

ALES/LAL

Read this week's club spotlights: Afro-Latinx Exonians Society & La Alianza Latina, 6.

SOTW

Read about the impact of this week's Senior of the Week: Esme Shields, 6.

PASS/FAIL

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Academy Holds Annual Relay for Life Fundraiser

By CHLOE LIND, LOGAN LIU and JADEYOO

On Saturday, April 27, Exeter hosted its annual Relay for Life fundraiser event. The American Cancer Society's "Relay for Life" is an event that unites communities of people directly or indirectly affected by cancer to raise funds for life-saving research. Exeter's relay invited students to participate in a relay in solidarity and featured booths hosted by clubs, dorms, affinity spaces, and athletics teams.

The rink was filled with a diverse array of foods, highlighted by the cross country team's crepes, UNICEF's cot-

ton candy, and Student Council's cookout. Booths also ran games like Hoyt Hall's high heel relay, Kirtland Society's gladiator fight, Ewald Dormitory's jail, Cilley Hall's "C-ball," and more. The highlight of the event was the Luminaria service, a presentation to honor those affected by cancer through a series of presentations and performances, followed by a walk in which the attendees held candles and silently lapped Rink A.

Upper Bella Bueno helped plan the Relay for Life by coordinating student

groups and their booths. "The entire initiative of Relay for Life is to support the work of the American Cancer Society, whose mission is to fight against cancer, celebrate survivors, and save lives," she explained. "They research cancer, support cancer patients, and ultimately fight for a world without cancer. Through all the support we got from this relay, every booth run, ticket, performance, donation, and volunteer helped support that goal."

At the Luminaria service, lower Claire Chetwynd read aloud a piece detailing her personal experience with cancer, stating, "The support I re-

RELAY FOR LIFE, 4.

StuCo Passes Landmark New Visitations Policy

By SAM ALTMAN, ISABELEVANS and FORREST ZENG

In response to an initiative by the current and former Student Council leadership, the faculty of the Academy recently voted to approve a landmark visitation reform, the first of its kind in decades.

The new policy, set to begin as a pilot program for the class of 2025, grants more privacy to senior visitations starting in January each school year. With the approval of the faculty on duty, only a small doorstop in the door is required rather than the 90 degrees needed for the rest of the students. The reforms came after an extended and dramatic campaign by the 2023-24 Student Council. It started as a campaign for an entirely closed-door visitation policy and evolved into a multifaceted policy.

"This policy gives the group of students we trust the most, the seniors, the opportunity to have more privacy in a very formative window of time," former Student Council Vice President Will Soh said.

Before the policy's passing, student sentiment for visitation reform was not new. "Student Council has been working on Vs reform nearly every year for the past handful of decades. It's always been something... from door angles to permitted hours, there's always something in the works," said former Student Council President Kevin Treehan.

Treehan continued, "It's no particular fault of the previous Executive Boards — I've been in Council since my prep year and served on one (last year as a co-secretary) that ran into the

same roadblock as always. In the past, though, I don't think most people had a good grip on what exactly they wanted and why they were fighting for it."

Former Student Council Co-Secretary Caspar Bailey described the student body's desire for greater privacy during visitations. "The privacy that the former policy afforded just wasn't enough in the eyes of the students, nor had it been for years," he said. "Many executive boards attempted to pass a new policy before we did."

A similar policy at Phillips Andover inspired parts of the policy. "One great success was our decision to work with Andover," Treehan, who traveled down to Andover, said. "They've had a much more liberal policy (closed-door for seniors starting January) for decades. It's a head-scratching thing that a school so similar to ours has found great success in something that doesn't even sound like it'd get past the first minute in a faculty meeting here. Things like this are often dismissed — 'Oh, they're just different, and we don't need to be like them' — but I thought it might be helpful to get some boots on the ground and truly understand how they managed to do it."

The 2023-24 Student Council Executive Board's concerted effort finally pushed the long-awaited policy to success. "Our top priority from day one was the visitation policy," Bailey said. "We went on to draft a proposal to present to dorm heads. Although they narrowly decided against a closed-door policy, they voted in favor of a one-year pilot 'door stop in door' policy starting in January 2025."

The policy evolved throughout the process, according to Wheelwright Hall dorm head Brandon Hew. "Members from Student Council spoke with dorm heads on a couple of occasions this year," said Hew. "The proposal was changed following these meetings and ultimately reached a presentation to the full faculty."

"There were a lot of little things we had to convince the faculty of," Treehan said. "It was everything from where legal responsibilities lay to how the logistics of permissions would work. I think one great example is the vertical housing issue. Many faculty responded to the Andover precedent by arguing that Andover doesn't have preps living next to seniors as we do. However, our research at Andover had made us realize that they did have lowers, uppers, and seniors in several dorms and that the policy still worked out fine."

Treehan continued, "After finding this out, we made sure to let each subsequent faculty we talked to know about that (it seriously helped). We also went back and got in touch with the more hesitant faculty we had already met with and reignited the conversation given the new circumstances. I think this is a great example of how this sort of persistent 'friendly salesman' approach served us well."

Although the entirely closed-door policy was changed to a wedge-in-the-door policy, the policy is still a significant achievement. "One minor setback was the rejection of a closed-door policy, but even that came with an equally significant accomplishment with the passing of the doorstop

VISITATIONS, 5.

Academy Celebrates Climate Action Day



By JILLIAN CHENG, ELLEN JIN and SOPHIE ZHU

On Monday, April 22, the Academy took a day off from classes to celebrate Earth Day and learn more about the changing climate. Students had the opportunity to participate in numerous workshops ranging from speakers to hands-on activities to keynote presentations, each aimed at raising awareness of climate change and inspiring students and faculty to take action.

Students on campus with great passions for environmental issues reflected on the importance of setting aside a day to focus on climate-centered activities. Senior Fany Hanzikova said, "I feel like it's so important to have this as a designated day without classes, and have

these workshops with people who are invested in this topic because I personally feel that it's such an important one."

Senior Ariana Thornton echoed this sentiment: "I've always enjoyed Climate Action Day. I think it's great to have one day in the year where the whole campus gets together to celebrate the environment and nature."

In addition to these positive reflections, there were also pieces of constructive criticism regarding the speakers and workshops. Reflecting on her experience, lower Tiffany Sun remarked, "The workshop I attended did a good job of keeping us engaged and introducing new ideas. However, I felt that the keynote speaker could have had a more impactful and more focused delivery."

Lower Sophie Yu also

shared her insights about the workshop she attended, titled "A Life with the Land," led by sustainable potter Al Jaeger. "He didn't bring about more awareness per se, but as we were sitting there, a lot of us had an emotional attachment to the speech, which helped inspire us to be more aware of what we're doing as we see this man who's lived for 50 years on his own, sustainably. So, I think the workshop had a very big impact."

Thornton touched on the diversity of workshops offered and her own positive experience in a workshop titled "Telling the Climate Story in a Time of Crisis" offered by TIME climate journalist Justin Worland. "I'm usually one that enjoys getting my hands dirty and doing hands-on stuff, like gardening, or removing invasive species on the nature reserve. But I was really intrigued by the possibility of hearing a climate journalist talk about his work because that's something that I might want to do in the future. So it was really insightful to learn about how he got into this line of work and what it means to him. I thought it was pretty cool."

Sun commented on the effectiveness of the same workshop, adding what she would look forward to seeing in the future. "Although

CLIMATE ACTION DAY, 4.



» **RELAY FOR LIFE**
Read about the fundraiser and view Austin DeSisto's photography, 1&3-4.

» **HANSOL JUNG**
Read about the award-winning playwright's visit to campus, 5.

» **VISITATIONS**
Read about the landmark policy reform passed by the Council, 1&5.

Weekly: A New Chapter for The Exonian

By The 146th Executive Board

If you're an avid reader of *The Exonian*, you're probably wondering, "Why am I holding a May 2 issue of *The Exonian* right now? Wasn't I just fighting through the crowds of fans to pick my copy up last week?"

Jokes aside, we don't deny that *The Exonian* no longer has the presence or competitive hype on campus that it used to. After the pandemic, the unprecedented growth of social media platforms, and the pace that news spreads over the internet, newspapers around the globe have faced an ultimatum: catch up, or fall behind.

The 144th and 145th boards made the wise decision to move from a weekly to a biweekly schedule because we were going too fast, and we needed a breath. Concerns were being raised that *The Exonian's* rigorous schedule was negatively impacting the mental health of the paper's staff in the already-stressful climate at Exeter, and the schedule alleviated this pressure.

Now, the time has come for us to join the race again. As *The Exonian's* presence on campus—from the morning carts in Agora to the stands in the library, bookstore, and the scene center—has become less frequent, it has made it more difficult for us to cover the topics and events that matter to us as a community in a timely fashion, the heart of our mission since the beginning of *The Exonian* in 1878.

By opening up communication systems between ourselves, our writers, and our editors, we are confident that we can create ways for our staff to feel heard, supported, and appreciated through their work in the paper, while pursuing their love for journalism, curiosity about the unfamiliar, and enthusiasm to inform the community.

For these reasons, The Exonian editorial staff has made the decision to return the school's newspaper to a weekly format.

In an era of unprecedented misinformation and the decline of print journalism, we believe that maintaining *The Exonian's* presence and relevance on campus is more important than ever. For the remainder of our tenure, we will strive to not only bring consistent, diverse, and relevant news in our weekly print issues, but expand through social media platforms and a new, entirely student-programmed website to leave a lasting positive impact on *The Exonian* and the Exeter community.

We encourage everyone—prep or senior, day stud or international, STEM whiz or history buff, athlete or pro dancer—to join us in this journey. We are so grateful for and proud of our current staff writers, experienced editors, talented artists, and creative designers, and would love to have any, or every, one of you join our team.

But you don't have to join *The Exonian* to have a voice. We welcome all suggestions, from article topics to opinions pieces and creative artwork, which can be submitted through the QR codes below.

As always, we are thankful for your continued support of our publication. Please cheer us on as we enter this new phase in *The Exonian's* history.



**To Submit to The Exonian,
scan this QR code or use the link**

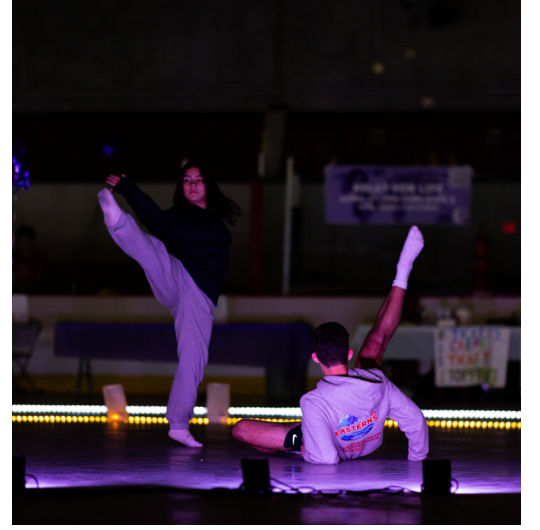
theexonian.net/submit-to-the-exonian/

**We welcome all news tips, opinions pieces,
and creative writing & artwork from mem-
bers of the Exeter community, from students
and faculty to parents and alumni.**

RELAY FOR LIFE

April 27, 2024

Photography by
AUSTIN DESISTO



Courtesy of @pea.stuco

Relay for Life Cont.



received after sharing my experience felt so special. I got texts, hugs, and calls from plenty of students, including those I had never spoken to until today. I could feel the attention of the audience, I felt heard. I'm usually nervous about sharing my medical history, since it's usually followed by a lot of questions, but Exeter has grown my confidence so much that I felt eager to share. If my speech helped just one person care about cancer more, then I would consider it a win." Relay for Life allowed students to share their unique cancer experiences while healing and spreading awareness.

Chetwynd also remarked, "For me, the Relay represents all the research that went towards my own treatment for subungual melanoma. I wanted to go to the event and speak to share my experience with having a rare cancer at a young age and how that evolves over time, now growing up with permanent scarring." The brave confessions and lived experiences that students shared aided the event in achieving its goal of spreading awareness.

Booth leaders spoke positively of the event. Upper Laura Saldarriaga led Hoyt Hall's booth and remarked that it "helped spread awareness, and the performances particularly were great." She added that "communication was wonderful, the people in charge were constantly emailing us and making sure we knew what we were doing."

Upper Elizabeth Christiansen reflected on the event, saying "The event was super well coordinated and it made setting up and cleaning up [relatively] easy."

Participating students greatly enjoyed the relay. Prep Connie Thomas shared that "the silent lap was sentimental, and allowed those attending to reflect on just how many lives cancer has touched. I thought it was very special."

Prep Daniella Mendez commented on the event, "Relay For Life was extremely fun and had many booths but I think that people still remembered the true meaning of the event. It was so amazing to see people come together for a shared reason of spreading awareness and

supporting."

Prep Melia Thibault also was fond of the Relay, stating that she "decided to go to this event because it looked super fun and it supports a good cause." Her favorite aspect of the relay was the meaningful Luminaria walk.

Both Mendez and Thibault enjoyed the Hoyt High Heels Racing booth greatly, with Mendez stating, "I would've thought people would be hesitant to run around the rink in high heels, but so many people just wanted to have fun with their friends and support the booth and cause! It was so nice seeing people laughing, running, and yes, at times tripping."

Despite the tremendous success of the event, several people remarked that it could've been executed better. Mendez stated that she wanted "better sound since [she] couldn't really hear much from the far right side of the rink."

Thibault added that she wished the Luminaria ceremony was near the beginning or the end, as having it in the middle appeared "jarring" to her.

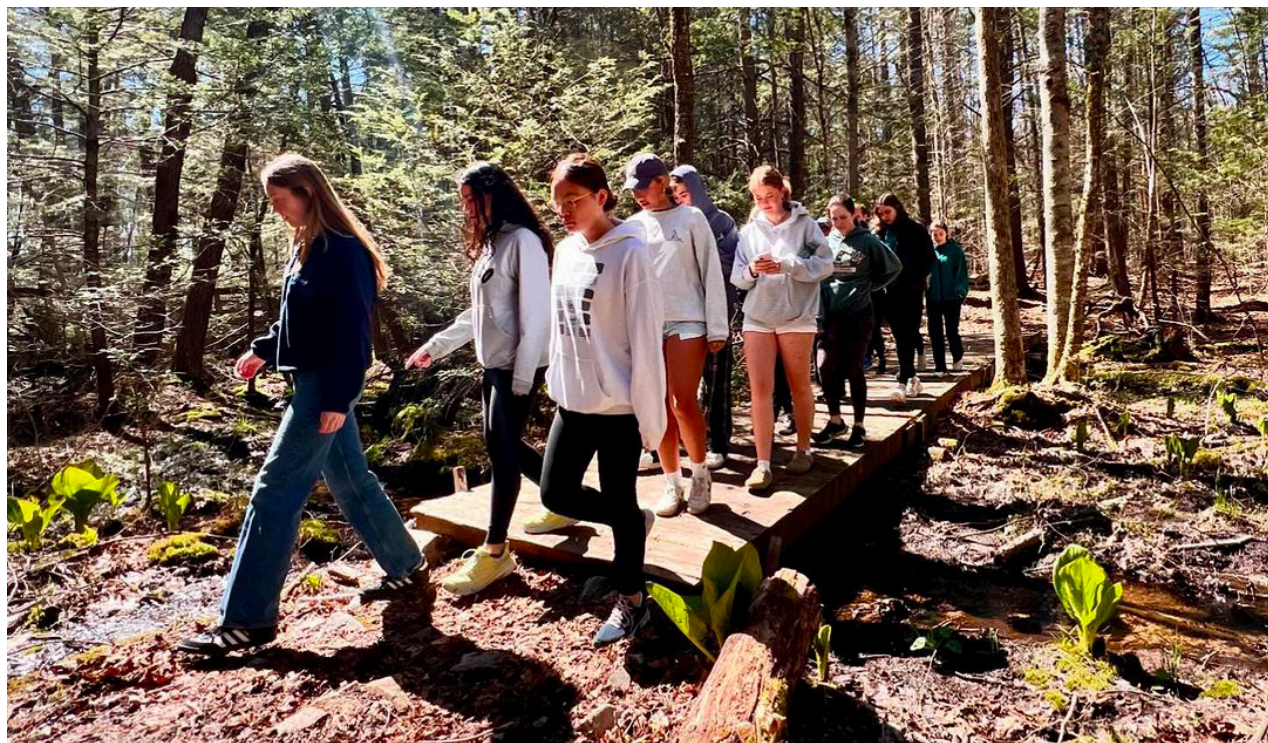
"Luminaria definitely deserves more advertisement," said Chetwynd. "In my opinion, it's the most meaningful part of the event; it's where participants of the Relay get to learn more about where their donations are going and why, exactly, it's important to care about cancer. It would be fantastic to open Luminaria to more performers, or to some form of audience participation. The reading of the names is so special, and watching the tea lights flicker on pulls it all together; it would be fantastic if we had some more emphasis on the ceremony portion of the Relay."

Relay for Life fundraised for a worthy and important cause. The organizers and booth leaders allowed the event to operate successfully, and everyone who attended brought great energy. The attendees, organizers, and all of the Exeter community rallied to support the Relay for Life and American Cancer Society in its mission to improve the lives of people with cancer and ensure everyone has an opportunity to prevent, detect, treat, and survive cancer.

To support Exeter's Relay for Life initiative, please donate at the following link:



Climate Action Day Cont.



I agreed with most of it, I'm not sure that I learned many new things, as most of the topics were pretty vague and didn't go into detail about many subtopics. So, if there was a researcher or scientist with interesting research to show us how we can or they have contributed, that would be interesting."

"I think it would be more interactive to do things we are actually interested in doing," Yu commented, reflecting on the effectiveness of the climate activities on the student body. "That will also inspire us to see what climate change is and how we can live more sustainably rather than having a keynote speaker trying to instill that in us when we're not interested. I feel like when you're not interested, you're not going to be interested in doing anything about it."

Hanzikova shared a desire that more students would become empowered to take action

after the day's activities. "I am very interested in this topic and I care, but I don't know how many people may care more or take action. I hope that there was some sort of momentum of caring. I feel like it's so nice to show how Exeter cares and wants its students to care. I feel like the care is the important element," said Hanzikova.

After the workshops concluded, students were required to attend a final closing assembly held in the Assembly Hall. Two of the presenters at the closing assembly, upper Tania Luchak and Hanzikova, began their journey with an observation of the recycling bins on campus—the contamination. Despite the multiple trash bins, students were inadvertently throwing food in with recyclables.

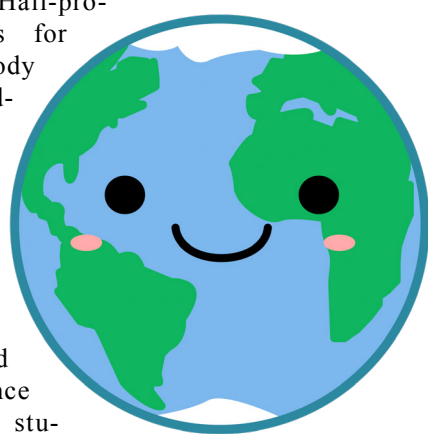
Hanzikova highlighted the genesis of their project, stating, "We recognized this as an issue. So we basically made this commitment [to address it]."

Their efforts to implement a separating station and put up posters were initially met with no results, and they quickly shifted to education to get people to care about their cause. "I feel like the minor choice of, 'I actually should put it in this bin,' can make such a big impact on our campus and everything," said Hanzikova.

Upper Victoria Liu subsequently shared a self-produced video, "A Day in the Life of a Grill Cookie," to recognize the unseen Dining Hall staff, and the day concluded around 3:30 p.m. with Dining Hall-provided pastries for the student body to enjoy, including brownies, cream puffs, and thousands of the famous Grill cookies.

Thornton emphasized the importance of supporting student-led climate ini-

tiatives on campus to sustain the momentum of Climate Action Day. "One thing that I think is important is that Climate Action Day is powered by students. Exeter can continue supporting our student environmental action clubs on campus, and the work that students want to spearhead. We heard just a couple of examples, at the ending assembly, and those were really cool projects that students were working on. [I believe the Academy should keep] supporting student creativity and ingenuity."



Korean Playwright Hansol Jung Invites Exonians to Embrace “Weirdness” at Morning Assembly

By JINMIN LEE, LILY RAMPE and LEONXIE

At the schoolwide assembly on Friday, April 26, renowned South Korean playwright and translator Hansol Jung addressed the student body about how her childhood impacted her life philosophy to become bolder and more unique. Following her speech, she opened the floor for questions from the audience and spoke one-on-one to students after her assembly.

Jung, the Academy’s Haley Lecturer this year, is currently a member of the Ma-Yi Theater Writer’s Lab, and during her career, she has written six plays and translated more than 30 English-language musicals into Korean. She has also been a writer on two television series, including Netflix’s *Tales of the City* (2019) and the critically acclaimed *Pachinko* (2022). Jung is the winner of the 2017 Helen Merrill Award for Playwriting, the 2018 Whiting Award for Drama, the 2020 Steinberg Playwright Award, and a 2024 Off-Broadway Theater Award in playwriting. Her works combine her knowledge of her native South Korean history and culture with commentary on the state of major social issues such as the adoption system, women’s rights, LGBTQ+ rights, and racism.

In her talk, Jung introduced students to her life story: although she was born in South Korea, her family moved to apartheid South Africa at a young age. When she eventually moved back to Korea, she struggled to adjust to Korea’s edu-



Austin DeSisto / *The Exonian*



Austin DeSisto / *The Exonian*

cation system and social norms. Even though she didn’t feel comfortable in her own skin and even resented how other people thought she was “different,” she embraced her “weirdness.” Reflecting on this experience, she highlighted how “weirdness” was not a negative word, and encouraged students to rethink the

word as an individual’s unique set of experiences and thoughts that give them a special insight into the world.

Students found her speech encouraging self-acceptance empowering. “I found the idea of creating these ‘weird’ characters that people love and embracing weirdness and who you

genuinely are to be inspiring,” recalled lower Dylan Richardson.

“I liked hearing her talk about writing and how she always channels her inner ‘weirdness’ in a good way,” agreed upper Catherine Yan, whose English class is reading Jung’s *Wolf Play*. “Since *Wolf Play* had a style I had never encountered before, I enjoyed hearing where she drew her inspiration from.”

Lower Benny Wang concurred, saying, “I was thrilled to see what led her to write a play involving unusual characters, like the wolf puppet; in my English class, we discussed the wolf’s intentions and motivations extensively. Jung’s speech powerfully elucidated why she made her stylistic choices.”

“Her opinions on ‘weirdness’ helped me unpack the symbols and imagery in her play that I initially didn’t understand,” said upper Leo Mizuno. “Some of the graphic imagery was shocking at first, but I was able to grasp the significance of her ideas after her speech.”

Teachers also expressed their excitement for Jung’s speech. “I loved Jung’s discussion of weirdness, and I think it paired so well with the characters and the style and structure of *Wolf Play*. I chose this book because I knew Hansol Jung was visiting this spring, and I think it is wonderful when my students can meet and interact with those who write the texts we read in class,” said Emily Quirk, an English instructor who taught Jung’s play in class.

Instructor of English

David Rhee, who invited Jung and introduced her at the beginning of the assembly, agreed and conveyed his enthusiasm: “On top of her excellent original plays, I was especially interested in bringing her to Exeter because she’s been an integral part of a growing interest in theater in Korea. She has translated over 30 English-speaking musicals into Korean, and those interested in plays and theater know her impact on the community.”

From reading this book, animated Harkness discussions took place. “I loved discussing this play in class because we read it together in class. It was fun to see students take on the personas of the characters and have fun with the acting bits. Plus, this book brings up some discussion-worthy topics (i.e. misogyny, gender politics, gay rights), so it was important for my

students to make sense of those themes together at the table,” Quirk said.

Rhee’s advisees had an opportunity to have a Q&A session with Jung after her assembly. When asked about what inspired her impactful plays, Jung emphasized, “We’re always feeling intensely toward certain topics. However, artists allow themselves to delve deeply into their feelings more intensely. Then, they always ask how their art relates to the world. That’s where I begin my writing process.”

Jung concluded by encouraging all high school students to read more: “When you are watching something, you are being told how to think about it. Reading allows you to develop critical thinking; it gives you a sense of how to make your own judgments and lets your imagination fill the void.”



Visitations Cont.

policy,” Bailey said.

Current Student Council Co-Secretary Lauren Lee related, “I wish that the initial proposal with full closed doors had been passed. Unfortunately, that didn’t work, but I’m still pleased that the current policy passed.”

“In terms of safety, my board has worked extensively alongside the administration, the Academy’s general counsel, and several other key figures in ensuring that the policy is intensely resistant in nature and practice to misuse. Its approval is testament to that — indeed, we were only one or two votes away in the dorm head process from getting fully closed-door Vs a p -

proved,” Treehan added.

Historically, visitation reform of this kind has failed to make headway due to the potential of sexual intimacy during closed-door visitations. The Executive Board successfully reframed discussions to be about maturity and privacy. “One great thing that the 2023-24 Executive Board did was emphasizing that intimacy isn’t just romantic or sexual,” Lee said. “We’ve realized that it’s necessary for people to build up as they reach adulthood—that is, forging a close

friendships and getting to know others on a deeper personal level.”

“Overall, this is also a huge improvement to student life,” Treehan commented. “Things that students couldn’t do as easily before — from trying on dresses, to having those really intimate conversations, to just feeling like you don’t always have a pair of eyes watching everything you do — now, we have more latitude to do that.”

Treehan spearheaded the campaign, authoring the “Visitations Manifesto,” an extensive document intended to inform students about the proposal.

“When we decided to go after it, we took a week or so to puzzle over how we wanted to approach it. We prepared a slides presentation, presented it to the

school at the opening StuCo assembly, and subsequently a faction of the trustees in the following week. We got a lot of feedback from both camps and incorporated them into the Visitations Manifesto that was published in late autumn,” Treehan said.

“While drafting a proposal to the dorm heads, we were also educating the student body about the proposal with the Visitations Manifesto,” Bailey described. Treehan also met with Andover students and faculty in person to learn more about their visitation policy.

The question on the minds of students and faculty now is how the new policy will be implemented. The new Executive Board plans to monitor the policy through dorm reps and senior reps. “We’ll try to monitor the effectiveness of the policy and see how seniors feel about it,” Lee said. “After, we’ll circle back and see if

any more changes should be made.”

Lee also noted, “We have an idea of the Student Council providing standardized doorstops to prevent any backlash from faculty who might find people using small door stops to evade the policy.”

Upper and incoming senior class president Ava Helbig discussed her view of the new policy, “I believe the new policy will begin in January 2025 — as class president, my main concern is that if someone from my class abuses the change, it’s over for everyone. I think next year’s seniors must be aware of the privilege they have. I know that I, even though it’s not my job to represent every single one of them perfectly, will ensure that I follow the rules and set a good example for the grade.” As the first class to experience the new policy, there is a responsibility placed on the class of 2025 that determines the future of this policy, and its continuation is dependent upon its responsible use.

Hew noted ambiguity regarding how the process would be administered: “I’m not entirely sure other than having to knock and enter

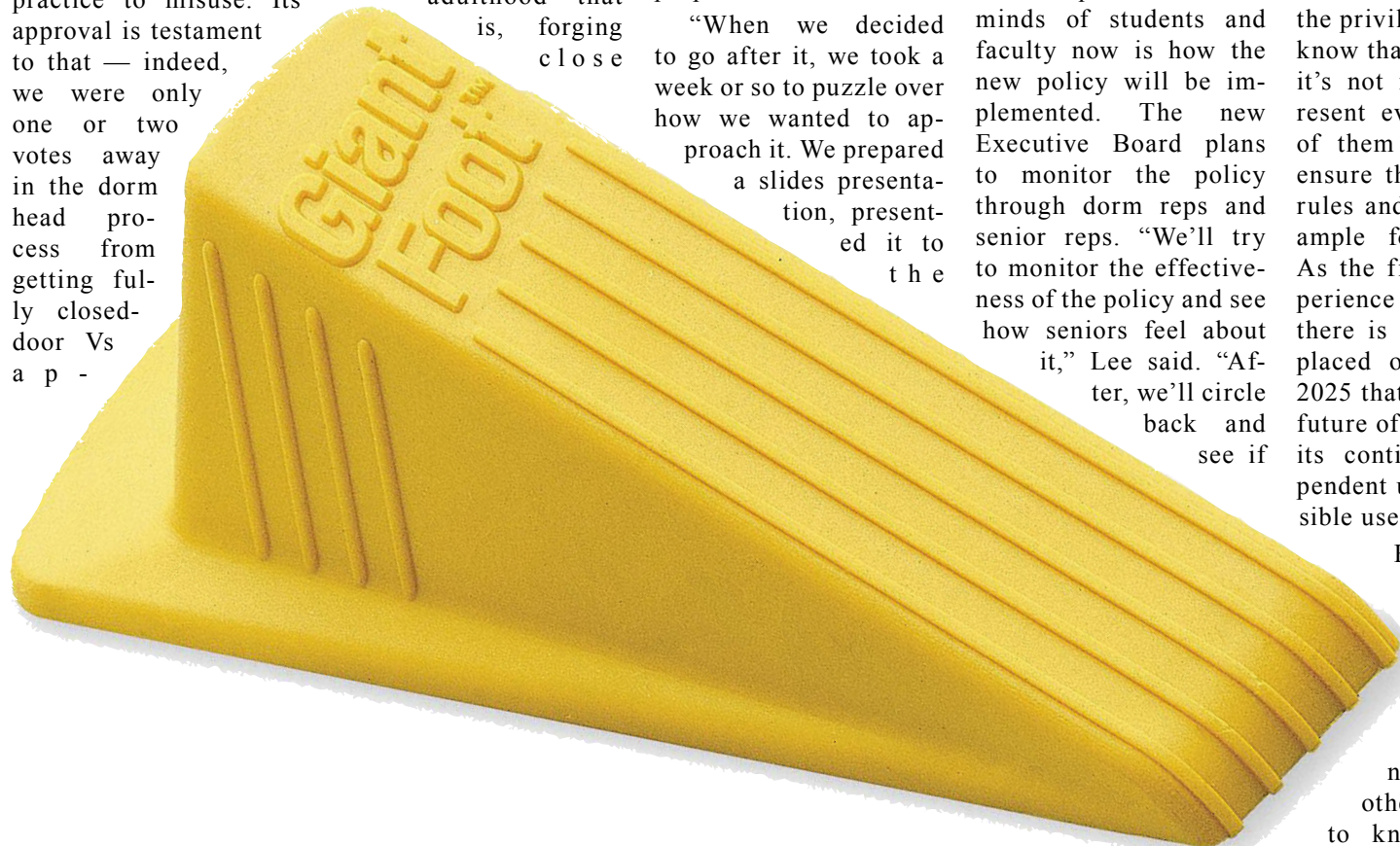
during these new visitations.” He continued, “I have not yet decided whether I will place any additional expectations on them, for example, ‘doorstop V’s for only groups of X number of people or more in a room, no doorstop V’s, etc.”

Overall, this represents the Academy’s progress in giving students increased privacy, trust, and safety. Many have high hopes for this new policy. Hew shared, “I hope it is a positive change for seniors. I hope preps, lowers, and uppers are not alienated as a consequence of not being able to partake in the doorstop visitations.”

“I think that having this shoe-in-the-door policy is going to allow for a lot more privacy and growth for seniors and other leaders on campus,” Lee said.

Treehan concluded, “It speaks to the fact that when the students come forward with a unified voice, the faculty are ready (eager, even) to sit up and take notice. I’m thrilled that the Council and the Academy community collaborated to deliver this quality-of-life improvement.”

Note: Lauren Lee is a staff writer for *The Exonian*.



» **SOTW**
Read about this week's Senior of the Week: Esme Shields, 6.

» **ALES/LAL**
Read about this week's Club of the Week, ALES/LAL, 6-7.

» **MUSIC SPOTLIGHT**
Read about music department at the Academy, 8.

Senior of the Week: Esme Shields

By WILLIAMINOUE, and FORRESTZENG

If you stood on the Exeter bridge on a Saturday during spring term, you might hear a distant rumble coming from behind the trees. Cross the bridge, and those rumbles turn into cheers. If you listened closely, you might just hear the chants of the Academy's girls' varsity lacrosse team, in the middle of a game. In the eye of the storm, though, is captain and senior Esme Shields. Today, she is playing the notorious "rover" position, a difficult defensive position. Regardless, she pulls it off skillfully.

In an instant, she traps the heavy rubber lacrosse ball and begins to sprint down the field. She passes it to her teammate, who leaps in the air and hurls the winning ball into the goal. Shields shouts triumphantly, makes a quick fist pump, and returns to her position.

Four-year senior Esme Shields, captain of three varsity teams, hails from Ipswich, Massachusetts, and lives in Dunbar Hall on campus. She was captain of the girls' varsity soccer and squash teams and currently leads the Academy's girls' varsity lacrosse team. She was also co-head of Exeter's all-female acapella club Sans Hommes.

Shields credits her family for getting her into sports. "I have three older sisters who started sports before I did," she said. "If my sisters joined a team, then I would just join that year as well. I also have a lot of close cousins who are the same age as me. They all play sports too."

Shields has the incredible achievement of not only being a tri-varsity player but also a tri-varsity captain. "Esme is an incredible athlete who has been able to play three varsity sports since her prep year," Shield's coach and Instruc-



Senior Esme Shields smiles in front of Dunbar Hall amidst fresh the spring

Joonyoung Heo / *The Exonian*

tor in English Christina Breen said. "These three sports require completely different athletic skills and somehow, she is able to excel in all of them!"

Across sports and seasons, her teammates are grateful for her contributions and leadership. Lower Morgan Signore said, "I first met Esme at soccer preseason. She was sweet and welcoming, and super funny. Even though she was just an upper at the time, it was clear to me she was a leader both on and off the field. Wherever Esme is, people are smiling. She remains perfectly comfortable and confident in her abilities, and that is evident on the field"

Girls' varsity squash takes place during the winter term when academics are often most intense. De-

spite this difficulty, Shields uplifts her peers and maintains a positive energy. "Especially in the squash community, she brings a lot of energy to the team," lower and teammate Tiffany Sun described. "She's always there to hype us up whenever we're feeling down."

"With Esme, it's the small things," upper Grace Benson said. "She knows how to be a good friend and a good teammate. She does it in a really natural way."

Shields' lacrosse coach, Alexa Caldwell, praised her sportsmanship. "My favorite thing about Esme is her tenacity and competitiveness. I know that she wants to win as much as I do," she said. "But she also pairs fun-loving and goofy with competitive and focused. If you ever get

to play a fun family game with her, you will see how quickly she escalates the intensity—not on purpose but just by her love of competition and play."

Breen described Shields as "She is incredibly loyal and would go to bat for anyone she thinks is being treated unfairly or who needs extra support."

Shields has valued spending time with friends and family alike. She has made many great memories throughout her time. "One favorite memory from this past year was sledding with my friends down the pathway between Abbot and the Academy Building. Some of my friends even built igloos too. Getting outside and doing random activities with friends is such a simple yet easy way to have fun."

Through her last term, Shields hopes to achieve a few things. "I hope to take advantage of time with friends and teammates. Also, I appreciate how Exeter teaches by using the Harkness method. I have used the Harkness method during middle school too so I will miss that in college and I want to embrace the small class sizes before I move into bigger classes and lectures in college."

Shields plans to continue playing sports in college and has committed to playing lacrosse at the University of Denver. She hopes that sports will affect her in many ways in the future.

"Sports make me have empathy for my teammates," she said. "You have to be patient. It teaches you a lot of those fundamental things. I hope it will influ-

ence me to continue being a hard worker and to continue to push myself in a future workspace or just with different friendships and relationships I'll have. Hopefully, I'll be able to teach my kids sports or the sports I play someday, too."

For future Exonians, Shields emphasizes mentorship. "I would say look up to your older teammates and dorm friends," she said. "When I came in as a prep I had lots of support from older students and that made a huge impact on my mentality and confidence on the team. Older students have lots of experience and tips that they are willing to give to younger students, so be open to trying new things and respecting your peers."

Club Spotlight: Afro-Latinx Exonian Society (ALES) & La Alianza Latina (LAL)

By ISABEL EVANS, ERIN HAN, and ADELLE PITTS

If you were to walk through the hallways of EPAC's second floor on a Friday night, you would hear music and conversation streaming out from one room in particular. The source? Clubroom B: the home base of the Afro-Latinx Exonian Society (ALES) and La Alianza Latina (LAL) on campus.

A large part of what AES and LAL aim to do is to create a sense of family and community among club members. They host activities such as cooking and baking sessions, and meetings to celebrate holidays, to give students of Hispanic and Black heritage a place to express their

culture.

Prep Dani Méndez said, "In LAL, we always start with introductions at the beginning of each meeting," she said. "When you're introducing yourself, you say your name, your pronouns, where you're from, and then your spice or your flavor. My spice would be Mexican because that's where I'm from. It's really important for us to do this because although we all know each other, every once in a while, we'll have a new person that comes and joins our family."

Club members describe the environment of ALES and LAL as relaxed and welcoming—and, most importantly, a space where they can have fun and belong. Club meetings include a wide variety of activities.

Upper Laura Saldarriaga

described typical activities during LAL meetings. "We watch movies, play games, we cook and bake, we've eaten, and sometimes we do dances. I think part of it is really just celebrating our identity and being there for each other and having that sense of community."

Méndez added, "We have a lot of really fun, random events. When our club advisor Mr. Jorge had his birthday, we made him tres leches cake, which is really popular within Hispanic culture."

Lower Collin Moore recalled one of his favorite moments from this year. "The alumni came back for the ALES 55th reunion event, and we got to have brunch with them, see how the club first started, and hear from people who have been here generations be-

fore us. At that event, we got Dave's Hot Chicken the first night, and it was overall a good community event where we got to get advice from the alumni and connect with them."

Each new group of students brings a different energy to the meetings, and the clubs are diverse and ever-changing.

Club advisor and Associate Director of Admissions Nahin Jorge said, "We have a blast with our fun events throughout the year. Our end-of-year piñata celebration dinner is always a highlight, filled with laughter and joy. And who can forget Latin Karaoke Night, a night of music and fun that always leaves us with great memories!"

Saldarriaga mentioned LAL's Día de los Muertos celebration in the late fall. "We make booths advertising all the countries represented in LAL, which is always a wonderful event." When celebrating any holidays, the club puts in all the effort it can, making sure all cultures and celebrations are highlighted, giving each member a sense of belonging.

"One time I showed up to ALES, and we had a whole Family Feud going on," Méndez said. "There was someone with a belly

like Steve Harvey and wearing a mustache, and we had buzzers and the whole setup. It's a really good club to be at, and it's so hype too. It's just got such good energy, especially on a Friday night."

But not every meeting is all fun and games. Saldarriaga said, "We often have discussions about our identity, particularly the various ways that each of our members experiences being Latinx."

Moore said, "We're not in an environment where it's just people who share one or two identities with the same people. Having those conversations, it grounds you in who

you are, especially in these spaces where your identity may not dominate. It's eye-opening. And it's good to see others' perspectives; how their experience has been with their identity and how we have an overlap in sharing some of those same experiences. It's important that we have those conversations. People are ready to open up because maybe they've been holding on to those experiences and maybe they're needing someone to talk to about it. ALES is always a good environment to be able to be vulnerable or share those experiences and have those deep conversations."

ALES/LAL, PAGE 7.



La Alianza Latina's Mascot.

Faculty of the Week: Kaitlyn Martin-Fox



Dr. Martin-Fox smiles for a photo

Photo Courtesy of
Exeter Communications

By ALLEGRA LAI,
MARVIN SHIM, and
ISHAAN SINGH

Kaitlyn Martin Fox has been at the Academy as a member of the Religion, Ethics, and Philosophy Department since 2020. Aside from her role as an instructor, Martin Fox has also directed and choreographed Exeter's performing arts, including the New Plays ensemble in the fall. Martin Fox also advises Exonians Against Sexual Assault (EASA), is a recipient of the Academy's new teacher award, and

is an irreplaceable part of the Bancroft community as dorm faculty. Whether she's dancing up a storm in her *Imagining Your Future* class or rock climbing with colleague Michele Chapman, Martin Fox has quickly become a beloved part of the Exeter community.

"I grew up in public school in Abilene, Texas, and had no idea that boarding schools existed except in storybooks," Martin Fox said. "But when I was working and finishing my PhD at Boston University, I heard from a colleague who

worked at Andover about boarding schools. He was someone who taught in the religion department there and then also worked in theater. And that was something that was really exciting to me because I had a similar interest of wanting to be able to teach, but also to be able to do performing arts."

Martin Fox's love for teaching religion comes from her curiosity about how people experience life and the world. "I've always had a lot of big questions about what it means to be human—how

do we live good lives, and how to care for one another?" she said. "And I found that studying religion was a really great way for me to ask those questions, to think about them myself, but also to think about the really wide diversity of how people throughout history and in the present think about big questions about how to live good lives and all the other really big questions that go with it."

"She really had a way of making us feel comfortable in the classroom," lower Mathilde

Senter described. "She showed me that you can have a fun time while learning. This was one of the first times I've seen this in a classroom at Exeter, and it was really refreshing."

"Her class finds the perfect balance between allowing students to learn more about religion and pop culture and these connections and not being too strenuous," lower Katie Hu echoed. "I think her class creates a very comfortable environment that allows kids to explore their thoughts and not be afraid to share them."

One of Martin Fox's favorite parts of Exeter is the ways people build community. "One event that comes to mind is the faculty cabaret that they do in the Theater and Dance Department. They have an open mic night where people can come share stories or sing songs or perform poetry or do those types of things," Martin Fox said.

One of Martin Fox's favorite memories comes from her role as a dorm faculty of Bancroft. "Last year on the very last night of the school year in Bancroft, we had a dorm EP, which is just a time when students in the dorm come together and sing songs," she said. "And we had four or five people playing guitar and everyone else singing along. That feeling of just singing and being silly and having fun with music, with people in my dorm, is a really wonderful memory I have. It is also a great way to end the school year and celebrate what we had done, but also to say goodbye to our seniors."

Upper Aven Burney, Martin Fox's advisee also noted that Dorm EP was one of her favorite memo-

ries with her. In addition, she stated, "Doc Fox is one of the greatest, she brings out the kid in me and I feel so lucky to have her as my advisor. Her sense of wonder and playfulness and amazing musical skills inspire me to be me."

Her colleagues shared similarly positive experiences with Martin Fox. "My favorite moment with her is whenever we get the chance to bond over our favorite UK comedians and panel shows," Instructor in Religion Hina Muneeruddin said. "Or our philosophical deep dive on *Fleabag* for about two hours while we stood in a random vintage shop in Portsmouth."

"I have undoubtedly become a better teacher and friend by having her in my life. Dr. Martin Fox is one of the best teachers I know and you can just feel the passion she has for it in the energy she brings to her students. Overall, I continue to be inspired by Dr. Martin Fox and look forward to the growth of our friendship," Muneeruddin continued.

Equally, Martin Fox also showed her appreciation to her fellow instructors at Exeter, including Instructor in Biology Christopher Matlack, whose Ornithology excursions Martin Fox has participated in. "I've really enjoyed that there are lots of people who want to be teachers to other people here," Martin Fox said. "So learning rock climbing from Ms. Chapman or learning birding from Mr. Matlack, or even just conversations I have with other people, faculty, and students. I feel like I'm always getting to learn a lot here and that feels really good."

ALES/LAL cont.

Moore emphasized, "It's like my home away from home here and having that club every week, it's something I'm always looking forward to." This club gives students support and a sense of family by being surrounded by their culture.

Méndez agreed. "I wasn't really sure if I was going to make friends, but the second I walked into those clubs, it was the most welcomed I felt. Especially in prep fall, when I didn't really know where I was meant to be or what I was meant to be doing."

"I've been involved in LAL and ALES ever since I was a prep. LAL was actually the first club that I joined, and I remember being apprehensive about joining and not knowing what to expect," Rosen added. "But from the very first meeting I went to, I felt

like I had found a community. I remember Juliette, one of the co-heads at the time, welcomed me and really made me feel like I belonged. Now, I try to do the same within LAL and ALES."

Every Thursday and Friday night, students show up to LAL and ALES, excited to celebrate their culture and other diverse students. In the large umbrella of Black and Hispanic students there are countless unique cultures to be celebrated, and by coming to Club Room B, they are able to feel all of their cultures voiced and celebrated. These clubs give students a unique sense of belonging at the Academy, and every last participant is grateful for the community found there.

"La Alianza Latina (LAL) has been around

since the 90s," Jorge said. "Our main goal is to connect students from the spectrum of Latinx identities and empower students to learn and educate others about issues affecting the Latinx community, both on and off campus."

"I enjoy seeing students develop self-confidence and grow their connections on campus," he continued. "Seeing students laugh and enjoy their time together is extremely important. I have enjoyed learning that students continue their relationships with LAL graduates at colleges. LAL is a large extended family of Latinx Exonians. We encourage all students who identify, no matter how little or how much, to attend meetings and events. We have great fun together; our door is always open!"



Photos Courtesy of ALES & LAL Members



“It’s a Magical Thing”: Meet Exeter’s Music Department

By ALEX LIM,
JANIBEK
SUBKHANBERDIN,
and JULIA ZHOU

A fiery passion for music burns within the students and faculty of the music department here at Exeter. Between devoting hours of time to music despite juggling rigorous academics and sleep, performing in and leading ensembles in a variety of diverse spaces, and defining music as their bedrock, members of the PEA community have so much enthusiasm for music. That explains why the music department at Exeter is so different from anywhere else.

“Music was always the thing that made me feel most alive,” Rohan Smith, conductor of the Chamber and Symphony Orchestras, said. “The first time I performed in a big concert hall with a symphony, I felt like I was in this whole new universe. I felt that landscapes and sounds and life were opening up around me. I’ve been very lucky in that way.”

Lower Tristan Price added, “It is my source of energy and joy, and it means a lot to me. It’s really my trajectory in life and my career path. I would say music is my life.”

Exonians have a fervor for the art that is unmatched much elsewhere. Instructor in Music Eric Schultz, specializing in music production and jazz combo training, said, “Music can make me feel more human, in some way. And it would be difficult for me to imagine my life without access to that energy.”

The passion instructors such as Schultz bring to the table inspires the students around them, deepening their relationship with the craft.

Prep Grace Yang, who plays the piano under Instructor in Music Jung Mi Lee, said, “She is honestly the smartest woman I’ve ever met. She really cares about students’ mental health and what we’re going through academically. We don’t even have a lot of time to commit to sleep, so it’s hard for a student to walk to the music building and start practicing. She’s helped me cultivate a passion so that even when I’m not required to practice, I’m willing to dedicate my time and find the free time to go play the piano and practice.”

For other members of the Exeter community, the spirit of collaboration is the key to what makes the music scene at the Academy so special. “I like it very much when something that students have been working hard on, something that students care about, comes together and sounds good and makes an audience happy,” Schultz said. “I think that’s a beautiful thing.”

Schultz continued, “I especially like it when that happens and it’s student-driven. Pieces that are created by students or selected by students are especially satisfying.”

Along with support from the instructors, so much success in creating beautiful art stems from collaboration among students themselves, in spaces such as clubs and orchestral ensembles that range in sizes. Yang, having joined a chamber group for the first time at Exeter, said, “I haven’t really played with other people before—I mostly play piano as a soloist. But coordinating with a violin and a cello, and seeing other groups like Chamber Or-

chestra work together, has really changed my relationship with music.”

In the same vein, Interim Director of Choirs Jerome Walker highlighted the bonds that come with participating in Exeter ensembles. “I think that maybe sports is where we’re used to thinking of this kind of rhetoric; but when you’re all doing something physically together, when you’re all breathing together, when you’re acting together and really tuned into what other the people around you are doing, as you have to be to make music well together, that’s a really magical thing,” Walker said.

He continued, “The idea of people gathering together to make something that can’t be made individually. You can’t sing a choir song on your own. You need to have all the different parts. You need to have a mass of people making the sound, that’s really exciting and magical to do it with other people.”

Price also emphasized the collaborative aspect of music. “I think I really enjoy the community involvement in music here, especially with [Exeter Association of Rock],” he said. “If you’re there, you know that the people around you are going to be at your level, and your involvement, and want to be there because they want to have that experience, just like you.”

Faculty and students also emphasized the diversity of music at Exeter, whether this means options for musicians of different skill levels, explorations of various genres of music, or other musical opportunities being widely accessible. Chair of the Music Department Marcus Rabb, who conducts the PEA Jazz Ensemble and Concert Band, explained, “My favorite thing about music at PEA is the variety of options available to students, including ensembles, lessons, music classes, and clubs.”

Smith, reflecting similarly on the accessibility of music at Exeter, said: “We’re very lucky because we’re able to support a very strong orchestral program of three orchestras, and that means that we’ve got opportunities for students at different levels.”

Walker built on that idea. “Sometimes working at a high school can feel very classroom-specific,” he said. “And here it feels like there are just so many different ways that that music manifests in our department.”

Outside classical ensembles such as orchestras and chamber groups, a capella groups can be heard spreading joy through serenades, and hordes can be found jamming to rock music with the Exeter Association of Rock. Classes like music-making and clubs exploring soundscapes like EDM bring composition and DJing within reach of new musicians. Music can be found in every space on campus, which makes it such a deeply personal and customizable experience, whether that means composing, singing, or drumming with Schultz in the Global Rhythm Ensemble.

Between the devotion of the students and faculty, and the enormous variation of clubs and music groups available for every kind of musician at every level, music at PEA is an incredible program.



Images Courtesy of the Exeter Communications Department

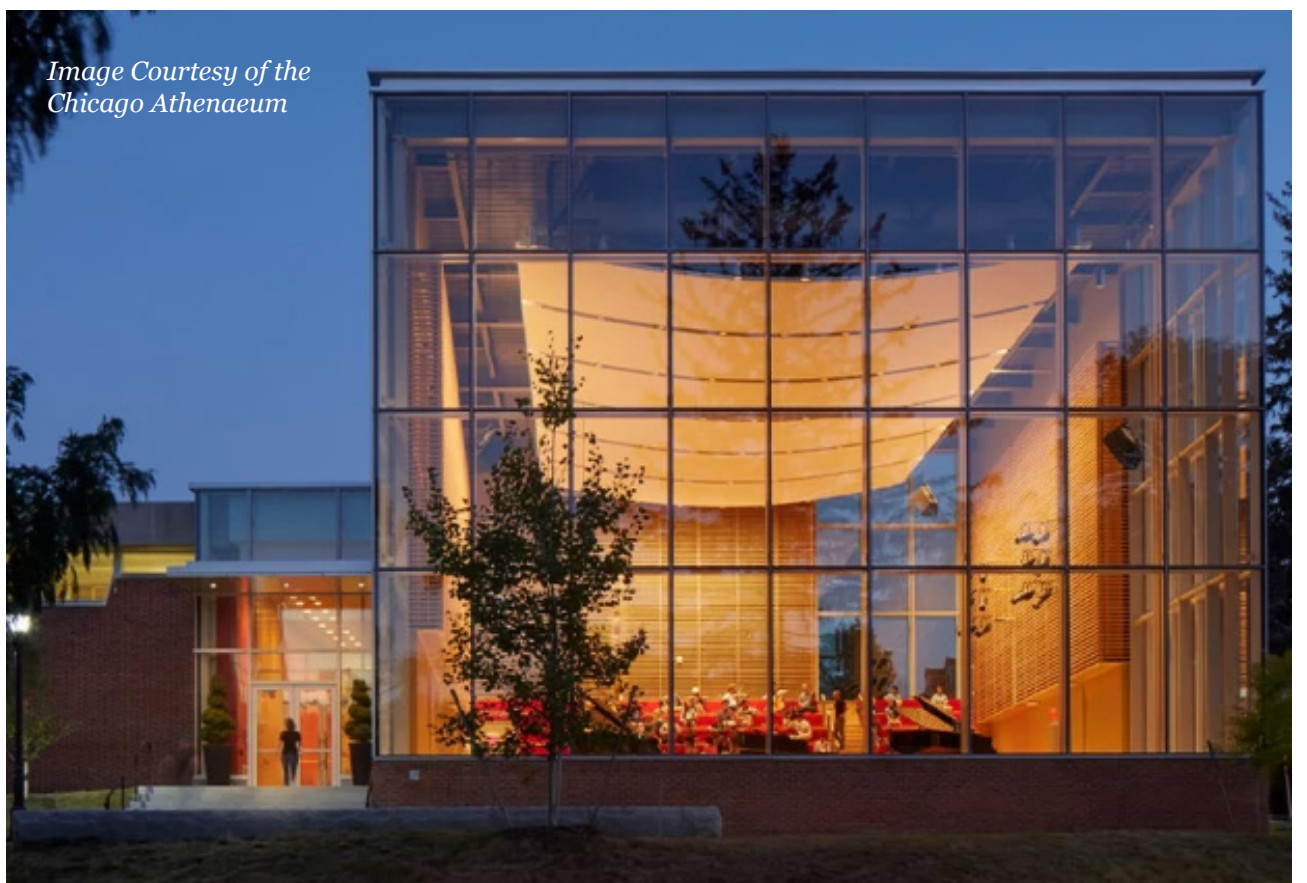
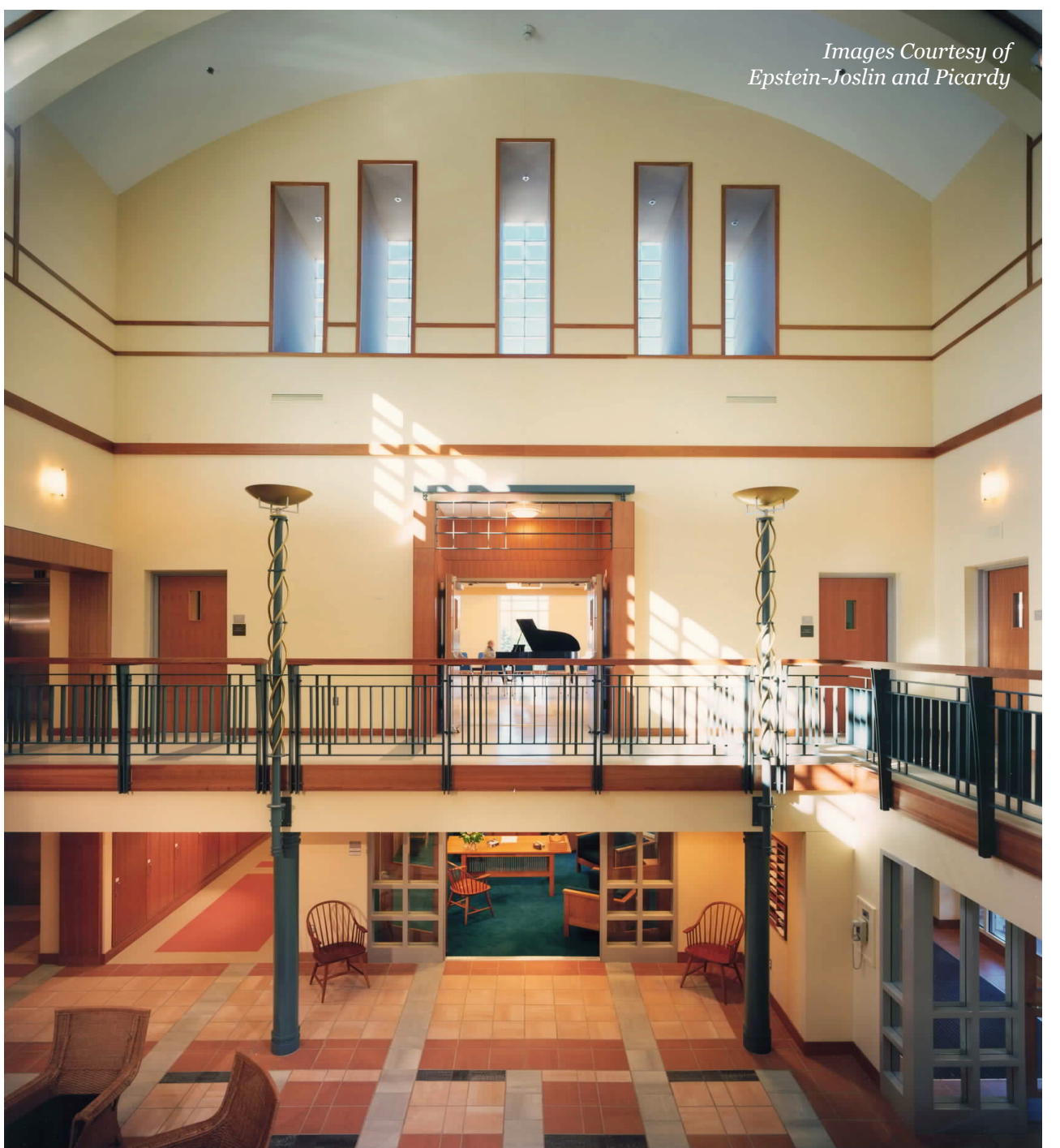


Image Courtesy of the Chicago Athenaeum



Images Courtesy of Epstein-Joslin and Picardy

Humor

» PEABODY HALL

Read lower Sam Altman's review of his dormitory, Peabody Hall, 9.

» GRILL RANKING

Read prep Alex Lim and Julia Zhou's ranking of their top five grill picks, 9.

PEABODY HALL

By SAMUEL ALTMAN '26

One of the best ways to identify whether you're talking to a true Exonian is to ask them two questions: one, what dorm they're in and two, what dorm is the best. Should you ever find the answers to those two questions to be opposed, something has gone very wrong. And yet, someone has to be correct — that is, surely there must be a dorm which is truly the best... but, if you were in that dorm, how could you ever convince everyone else that, in fact, you, in spite of all the others, were telling the truth?

Such is the curse of the Peabodians, a people unmatched in location, academics, sports, overall virtue, and more. But for all that we have to offer, no one ever seems to understand that we are the only ones representing the truth when we

proclaim that Peabody is the best dorm on campus. Not only that, Peabody seems to be known wide and far for its lackluster amenities, awkward interactions, and general mustiness. A true Peabodian would not deny these allegations but instead understand that Peabody could not be Peabody without them, and that they are not justification to bulldoze us and replace us with a Walmart, as some on Exeter Compliments have suggested. So for your pleasure and information, I will relay the true day-to-day shenanigans of a Peabodian.

First, about what has to be the most complained-about thing within Peabody: water. Peabody has four lead-infested water fountains, one for each floor, each deeply ingrained with rust, which are avoided at all costs by pretty much everyone. Instead, we

make use of our trusty 5-liter plastic water filter in the basement, which must be refilled from the sink after every few uses. It is there that so many of our late night conversations occur, as both parties thirstily eye the sink water slowly trickling down the filter. Still, some refuse to participate in such antics altogether, preferring instead to go to sleep parched. The kitchen serves as a bonding space in more ways, though. If you come in at the right time, you just might find anything from baking gourmet pizza to haircuts in-progress to late-night gaming sessions.

Secondly, one can hardly give the full image of Peabody without describing the laundry situation. It is a surprisingly small portion of the dorm who actually use the laundry machines themselves (as opposed to E&R), and yet it makes up for a large portion of our human-to-human interaction. Our laundry



room is about the size of a closet, which makes it all the more homey and warm, and there are nearly always forgotten clothes strewn about the machines. It's not uncommon to have to have to push on someone else's whole laundry cycle because they leave it sitting for a whole day. Such camaraderie is how we stay so closely bonded together.

Finally, people love to complain about the bathrooms in Peabody. The objection is typically that we have no shower heads

at all, and that our water essentially just comes straight out of a couple holes in the wall. Having been a Peabodian for so long myself, it's difficult for me to imagine it any differently, or what it would be like to have more than five minutes worth of hot water. All I do know is that such circumstances have instilled endurance and perseverance not present in the more spoiled dorms.

Overall, Peabody is all too often cited as the forgotten or most irrelevant (save for Ewald, of

course) dorm. But within our walls, there's nothing but solid community and, occasionally, excitement. Last year, a proctor had to move out of their room because there was a dead animal in the wall. Someone is always singing a show tune on the fourth floor. Around Halloween, we had to call someone to remove a bat from the middle of the hallway. None of us remember the last time we used our dorm chant, or even what it is, and, come to think of it, we like it that way.

Our Top Five Grill Rankings

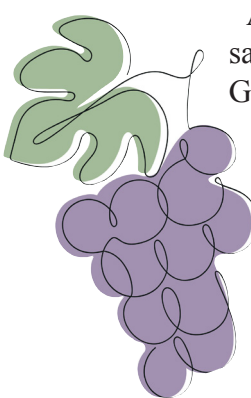
By: ALEX LIM '27 and JULIA ZHOU '27

Every Exonian loves Grill - that's where we spend the most time chatting with friends in line, basking in the gust of chill as the freezer doors are opened, and buying much-needed sustenance for late-night studying. There are so many Grill items that are undeniably iconic. French fries and Grill cookies are by far the most popular items sold at Grill. But are they really worth the proverbial hype?

5. Grapes

5/10

The grapes sold at Grill are one of the more controversial items. Fresh berries are hard to come by at Exeter. So when a fruit-deprived student finally has quick access to some, they can't help but buy them - even if it means spending five dollars for a handful of grapes. On the surface, five dollars for grapes doesn't sound awful, but if you compare the amount you are getting, it's a rip-off! At Hannaford, you can buy an entire bag of grapes for five dollars (plus the cost of walking there, of course), but at Grill, five dollars only gets you eight grapes.



Alas, even with the insane prices, the grapes at Grill are still tasty, and hit the spot (almost) everytime. If you consider the crunch factor, healthiness, and shareability, grapes get a 1/5 for price, and a 4/5 for taste, resulting in a 5/10 overall score.

4. Candy

7/10

Candy is a popular choice to purchase. It's great to munch on, and there's a ton of variety. HOWEVER, why is one bag of gummies \$2.19, and not \$2.00?!? This makes the item ever so slightly NOT fit GrillMath. Apparently, last year, gummies were exactly \$2.00, meaning that candy is a victim of Grillflation. 2/5 for price, 5/5 for taste. Final score: 7/10



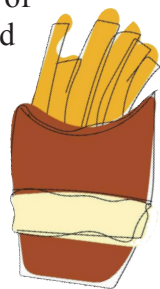
3. French Fries

7/10

Hot food in Grill is a fantastic option if D-Hall food is miserable or you missed breakfast while cramming for a bio quiz. A chicken waffle, warm and mapley, is inviting. Tater tots, though the price point is steep, often sport a crispy, browned outside and hot, soft inside.

French fries, however, are of course the most coveted and beloved hot food. Some days, I lift the lid of the metal shelf and happen upon still piping hot fries in a greasy paper cup. The softness of the potato and buzz of the seasoned salt combine for a rich, homey sensation, and are paired best with ketchup (though the new individual packets by the utensils are questionable). Other days, the fries are limp and tragic. Even ketchup cannot conceal the toughness of the fry or the dryness or the inner potato.

But alas, the \$2 price point is tempting, and on a good day, the fries are a true dub. 5/5 price, 2/5 taste. Surprisingly, a 7/10 performance.



2. Cheddar Cheese

8/10

Did you know that you can buy twenty six slices of sharp cheddar cheese at Grill? Now, you might be confused why this even made it into this ranking, but this item might be one of the most underrated things to buy at Grill. For the cost of around five dollars, you can get an entire container of delicious sharp cheddar cheese! "Who needs twenty

six slices of sharp cheddar cheese?" you might ask. I personally believe that everyone does. Not only is this item great for sharing with friends, but it can help you elevate your ramen, giving you a mouth-watering cheese pull.

This item gets a 4/5 for price, since it doesn't fit the GrillMath (a perfect even integer cost), and a 4/5 for taste, since cheese is only good if you like it. Final score: 8/10



1. Grill Cookies

10/10

We cannot speak on items at Grill without mentioning Grill cookies. Four cookies for one Grill point?? Say less; take my money. The buttery and caramel edges of the cookie crunch perfectly. The inside folds apart like pages of a book. If Grill cookies could have an emoji, it would be this:

Grill Cookie, love of my life, you paragon of chocolateness and softness, you. 10/10.



A recurring pattern throughout our extensive research for this article (our pockets hurt) is Grill prices' connection to healthy food. It's difficult to place food on a healthiness scale, but in general, the idea of what healthy food is is pretty universal. For example, fruits and veggies are considered healthier.

Unfortunately, at Grill, healthier foods tend to be far more expensive than the less healthy food. For example, compare grapes and grill cookies. Students have voiced their concerns about this dilemma, as it is an important aspect of student life on campus. If unhealthy food is more accessible to students than healthy food, this could lead to the decline of student health!

But will healthy snacks bear the same popularity as snacks like cookies or candy? Are we just victims of Grill taking advantage of their Exonian snack monopoly? Would I change my Grill order of two cookies and an Arizona for 1 point 3-4 times a week if any improvements are made? No, probably not.

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					
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38					39	40				41				
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			50					51			52			
53	54	55				56	57					58	59	60
61						62					63			
64						65					66			
67						68					69			

ACROSS

- 1 - questions
- 5 - sneaky ccs
- 9 - me too
- 14 - St A's makes a good iced _____
- 15 - New Haven university
- 16 - you can make this in dhall
- 17 - pottery oven
- 18 - urgent request
- 19 - energized
- 20 - ESSO event this sunday
- 23 - anna's sister
- 24 - therapist's org
- 25 - burger kings
- 28 - compounds that have the same molecular formula but are structurally different
- 31 - kissing on the street, for

- example
- 34 - WWII conference site
- 36 - not young
- 37 - ____ les jours
- 38 - key American value/belief
- 42 - best dorm
- 43 - derivative of sin
- 44 - buy one at d^2
- 45 - spoken song
- 46 - _____ Nguyen
- 49 - snake sound
- 50 - like an ocean but not really
- 51 - you have this in the bathroom
- 53 - disney movie with dogs and spaghetti
- 61 - you can take these if you fill out an orah

- pass
- 62 - Blakeslee's favorite katy perry song
- 63 - currency exchange fee
- 64 - calculator brand
- 65 - Taj Mahal city
- 66 - "C-____!"
- 67 - lots of students here
- 68 - mental health services
- 69 - London gallery

- DOWN**
- 1 - nantucket airports (plural)
 - 2 - like a boat
 - 3 - veggie
 - 4 - "_____ you've been gone" (audition song from pitch perfect 1)
 - 5 - go around
 - 6 - Peruvian port
 - 7 - h2o just add water girl
 - 8 - doc _____s
 - 9 - use these to mail letters
 - 10 - _____ loompa
 - 11 - this month's celebrated heritage
 - 12 - MSEC
 - 13 - ITDS
 - 21 - Homer classic
 - 22 - 6 feet is 2 _____
 - 25 - overwhelmingly
 - 26 - jojo siwa

- song
- 27 - something exonians lack
- 29 - plural of moose
- 30 - Will Ferrell christmas movie
- 31 - the tortured _____ department (new taylor swift album)
- 32 - tear _____
- 33 - fire remnants
- 35 - (1+2)(8)-44+90/3
- 37 - dorm event usually held in spring
- 39 - like a sea but not really
- 40 - big angry crowd
- 41 - carrot or tree or flower or something
- 46 - justification
- 47 - D flat
- 48 - '80s-'90s Olds models
- 50 - country

- with capital Damascus
- 52 - mac n cheese brand
- 53 - 2021 pixar film set in italy
- 54 - ABAS
- 55 - _____ Arnaz of "I Love Lucy"
- 56 - vampire count nickname
- 57 - roman robe
- 58 - spanish water
- 59 - toothpaste flavor
- 60 - bowl from Ohana

» METIC

Read lower Sam Altman and Jinmin Lee's reflection on METICs, 12.

» SKINCARE

Read four preps' thoughts on the modern-day skincare cult, 12.

» MIDTERMS

Read prep Henry Wise's proposal to replace midterm grades, 13.

The Fate of Technology

By **ARYAN AGARWAL**
and **AARYAN PATEL**

Humans grapple with the future every day, planning and roadmapping life, hoping to eventually become “good people” in whatever sense they deem appropriate. Still, no matter how one attempts this sort of avatar building, disruptions are inevitable. As the world is already aware, innovative technology will tremble and morph the world that we are so comfortable with today. Your dream job may be gone tomorrow because of automation. Maybe you

merely a measurement of capability, and not necessarily the intent of this capability. Simply put, technology can be used for both good and bad. For example, without any regulations or guidelines regarding how AI can be used, powerful executives may use AI in a way that only benefits themselves, leaving adverse effects on the long-term goals of society as a whole.

On the other hand, overregulation of AI will slow the creation of innovative solutions to many of society's biggest problems, and the market's

correctly, technology will advance our lives rather than slowing or reversing our progress.

Now, we consider our current situation. It is a bit different from some historical examples, for one reason: artificial general intelligence has the capability of fully replicating the thinking behaviors of humans. This idea is quite scary, as one ponders a simple question. What do humans do in a world where robots do everything? But like the internet, and other historical examples such as the automobile, the telegram,



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

will find yourself using a robot to take your children to school. Accepting the great ability that technology has to embed itself into our lifestyle, planning its responsible development is crucial to making sure that we can maximize technology's productive use. Questions about our future should continue to pervade our existence, but thoughts of how we may live in a technologically dominant world should never leave our minds. We all must work towards this world, ensuring that we truly can become “good people” and create a legacy of advancement.

Historically, the discussion of innovative technology has struck great emotion in the public. These feelings have diversity, with many fearing the future of technology and gripping onto the past, while others quickly beckon the future with a lack of caution, ripping apart our society. Rather than these extreme situations, we posit a middle ground, an ideology of optimism for technology that is controlled by questioning caution. Rather than blindly investing in artificial intelligence, we should be asking what the purpose of its applications are, and how we plan to use them for good. Humans should trust that we can use technology for

healthy competition. The current difference is how careful we must be with technology. The modern situation is one in which our technology has the power to wreak havoc on our world autonomously, meaning that if not handled delicately, we lose control over our creation. For navigating these often dangerous and foggy territories, we seek solace in the past.

Consider the example of the Internet. Jobs throughout the world were at risk during its development, and millions were worried about unemployment. They condemned the internet as the “replacement of humans,” which sounds familiar in many ways to our current situation. Online spreadsheets could now do calculations in a fraction of a second. People could receive world news with a click of a mouse. Bookkeepers, newsboys, and other professions alike must have wondered where they would go after this mysterious technology swept up their livelihood.

But, the issue with much apprehension regarding technology has one problem: people cannot expand their minds to realize that with technology, the world itself will evolve. The internet created new jobs and opportunities, though leaving others

etc, we need to think of technology as a supplement to human life. Many mundane tasks that humans occupy themselves with will be automated, and we will be left with time to pursue actions that provide us with the most fulfillment. Jobs that value a “human touch,” will be valued, a quality some argue is unique to mankind. Creative applications of our skills such as filmmaking, literature, and other pursuits will be the new norm, all improved by but not replaced with AI.

Some will say that this is itself a mundane existence, but this is not true. Realistically, humans would rather do things that they are passionate about, tasks that are not repetitive, all so that they can provide for their family and themselves the most basic existence of food and shelter. Office jobs, supermarket receptionists, and other “replaceable” jobs will evaporate, while humans will exercise their more unique traits. This will be made possible only because AI will allow us to live worry-free about issues such as starvation, poverty, and overpopulation. We can trust it to manage and direct our civilization much better than humans themselves can, but this is only true if AI



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

improving lives, and focus on making it happen.

We begin by addressing the possibilities for our future, with the optimistic but careful lens that we have proposed. First, note that technology has power, but that power is

behind. It meant that the world was more connected and that human productivity could increase. Computer programming, online finance, and hundreds of other modern careers are now centered around the Internet. When used

is developed responsibly.

By putting specific measures in place, society strikes a healthy balance between limiting AI's danger to humans while also pushing it to reach its true potential.

Pass/Fail: Doomed to Fail?

By **WILLIAMINOUE '27**

“So, what were your fall term grades?” my mother asked. I had just spent an hour explaining to her how we do not get grades; preps either pass or fail a class in the fall. I couldn't answer her without saying, “I don't know how I did; I just know I passed.” This single exchange made me realize how flawed the Pass/Fail system was and how it can harm students more than benefit them.

The Pass/Fail system, in its essence, is a grading system implemented for the first term at the Academy. Instead of traditional letter grades, you are assigned a “Pass” or “No Pass” during your first term at Exeter and other similar elite boarding schools. Unless a significant amount of work is not completed or students struggle to grasp the material, receiving a “No Pass” is highly unlikely. The E Book states that “All courses taken for credit in the fall term of the ninth grade will receive official grades of ‘Pass’ (P) or ‘No Pass’ (NP). Students, advisers, and parents/guardians will receive unofficial grades from the 11-point scale at the end of the Fall term. These unofficial grades will not be included in the GPA calculation nor displayed on the transcript or report card.”

According to the school and many students, the Pass/Fail system is in place as a way for students to adjust to

talking with friends, I found that the general trend was that students who score high during Pass/Fail, score high in winter and spring terms, and those who score low often have a hard time bringing it much higher. It should be clear from the difficulty of raising your grade Winter term that from an academic standpoint, the Pass/Fail is ineffective in increasing a student's GPA in subsequent terms. Students who score high in the latter two terms often already score high in their prep year's Pass/Fail term.

This brings me to the accustomization aspect of Pass/Fail. As an only child from a family where I was often left alone in the house, it was a difficult and dramatic change for me to adjust to a dorm with 40 other people and a roommate. While, in hindsight, learning to live with others was a positive change, it took me some time to become comfortable with it. However, this positive change did not transcribe my academic experiences during my first term at Exeter. My general life and academic life did not need to be mixed, nor did the school need to make my first term easier to help me acclimatize to a new environment. From personal experience, it does not work.

It is wise to consider the harm that Pass/Fail may bring and why some schools, such as Phillips Andover, do not have this system. The

climation opportunities for new students. The first is to increase the number of “midterm” grades to three. The second one is where the actual “midterm” will be handed out. This means that METICs will be conducted simultaneously with every other grade — a METIC being a “Midterm Effort To Improve Class,” where it is a chance for both students to give feedback to the teachers and the teachers to give feedback to students. Increasing “midterm” grades will allow students to grasp their academic track better than receiving only one “midterm” grade halfway through the 10-week term before the final. The idea behind the increase in students' grades is to allow them to reflect and develop studying strategies that work best for them.

The increased “midterm” grades should be administered with mandatory student-teacher conferences, regardless of a student's academic situation. After every grade is released, teachers should open some time in their schedule to meet with students depending on their needs. These should be mandatory, encouraging and informing new students that meetings with teachers are possible and should be done often.

These two changes aim to increase the student's knowledge of their academic situation and teach them about the resources and “help” that Exeter has to offer.

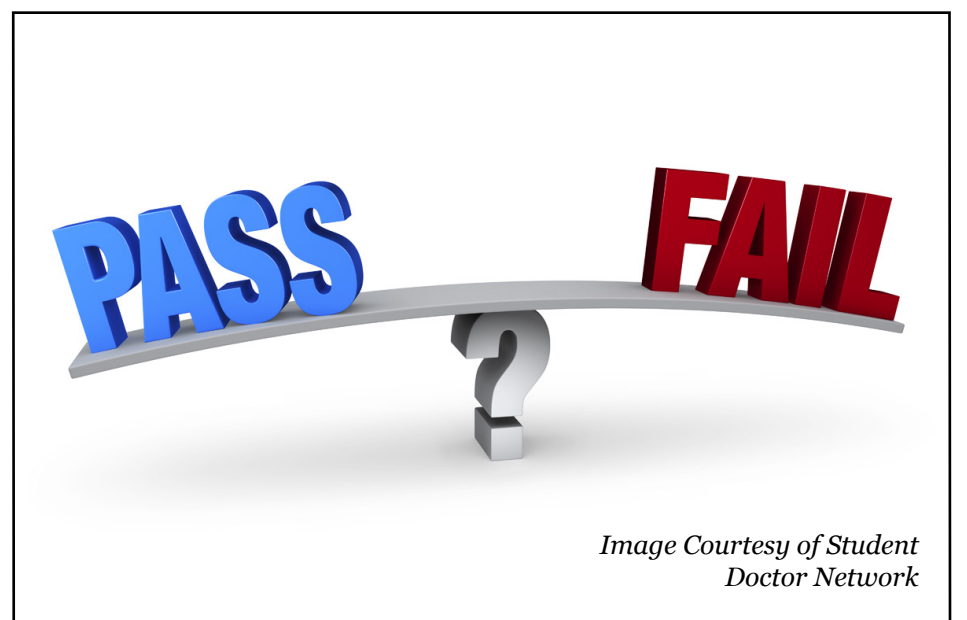


Image Courtesy of [Student Doctor Network](https://www.studentdoctornetwork.com)

the academic rigor of Phillips Exeter Academy, focus on extracurricular activities such as clubs and sports, and simply adjust to boarding school life without a large concern for school work. The school claims that by making classes Pass/Fail, students can prepare themselves better for the Winter term when grades are no longer Pass/Fail. The school's main argument for going Pass/Fail is that it gives them a chance to try out methods of studying and have time to develop good habits and learn about themselves before grades start “mattering.”

The idea that Pass/Fail is in place for students to adjust to Exeter is absurd. I understand the concept of the school implementing this; however, the effectiveness should be reflected upon. Personally, it did not help at all. I still had the same academic pressure to do well regardless of whether or not the grades would affect my cumulative GPA. When

most obvious reason is the negligence of their grades some students would have due to their grades not “mattering,” or being marked on their transcript. I would have to admit I am guilty of this myself. As the Fall term concludes, finding motivation for finals becomes increasingly difficult since the grades do not matter in a Pass/Fail system. This, in return, makes the Winter term the time for accustomizing as the academic pressure and realization hit.

In general, I think that the Academy should seriously reconsider the Pass/Fail system and remove it if necessary. The harm it could bring to students far outweighs the benefits it may provide. However, this is not to say that there should be no resources in place for students in the Fall term to acclimate to the harsh academic environment of Phillips Exeter.

Alternative options for Pass/Fail are plentiful and have the potential to be better ac-

These two solutions, when carried out simultaneously, would almost guarantee that students will acclimate better to the academic rigor of Phillips Exeter than on the Pass/Fail system, as they would familiarize students with the same academic pressure that all other terms would have, but in a manner that teachers can support.

The concept of Pass/Fail is flawed. While, in theory, the Pass/Fail benefits students by giving them time to acclimatize to Phillips Exeter, the execution is often lackluster. It provides little to no benefit for most students. Providing students with two more “grades” and mandatory meetings with teachers solves many problems that Pass/Fail has caused in a manner that is easily integrated and manageable by all teachers.

What is the Best Way to Run a METIC?

By SAMALTMAN '26 and JINMIN LEE '26

Originally introduced by the Student Council, a METIC is a Mid-Term Effort to Improve Classes. Teachers hold METICS in different styles, according to their discretion. For instance, some prefer to leave class to let students discuss what is going well and poorly, while others send anonymous Google forms to students. The purpose of a METIC is to address problems in class by finding feasible solutions that the students, teachers, and departments can agree on.

To conduct the most objective and useful METICs possible, teachers should anonymously send out questions that improve the class and have students submit answers anonymously without their names. Students should be able to be blunt and almost confrontational (as it is their only chance in the whole term) so that teachers will be alert enough to meet them at a middle ground. Whenever students have concerns, they should be expected to propose a tangible solution the teacher could implement. The teacher should then stay in the room and address the suggestions, explaining why certain proposals are acceptable or not. When the discussion is finished, the teacher should write a summary of the main concerns and share them in department meetings to form department-wide standards for teaching. Finally, it would be helpful if students could hold teachers accountable for change by submitting a form to the department chair.

Firstly, letting the teacher leave the class is a terrible idea because some students are not interested in improving their learning.

Unfortunately, some students at Exeter are often driven more by a desire to impress their teachers than to learn. Thus, students are unwilling to do a proper METIC and frequently completely refuse to talk when the teacher leaves, choosing to scroll on social media or talk about unrelated matters. Yet, the rare group of students who truly wish to improve the class are left with no choice but to frantically come up with ideas without the help of their classmates. This situation is inherently backward to the spirit of Harkness as it lacks cooperation. For instance, when our English teacher leaves the classroom, people intentionally don't speak because they want to "save their points" to get Harkness points. This example illustrates why it is necessary to have a teacher present for METICs, who will ensure student participation.

However, students who truly desire change are not given ample time to think about what they can improve. Anonymous questions sent out before class as homework allow students to genuinely ponder their learning instead of making up points on the spot.

Exonians are busy and do not have the time or mental bandwidth to think

deeply about what needs to change in their class unless they are prompted to do it as a homework assignment. This phenomenon leads to a world where students develop surface-level points in the METICs. We often see buzzwords like "good cooperation" or "good classroom environment" on the METIC board instead of actual changes. However, if students spend a substantial amount of time the night before, they can imagine what needs fixing.

Nonetheless, even if students have brilliant ideas, they worry about voicing concerns. If METICs become anonymous forms, students will not worry about being whistleblowers to problems as their names won't be attached to their suggestions.

Often, students are afraid to voice true concerns because of repercussions, such as the teacher not liking them. Because teachers hold the power in the class, students often feel pressured to praise the teacher instead of criticizing them. Nevertheless, introducing anonymous suggestions allows students to say what's on their minds without concerns.

Whenever there is a whistleblower, the sound needs to be loud enough. Radical requests are necessary for actual change.

The reason why students shouldn't be worried about being whistleblowers is because a healthy confrontation is necessary for actual change. In his book *Phenomenology of Spirit*, one of the most influential philosophers Georg Hegel argues that every idea is a "thesis" that only develops in a clash with an "antithesis" that directly contradicts the thesis. When two opposing ideas clash, they will eventually form a "synthesis," which is an offspring of both the thesis and the antithesis. This synthesis becomes the new thesis; consider it a middle ground or compromise of the two ideas. Following Hegel's idea, students must propose an antithesis to a teacher's method, which is, if necessary, radical enough to enact sufficient change. If the antithesis is strong enough, the synthesis will lean more toward what the students deem necessary. Of course, most students will not be so bold as to say something so opposing in class and without prior preparation. It is for that reason that anonymous, public, and thought-out feedback is of the utmost importance going forward.

However, complaints are useless when students don't offer a counter-plan. Students should offer a tangible prescription for change for teachers to arbitrate and consult their department about, establishing more stable standards for teaching. That change could be measured, and teachers should be held accountable by allowing students to submit a reflection form about improvements made after METICs at the end of the term.

Then again, none of what we've discussed thus

far would do any good if there were not a true opportunity for change. That is, it doesn't matter how much students lament about the difficulty or inefficiency of a class if there is no system or expectation in place for how that translates into true reform. On the part of the students, it is imperative that when they give criticism, students also suggest a reasonable solution. On the part of the instructors, the METIC must be seen not simply as a task to placate students who just want an easier class but as an opportunity to make their class a better learning environment.

As an extension of that, the teachers should honestly attempt to arbitrate solutions and even consult the department if the students present a consistent and/or major issue. All too often, there seems to be a disconnect between what the students want the METIC to be and what the instructor actually makes it. As almost every Exonian will know, even at the exact same level, the difficulty of a class can swing massively from instructor to instructor, often to the point that an A student could suddenly become a B student, even while trying twice as hard. This often stirs up a lot of resentment among the students, and that tension is at its peak in the middle of the term. Teachers may often feel like students are only trying to change their standards to those of other teachers, and, in a sense, they are. However, a more centralized standard for teaching, test difficulty, and grading must exist within the department. The METICs, which often can be confrontational, are but a reflection of the large disparities that students feel from term to term. As such, when teachers see that a large portion of their students are highly concerned with the course, they should bring that up to their colleagues or even the school to ensure a more stable standard for teaching.

Then, perhaps at the end of the term, students could submit a form to reflect on what changes (if any) were made following the METIC. We suggest the department heads directly email a form to all students so the students can offer feedback on what the teacher did for the METIC.

This may seem like a whole lot of work for very little change. But, take our word for it: if you ask the average Exonian what they think about METICs, most will remark that it's useless or that we should abolish them. In most classes, our current system consists of taking two minutes to nominate a "scribe," having said scribe write down a few things that the class comes up with on the spot, having the teacher come back in, read the suggestions, and say something to the effect of, "I'll work on it," or, "Tough luck." It's hard to say that either party is to blame, but apathy has nevertheless seeped into this process. If we implement a system in which students can put thought into what they want to say in advance, not face repercussions about being confrontational in their comments, and have the entire class address them as a whole with the teacher, we will have the ability to bolster the effectiveness of

The Skincare Craze: A Tutorial

By ANGELA HE '27, GRACE YANG '27, JADE YOO '27, and MEGHAN TATE ZEE '27

Right now, skincare tutorials seem to be everywhere. Many influencers post their elaborate 10-step skincare routines on their social media platforms, which leads to their fans rushing to purchase the products they use. We can see 8-year-olds doing "Get Ready With Me," where they apply tons of skincare products on their face, trying to emulate the aesthetic of their favorite influencers. Some think it's a cute trend and willingly buy their eight-year-olds these expensive skincare products. However, others think it's excessive and does more harm for the eight-year-olds since those products aren't specialized for their young skin, and is a very pricey product for such young kids to be using. Throughout this article, we will be examining and deep diving into what the skincare craze is and what it really does to kids.

Some examples of famous skincare brands are Drunk Elephant, Fresh, and Dr. Jart. These are international companies that have their products selling in a lot of different places, like Sephora. These companies have been making a lot more money than they previously had because of the boom in the usage of their products inspired by social media. For example, there are three companies that have been the center of attention in a lot of Tik Toks, reels, and more: Drunk Elephant has made \$845 million, Dr. Jart made a whopping \$500 million, and Fresh makes \$75 million a year. This is a huge amount of money that's been going into the skincare industry. That number will just keep getting higher as the skincare craze continues.

Many of these high-priced skincare products targeted towards tweens can be found on the shelves of major beauty retailers like Sephora and Ulta. With their brightly lit stores filled with glossy displays of the latest cosmetic launches, these retailers have increasingly catered their marketing towards younger girls. On Sephora's website, young girls can browse through extensive skincare sections claiming to treat wrinkles, dark spots, and other signs of aging that they typically do not experience. Drugstore brands have also cashed in, bringing extensive skincare routines that treat problems that young girls don't have, yet they still strangely rave about.

Social media has be-

come a major driving force behind tweens' extensive skincare habits. Platforms like Instagram, TikTok, and YouTube expose these girls to a constant stream of influencers reviewing the latest products.

These influential social media trends feature expensive skincare brands that tweens are developing a growing curiosity over. These young girls, who are now highly image-conscious, see influencers flawlessly applying these skincare products and feel the need to do the same. The tweens may not necessarily be extremely conscious of premature aging, rather they buy these products simply to hop on popular trends and imitate their favorite influencers. Peers also show off their own skincare hauls online, creating social pressure to keep up. As these young girls spend more time immersed in these curated social media images, it is no wonder they feel the need to join the mainstream trends of skincare.

A couple of months ago, 13-year-old Evelyn Unruh went viral on TikTok with her Get Ready With Me videos. Unlike other Get Ready With Me videos, her content

influencer benefited her. She "evolved" to using skin care in the morning, which became a "built-in healthy habit" even when she's not filming a video. Her content also contains vast hate speech towards her friends or students at her school, causing an explosion online. Is this a new way of cyberbullying?

Influencers such as Spencewuh (who has over 15 million followers on TikTok) and Jake Shane posted reactions voicing they were "scared" of teenage girls like Evelyn and would be "terrified" if they were in her grade at school. Many other TikTok users commented on their hatred towards Evelyn, criticizing her voice, content, personality, outfit, and makeup routine. The exact amount of hatred spread in Evelyn's comments is equivalent to Evelyn's content. Doesn't this indicate we're all "Evelyn"?

Evelyn claims that her parents are aware of her account and that her mom, Alex Unruh, monitors comments. Alex Unruh is concerned about Evelyn's "mental well-being" due to all the hate messages she receives.

The new trend of 10-step skincare routines for



Image Courtesy of Harper's BAZAAR

contains controversial yet amusing comments on "Things that I Hate."

"Time. Who decided there were 24 hours in a day?"

"People who cry on social media are attention seekers..."

"Slow Walkers."

"Money can and will buy happiness"

Sarcastic, judgmental, and cynical are appropriate adjectives belonging to Evelyn. The TikTok algorithm is finely tuned to give high visibility to content that elicits strong reactions, especially from a young girl with a 12-step skin and makeup routine. Brands like Drunk Elephant, Glow Recipe, Supergoop, and Saie frequently appear in her videos. She also reasoned that becoming an

8-year-olds has triggered controversy in not only the cosmetic world but also in society as a whole. It has caused parents to question to what extent they should allow their children to spend \$69 on a polypeptide cream. It has started a new form of cyberbullying. People are questioning if children are being taken advantage of by commercial cosmetic companies and retailers. Most of all, little girls are maturing faster than ever. Should we sit by and watch it all happen? Should we shut it down? Is this a bigger deal than people are making it out to be, and when will my little sister stop asking me for an \$80 water cream?



Midterm Grades: Are They Enough?

Image Courtesy of VSU Spectator



By HENRY WISE '27

When thinking about the topic of midterm grades, one thing comes to mind for everyone: What am I going to get?

Is this element of mystery truly necessary? Why shouldn't students know how they are doing in a class at all times? In classes like English and history, for most of the year students have no idea where they stand in the class. For example, last term, I didn't know whether I was going to get an A in English, or a B-. This is why students should be told their current grades in the class.

To begin, we must address the concept of midterm grades. At their core, midterm grades are meant to act as a marker for students to track their progress halfway through the term. Their main purpose is for you to see your grades, and to possibly motivate you to work harder. Now, if a student really wants to improve, shouldn't they always know where they stand? Of course, midterm grades are very important, but why not go further? Why don't teachers tell you what grade you have every week?

If students are given their grades at the end of

each week, they will have ten chances to improve their grades, instead of just hoping for the best every time they submit an essay or take a test. This increased communication would apply especially to Harkness-based classes such as religion, history, or English. Since many of these classes focus on Harkness, it is vital that students be informed of their grades each week. This way, they know what they need to be improving on, and the scale at which they need to do so. Thus, if grades were administered to students on a weekly basis in each class, it would benefit students by giving

them additional opportunities to improve their academic performance.

This new practice would also motivate students to work harder. In some classes, students have virtually no idea what their grade is at any given moment because of factors like Harkness, which is often graded and changes daily. If students could constantly monitor their grades at the end of each week, they would be motivated to work harder, and if they were able to see their teachers' feedback on what they are doing well in classes, they would know what to replicate in

classes in the future to get good grades.

Another reason students should have access to their grades each week is because of transparency. A student might think they are doing great in a class, but when they receive midterm grades they might be taken aback by the drastic difference between their expectations and the reality. Providing grades each week would help students realize that they might be doing worse or better in a class than they thought, and cause them to change or keep their habits and skills in that class that they otherwise could have done

very differently.

In conclusion, midterm grades are a very important part of every student's term. They help students to become aware of how they are performing in a class, and push them to work harder in pursuit of improving that performance. However, if they are so important, why not just share grades every week to ensure transparency between students and teachers and to help students be more aware of what they are doing wrong or right in each class to further their academic abilities in each class?

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.



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Sports

» **COTW**
Read this week's Captains of the Week: Vedika Amin, Sofia Contreras, and Mya Scott, 16.

» **CREW**
Read about varsity crew teams' exceptional performance at their home Invitational, 15.

» **TENNIS**
Read about the girls varsity tennis team's undeniable win against Deerfield, 15.

Varsity Softball Victorious Against Thayer

By **LOGAN LIU and HENRY WISE**

On April 19, the girls varsity softball team went head to head in an exciting match against a strong opponent, Thayer Academy. Throughout the game, the girls were in close contention, with the score staying relatively even for the duration of the event. The girls worked very hard during this matchup and were able to secure their win by one run, with the final score being Exeter with four runs, and Thayer with three runs. It was an exciting match throughout, and the team's training efforts were made apparent with the game's result.

To prepare for their match against Thayer, the team's practices were grueling each and every day, and every player had to put their best effort into each practice. Lower Meagan Ward

said, "We have been practicing since the beginning of spring term, as well as having pre-season in Florida. Since our first five games were canceled, we had extra time to practice and prepare for the first games." The team's preparation was extremely beneficial, and even though many of their games were canceled, this gave them the opportunity to continue to work hard in practice and become the best they could be for their games.

When asked about her expectations, prep Melia Thibault commented, "Going into the game, we didn't quite know what to expect. They had had some varying scores against other teams, so we weren't sure how they were going to play that day." Many members of the team walked onto the pitch with a feeling of nervousness, but through their efforts,

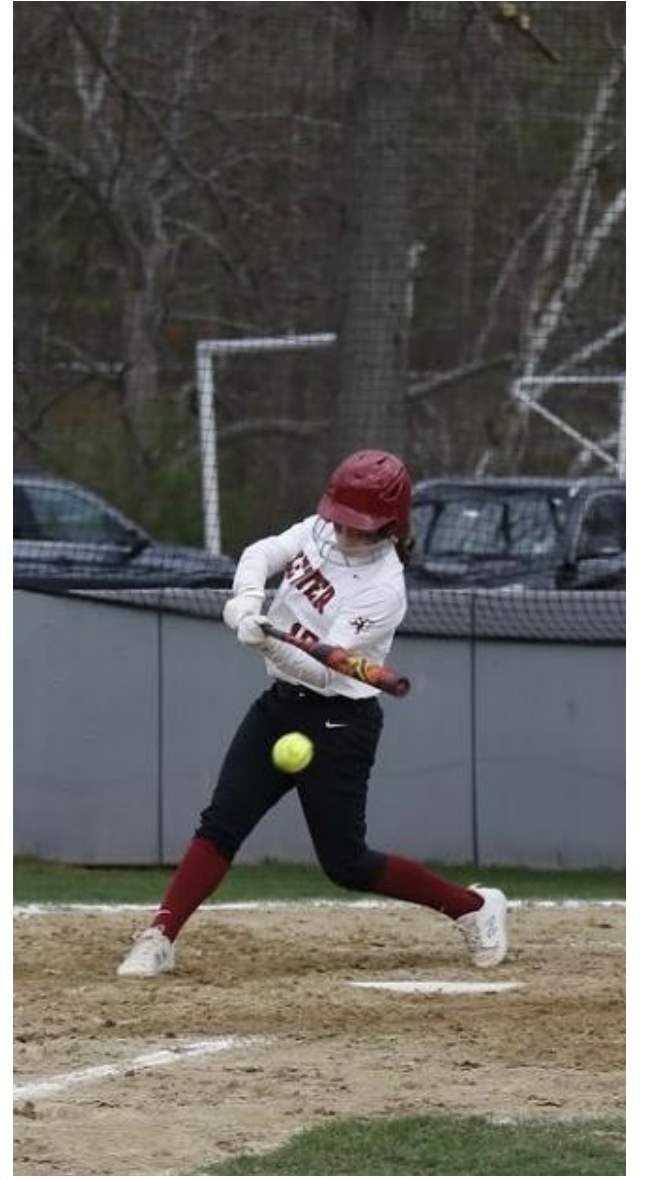
the team was able to clinch the win against a similarly strong team.

During the game, there were many exciting moments that the team noted. When asked about the team's performance, Ward added, "The game on Friday against Thayer was the first home game of our season so we were very excited. Aside from a few mistakes we played pretty well and were excited about our second win." In regard to particularly special plays, Thibault commented, "My favorite highlight of the game was when Caroline fielded a ground ball hit at her and she made the play to Lainey, getting the out. I thought it was executed very well and was a good play." This exciting play helped sway the momentum of the game in Exeter's favor.

The team is relatively young, with five preps

and five lowers contributing to a fourteen-person team. Both coaches are also new, making for an important pre-season. Coach and Instructor in History Jack Gronau said that the team "became cohesive really quickly" and has been focusing heavily on "getting to know one another and [team] building." The team has been working hard, with effective practice being rewarded with a now 3-1 record. Coach Gronau stated that he is, "[feeling] positive about how things have been going and continue to go."

Softball is looking forward to more competitive games going into the season, with a game against Andover at home on May 1. With nine more games on the schedule for this strong team, the rest of the season looks very promising.



Exeter's softball girls at bat.

Photo courtesy of @phillipsexetersoftball

Big Red Season Records Since April 24, 2024

Baseball JV

Cushing Academy: L 14-4
Cardigan Mountain School: W 12-2

Baseball V

Brighton Academy: L 7-3
Deerfield Academy: L 3-2
Dexter School: L 10-3

Crew Boys V/JV

N/A

Crew Girls V/JV

N/A

Cycling V

N/A

Golf V

Winsor School: W 3-2
Portsmouth Abbey School: W 6-0
Tilton School: W 6-2

Lacrosse Boys JV

Loomis Chaffee School: L 6-4
Brewster Academy: W 11-7

Lacrosse Boys V

New Hampton School: W 15-7
Loomis Chaffee School: L 17-6
Holderness School: L 9-7

Lacrosse Girls JV

Holderness School: W 14-6
Pingree School: W 8-4

Lacrosse Girls V

Brooks School: W 13-12
Holderness School: L 13-12
Pingree School: W 17-10

Softball V

BBN: W 3-1
Andover: L 3-0

Tennis Boys A V

St. Paul's School: W 7-0
Northfield Mount Hermon: W 7-0
Andover: L 6-1

Tennis Boys B V

St. Paul's School: W 3-0
Northfield Mount Hermon: W 3-0
Andover: L 6-3

Tennis Boys JV

St. Paul's School: W 4-2
Northfield Mount Hermon: W 8-1
Andover: W 5-4

Tennis Girls A V

Andover: L 8-1

Tennis Girls B V

Andover: W 9-0

Tennis Girls JV

Andover: L 5-4

Track Boys V/JV

N/A

Track Girls V/JV

N/A

Volleyball Boys JV

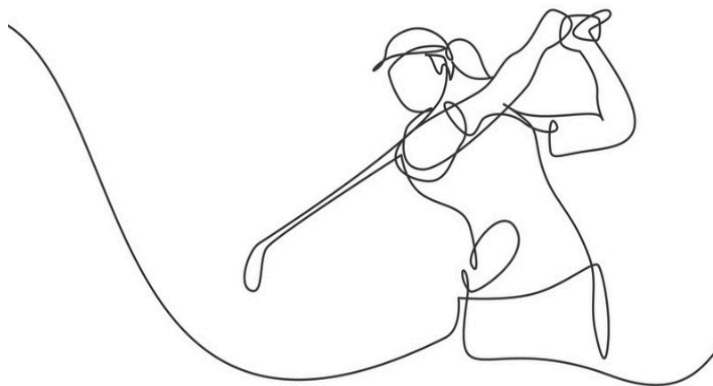
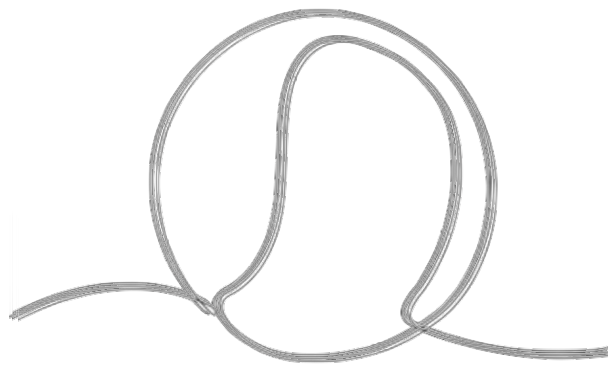
Andover: W 3-2

Volleyball Boys V

Andover: W 3-2

Water Polo - Girls V/JV

Loomis Chaffee School: L 11-6



Big Red's Top Four Boats Crush At Exeter Crew Invitational

By ISABEL EVANS, ANGELA HE, and JULIA ZHOU

On Saturday, April 20, the top four boats of both the Big Red girls' and boys' crew teams ventured to Lake Quinsigamond, where they competed against Shrewsbury, Simsbury, Hingham, St. John's High School, and Kent School—one of Exeter Crew's biggest rivals. It was a success for most of the team, with the girls' first and second boats and the boys' third and fourth boats placing in first. Despite this being the season's and many JV rowers' first race, Exeter Crew did well and is excited for the upcoming season.

Upper Ava Cathey, a rower in the girls' first boat, reflected these sentiments. "I would say that we were super excited, but there were definitely some first-race nerves." More experienced rowers, however, pushed through their anxiety and supported their teammates, which led to the boats' eventual victories.

Lower Nora Unger, who rows on the girls' second boat, also noted her exceeded expectations. "The energy was so great - everyone was super excited to race, but definitely a bit nervous." She continued, "We were unsure of how the oth-

er schools were going to be compared to us, and I honestly wasn't expecting us to do as well as we did.

Our race was super powerful, and we ended up beating the other schools by a good amount, which was really exciting."

In other boats, there were some struggles in the race. But despite the loss, girls' boat 3 looked past it and supported each other. Lower Elsa Janicki, who coxed the boat, recounted her experience. "During our race, some things didn't go as planned, but we didn't let that stop us. We just kept going."

She continued, "I think it was just a positive environment overall, even if things didn't go our way. It was a standout moment to look at my crew and for them to all be proud of each other, even if things didn't go well. And even if the race didn't go as we'd hoped, we are still very proud of each other."

Repetition was critical to the success of several boats, as lower Kaitlynn Farkas noted, a rower for girls' boat two. "I think something that helped us was practicing the start sequences. A start sequence for us is five short strokes that build you into the race. And then you have 20 high, which is 20 at a high rate as fast as possible. Then, we lengthened for 10 strokes." She add-

ed, "We practiced this a lot and got it up to a high rate. That is definitely what pushed us to win."

Prep Euphoria Yang agreed, "We've been practicing for the past five weeks by running and sprinting hills, and practicing race pieces on the Squamscott River with the other JV boat."

There was also a lot of work put in since even before the start of the season. The varsity girls' boats have a new coach, Coach Pete Cathey. He and the rest of the team have been tirelessly working for these races. As captain, senior Ellie Ana Sperantas said, "Starting with preseason in Deland, Florida at Stetson University, we've been putting in a lot of hours of training with our new head coach, Pete Cathey. He's definitely helped bring a new energy and excitement to the team as we prepare for more racing!" Everyone in the team, including coaches, have been excited for this next season, and it's turning out to be a good one so far. They are going to continue to work hard until they race at NEIRAs, their championship race hosted by New England Interscholastic Rowing Association.

As one of the only preps on a boys' JV boat, prep Crane Lee expressed his excitement after



Exeter's girls' crew Boat 1 poses for after their exhilarating victory.

Photo courtesy of @exetercrew



Exeter's girls' crew Boat 2 also grabbed a win on their home waters.

Photo courtesy of @exetercrew

his race. "We won our race, which was amazing because it was the first I've ever rowed."

Although not a complete win for the boys' crew team - since Kent narrowly defeated the first and second boats - the third and fourth boats were still success-

ful. Lower Edward Garschina, a rower on the second boat, concluded, "One moment that stood out throughout the invitational was when our captains came together at the end with Kent's captains to hold the trophy together, as the race ended in a points draw."

Overall, the Exeter Invitational was an outstanding success for most of Exeter Crew, and a learning experience for some. One thing was sure: teamwork and unity supported them before and after the race, no matter the outcome.

Girls Varsity Tennis Dominates Deerfield Away from Home 15-3



The girls team in action on Exeter's courts in the Thompson Field House.

Courtesy of @exeterathletics

By ALLEGRA LAI, V MURDAYA, ISHAAN SINGH, and MEGHAN TATE ZEE

On April 20, the Big Red girls' varsity tennis team emerged victorious against Deerfield Academy on their rival's own turf, with a total tally of 15-3. This was the first time Exeter had triumphed over Deerfield since having lost to them the previous year.

On the long ride to Deerfield, the team remained in high spirits, planning out their matches. "We were talking a lot about our doubles plays and our mindset is to really just connect with our doubles partner and keep cheering everyone on," prep Naomi Moskovich said. "And also to use our strategies that we have worked on in practice to try to beat Deerfield and not get into our heads during singles."

In terms of pre-match rituals, the pep talk from Coach Nancy Bulkley helps get the team into the collective mindset heading into the game. "I think one of the most important things that happens is the talk with Coach Nancy pre-game. It's important that as a team we approach the game with the same mindset. We get to have a little bit of

a pep talk, a little bit of encouragement of what we need to do, and have us be in the right area," prep Aarti Raju said.

Lower Mathilde Senter gave some insight into how the team practices. "The team prepares for upcoming games by doing intensive drills, doubles practice with our respective partners, and also challenge matches to make sure everybody is where they should be on the ladder."

The girls' varsity team exceeded their expectations for the match. Senter stated, "As for the tennis team, we expected it to be a closer [match] than it was." This was in combination with the fact that they had lost 2-7 the previous year. However, it was the opposite, as the Varsity A team won 8-1, while the Varsity B team won 7-2.

When asked about some of the game's highlights, Moskovich answered, "...Lianna [Yang was] my doubles partner. We were doing really well with our doubles game and it [was] really fun. We all did very well."

She went on to add, "We felt fulfilled. We worked hard. We worked hard in practice every day...it was just a great victory."

Upper Freddie Chang shared about the team dynamic this season. "The team vibe is really good and friendly, we have a lot of team dinners which has made us closer."

The girls' varsity team is split into two groups, Varsity A and Varsity B, and have separate ladders. Together, they boast a great tennis record so far this season, totaling a 7-1 record. They have improved immensely as compared to last year, when their record was 9-7. Some of the team's upcoming matches include battles against Milton and Choate.

Many players on the team are looking forward to the rest of the season, including Moskovich. "I'm excited to play [Choate] because I've never seen [the campus] before. It's three and a half hours away, so hopefully we will do well. I love doubles so I think that'll be fun against tough competitors like Choate," she said.

Chang also mentioned the team's hopes to make a pitstop at Raising Cane's as a team to celebrate their wins in the future. "I am looking forward to hopefully getting Cane's after our Milton game. I'm also looking forward to the weather getting better so practice is in the sun!"

Captains of the Week: Vedika Amin, Sofia Contreras, and Mya Scott (Water Polo)

By SAM ALTMAN,
ERIN HAN, and
LOGAN LIU

The spring term marks the season of girls' water polo. Every day, the pool fills with team members as they tirelessly scrimmage, drill, and run plays for their next game. The driving forces of this team are its captains, who have been fostering both a supportive and rigorous team environment thus far in the season.

The girls' water polo team has three captains: senior Vedika Amin, senior Sofia Contreras, and upper Mya Scott. Senior Nataly Delcid commented on their leadership, "They're two seniors and an upper, and they have a great dynamic. They're all very charismatic, energetic people. When we're at practice they make sure to liven up the mood and get everyone excited, which is really important when you have to come in and play a sport as intensive as water polo for two hours when it's cold outside. Overall, they are a great trio."

Coach Meg Blitzshaw echoed, "The captains are our appointed leaders of the team. Their role entails frequently leading warmups for practices and every game, being a liaison between athletes and the coaches and certainly being energy leaders. Mya, Sof and Vedika have worked well together and they've modeled sportsmanship, dedication, and effort. They're happy, dedicated, joyful humans who are a delight to be around. Their unique personalities complement each other well and have been a good team to lead our group!"

"We work well as a leadership team with our coaches to put forth the best image for the team," added Scott.

The team has all sorts of traditions they perform before games to get everyone excited. "The captains always run warm-up well because they organize 'secret psychs' before

matches, in which we give a little gift to each other, kind of like Secret Santa," prep Juliette Morgan said.

Blitzshaw further lauded the palpable support and energy that all three captains have brought to every game and practice. "The captains are deeply encouraging of each and every teammate to work to their best and improve over the course of the season. They are incredibly supportive, which was clear just yesterday when we had our first opportunity for a novice player scrimmage with Loomis and the captains led a loud and enthusiastic cheering squad for these teammates, some of whom were getting their first real game experience."

"They walk into every game acting as if we're going to win. And, even if we're going against the hardest team, that mindset is important if we want to bring the energy. We don't always succeed, of course, but it's vital for team spirit, and it's great for the team," Delcid said.

Scott recalled a specific instance when the captains worked to support the team not only in water polo-related aspects, but also those relating to emotional well-being. "With all of the sickness that's been going around, along with the stress of midterms, the team has been really struggling in practices lately, myself included. One of my co-captains Sofia Contreras noticed this and had the team do a 'team scream,' both above the water and below," she recalled. "It may seem silly but I actually think that it helped a lot. After, we were able to have a good laugh and then a fun scrimmage. It's important for the captain team to notice these things and offer solutions, and I admire Sof for her leadership."

Blitzshaw mentioned another anecdote, recalling how "the captains gave the polo bulletin board a fun makeover with new photos." She continued,



"It's great to see how inclusive the captains are of all the levels of players on our diverse team where many athletes started their water polo experience here at Exeter."

This aspect of diversity in the level of players, was one that wasn't criticized, but instead positively highlighted by captains and players alike. "My favorite part about the girls' water polo community is definitely the shared love for the game. We are a developmental team, meaning that many of the new players come into the season with no polo experience, but we're all there because we love to play and that is evident in the water," shared Scott. "Students from all grade levels come to tryouts without knowing how to tread and leave at the end of the season with a new-found passion. Watching this arc, within myself as well as others, over the past few seasons

has been amazing to see."

Amin echoed, "Water polo promotes a one-for-all and all-for-one approach. I have always been a strong team player and what I loved most about being a captain this year was seeing my teammates improve as a result of teamwork and dedication."

"This year, we definitely have a lot of new people on our team. I think that the captains have done a really excellent job allowing everyone, regardless of skill, to feel that they are equally part of the team and have the same expectations as everyone else. The traditions that they make for us really do keep us going. Overall, they make it a very social team," Delcid commented.

The coaches and players' familiarity with the players was a testament to the group's tight-knit bond. Blitzshaw described each captain in remarkable detail: "Vedika speaks four

languages, once had a pet snail named Gary Turbo, is a big fan of Pitbull's music and mochas from D squared. We've been able to count on Vedika to receive goalie outlet passes and help lead our offensive opportunities; Sof has a dog at home in Texas named Lola, hopes to work internationally, and is a fan of Goldfish and Dr. Pepper. Sof is a dynamic leader in our game warmups and we can count on her voice to encourage us to be balanced in our setups; Mya is excited on the days the dining hall serves General Tso's chicken, has a pet cat named Little Foot, is a fan of coffee and Trader Joe's Takis and would recommend the book Tomorrow, Tomorrow and Tomorrow by Gabrielle Zevin. Mya has been crucial for our help defense and it's great to see her having confidence in her shots this season."

Senior Sophie Phelps offered, "Mya's a math

genius. Vedika loves dinosaurs. And Sof's a social butterfly."

"They're all very nice people, and extremely outgoing. They're able to lead at every level of water polo, but are also always willing to reach out to you outside the pool whenever you need it," Morgan added.

Whether dribbling through the pool or organizing team bonding events, there is no doubt that Amin, Contreras, and Scott are confident, energetic, and experienced leaders. "Being a captain teaches you to work with people, to be a mentor and to be a voice," said Amin. "These are all skills, in my opinion, that everyone should aim to develop and nurture, not just in sports but in their professional lives as well. If one can learn to lead a team, I think they'll excel, whether it be in their career or on a sports team."

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

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