.” This quotation demonstrates how nihilism brings awareness to the bareness and lack of meaning in life; instead, nihilism encourages one’s self-destruction and even the destruction of others. Even Tolstoy, one of the best existential writers, could not reconcile life with nihilism. He writes that people “do not have to live, yet they have lived and they do live, just as I myself had lived, even though I had known for a long time that life is meaningless and evil.” Tolstoy further explains that the bravest people in society would commit suicide because there is no hope in life.

Science unfortunately cannot cure nihilism. Science is not a solution to suffering either. Of course, it is impossible to deny the positive influences of science. Transportation, medication, and security have improved exponentially after the rise of science. However, science only sets a basic layer for a good life. A life free from disease does not solve the overbearing existential void of life. What is the point of living a healthy life if there is no intrinsic meaning to it? Science does not completely solve all bodily pains and suffering either. There is still an abundance of illness, death, and many other kinds of suffering. In a world where the thereafter doesn’t exist, what must people believe in to continue their lives in times of misery?

Nietzsche, understanding this threat to mankind, suggested a solution: *übermensch*. *Übermensch* literally means overman, or “superman.” Nietzsche believed that if people can create new, subjective, and powerful values in a meaningless world and stick to them, they will become the strongest versions of themselves: their *übermensch*. However, Nietzsche critically failed to realize two errors in his prescription. First, people do not possess the ability to have such discipline to stick to their newly founded morals and values. Second, there’s no warrant for most subjective “morality.” In other words, why is the set of values one concocts legitimate? There’s no justification for self-curated ideals. There’s neither a divine punisher nor a divine lover who penalizes or

cherishes these personal values. Nietzsche indirectly concedes this point when he admires Christianity’s ability to create discipline. For Catholics, their discipline to follow God and warrant to believe in Him are inextricably tied together; a Catholic finds discipline knowing there are fires of hell if he chooses to err and follows His morals because He bestowed those morals on him.

Other existential philosophers prescribe solutions with similar arguments: Albert Camus stated that believing in religion was *Philosophical Suicide*, a disingenuous way to create meaning in life. Camus encourages people to “rebel” in the face of meaninglessness and still live life to the fullest; he coins this absurdism. He suggests people find their own meaning in life. So does Kierkegaard, although he cites religion as a powerful way to find meaning in life. Existentialists all propose that a secular, subjective meaning to life must be strictly adhered to. However, the same critique I used on Nietzsche applies to all of these thinkers. Who can find an actual human being—with all his faults and errors—able to live life with absurdism? Can someone find a secular man—out of all existential philosophers—who knows what the meaning of life is?

Even Carl Jung agreed that it is impossible to set morality and values to follow religiously (full pun intended). Again, even on a purely practical level, you can’t force a thought to change into a belief. When you’re reading this, imagine there is a large pile of cash sitting behind you. Try forcing yourself to believe it. You can’t. Because you’ve created that concept in your mind and you know it’s not true. That’s what the existentialists want you to do. Make up some meaning and call it a day. It’s extremely fickle.

One might say: but doesn’t that argument of “making meaning up” apply to Catholicism too? But explaining why Catholicism isn’t man-made fiction is a longer story. The objective of this article is to lay out why Nietzsche’s critique of Christianity doesn’t topple Catholicism. But to briefly answer the question, there has never been a period in history when people have found such meaning in life, which is an indicator of the legitimacy of Catholicism. There is no other religion in history with a recorded, direct lineage back to its founding. There is no other religion in history with accurate and historical accounts of mysteries and miracles. There is no other religion in history that has such a coherent and credible story. But even on a practical level, society cannot function without Christianity, and Nietzsche would certainly agree too.

Image courtesy of pngall.com

Humor

» **ADVICE**

Read upper Sam Altman's (humorous) advice to future Exonians, 18.

» **EXETER COMPLIMENTS**

Read lower Forrest Zeng's ratings of his nine favorite recent posts on @exetercompliments, 18.

The Crossword Corner

By **FREDDIE CHANG**
and **SHAWNA JIANG**

1	2	3	4	5		6	7	8	9		10	11	12	13	
14						15					16				
17						18					19				
20				21					22						
			23						24						
25	26	27						28					29	30	31
32								33				34			
35					36	37						38			
39					40						41				
42				43				44	45						
			46						47						
48	49	50						51					52	53	54
55								56					57		
58					59						60				
61					62						63				

ACROSS

- 1 - what month is it?
- 6 - high school that troy and gabriella go to
- 10 - sound of relief
- 14 - "it's _____ against time"
- 15 - air kiss
- 16 - fizzy drink
- 17 - this increases as a solid melts or as a liquid evaporates
- 20 - online chats
- 21 - the doorman in 'Jessie' (Disney)
- 22 Dow, Knight, Dutch, etc.
- 23 - billion_____s have lots of money
- 24 - low temperature (with a k)
- 25 - Exeter _____ (instagram account)
- 29 - our new president, rearranged
- 32 - October birthstones
- 33 - what do

- your eyes do
- 34 - British girl
- 35 - where is Paddington from
- 36 - you might use this in ART208 or ART408
- 38 - Lana Del Rey song
- 39 - parts of a circle
- 40 - spring sport rearranged
- 41 - eclipse last week
- 42 - not nah
- 43 - whit pick's home
- 46 - special articles featured in the grad Exonian issue
- 47 - from ene_____ to lovers
- 48 - lots of old people are this
- 51 - religious group
- 52 - _____-yo is 63
- Across
- 55 - New Hampshire

- holds this first
- 58 - _____ld palmers are
- 59 - j'_____ français
- 60 - a lot of elm's meat
- 61 - Taylor Swift song
- 62 - bad mood
- 63 - tasty synonym

DOWN

- 1 - next month's celebrated culture
- 2 - no preps allowed here
- 3 - "dang it"
- 4 - H2O (s)
- 5 - kind of like beans but not really
- 6 - rapper or chocolate
- 7 - Exeter is your home _____ from home
- 8 - _____ Vulcano (impractical joker)
- 9 - Pitbull is at _____, motel, holiday inn
- 10 - many authors write under a _____onym
- 11 _____ d'oeuvres
- 12 - "I'm on the _____ of my seat"
- 13 - methods
- 18 - Beck, Jade, Cat, and Andre's friend
- 19 - National Outdoor Leadership

- School
- 23 - Exeter doesn't have these
- 24 - middle of leg
- 25 - a fixed out-of-pocket amount paid by an insured for covered services
- 26 - fancy concert
- 27 - last month
- 28 - 333
- 29 - hi welcome to _____'s
- 30 - "I'm _____ you" (said angrily)
- 31 - _____ Baker
- 34 - shoes with holes
- 36 - local a capella group
- 37 - Alabama Wyoming (abbr)
- 41 - suspicious
- 43 - a city and a senior
- 44 - Sunday option at elm
- 45 - everyday option at Elm
- 46 - Alvin and Theodore's brother

- 48 - unwanted email
- 49 - a palindrome
- 50 - Fish girl's enemy
- 51 - elimination round after quarter
- 52 - THR206 studies this
- 53 - wander
- 54 - "_____ girl in the world" (Rihanna)
- 56 - goes with Yang
- 57 - comes after sigma

Advice to Future Exonians: Food for Thought

By SAM ALTMAN '26

As a new student coming to Exeter, the dining situation can be a daunting one. Whom to sit with? Cutting in lines? How many seats is too many to “reserve”? No worries, I’ve got you covered.

The first choice is deciding which dining hall to go to in the first place: Grainger or Elm Street. Lunch might as well be a bloodbath in terms of lines, so it is prudent to simply run to the one you can get to the quickest. That being said, at least Elm has two distinct lines — Grainger simply ends up usually with a bulging caterpillar of a line sticking out of it by 12:15 p.m.

Dinner, though, is a completely different story. If you enjoy vast empty spaces, little-to-no social interaction, and listening to that one group of Tetris players yell in the corner, Grainger is surely the place for you at dinner. The menus are almost always the exact same, it’s just that Elm perhaps feels a bit more homey, especially in the evening.

Elm, however, has its own problems. Suppose you go there at a popular time (especially when sports teams arrive). In that case, you will soon discover the prevalent problem of skipping: what we can only assume were once civ-

ilized Exonians turn into lawless hungry dogs in the presence of a long lunch or dinner line. Luckily for you, I know all the ways to keep them away.

Firstly, the most common mistake is immediately turning right when you walk into Elm. For some reason, the vast majority of us have an innate bias to prefer the right side, and so if you consciously turn left, not only will your line be shorter, but most of the skippers don’t care enough to think about this, so they will go to the right line.

Another way you can mitigate the harm of skippers at both dining halls is by knowing how to iden-

tify them, and thus how to avoid them. While there will always be the miscellaneous individual who breaks the rules, the real danger is the flock of girls staring at their phones who look like they are the washed-up prep posse or the classic group of 7-foot male lacrosse players who have no shame. If you ever see them, turn back, because that section of the line is about to grow exponentially.

After you finally get to the hot food section, just get your food, and go. Don’t be that one person who reaches far to the left or the right to grab a food they really wanted or accidentally missed.

Try not to make small talk at the drink station because, trust me, it’s an awkward amount of time — too much for a quick hello, and too little for any sort of life update.

When you go to sit down, you want to pick a place that somewhat matches your party size. If you sit at a long table with only two or three friends, you should expect to be completely overrun by a friend group or sports team that can’t find another space soon. And, if you opt for a high table, you should be ready to defend the other chairs at it with your life, because other students are vicious and will try to guilt you into

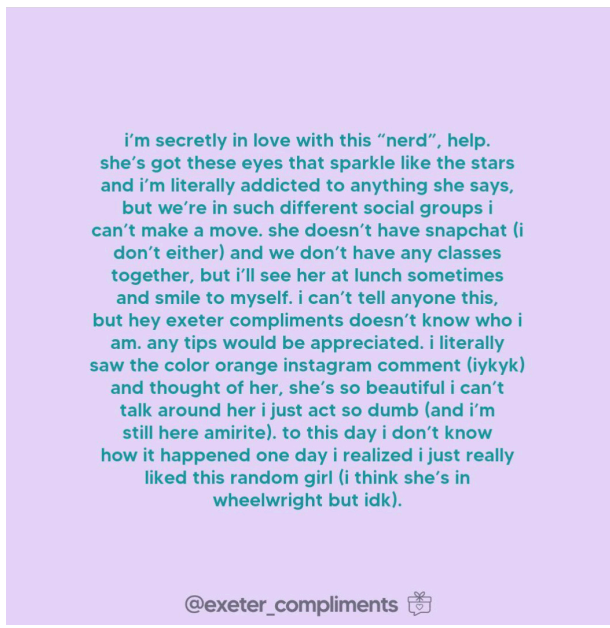
giving yours away. Finally, please clean up your questionable mustard stains and juice spills, because, by not doing so, you’re only further restricting the space people have to sit, and thus accentuating all of the above. So there it is — the delicious guide for dining at Exeter. It is a lot to chew on (no pun intended), but it should serve to teach the basics. Whatever happens though, at least something we can always count on at Exeter is that the pini press will always come in clutch, even when D-Hall shenanigans are at their worst, and that this article will always be needing an update.

Exeter Compliments

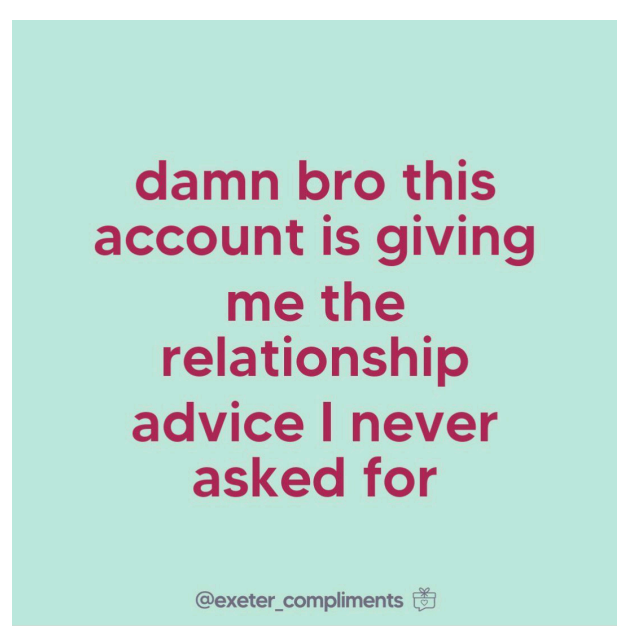
By FORREST ZENG '26



Apr. 3, 2024
8.5/10
see you at the tiktok rizz party guys



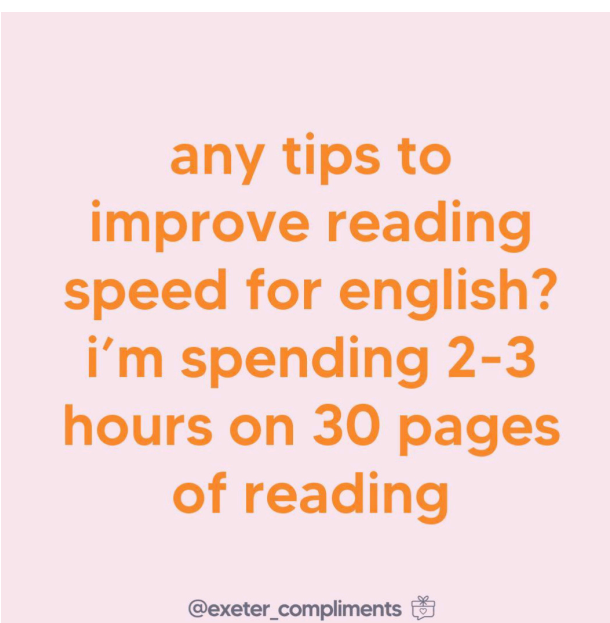
Apr. 3, 2024
2.17/10
post something normal please keep this scum off our account



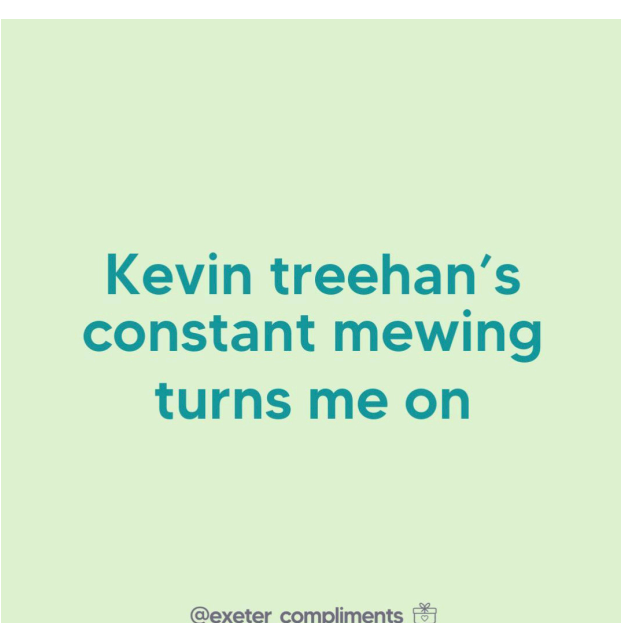
Apr. 3, 2024
3.5/10
it says something about you if ur getting relationship advice from an anonymous high school compliments page



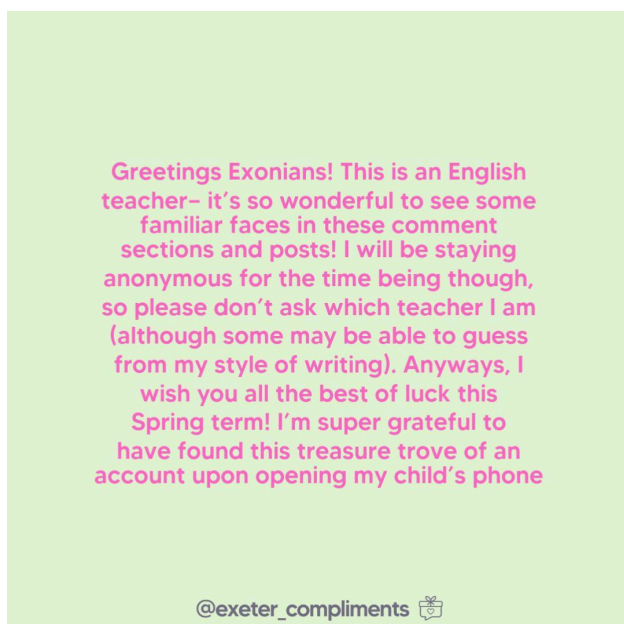
Apr. 2, 2024
9.5/10
you know who you are



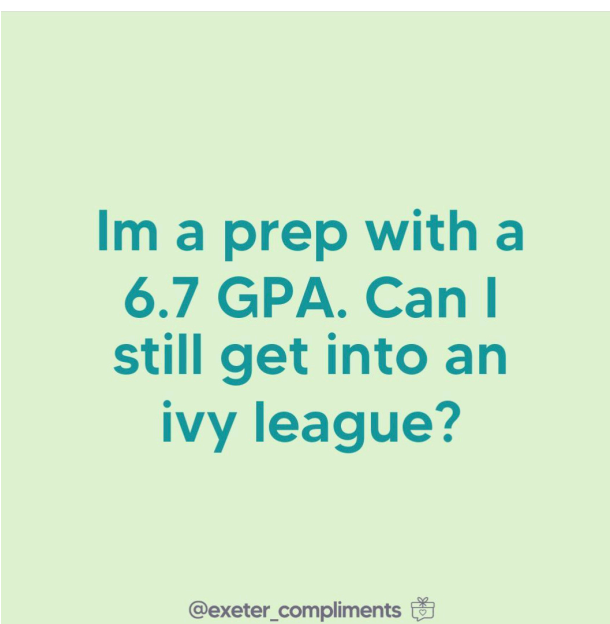
Apr. 2, 2024
4.2/10
try listening to classical music or something



Apr. 1, 2024
100/10
Hao ni



Mar. 28, 2024
-100/10
AHHHHHHHHH



Mar. 28, 2024
7/10
Yeah fr



Apr. 2, 2024
10/10
Managing editor takes the W.