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Phillips Exeter Academy
Exeter, New Hampshire

The Exonian



"The oldest continuously running preparatory school newspaper in America."



Exonians rally for primary election winner Bernie Sanders.

Thomas Wang/The Exonian

PEA Students Vote in New Hampshire Primaries

By MOKSHA AKIL, KAYLEE CHEN, EVAN GONZALEZ and AVAYU

As the second state voting in the presidential primary, New Hampshire is a top priority for presidential campaigns. After the Tuesday election, Bernie Sanders led in the polls, closely followed by Pete Buttigieg and underdog Amy Klobuchar.

Almost all the Democratic candidates visited Exeter in the lead-up to the primary. Students attended their rallies to hear the candidates' opinions in person. Many Exonians attended candidate events in the Town Hall and or voting in the primary election.

United States citizens over eighteen from the Academy may vote, whether or not they live in-state. Many students from the Academy walked or drove to voting locations near campus during lunch, frees or after classes. The closest voting location to campus was the Seacoast School of Technology, one mile away at 30 Linden Street.

Democratic Club co-head and senior Lilly Pinciario stressed that all PEA students could exercise a political voice. "That's something

that a lot of people aren't aware of. Democratic Club really wants to get as many people to vote as possible in the primaries because, obviously, student input in elections is really important," she said. "Just getting people into the habit of voting is really good."

Pinciario voted in the New Hampshire primaries. "In New Hampshire, they do this nice thing where you can register at the polls... You get in line to register, and they make you fill out some forms. And then you have to have a passport to prove citizenship or birth certificate and then some sort of ID and a proof of residency," she recalled.

In the lead-up to the primary, candidates focused on citizens in the Exeter area, descending onto the town with rallies and events. "I think it certainly helps to be able to have interpersonal time with those candidates. To be able to actually meet them and shake their hand," lower Cyrus Braden said.

Braden emphasized how going to these rallies is an experience that one should capitalize on. "So many people at Exeter idolize given political candidates—say, Pete Buttigieg

PRIMARIES, 2.

StuCo Primary Elections Delayed

By OTTO DO, SANESHA MAHENDRA, and ANYA TANG

Due to understaffing, technological issues and a delayed start to voting hours, the Student Council (StuCo) elections committee alerted the Exeter community that the Tuesday election will be rescheduled "to ensure the integrity" of the elections, according to an email sent on behalf of StuCo to the student body.

Although students cast votes on Tuesday, the ballots will be nullified. The Elections Committee and current StuCo Executive Board reached the decision to reconduct the election with "no knowledge of the outcome of the election," according to the email.

During the voting on Tues-

day, several students shared the difficulties of the booth's inconsistent hours. "The closed booth means that I can't support people in my dorm who are running. I have G/H so I can't come during Uni-Free either," lower Shrayes Upadhyayula said.

Similarly, lower Allison Kim noted the correlation between voting times and election results. "Today, the booth was closed during E and F, which is a popular free among people who do sports. When the election booth is functional during all hours, the election process should be fine," she said.

Due to the irregular hours, lower Milan Gandhi supported rescheduling elections. "Pushing the election was im-

portant because today's election was not an accurate representation of the student body," Gandhi said.

Conversely, upper Will Clark did not think that the revote would affect the results. "I don't think there will be a drastic change in support after today's mishap."

In 2015, StuCo also opted to host a revote for their elections. Former StuCo adviser and Dean of Residential Life Carol Cahalane said that due to the errors in the 2015 election, "I support the decision to run this election again so as to be sure that it is completely fair to all candidates."

Secretary candidate Philip Oravitan, a member of the StuCo party For the Students (FS), explained that Tuesday's

elections revealed weaknesses in scheduling polls for only one day. "I think that a better system would be voting over the course of a week, this would provide more of a voice to the student body, some of whom may be backed up with work and not able to vote on one particular day," he said.

Secretary candidate and FS Party member Phil Horrigan stressed that Tuesday's mishap uncovered greater issues in the greater Student Council system. "I want to preface my comments with the fact that I think that I think the Elections Committee did everything that they could to make this election happen today. They worked diligently and professionally," he said. "The election pushback does not shine a negative light on the individuals in charge of putting it on but on the StuCo system as a whole."

Horrigan pinpointed the un-

derstaffing as a representation of students' interest in StuCo. "The fact that StuCo didn't have enough members who cared to string together a day of voting is both sad and frustrating. We need a change, we need to make StuCo interesting again, we need to get more people involved. The only way to do this is to open the body up to everyone," Horrigan said.

Current StuCo President Ayush Noori outlined alternative factors students should consider when hearing about the revote. "The fact that we are holding a second election shows the determination that we have to hold a fair and unbiased election with integrity. If anything, students should have more confidence in the voting system and that we will not let any possible errors influence the voting results."

Friday's election will take place from 10:20 AM to 6:45

Evaluating PEA AMC Disparities

By LINA HUANG AND MINSEO KIM

For years, the American Mathematics Competition (AMC) exam has faced criticism for failing to achieve equal gender participation. According to a study from the Massachusetts Institute of Technology and the National Bureau of Economic Research, the male to female ratio in the 99th percentile of AMC results extends to over 6:1. In light of this finding, *The Exonian* investigated whether this systemic problem has extended to Exeter.

PEA students register for the AMC every year, beginning the rigorous selection process to become a part of the United States International Math Olympiad (IMO) Team. Mathematics Instructor Zuming Feng, the former coach of the USA IMO team, is credited for PEA's success in the AMC.

The AMC 10 and 12 are

25-question, 75-minute, multiple choice problem sets designed for high school students. Developed by the Mathematical Association of America (MAA) in order to foster the problem-solving capabilities of students, the AMC 10 is limited to students up to tenth grade, whereas the AMC 12 is available for all high school students. The A version of the AMC 10/12 occurred on Jan. 30, and the B version on Feb. 5.

Exeter has often scored well in the AMC, and students often qualify for the American Invitational Mathematics Examination (AIME), the USA Mathematics Olympiad (USAMO) and IMO.

However, there is often a gender disparity to such competitions. "For centuries, from a young age girls have never been encouraged to pursue math and other academic careers; it has only been recently that we have begun encouraging this," Math Instructor Ivan Borsenco said.

The Exonian recorded the

gender distribution of PEA students who placed on the "honor roll," or placed within the top 5 percent of students that year, using historical statistics published online by MAA. Female honor roll placement at the Academy has never exceeded 40% of test takers at Exeter.

In recent years, the disparity between Exeter female and male participation has grown increasingly large. While in 2016, the ratio reached a low of 1.55:1, in 2017, 2018 and 2019 the ratio bounded to 11:1, 6:1 and 4:22, respectively.

Math Instructor and AMC Contest Coordinator Tim Whittemore said the gender disparity stems from influences experienced in middle school or even earlier. "A number of years ago, Mattel had a Barbie doll with a button that you'd push and she would say, 'Math is hard,' which is not really super supportive of reminding girls that they can do math," he said. "We have lots of

AMC, 3.

Exeter's Past with Slavery

By MINSEO KIM, KIESSE NANOR and ANYA TANG

To date, the Academy has not investigated its historical ties to slavery, namely founder John Phillips' ownership of two enslaved persons.

On Feb. 1, Principal Bill Rawson sent an email to the student body announcing his appointment of History Instructor Cameron Brickhouse, Head of Archives and Special Collections Magee Lawhorn and History Department Chair Kent McConnell to a steering committee on how to conduct such an investigation. Advised by Director of Equity and Inclusion Stephanie Bramlett and trustee Claudine Gay '88, the three committee members will propose recommendations to the administration.

"While the initial focus will be on connections between our school and the institution of

slavery, the steering committee is encouraged to think broadly and develop recommendations for such other studies as the committee believes should be undertaken to understand the history and legacy of our school," Rawson wrote.

Rawson noted his desire for student involvement. "The intent is to have an inclusive process that will engage the entire community," he wrote. "Everyone who has an interest is invited to share ideas with the steering committee."

While the steering committee's recommendations will inform the first in-depth examination, other published works have touched on the topic of slavery. In "The Phillips Exeter: A History," Laurence M. Crosbie's wrote an account of Phillips' slaves.

The steering committee will primarily focus on the logistical side of the initiative. "Normally, steering committees aren't

HISTORY, 2.

» AMC

The Exonian analyzes disparities in mathematics gender participation through AMC statistics, 3.

» HISTORY OF SLAVERY

Rawson launches initiative to explore and document history of slavery at the Academy, 2.

» THE NICETIES

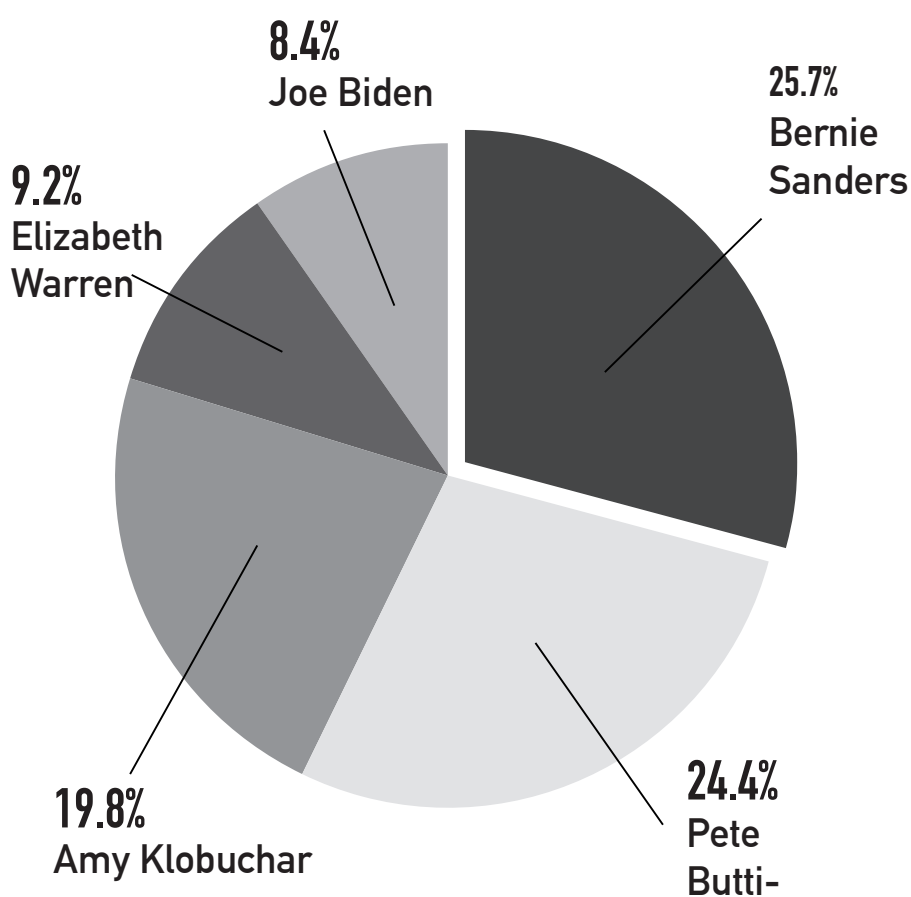
Actors come to PEA and perform “The Niceties,” a play on race in higher education, 3.

NEWS IN BRIEF

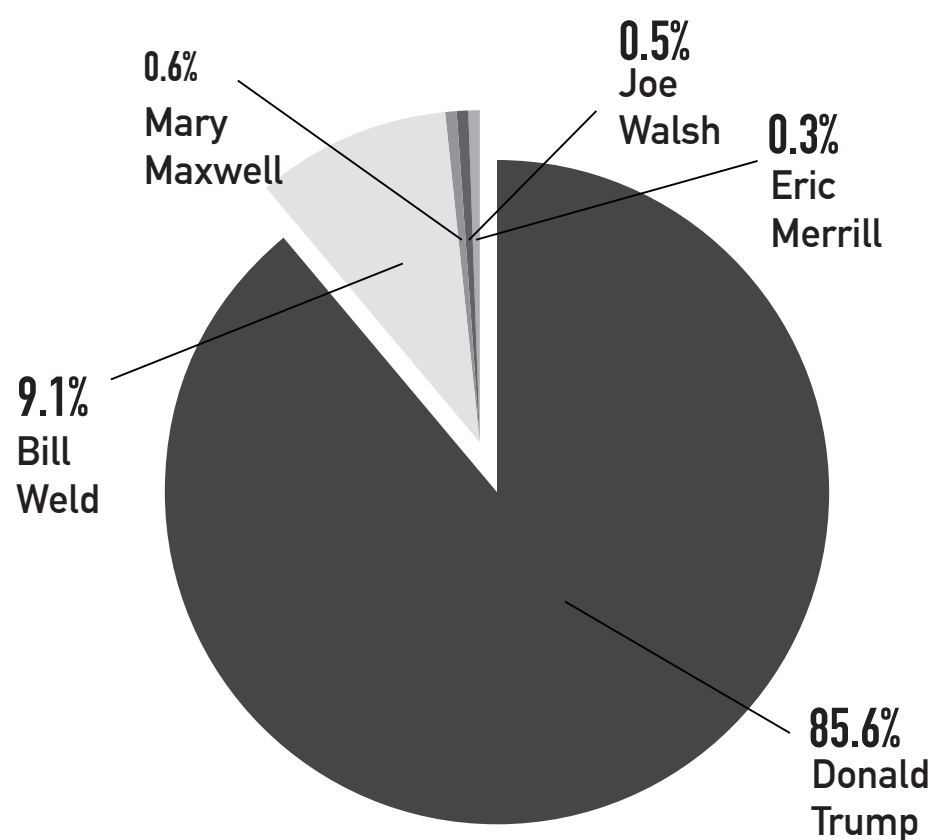
» **COMMUNITY CONVERSATIONS:** Originally scheduled for Dec. 9, Community Conversations, an initiative created after a fall term protest to discuss campus empathy, was cancelled. There is no set date for the revival of the program. “It’s better to get the program right than to rush to do it,” Director of DEI Stephanie Bramlett said.

» **ANDREW YANG SUSPENDS CAMPAIGN:** After the closure of the New Hampshire primary polls on Tuesday, Democratic candidate Andrew Yang ’92 announced the suspension of his presidential campaign. “I am the math guy, and it is clear tonight from the numbers that we are not going to win this race,” Yang said.

TOP DEMOCRATIC VOTING TOTALS IN N.H.



TOP REPUBLICAN VOTING TOTALS IN N.H.



Avery Lavine/*The Exonian*

Sanders Wins New Hampshire Primaries

think, for those types of people, it’s a really rewarding experience to be able to actually hear them in person because that’s not an opportunity you would get in a lot of other places.”

Many attendees left without having their preconceptions changed; yet, some students felt that seeing the candidates in person had an impact on their overall approval. “Seeing Bernie in person didn’t really change my perception of him—nothing he really said was something I hadn’t heard before,” said prep Will Durawa. “I would say I left with a more favorable view on him, though. And I left thinking he maybe had a better chance of winning the election than I had previously thought.”

Others added that, even when their beliefs did not align with those of a candidate, listening to opposing views offered different perspectives and helped to solidify ideas. “I’ve heard of people who went to the Bernie rally whose minds were changed,” upper Jeffrey Cui said. “I

would recommend other people to come—it’s a nice experience. You get to see people getting excited for a candidate, and you get to hear these people speak up close. If you’re not there to change or solidify your opinion, it’s still a nice thing to see.”

Co-head of Democratic Club and upper Maggie Wainwright also saw value in meeting candidates she didn’t agree with in person. “By listening to those with whom I don’t agree, I’ve been able to question and subsequently reaffirm my commitment to my political beliefs,” she said.

History Instructor and Exeter Political Union (EPU) adviser William Jordan added that attending a rally is an experience in and of itself. “I think there’s something about attending a rally, whether or not you agree with the person or not,” he said. “A lot of our students went to the Trump rally in 2016 when he came here. Afterward, they met some of the Trump supporters and saw history firsthand

... You hear different candidates, and you compare and contrast.”

In the election of 2016, more Republican candidates visited Exeter, offering their views and hoping to gain supporters for the party’s nomination. However, with almost no Republican opposition to President Donald Trump this year, no Republican candidate has visited Exeter yet.

Many students believe that the lack of Republican presence in Exeter is not a problem. “I think it’s totally fine. It’s just due to happenstance, right?” Braden said. “It isn’t anyone choosing only to have Democratic candidates come here. It’s the fact that the current president is Republican and running for re-election. So I don’t think it’s an issue.”

Lower Isaac Saunders concurred. While it is true that the Democratic hopefuls have been more active in Exeter, this is because the incumbent is a Republican, thus making his main challengers Democrats,”

he said. “This certainly could give students a biased view, but there is nothing anyone can do about that besides the students themselves [intentionally engaging with Republican candidates].”

The lack of Republican candidates also brought up the question of if students would feel comfortable supporting Republican candidates in town. Saunders explained how such views are not as welcomed on campus. “I strongly believe that there is a lack of open Republican views on campus,” he said. “Not only are those with Republican views a minority, they are actively suppressed and encouraged to keep their views to themselves—by both teachers and peers.”

Wainwright offered another idea that examined the concept of different ideas in general. “I think something important to consider when we talk about ‘Republican’ and ‘Democratic’ viewpoints on campus is that these two parties are both umbrellas for a wide variety of opinions, so there can be enormous diversity of thought within a single party,” she said.

The rallies for the candidates offer a range of opinions due to the diversity throughout the Democratic party’s ideas. Many expressed the importance of experiencing all beliefs first hand. “It is important to see politically important figures during an election because many of the students here are first-time voters or will be by the next election,” Saunders concluded. “To be able to engage in politics during the formative years of high school provides an exceptional opportunity to form a multifaceted political identity that will help you throughout the rest of your life.”

Reflecting on their experiences at the New Hampshire presidential primaries this past Tuesday, Pinciario explained her decision to vote. “I wanted to vote because I think it’s a civic duty of mine, and I also want to have an influence in our democracy,” Pinciario said. “There’s been an increase in younger people being interested in voting because politics have become more accessible, and it’s important for people to be paying attention to because it’s a little bit dramatized.”

History of Slavery Examined

there to plan and think what could possibly be some of the outcomes and some of the committees or task forces that sort of run some of these programs, whether it’s coursework [or] fundraising.”

McConnell explained that the importance of addressing the Academy’s history of slavery. “To recount the story of people who were intentionally excluded from the written past is a formidable methodological task requiring persistence in research, the ability to put together fragments of the historical record into a larger powerful narrative and triangulating primary sources in ways that give voice to the voiceless,” he said.

This reexamination of Exeter’s history works is part of a larger movement in major educational institutions. “I think the Principal is pretty clear, which is to try to follow in the footsteps of other prestigious institutions... and to sort of reevaluate their connection to slavery or just their connection to peoples that were treated,” Lawhom said.

McConnell was first contacted about the project by David Weber,

a former instructor at the Academy who works with many local organizations regarding issues of social justice. “[He] asked me to consider working with him and others on exploring the issue of John Phillips connection to slavery,” McConnell said. “Shortly thereafter, Principal Rawson contacted me about my interest in pursuing such a history. During the winter term, I met with Principal Rawson again to formalize a small committee that will head the project.”

Lawhom noted the ongoing nature of the endeavor. “It’s sort of like co-education, right? It always comes back. But it’s something that we’re always integrating into our courses.”

Principally, the steering committee will reach out to sources outside of the school’s archives for their research. “Because this touches upon Exeter and New Hampshire, [we will] probably [go to] historical societies as well,” Lawhom said. “I wouldn’t limit us to just using the archives. It’s going to be something where we’re gonna have to reach out to other sources.”

Lawhom stressed that the opportunities for student involvement are varied. “That can be [a] classes or someone’s senior project,” Lawhom said. “[The initiative] can play out in a number of ways.”

Members of the Exeter community raised questions about the timing of the investigation. “I definitely think it’s a good thing, but I think they should have done something like this by now,” lower Tommy Seidel said. “The email was a little vague, and there was no definitive action stated [in the email].”

Prep Priya Nwakanma shared similar sentiments. “I think it should have been done years ago, probably, but I’m never going to say it’s a bad thing to be doing it now,” she said. “Like at least they’re trying at this point.”

Additionally, students hoped that the research would focus on the stories of slavery. “It’s good to get research on how the school played a role [in slavery],” lower Diwura Adesanya said. “Then, they can repair the damages. [But] you also never really hear [other kinds] of stories, how [slaves] were affected by it. It’s mostly about the slave owners and what they did, so maybe trying to find the perspectives of the slaves

in there, too.

Upper Nahla Owens noted that the value of the search will be rooted in the action taken after the history is outlined. “I think it’d be an interesting conversation to have,” she said. “To see to what extent are we able to kind of not necessarily undo what was done in the past but repair some of the damage that has been done.”

Additionally, some students believe that the research should focus more on the stories of slaves related to the Academy. “It’s good to get research on how the school played a role [in slavery],” said lower Diwura Adesanya. “Then they can repair the damages. [But] you also never really hear [other kinds] of stories, how [slaves] were affected by it. It’s mostly about the slave owners and what they did, so maybe trying to find the perspectives of the slaves in there, too.

History Instructor Aykut Kilinc looked forward to an informed discussion. “What would we do if in fact the origins of this institution relied on slave labor or if somehow slavery is part of this institution?” he said. “I think we should let the documents talk.”

Others hope that this initiative will

lead to more education about slavery, specifically slavery in Exeter. “I think really the reason why it’s important to understand slavery is not only to acknowledge it for the people who suffered in the past but to move forward and make a better future,” Owens said. “[We should] acknowledge the ways that this system has carried over into the future and the ways that it still impacts us today. So I feel like people should have a more rounded understanding of the impacts of implications of slavery today.”

Seidel hoped that education would follow this investigation. “[I think they should] educate people more on this topic instead of just saying that they’re going to look into it... People know that there is history in Exeter that is not good, but maybe they don’t know enough.”

The research completed will explore a largely unacknowledged issue in the Academy’s history. “I think previously the Academy just assumed that it didn’t have slaves,” Lawhom said. “When we read history, we’re always assuming that people who do certain good things wouldn’t have done some of these negative things as well. We’ve been making a lot of assumptions, and that’s what we need to address.”

AMC Demographics Examined

people who would say they don't know how to balance their checkbook, but very few people who would readily confess admit that they don't know how to read. I think that literacy and numeracy, the number form of literacy, are comparably important. Unfortunately, they are not seen as equally valuable by the general public."

Lower Maxine Park noted that this gender disparity is applicable beyond high school. "In general, as you get older, there are less women than men in STEM. If you look through high school, college and universities, you can see how male-dominated math is, as is the case with most areas of STEM," Park stated. "Schools typically don't do enough to foster female interest in math and competitions."

Choi has been competing in the AMC since her prep year at Exeter and was the only female taking the USAMO test last year. "This is not unique to Exeter, but my experience has been that, if you're a girl who makes it to one of the final rounds, you're often in a classroom with a lot of older guys because they're usually the people who are also in that level," she said. "I think it's very easy to get discouraged as a young female to ask questions and throw in ideas, which are very important to improving your skills."

This distribution of girls to boys is also reflected in the Math Club, where fewer than ten girls regularly attend. "Many people who are in Math Club were involved in math competitions before Exeter, where societal influences caused there to be a gender ratio skew towards boys," lower Jocelyn Sides said. "At Exeter, these self-perpetuates, where sometimes, female students are not taken very seriously or credited for their ideas."

Choi felt that this distribution is a result of the influences of different backgrounds. "A lot of that is because certain areas of the country often have a very well estab-

lished community where they exchange information and raise their kids to be part of this community from a very early age," Choi said. "So, I don't think that competition math is a great indicator of your math prospects because a lot of it is influenced by how you grew up and how early you're introduced to the system."

Exonians are introduced to competitive mathematics through different avenues. Park started with math competitions in middle school through the AMC 8, which is geared for middle school students. "The math on the AMC is very different from what you learn in a math class, so I wouldn't take the score as a judgment of math skills. There is a bit more creativity in the problems, so it can be fun to see how you can put a creative spin on concepts you learn in class," she said.

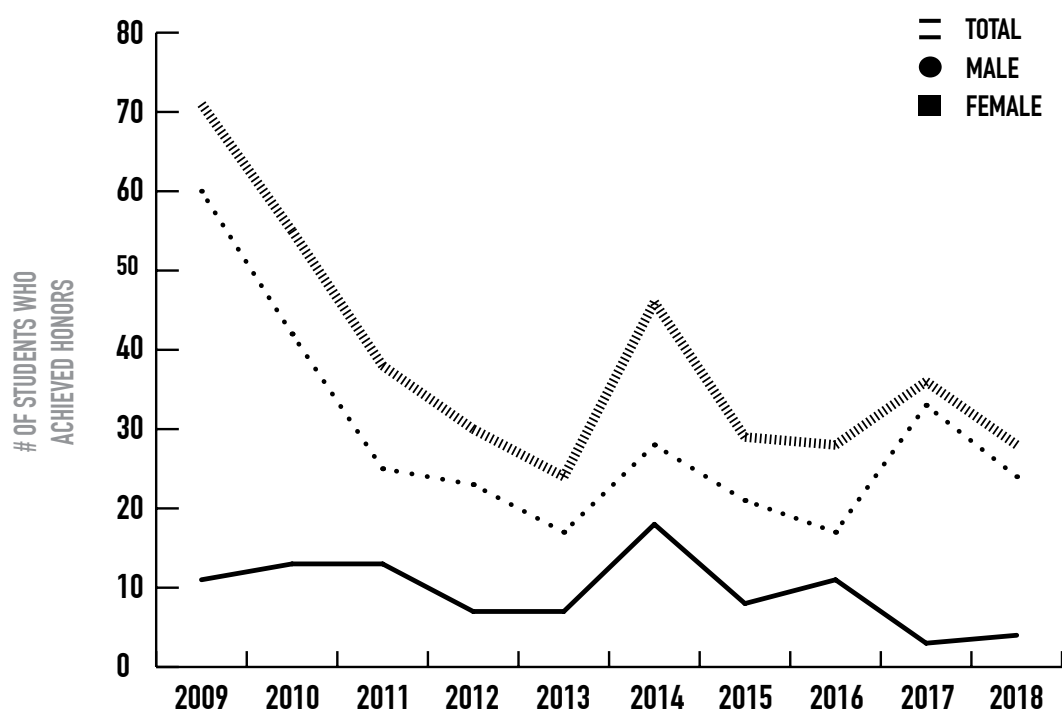
Senior Evan Chandran, a leader of a Math Club, added that although math scores fluctuate year to year, Exeter's strong math resources continue to foster student learning and participation in the AMC. "One of the reasons I applied to Exeter was for the math programs offered here," he said.

Chandran highlighted that the Math Club has expanded past Exeter's math curriculum. "In our Math Club group, much of the material we practice is oriented towards contest preparation for exams like the AMC and AIME. We cover topics not taught thoroughly in Exeter's math curriculum, such as counting/probability and number theory," he said.

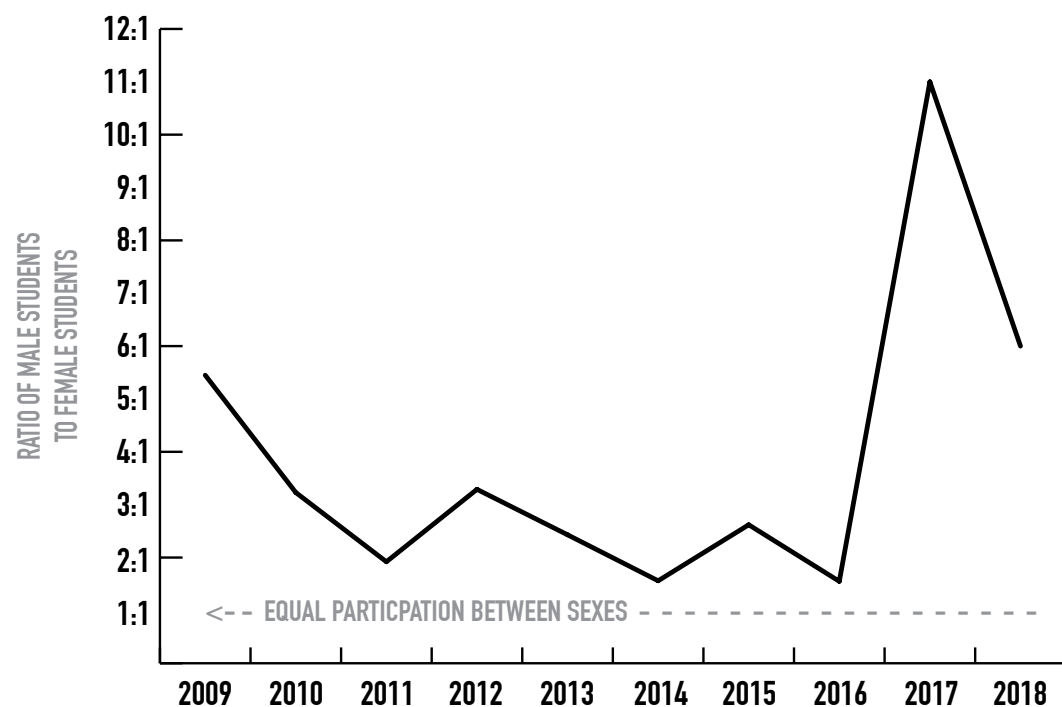
As co-head of Math Club, senior Ben Wright also noted that Math Club primarily aims to facilitate student's interest in mathematics. Thus, preparing for the AMC is not the main role of Math Club. "Math Club provides training for AMC and other competitions, but doing better on the tests is a symptom of math skill growth rather than the goal of Math Club," he said. "Math Club is the primary method for most students to pre-

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for
the

PRESENCE OF HONOR SCORES AMONG PEA STUDENTS



MALE TO FEMALE RATIO OF PEA AMC HONORS



Daniel Chen and Otto Do/The Exonian

AMC year round, but individual practice plays a large role in the couple of weeks leading to the event."

While the excellence of the math program largely goes un-

challenged, gender parity remains a key area of growth. The Academy has taken steps to boost equity. All students are provided opportunities to sign up for the AMC, as each math teacher has a sign up sheet. Math Club also has events

for team bonding, such as dinners and ice cream trips to lessen discomfort. "In the end, students decide whether or not to come to the Math Club, so the best we can do is encourage all students interested in math to come," Wright said.

"The Niceties" Fosters Racial Conversations

By MAXINE PARK, ANYA TANG and ATHENA WANG

Students flooded into Assembly Hall as the lights dimmed and two women took to the stage. From 8 to 10 p.m. last Tuesday, the Academy showcased "The Niceties," a play by Eleanor Burgess, challenging the role of race in academic spaces. The play was a required appointment for lowers, who attended the showing as a part of their English 320 curriculum about race and identity.

Produced and directed by the New Hampshire Theatre Project's Art Director, Catherine Stewart, "The Niceties" features a confrontation between black college student Zoe Reed, played by Malikh McHerrin-Cobb, and her white professor Janine Bosco, played by Genevieve Aichele. The two women begin with a disagreement about Zoe's thesis and her sources, which spirals into Zoe confronting Janine about the impact of racism in academia.

Due to the sensitive nature of the play, the English Department prepared dormitory proctors with resources to support students after the play. "This show has topics that make many people feel angry, guilty, confused, agitated or excited," English Instructor Alex Myers said. "A diverse audience could have a range of reactions, which is good, and I wanted to be sure that students would have support and places to work through their emotions after the play."

According to English Instructor Christina Breen, the play addressed issues pertinent to the Exeter classroom. "The dialogue is indicative of conversations happening in academia today about what is 'legitimate' scholarship and what voices have been erased by history," Breen said.

Another important topic highlighted by the play was the power imbalance between the student and the professor, English Instructor Barbara Desmond noted. "I found

the professor's actions unsettling," Desmond said. "Initially, she has power in this relationship, and she uses this power without thinking of its effect and without being fully aware of biases underlying her scholarship."

Similarly, English Instructor Christine Knapp described how the play made her more aware of such power imbalances at Exeter. "I recognize that it's difficult for a student because of the power dynamic, for them to ask the teacher, perhaps, 'What did you mean by that?'" she said. "We, both students and teachers, are very good at assuming others' intentions are what we think they are. Unless we ask, we don't know, and coming to some kind of understanding is really important. I just felt [the play] was a good model for us to think about this."

English instructors used the play to reflect on their own teaching. "I see myself in parts of the professor," Myers said. "As a queer, white, middle-aged teacher who has spent most of my life attending and working in elite academic institutions, there is a good deal of overlap between me and that character. So, when I watch it, I listen carefully to what that character says that she thinks is helpful but is actually hurtful."

For English Instructor Rebecca Moore, the misuse of a professor's power on stage prompted her to reflect on her own role at the Harkness table. "For me, it was important to think about how I came across as a teacher in giving what I think is useful criticism. How well do I listen? How much weight and power should my voice have?"

Although students were given release time for the play, some had concerns about how the play's showing affected their schedule. "As lowers and preps, we have to check in at eight. A lot of our sleep schedules are geared around that," lower Justin Rigg said. "[The play] cut into my schedule and

my rhythm and really messed the whole thing up."

Some students felt the play's length interfered with their homework time, which undercut the impact of the play's message. "[The play's scheduling] means people have no time to do their homework. And then everyone went [to the play] annoyed," lower Emily Wang said. "[The play] was really long, and so it was just going back to the same thing over and over again. People got tired. It made you hate both of the characters. You didn't care about it anymore."

On the other hand, students reflected how the play was a representation of how an initially-civil conversation can quickly escalate. According to lower Pedro Coelho, "[Zoe and Janine] need to stop putting each other in opposition to each other and recognize that they're allies. I think it's important to listen to others and understand where they're coming from because what you could see was that both the characters were just arguing without thinking about anything."

Lower Catherine Uwakwe commented on how the play contradicted her expectations. "I went in there being like, you know what, I'm a black person. I'll probably agree with the black girl. But I ended up agreeing with both," she said. "Both of them are like, 'It has to be one side or the other,' and I actually wasn't always necessarily agreeing with the black girl. So, I was very interested in how people's identity don't always tie in with their opinions, and it was like, you can't really judge a book by its cover."

Lower Shalom Headly appreciated how the play portrayed the two women with realistic complexity. "I think ... what's so important about this play is that, even while keeping the past in mind, white people aren't always the villains and black people

aren't always the victims. People's experiences shape their actions, and everyone has the potential to be racist or homophobic or ablist," he said.

The play's narratives about race also inspired curiosity in some students, who were intrigued by Zoe's thesis regarding slavery's role in American history. "My father was a history professor, so I spend a lot of time around history. I'd always heard a lot about the American Revolution from the side that [Janine] was presenting it," lower Justin Rigg said. "The point [Zoe] raised sparked interest in me and got me to think, 'How did slavery play a role in the Revolution?' I've never thought about how 20 percent of the population at that time was completely oppressed and had no freedom of anything, really."

Stewart commended students' willingness to engage in discussion about the play. "When I'm sitting at the back of a show as a director, I'm more so watching an audience than watching the piece. My observation was that there was a room full of students and staff willing to show up for conversation," she said. "It gives me hope."

Genevieve Aichele, the New Hampshire Theatre Project's Executive Director and one of the play's co-leads, was also impacted

by the play's powerful message about race. "[The Niceties] has made me think about a lot of things that I, as a white person, take for granted," Aichele said. "I identify more with [Zoe], actually, because I was always the rebel. I didn't like academia, so [playing Janine] has really affected me. There's a lot of emotion to it. The first time we ran through it, I burst into tears at the end."

Similarly, co-lead Malikh McHerrin-Cobb found "The Niceties" to be empowering. "Minorities are the people that I think can help make the conversation start by using our voices to not be run over," McHerrin-Cobb said. "We can stick to the fact that where we come from is not something shameful, or fearful or something ugly. It's our power."

Ultimately, "The Niceties" was a testament to the ability of theatre to convey complex issues and spark discussion in the community. "We have to question our blind spots. The things we do not see. We have to find some way to shed light on the lived experiences of others so that we can better understand humanity," Stewart said. "The power of theater is to shed some light on those dark spots so that people can look at them."



» EVENING PRAYER

Seniors Katya Davis and Lucy Gilchrist will perform at the Valentine's EP, Friday 9:30 PM.

» SENIOR MEDITATION

Senior Jasmine Liao will be reading her meditation, "Silent Mountains," next Wednesday, Feb. 19.

» NEXT WEEK

Read about Senior Elizabeth Kostina's Art 999 "Angels in America," a story set in the 1980's AIDS crisis in America.

Club Spotlight: Model United Nations

By MINSEO KIM

The international usage of Bitcoin, the rapid increase in bio-technological advancements, the ethical dilemma of automated drone usage in warfare and the empowerment of women and racial minorities are just a few of the many topics discussed by Exeter's Model United Nations (MUN) club. Members meet each Sunday to prepare for upcoming conferences and develop their skill sets in oratorical speaking, diplomacy, problem-solving and role-playing as delegates from various countries.

A student's preparation often begins with research on their assigned country's perspective and the creation of solution proposals to the given problems. Afterwards, during the event, students debate and justify their ideas to create coalitions with other country delegations during a lobbying pe-

riod. Finally, delegates move on to negotiations and reach conclusive compromises.

Multiple MUN events occur throughout the year, including Dartmouth University's DARTMUN, Boston University's BOSMUN, and PEAMUN, hosted by Exeter. During the most recent HMUN, a four-day conference at Harvard, Exonians earned several high-level awards from Economic and Social Council (ECOSOC), Crisis and Regionals committees.

Before attending conferences, MUN club meetings prepare students to excel in their events. The MUN leadership trains delegates by constructing speaking drills and games, presentations on event procedures and discussion on strategies for higher performance in committees. Students are also assigned to write articles on MUNDays, MUN's online publication discussing international affairs. "This is all

to best prepare our delegates for conferences," lower Pedro Coelho said.

MUN conferences and events provide valuable experiences to participants, according to club adviser History Instructor Eve Southworth. "I think [MUN] really helps [the students] practice skills, their negotiation skills and skills that one would need in political realms... It's a really fun experience that could really help people who are interested in negotiations and political careers," she said.

In addition to growing members' diplomacy skills, MUN fosters bonds within Exeter's team. "I think what's really memorable about these experiences is the bonding that we get to do as a team, like staying up late... talking and playing games with each other. It's always really fun," senior and MUN co-head Chai Vankireddy explained.

Furthermore, experienced MUN members develop their organizational skills while planning and preparing for the conference events themselves. Upper and Undersecretary of Specialized Committees Nahla Owens said that, through helping with the logistical and organizational aspects of PEAMUN, she gained significant knowledge to apply to other events on campus.

"You realize all the little things that need to happen; we need to fold placards for people, we need to print out information... we need to direct the flow of traffic to different places," Owens said. "I've learned [organizational skills] for a lot of other activities I do, like organizing Unsilenced or... events or clubs like ALES."

Competition has always been a large part of the club's mindset, but Vankireddy noted that the club has changed over the years to bolster positive energy. "During my time here, there used to be a much bigger awards culture, and that was a bit toxic in some ways. But I think now, we're a lot more respectful of each other," she said. "We have personal motivation to get to work, and

there's not as much of that toxic culture anymore."

Vankireddy explained how MUN has been developing its inclusivity to provide more opportunities for a wider range of students at school. "We've been pretty good about providing or making sure that people that need financial aid to go to conferences can get it... I think that's definitely something we've changed in like recent years to making [it] a more accessible club," she said.

Owens acknowledged a need for more diversity amongst MUN participants and noted few Black or Latinx representatives.

Despite this factor, Owens praised positive aspects of the club's culture. "It's really nice to be able to have a really supportive environment within our school and within our team," she said.

MUN's culture allows students to pass on their diplomacy skills to younger generations of Exonians, Southworth concluded. "The upper and senior students help train and teach the prep and lower students," Southworth explained. "They develop their skills, and it's a really collaborative environment where they help coach

The Making of "Ghost Town"

By ANDREALUO

INTERVIEW WITH OSIRIS

What made you start writing songs in the first place?

My parents have always been big on music, they grew up in New York in the 70s and 80s where hip-hop was starting to get big. I had a lot of influence from them listening to music growing up. When I came to Exeter, Sumit, Aaron and Adar, who graduated in the Class of '19, were uppers when I came in. They would go to the studio and make songs, and I really enjoyed going with them. From there I grew more and more into music producing. I'm also really into poetry and english, so it was nice to combine my passions into one.

What was your main inspiration for this song?

Ghost Town is about New York, which is where I'm from, and Exeter. I speak about growing up and finding myself in these different things as well as the lyrics.

You've been producing songs with Hoj for a while now, how did you guys start?

I think my favorite part about making music is doing it with Hoj. He's one of my best friends, so it's definitely more organic and

fun for us. We hangout and go to his room where he has two crazy speakers, and we hook it up to his computer where he has FL Studios, which is an app that all the hip-hop producers use, and play around with different sounds.

In what ways is this song different to the others that you've produced?

This one is actually different from the songs that I released last year. Those songs were more fun songs that you'd put into your playlist and bump to, but this one is more poetic and I talk about life more deeply. I guess in that sense it means more to me because it's more personal.

What are your hopes and dreams in terms of music producing for the future?

Hoj and I live by the rule that if we ever stop having fun doing it, we'll stop making music. I think a lot of people want to produce music to be rappers or do it for clout, but we really just want to have fun. I definitely want to see how far I can take it, and see where things can go, grow, and make connections.

How did you guys start on this song?

This song was made in a studio in New York called Plug Studios, it wasn't made here. We had planned to make another song that

was like the ones we'd made before, ones that were more upbeat. Hoj was actually on an airplane when he started playing around with different samples, and sent it to me as soon as he landed. I did something different to what I usually do, which was going to a microphone that I have in my room and recording a bunch of nonsense, and writing the song based on the flow that I've just recorded. But for this one, I sat down with a pen and paper, and wrote the song out.

What does this song mean to you?

It means a lot to me. Starting off a new year was a big thing for me, and I was trying to find what I truly wanted to rap about. Going forward, I just went to the studio and recorded three songs. I think Ghost Town was a really good place to start in terms of giving people a look into my life.

INTERVIEW WITH HOJ

How did you begin producing music and making tracks?

I was in eighth grade when I first started messing around with music. I got this software from a friend and played around with it. In ninth grade, I became really into it, I started using FL Studios



Ghost Town Album Cover

Osiris Russell-Delano/Spotify

to make beats.

In the making of this song, you made a track on an airplane, how did you come up with it?

In Ghost Town, I found a cool sample and pitched it around, chopped it up, and then added different effects, drums, and a bass.

What were some interesting techniques that you used?

I got the audio file of the song and put a plug-in effect that gave the audio a crackling vinyl effect, which gave it an old feel. I also added swing, on the drum, so it doesn't feel super mechanical, this humanized it a little bit. This

was what gave the drums a really wavy and groovy kind of feel.

What's your favorite thing about this song?

I love how organic this song was, it wasn't really like Osiris and I talked and said we needed to make a song. I actually started making it on a plane and I named the beat Ghost Town before Osiris even made the song. As soon as I landed I sent it to Osiris and he liked the idea of Ghost Town and built a song around it.

Prep Reps Host Pizza-Making Study Break in Elm

By TUCKER GIBBS

Preps gathered in Elm Street Dining Hall on Wednesday afternoon to make their own pizza in an event organized by ninth grade coordinator Tyler Caldwell and the prep reps Charlie Holtz, Tony Cai and David Kim.

Students rolled out their own dough and created unique combinations. "They could put on whatever sauce and cheese and toppings they wanted to be included," Caldwell said.

The event culminated in a pizza contest, judged by the deans. "We have Dean Coole and Dean Marshall and some of the class advisors who are tasting," Caldwell said. "They have a little grading scale on

appearance and taste."

Students attending the event appreciated the hands-on nature of the activity. "Not only did we eat pizza, but we also made pizza."

Holtz felt that the event offered a space for preps to channel their energy and take a break from studying. "The preps' love of pizza and partying really invigorated this idea of collective creativity, driven into pizzas," Holtz said. "It's been great."

According to Cai, feedback has been positive, and many preps looked forward to participating in a similar event in the future. "I think we'll definitely make it happen again," Cai said.



Preps Sage Murthy and Priya Nwakanma make pizza in D-Hall.

Teja Vankireddy/The Exonian

Instrumentalists Perform at Concerto Competition

By SHEALA IACOBUCCI and ANYATANG

Lower Maxine Park, the winner of Exeter's 2020 Concerto Competition, stunned the Bowld on February 9 with her rendition of Frederic Chopin's Piano Concerto No. 1 in E minor, Op. 11.

This competition holds special importance to Park, as her father also won it as an upper in 1992. Park first started preparing her piece in the fall with teacher Mila Filatova in Manchester and Professor Alexander Korsantia in Boston. "I love hearing the Chopin E minor concerto so much—I've been hearing it since I was very young and have wanted to play it for a long time," Park said.

The Concerto Competition is an annual event in which students perform a solo work of their choice to a panel of judges. The

winner has the opportunity to go on and perform their solo work with an orchestral accompaniment in the spring. This year's Concerto Competition featured a multitude of instruments, ranging from violin to piano to tuba.

Students selected a piece from a variety of works, ranging from Mozart's Flute Concerto No. 1 in G Major to Pablo de Sarasate's Zigeunerweisen, and were accompanied by pianists HwaYoung An, Silvana Sokolov-Grubb and Lodowick Crofoot.

The competition involves two rounds: a preliminary round and a final round. After preliminaries, 11 students were selected for the final round, in which they performed in front of three judges unaffiliated with the Academy.

Three esteemed musicians were brought to Exeter to judge the competition. First on the panel was critically acclaimed violinist Joanna Kurkowitz, who

has performed with orchestras worldwide and currently serves as a concertmistress for the Boston Philharmonic. Kurkowitz was joined by Juilliard alum Joy Cline Phinney, a concert pianist who has collaborated with many different members of prestigious orchestras such as the New York Philharmonic, Cleveland Orchestra and Boston Symphony. Oboist Mary Watt, a member of the Bethlehem Bach Choir and the Quintet of Americas, rounded out the trio.

The Concerto Competition's focus on solo music provided a unique challenge for the performers. "In a way, [solo] music is seen as the biggest challenge for an instrumentalist to achieve, because the biggest and most dramatic powerful music is often written for a single solo instrument," Music Instructor Rohan Smith said.

For musicians, competitions,

such as the Concerto Competition, are milestone markers for measuring their technical skill and musical development. "Competitions are a big part of starting to achieve a very high level of achievement on a musical instrument," Smith said. "[Competitions are] one of the ways that musicians strive to reach the absolute top level of achievement."

After performers played their piece, they were evaluated by the judges on a series of technical criteria. "Competition in the arts is a bit of an oxymoron because the arts are so subjective," Smith said. "We try to judge based on an overall ranking of a technical command of the instrument, a mature concept of the music and the ability to make an artistic impression in front of an audience."

In order to achieve such a high level of mastery over their pieces, some of the performers selected works that they had been studying for months. "I started my piece during the summer, and it wasn't specifically being prepared for [the Concerto Competition]," prep violinist Jesalina Phan said. "But I had that piece

ready by this time, so I knew that I wanted to play it for the competition."

Thus, the competition provided an opportunity for students to showcase a piece they had been perfecting diligently. "What we're struck by is how much [students] rise to the occasion and find they have something they didn't know they had before this," Smith said. "[The competition] absolutely brings out this tremendous level of achievement."

Similarly, some students found that performing their pieces in front of an audience was a learning experience that went beyond the technical mastery of their pieces. "It's not just about practicing at home," Phan said. "If you want to be a performer, then you have to practice dealing with nerves."

Above all, the Concerto Competition was a way for students passionate about music to showcase their hard work and support their peers' music endeavors. "The Concerto Competition is a great opportunity to perform with awesome musicians," prep Aubrey Zhang said.

MATTER Magazine: Scientists Create Living Robots

By JACK QUINN

Imagine the day when humans will have mastered their environment so much that they have the power to create their own new life forms—programmable creatures able to fulfill their every command. Sounds like science fiction, right? Well, that time is now.

In the opening days of this year, researchers from Tufts, Vermont and Harvard Universities finally had success in doing so. The university scientists created the world's first living robots.

While said "commands" only involved crawling in circles, this experiment brought together the worlds of both complex algorithms and microbiology. These rudimentary programmed organisms, named "Xenobots" by the researchers, were constructed out of frog stem cells, using complex evolutionary algorithms allowing them to perform pre-set tasks.

To do this, the researchers took heart stem cells (which repeatedly contract) and skin

stem cells (which do not move), creating a computer program that simulated thousands of possible structures and combinations of the two types. In doing so, they found what design completed a set task (e.g. moving in a circle) most efficiently. The researchers could then plug in the task they wanted the organism to perform, and the computer would tell them which arrangement of skin and heart cells would form the organism that would best complete the task. Then, using microscopes and tiny tools, the scientists painstakingly pieced together the cells like a complex Lego set.

Once the "Xenobot" was complete, the contractions of the heart cells "schooled" the organism forward along the pre-programmed path set by the scientists. While the Xenobots were very good at following their programmed orders, they were certainly imperfect and prone to erratic movement.

The Xenobots could only survive for a few days before

dying and decomposing without support systems such as lungs or circulation. However, since cells stick together, the Xenobots self-repaired after damage. The researchers proved this by cutting them apart with a microscalpel and watching the cells bind back together.

The creation of these living robots opens the door to a whole world of potential applications and technologies. These applications range from medicine to environmental science, as well as the field of nanotechnology as a whole. While other nanobots designed to say, destroy tumors or deliver drugs, are made of toxic, synthetic materials that do not decompose and would be attacked by the body, living robots could be made of a patient's own stem cells, so they can avoid detection by the immune system and decompose once they have fulfilled their specific task.

Living robots may also be a solution to the massive problem of microplastics taking over the waterways of the world. They

can naturally decompose, while other synthetic, microplastic collecting robots become waste themselves over time. Also, these organisms could be designed as complexly as the evolutionary algorithms could process, even being able to solve problems with rudimentary cognition that would be hard to replicate in a synthetic, battery-powered robot. Because of this, however, a whole new realm of ethical questions and possible liabilities needs to be considered.

While these "Xenobots" are just wriggling piles of cells today, what about the day when these creatures become complex enough to feel pain or even become self-aware? At what point will they deserve rights, too? Another area that will need to be considered is when the organisms could be programmed with the ability to self-replicate, crossing another important barrier for a species: reproduction. This emerging technology will definitely keep bioethicists busy exploring these important questions.

While these little Frankenstein-ish creatures could one day help cure cancer and clean up the world's oceans, at what point have we gone too far, creating life with a sole programmed purpose to fulfill until it dies? No matter what your ethical standpoint on these "Xenobots" may be, this new technological frontier of living robots will certainly be something to watch over the coming years and decades.

To learn more about the discovery of the "Xenobots", visit:

<https://www.uvm.edu/uvmnews/news/team-builds-first-living-robots> <https://www.pnas.org/content/117/4/1853> <https://www.popularmechanics.com/technology/robots/a30514544/xenobot-programmable-organism/>

<https://www.cnn.com/2020/01/13/us/living-robot-stem-cells-intl-hnk-scli-scn/index.html>

Parasite: A Thrilling Twist on Socioeconomic Struggles

By TINA HUANG

Every so often, a new movie comes out that captures the attention of both the general public and niche communities. Directed by Bong Joon-ho, the 2019 Korean film *Parasite* became an unexpected addition to almost every mainstream movie reviewer's Top Ten Films of the Decade list. "Parasite" was awarded six Oscar nominations and an eight-minute standing ovation at the Cannes Film Festival along with its Palme d'Or.

Bong was certainly correct when he stated that those who "overcome the one-inch tall barrier of subtitles... will be introduced to so many more amazing films."

Parasite is best viewed if you have a few days free for contemplation afterwards. Prior to watching the film, I assumed it would be a horror movie; its eerie theatrical posters all depicted a middle-aged man with his eyes marked off in jet black. Truthfully, the horror aspects are still there, but *Parasite* ultimately presents itself as a psychological thriller—a film which cements its message in audience members' minds for weeks to come.

The film blends in phenomenal music with soulful acting and beautiful cinematography, all while keeping a logical, thought-provoking storyline. The film kicks off with the Kims, a family of four living in a basement apartment. Over the first half of the movie, the

Kims' family dynamics play out as they find jobs working for the Park family, each Kim member posing as a worker for the beautiful yet absent-minded Mrs. Park, whose husband is consistently away for work.

Both hysterical and mundane, the first half of the movie plays out one scene after another, featuring the Kim family's antics in utilizing the Parks' wealth as they work at the Park mansion. It would be fair to call the first hour of *Parasite* one of the best montages in cinematic history—each small action of every Kim member evokes a flurry of laughter from the audience.

It is the careful planning of the first half that makes the fateful twist in *Parasite* even better. From the start, the audience is introduced to a poverty-stricken family looking for ways out of their basement apartment, with its bad WiFi and the man who urinates outside their windows every other night.

Additionally, viewers are invited to explore the thought processes of the Kim family: the abrasive yet caring father Ki-taek, the scolding mother Chung-sook, the ambitious, hedonistic son Ki-woo and the brilliant con artist daughter Ki-jeong. Until the plot twist, we are rooting for the Kim family in their antics to exploit the Park family's wealth, blissfully unaware of the creeping storyline.

Parasite's twist is what solidifies its status as a masterpiece. Through revealing the

secrets of the Park's artistic mansion, *Parasite* punches the audience in the face with its overarching message: "good" and "bad" people don't exist when it comes to socioeconomic class.

Some may criticize Mr. Park's elitist manners whenever he talks to Mr. Kim, but the audience is also shown the morally questionable sides of the lower-class families; the film conveys that those in poverty are more likely to go against *each other* rather than facing the ones on a higher socioeconomic level.

Parasite explores the bare bones of humanity—the struggles and outright irrationality that can occur under dire circumstances—and it does so without ignoring the moments of joy. Bong never neglects the nuanced banter between members of the Kim family, even in moments of action.

Although the Park family received less development, their two children's lives are explored in ways that aren't brushed aside as merely 'blissfully ignorant' or 'spoiled.' Without these smaller, more subtle developmental moments, *Parasite*'s most climactic scenes would not have been as moving as they were.

Parasite is a movie crafted with much care. Those who filmed, acted and composed for it collectively built the lives of the Kims and Parks meticulously. Weeks after exiting the movie theater, the characters and their humanity refuse to leave my mind.

Trendwatch: Who's More Stylish? The Grammys vs. PEA

By MAYA BOULDEN and GRACE VALASHINAS

Hey trendsetters, watchers and everyone in between—we're your new Trendwatchers!

We are Maya and Grace, both returning lowers. We love fashion and noticing trends in what everyone is wearing. We can't wait to highlight amazing looks on and off campus!

In broader news, the Grammy Awards were a couple of weeks ago. The show was not only a celebration of the year's best music; it was also an opportunity to see some wonderful fashion icons. For one, we couldn't get enough of Ariana Grande's gray gown with tiers of tulle, and gray elbow gloves to match.

Lil Nas X had a shockingly pink suit, wearing two matching hot pink belts and a pink cowboy hat. The legendary rapper with "the horses in the back" avoided a monochromatic look with gold jewelry and studs all over his outfit.

Billie Eilish came to the Grammy Awards in a look that can only be described as the most Billie Eilish of them all; the 18-year-old style icon took the stage in a glittery, patterned overshirt with a lime green turtleneck with puffy sleeves. To accessorize, she wore black sunglasses, a surgical mask and, later on, carried several

awards in her arms. This may sound like an odd combination of clothes, but as a whole, it gave the impression of a cool statement piece.

Meanwhile, on campus, we're all trying to get through the rest of the freezing winter. As the winter comes to a close, so does Canada Goose season. The flock of Geese are becoming few and far between, replaced by light, colorful outerwear and fuzzy sweaters. Some of us are looking towards warmer times, such as upper Sam Chalmers, who has been seen around campus with a uniquely cool look, wearing black pants with embroidered fish.

Lower Audrie Gonzales frequently wears nature-inspired outfit pieces too, most notably her gorgeous Doc Martens featuring embroidered roses, matching her bright red coat, which is a breath of fresh air from the Canada Goose jackets we often see.

Lower Tasmiah Akter also often sports her Doc Martens, pairing them with her warm, oversized green sweater which she thrifted—a great way to get clothes in a less expensive way that even benefits the environment.

We've loved the trend of staying warm with gorgeous shoes and distinct outerwear. Keep up the great fashion, Exeter!

Exonians Bet Big at Abbot Casino

By ANDREA LUO

The rattle of chips hitting solo cups and the groans of students lamenting their blackjack losses filled the gym. Students, decked out in suits and velvet dresses, gathered in Love Gymnasium for this year's Abbot Casino.

Each winter term, the uppers of Abbot Hall host the school-wide formal attire event. The entire dorm gathered hours in advance to start decorating and setting up. Dorm members were scattered throughout the hall, each managing tables of blackjack, Texas hold'em and roulette.

According to Abbot upper Emilio Abelmann, the dorm has a deep commitment to the tradition of the event. "The preparation was about the same as last year. Abbot runs a pretty tight ship when it comes to Abbot Casino and having planned the event for decades, it's about the same thing every year, with slight variations depending on the theme, venue, etc.," Abelmann said.

To advertise the event, the dorm puts invitations in every student's Post Office box. The invitations are shaped like dollar bills with a face of an Abbot senior on it.

A major change this year, however, was that the event

was hosted in Thompson Gym, as opposed to the previous location of Grainger Auditorium. Because there were no exposed light switches in the gym, unlike previous years, students were not able to enact heist schemes, turning off the lights and stealing chips in the dark.

Abbot Senior Dacha Thurber said that the new location fostered a more laid-back feeling. "This helped a ton to create a more open, relaxed atmosphere and the lights stayed on the whole time!"

There were mixed opinions on this change of venue amongst both Abbot members and other event attendees. Abbot Upper Varun Oberai considered the different factors of physical space and ambience. "The new location was nice because of the extra space. I enjoyed having Abbot Casino in Grainger though; the atmosphere is a little nicer. But I have no major complaints about hosting it in the gym."

Abelmann discussed the benefit of the location change. "This year's Abbot Casino trumped previous ones and I think that was due to the venue. In Thompson Gym, there is more breathing room for everyone, and thus, we experienced less stealing of chips and other nefarious behaviors."

Lower Tommy Seidel dis-



Uppers Lucy Cai, Sarah Kang and Erin McCann play poker.

Oliver Hess/The Exonian

agreed. "I liked Grainger better because it seemed less decorated in Thompson, and the vibe was a little off." However, he noted that the event was relatively well-attended and that people seemed to enjoy themselves.

Even while managing games, the Abbot members found time to enjoy the event. Upper Seth Amofa, in fact, found the night very casual and relaxing. "My favorite part was dealing with a blackjack table. I think this year's casino went by quickly and I liked it that way. It wasn't stressful. It felt like a get in and get out situation."

Oberai's recalled his favorite part of the night: "playing craps

with Mr. Ibbotson and Principal Rawson."

Additionally, upper Josh Lum enjoyed the company of his dormmates. "Near the end, I had someone take over my table and went to the front to manage the desk. There, I was able to fool around with some of the other Abbotees and talk with a few of the guests," Lum recalled.

Abelmann thought the event served as a pick-me-up in the middle of a rough season. "For Abbotees, it is our service to the community to put on a night of fun in the rough, dark, winter term," he noted.

"The variety of games was

really cool, so I could try new games I hadn't played before," lower Erik Nystedt added. "I think that while Grainger would set the mood better for a casino night, Thompson is bigger so it can accommodate more people."

Lower Alexandria Westray said Abbot Casino was her favorite event of the year. "It combines the fun aspect of dressing up with actual activities, so I didn't feel like I was just going to take a picture," she said. "I felt like I was going to have a good time." Like Westray, students found solace in Abbot Casino amidst the long Exeter winter.

Faculty of the Week: Andrew McTammany

By SHEALA IACOBUCCI and SIONA JAIN

What do you get when you combine strawberry jam, liquid nitrogen, sugar, vanilla and cream? You get Science Instructor Andrew McTammany '04's homemade—or rather, class-made—strawberry ice cream: a classic treat for all of his students at the end of each term.

McTammany holds a quietly powerful presence on campus, contributing to the community in every way he can. Whether at the Harkness table in his chemistry class, on the pool deck year-round, on the Academy's trails or in a fierce game of tennis with his colleagues, McTammany brings a liveliness to all that he does.

McTammany, more commonly known as McT around campus, started teaching at the Hotchkiss School in 2008. Interestingly enough, however, his start in teaching wasn't spurred by his love of chemistry. "I became a teacher because I wanted to coach water polo," McT said. "It made more sense to be a teacher and part-time coach instead of just a part time coach."

He went on to pursue chemistry, jokingly recalling that it wasn't synthesizing medications or building solar panels that made him love the subject. Rather, it was being able to light things on fire in class.

Anyone who knows McT will immediately describe him as humorous, friendly and genuine.

English Instructor Jane Cadwell, a long-time friend who has served with McT on multiple committees, complimented McT's authenticity. "He's a very generous person," she said. "He's not one of those people who just superficially chats."

For Cadwell and many other PEA adults, McT is not only a colleague but a friend. Theater Technical Director Jacob Josef appreciated the honesty and support that he has found in his friendship

with McT. "It's important to find close friends here at PEA that you can be yourself in front of. I have found that in my friendship with Andrew," he said. "I can leave for the summer having not seen him and know that when we return in the fall, we will pick up right where we left off!"

McTammany approaches teaching with excitement and appreciation. "You have motivated students, small classes and the freedom to try new ideas and labs," he said. "Some days, it doesn't even feel like teaching."

Upper Binuki Thiruchelvam highlighted the energy that McT brings to the classroom. "He makes chemistry really fun, and I enjoy going to that class everyday."

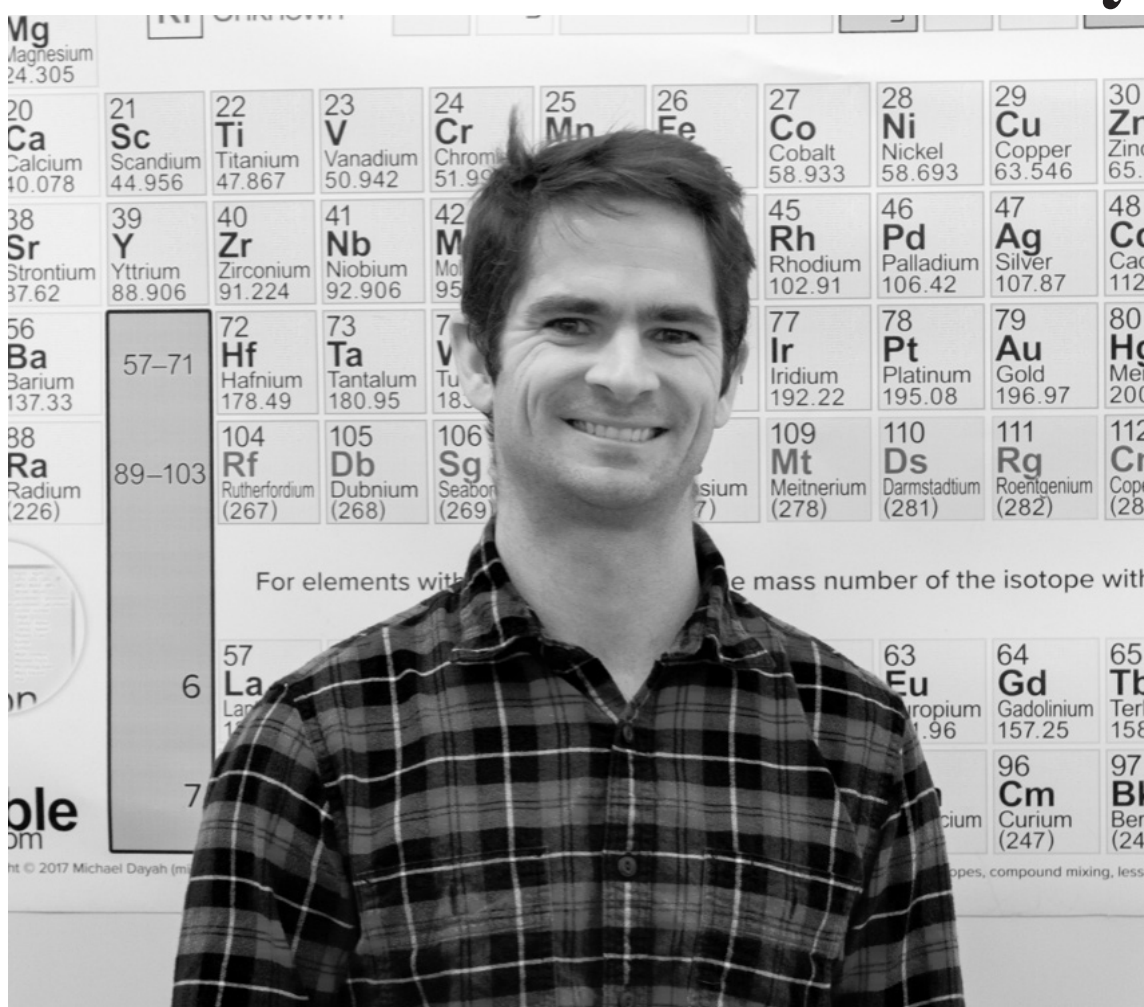
Senior Lucy Gilchrist agreed. "Mr. McTammany brings a healthy dose of humor to every class discussion," she said.

McT's love of teaching is not lost on his colleagues. Cadwell noticed that he "takes a humanities approach to teaching science."

Josef concurred. "It's important to have fun in the classroom, and that's what McT brings to chemistry," he said.

While bringing his fun and laid back demeanor to the table, McT still makes sure students have a thorough understanding of what they're learning. "He's really helped me do better through his unique teaching style," Thiruchelvam said. Each day, McT starts off the class reviewing what they've previously learned, and if students still don't understand, "he'll do whatever he can to help us understand... I leave his class everyday understanding the big picture, and I'm very grateful for that."

McT finds the same joy in coaching water polo as he does in teaching chemistry at Exeter—in both cases, McT finds it rewarding to provide invaluable support to students. "I love the team dynamic. Many athletes join the team with little to no experience



McTammany in his element.

William Victor/The Exonian

with the sport, so it's neat to teach a new athlete how to play," he said.

Water polo itself has long been a passion of McT's. "Water polo incorporates the most difficult aspects of many land sports, but with the addition of swimming for an hour," he explained. "It's really challenging but also beautiful."

McT channels the lively energy he has in the classroom and pool into all that he does outside of it, as well, staying active through various outdoor activities. His love of the outdoors started when he was growing up in Florida. "My parents would take me boating all over," he explained.

Later, when he first moved to New Hampshire, he began hiking mountains as well.

English Instructor Tyler Cald-

well frequently goes hiking with McT—the two have scaled all 48 of New Hampshire's 4000 footers. "When we hike together, he insists that we leave by 4:30am to beat all of the other hikers (though it's [New Hampshire], so there are never many hikers)," he said. "But then, when we return by 2 or 3pm, he also insists on taking a two hour nap."

In addition to being outdoors, McT also enjoys more creative pursuits. "He's sort of an underground Renaissance man," said Cadwell. "He's fluent in Italian, and he's a really good cook." Cadwell explained how McT enjoys cooking for his friends and family using recipes found in Italian cookbooks.

Cadwell elaborated on McT's intellectualism. "He is deeply cu-

rious, which is one of the things I love about him. I will often ask him where he got the idea to read a particular book or why he is, all of a sudden, obsessed with reading about tree moss or peasant revolts Italy," he said. "He never knows what led him to that book or that topic, which astonishes me. But I love that the world fascinates him and he wants to learn more."

McT's positive reputation around campus is the true testament to the generosity of his character. His consistently cheerful mentality is recognized and appreciated by everyone he interacts with. "He's a very generous person," Cadwell summarized. "He's just one of those people who makes the community a better place."

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OOONIS:
BE THE LIL
HUDDY TO MY
CHARLI AND GO
TO PROM W/ ME

To LEAH COHEN:
LEAH-O
I LIKE U MORE THAN LEO
AS IN DICAPRIO
THIS IS NOT NEW
(@DOC G THANK U)
UR FOREVER AND ALWAYS MY SPECIAL
GQ.
XOXOXGOSSIPGIRL

OLIVIA MCCALLUM, YOU
ARE AN ACTUAL ANGEL. LIT-
ERALLY THE KINDEST PER-
SON I HAVE KNOWN (EXCEPT
MAYBE TINA, YOU'RE BOTH
AMAZING) THANK YOU <3

I
LOVE
YOU
TINA

JUST DO IT
TOM CHMIEWELSKI JUST DO IT

ELLA KIM
YOU ARE THE
DYNAMIC IN
OUR DYNAMIC
DUO

TINA HUANG YOU ARE THE LIGHT
OF MY LIFE. YOU GIVE MEANING TO
MY EXISTENCE. I CAN'T IMAGINE
EXETER WITHOUT YOU AND I HOPE I
NEVER HAVE TO. THANK YOU

To LIZA

ISA:

ROSES ARE RED
VIOLETS ARE BLUE
I MISS ROOMIN W U
:(



- PEDRO

CLAIRE
McCONNELL:
YOU'RE THE STAR
PITCHER IN MY LIFE.

SAMC "IMMA
JUST GRAB A
FORK" CREE-
LAN WENT TO
D-HALL YES-
TERDAY. So
PROUD!

[REDACTED 1],
I LIKE YOU AS MUCH AS
E LIKES [REDACTED 2]
OR A LIKES [REDACTED
3]. MAYBE LESS THAN
HOW MUCH A LIKES
[REDACTED 3]? - PH

KATIE MOON
YOU ARE SUCH A NICE
PERSON. WE AREN'T VERY
CLOSE FRIENDS RIGHT
NOW BUT I HOPE WE CAN
HANG OUT MORE. I LIKE
TO STARE INTO YOUR ROOM
FROM THE 3M FLOOR OF
THE LIBRARY;).

HAPPY VALENTINE'S DAY,
LALA! YOU'RE AMAZING!

JAE CARLBERG
YOU'RE THE ONLY
JI I NEED IN MY
LIFE OTHER THAN
JESUS CHRIST OF
COURSE.

I LOVE YOU
PHIL


MAGS WE MISS YOU
SO MUCH. YOU NEED
TO COME BACK RIGHT
NOW WE NEED SOME
TLC AND A RUSH RUN.

ASA CAMPBELL
YOU ARE A GREM-
LIN BUT I LOVE YOU
ANYWAYS AND WILL
LET YOU STEAL MY
CARMEX ANY DAY

I LUV YOU FROM
YOUR FAVORITE
ADOPTED SIBLING

CLAIRE MCONNELL
I'LL BE YOUR CHRIS-
TIAN POTATO FARM-
ING BASEBALL BOY IF
YOU LET ME ;)

SOFIA COELHO
MY PLATONIC LOVE
YOU WILL FOREVER
BE THE BEST KISS-
ER I KNOW

IF KISSES WERE RAINDROPS
I'D SEND YOU SHOWERS.
IF HUGS WERE SECONDS
I'D SEND YOU HOURS.
IF SMILES WERE WATER
I'D SEND YOU THE SEA
AND IF LOVE WERE A PERSON
I'D SEND YOU ME!
LOVE YOU COACH COS 

ELLA KIM I PROMISE
THAT AS LONG AS WE BOTH
SHALL LIVE I WILL NEVER
EAT CHILE WITHOUT YOU

KELSEY AUSTIN-
HANNAH ANN WISHES SHE
COULD.
SHUT. THE FRONT. DOOR!
A SLAP IN THE FACE.
XOXO A VERY VERY SECRET
ADMIRER

HEY EXETER!
THANKS FOR MAKING MY HIGH
SCHOOL EXPERIENCE SO AMAZING!
IT'S BEEN AMAZING TO BE A PART
OF THIS COMMUNITY AND I THANK
YOU SO MUCH!
THANKS, LANE J

JOJO ASCH.
HEY BABE! YOU
BE THE BEST
BABE! HAVE A
GREAT DAY BABE!

ASA CAMPBELL
YOU USED A LOVE
POTION TO STEAL
MY HEART

DEAR PUPPETEER
I LOVE YOUR PRESENCE YOUR SMILE YOUR LAUGH YOUR VOICE EVERYTHING ABOUT YOU.
MY FAVORITE FEELING WAS LYING IN THE LEAF PILE THAT ONE DAY. WE WERE THERE IN THE
AUTUMN SUNLIGHT'S WARMTH IN WHICH YOU FELL ASLEEP PEACEFULLY BURIED IN THE
FOLIAGE. WE RETURNED IN THE COOLER EVENING WHEN THE STARS CAME OUT AND WE LAY
QUIETLY UNDER THE EXPANSE OF NIGHT SKY TOGETHER. WHILE THIS WAS A ONE-TIME OC-
CURRENCE YOU HAVE BROUGHT ME MANY MEMORIES AND MUCH HAPPINESS. EVERY DAY YOU
BRING ME COMPLETE JOY BY DOING A VARIETY OF THINGS HOWEVER LARGE OR SMALL THEY
SEEM. SOMETIMES IT'S WHEN YOU COME TO BREAKFAST TO MEET ME EVEN WHEN YOU MIGHT
RATHER BE SLEEPING OR IT'S HEARING YOUR VOICE WHEN I'M STRESSED. YOUR COMPASSION-
ATE WORDS MAKE ME FEEL SEEN APPRECIATED. YOUR HUGS MAKE ME FEEL SO HAPPY LOVED
AND CARED FOR. YOU BRING ME SO MUCH HAPPINESS AND I LOVE YOU SO MUCH! I DON'T
KNOW WHERE I WOULD BE WITHOUT YOU! I ADORE YOU! YOU ARE INCREDIBLE! YOU DESERVE
THE WORLD!
LOVE
PUPPET

HAPPY VALENTINE'S
DAY CASSIDY! YOU
ARE BEAUTIFUL SMART
KIND... AND A ROCKSTAR.
HFS SOON! THAT IS NOT
A BFL! :)

TINA HUANG, YOU ARE
THE LIGHT OF MY LIFE.
YOU GIVE MEANING TO MY
EXISTENCE. I CANT IMAG-
INE EXETER WITHOUT YOU
AND I HOPE I NEVER HAVE
TO. THANK YOU <3

ALEX ROSEMAN
THANK YOU FOR
TOLERATING ALL
OF US HOYT GIRLS
YOU'RE A GREAT
FRIEND

THANKS FOR MAKING ME BUY
THIS MESSAGE. HAPPY VAL-
ENTINES DAY. I'M SO GLAD
WE BECAME FRIENDS!!!!!!!

THIS MESSAGE IS
A SHOUT OUT FOR MY
SOULJA GIRL. LOL I
CANNOT TAKE MYSELF
SERIOUSLY SOMETIMES.
-GARRET

HANNAH VOGEL
I LOVE YOU BUT
I LOVE YOUR BED
MORE ;)

» HARKNESS WARRIORS

Sam Gallagher argues that Harkness warriors are integral for a successful class.

» EXETER AND SLAVES

Arya Palla defends the ongoing investigation into the Academy's history with slavery.

» ROBOTICS

The FTC Vertex team argues that the Academy should teach students to pay more attention to ethics.

In Defense of Harkness Warriors

By SAMUEL GALLAGHER '21

The Harkness method is widely advertised and proven to be one of the best methods of education around. And while there are flaws that occasionally manifest themselves, the overall benefits of Harkness make coming to the table worth it every day.

It must be recognized, however, that a true Harkness classroom is an ideal, not a reality. There is no perfect classroom where students always come in prepared and engaged, always have thoughtful and challenging conversations and where each person always shares their voice. Try as we may, that vision will not become a reality, at least not consistently.

And so we place an unrealistic and often pointless pressure on ourselves to bring about an ideal discussion that can never be attained. We commonly shame those we deem “Harkness Warriors” for speaking too much and dominating the table. We say that they override the valuable voices of others.

This is true—but only sometimes. In many cases, we end up shaming the drivers of that discussion we all crave so much. They should not be put down for operating in the present moment and trying to lift up discussions that clearly aren't going anywhere.

This is the reality at the table on your given 8 a.m., Tuesday morning: you walk into English or phys-

ics or math or history and just want to go back to sleep. A couple of the students didn't complete the homework or did it last minute. One student is definitely not dicking, and the rest of the class is trying to put on their best face.

Suddenly, the teacher dives right in with a difficult, multi-faceted problem or a question on identity with so many layers that you don't know where to start. Yet, one, two or three people are fired up, and they jump into the discussion with thoughtful answers. For a while, most of the class doesn't speak and simply listens to these few leaders.

These “Harkness Warriors” are greatly beneficial to the classroom. Not only do they prevent three-minute long silences where students pretend to look for quotes, but these lopsided discussions begin to engage the minds of other students in the classroom. If one person speaks for a while, it gives everyone else the time to listen and put together a cohesive point. The class I just described would have gone much worse without the “Harkness Warriors” we deride so often.

Many times, I'm genuinely interested in what they have to say. In the humanities in particular, the common Warrior tends to have very interesting and thought-provoking ideas about the reading, and they can inspire questions and thoughts in others. Even if two



Allison Kim/*The Exonian*

people get into a debate over some topic, the class benefits—it gets to hear both sides of an issue from a passionate viewpoint, and the class would clearly not be all ready to move on if some students are that fired up. This is especially true with political debates that may come up in history—where students might hear the socially-stigmatized conservative viewpoint.

There is a consistent edification of the quiet student—the one we would all love to believe will rock our very world the second they open their mouth, knock down the big bad wolf who won't stop

talking and bring peace and equal discussion among all. As someone who has been and has known both the silent student and the Warrior, I am most often not Einstein in sheep's clothing but simply searching for something complete and relevant to add to the conversation. Occasionally there may be a student who feels overpowered by a Harkness Warrior, but those students have the ability to work themselves back in—if an entire class is subject to the whim of one, it is not the fault of the one but rather a consequence of timidity from the rest of the class.

Overall, Harkness Warriors benefit the classroom in too many ways to justify our mockery of them. If a class ever gets to the point where one person is truly derauling everything, the teacher can simply step in. That break-point situation is quite rare, however, and, in most cases, Warriors guide the class through fascinating conversations. Exeter should encourage participation from every student and also admire the students who put extra effort into bringing new ideas, questions and stories to the table. So to them I say: Keep talking.

Coronavirus Has Far-Reaching Effects

By MINSEO KIM '23

A couple weeks ago, the New South Wales Police reported that a Chinese man in Sydney's Chinatown had suffered a fatal heart attack; in fear of the virus, no onlookers helped with CPR resuscitation.

Several days later, the New York Police Department's Hate Crimes Unit expressed concerns over coronavirus-related racism. A Chinese woman wearing a mask was allegedly assaulted in the subway station after being labelled “diseased” by the aggressor.

News headlines on the coronavirus outbreak are plastered all over social media platforms. They have become prominent topics in daily discourse, and there is an ever-increasing anxiety over the spread of this pernicious COVID-19 disease. The once-bustling streets of Wuhan have emptied out, leaving behind only the faintest traces of a once-lively city. Now, it resembles a ghost town plucked straight out of a post-apocalyptic scene from *Dawn of the Dead*.

The outbreak has become all the more controversial due to its rapid-fire spread. The disease is difficult to track due to its two-week incubation period. This complication and the sudden outbreak fomented suspicion towards the Chinese government's lack of transparency regarding the number of virus victims. What's worse is that paranoia over this outbreak caused the revival of racist tropes against Chinese-identifying civilians and other students from a South-East Asian background.

Far too many have been shoved into a single ethnic category and labelled by the negative effects of coronavirus, simply because the outbreak originated in Wuhan—it pains me to hear about non-Asian college students who avoid their Asian-identifying friends

and colleagues because of misconceptions and fear about the disease. These crises, in both health and human decency, reach far beyond the borders of quarantined cities. The outbreak has become a large-scale crisis which gravely affects the unity of many communities, including Exeter's.

Social stigmatization, xenophobia and mistrust have caused other problems as well. Several weeks ago, the Trump administration suggested restrictions on flights travelling to and from Wuhan and instructed states to minimize flights to other areas in China. This issue also prompted the school to send out an alert message around the beginning of February. The email acknowledged the rising concerns surrounding coronavirus and encouraged international students from China, or countries close to China, to reconsider their March spring break schedules. In order to ensure the security of students, the school has provided emergency contact numbers and suggestions for avoiding flights back into China. After all, there is not much that can be done about the government's orders of the direct flight ban.

When some of my Chinese classmates and I were discussing the coronavirus outbreak and transportation conflicts, I heard of several students who decided to stay in America. Friends who were looking forward to the three-week vacation back home voiced their concerns about this new transportation restriction and have planned to spend their spring vacations in other nearby states; one friend told me that they would be changing their flight plans and visiting the West Coast.

There are still loopholes around this direct flight ban: passengers can transit through other locations which still allow flights from China and Wuhan. Some of these “stepping-stone”

countries include Hong Kong, Japan and my own homeland of South Korea. Because of frequent health and safety risks at these airports, I have also begun to consider staying in America for the span of spring break, especially in response to my parents' worries about my health.

After many studious weeks of winter term at the school's Harkness tables and in the dormitory, a nice break seems long overdue. To my dismay, I may have to spend a hectic three weeks bouncing between relatives across the Northeast. My former plans to buy Korean red-bean-paste pastry desserts at the street vendor stalls or to hang out with old friends at the karaoke rooms downtown will have to wait a bit longer.

As of now, sacrificing a three-week vacation for the sake of public safety and health seems to be the most pragmatic decision until further notice about a possible vaccine or solution is released. However, this still doesn't do justice to the many international students who will miss a well-deserved, restful spring vacation with their families.

In the meantime, there are still a couple of ways that Exonians, or for that matter any individual, can help out to lessen these psychological and health-related negative impacts the outbreak is causing.

Do your best to raise awareness about the situation, and please make sure to reassure international friends who are directly affected by these problems. Furthermore, be kind, and call out any racist remarks you hear, even if they're accidental.

Get involved—donate to organizations that help provide for those affected. There have already been student initiatives on campus, like Pray For Wuhan, that strive to help fund medical equipment and other crucial material donations.

It's About Time: Exeter and Slavery

By ARYA PALLA '21

Slavery, one of the biggest stains on America's history, has roots in the very founding of Exeter. Principal Rawson has launched an extensive investigation, digging deep into the connections between slavery and our school's founding. He has appointed a steering committee to plan a comprehensively examination of this dark side of PEA's history.

One of the most important goals of this examination is to clarify to our school community the extent of the Academy's relationship with the institution of slavery. The investigation also aims to identify the more broadly lasting effects of our entanglement with indigenous populations as well. Clarity and awareness are integral in our response to the findings. Along with addressing the discoveries to the PEA community, it is important to show recognition of specific individuals under slavery or other communities who contributed to the establishment of Exeter. Many of these under-remembered and underrepresented people should be honored by the institution.

The progressive culture of Exeter has permeated everything at this institution, influencing the values and the principles of our school. This recent news therefore strikes at the core of the institution as it conflicts with PEA's progressive and inclusive community. Now, of course, the Academy has taken incredible strides to bolster inclusivity throughout the school. Considering that Exeter is one of the oldest secondary schools in the nation, it was inevitable that the school was, to some extent, associated with the normalized, bigoted policies of 1700s-1800s America. Exeter has acknowledged this association, and our incredibly progressive nature and recognition of the past is a step forward in trying to right the school's past wrongs. We should continue with the attitude when approaching Exeter's dicey past, emphasizing the ideals of clarity, awareness, and recognition.

As of now, we do not know how extensively slavery is tied to our school. No matter the level of

depth, however, we should still approach this with an objective and meticulous fashion. We should not conceal our findings or limit what we tell to the public because of any potential personal bias. The modern effect of the Academy's old policies and history should be understood. In addition, the descendants of those affected by PEA's history and former values deserve to know the full and complete findings, both for their and for the school's sake. Though the truth may be uncomfortable, hiding our past would be a great disservice to the ultimate goal of equity and inclusion.

Beyond slavery, we should also examine Exeter's past relationships with other minorities and oppressed groups. Investigations into the role of indigenous populations, for example, are being undertaken to better understand how the school interacted with students of Native descent or indigenous people who lived on the Exeter grounds before the school was established.

Exeter was not the first institution to delve into its own dark past. Multiple Ivy League schools and other old universities have researched their own roots. Harvard and Yale, for example, have been extensively investigating their histories with slavery, finding donors, alumni, faculty and much more people and principles that intermingled with slavery. Though slavery was greatly connected with the schools' pasts and initial endowments, the universities were dedicated to finding exactly what happened and to report it. For example, they set up memorials and documents to clarify their history to the public. These schools' self-investigations are remarkable acts of humility and honesty, which is why other schools should continue this trend.

Exeter's investigation is meant to help us understand ourselves better. However, this investigation should also be a wake-up call for other long-established secondary schools to dive into their history as well. America's uncomfortable past had surely affected these long-standing schools, and the sooner these institutions commit to this examination, the sooner we, as a society, can move forward with clarity.

Exeter Needs an Emphasis on Ethics

By KAI LOCKWOOD '21,
ON BEHALF OF FTCVERTEX

We live in an era of increased social consciousness, and more and more, we ask that companies do the same. We call on them to be increasingly conscious of environmental issues, sexism and privacy rights, and oftentimes, we boycott those companies who aren't. But are we training our future leaders to value those things? Are we raising decent human beings?

I think Exeter might be a good case study here. After all, according to every assembly speaker, we are "the future leaders of the world." According to those speakers, our Exeter education will prepare us for our role in building the world of tomorrow. It bears asking, then—how is our Exeter education preparing us to become ethically conscious social leaders, if it is even?

First, we have to acknowledge an unfortunate truth: Exeter doesn't consistently instill the value of non sibi in its students.

Take Mark Zuckerberg, for instance. To put it lightly, Zuckerberg is not the shining example of non sibi. Let's look at some recent headlines circling over Zuckerberg's head: "I Wonder if Facebook's Mark Zuckerberg Can Sleep at Night," "The Confused Ethics of Mark Zuckerberg—Let's Definitely Not Judge Those Holocaust Deniers" and "The Moral and Ethical Rot at Mark Zuckerberg and Sheryl Sandberg's Facebook."

He also has some golden quotes that go to this point. "People don't care about what

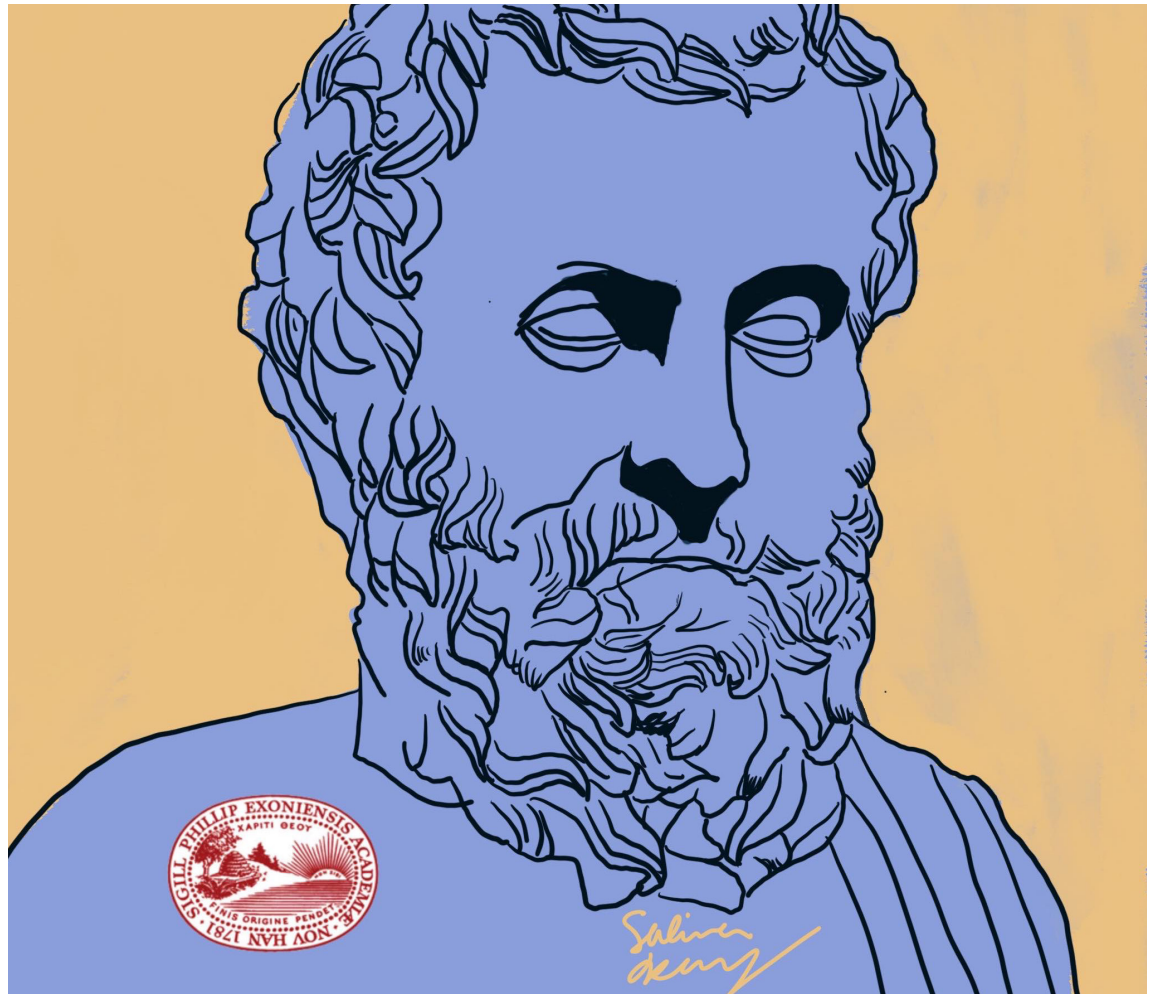
you say, they care about what you build." "Move fast and break things. Unless you are breaking stuff, you are not moving fast enough."

In short, Zuckerberg is quite sibi.

After the public disgrace of a notable alumnus, it would be reasonable for Exeter to try to ensure that it endows both knowledge and goodness upon each of its graduates. Yet, Exeter's curriculum does not emphasize ethics, and it seems that our culture has emphasized knowledge and leadership over genuine goodness.

It is a disgrace that an Exonian can complete four years at Exeter without having to take an ethics class. In the Courses of Instruction, for instance, only two departments offer ethics-related courses, Religion and Science. Of the twenty-six total religion courses offered at Exeter, only four have a noted emphasis on ethics. The Science Department, for its part, only has one—a bioethics elective.

Since four-year students are only required to take two terms of religion, a student can feasibly get through Exeter without taking a religion-based ethics course at all. A four-year student can fulfill their six credits of science without having to take bioethics, which is the only non-religion based ethics course. I believe that this lack of emphasis on ethics doesn't comport with our values of "knowledge and goodness." In a way, we make the assumption that everyone comes into the Academy essentially "good" and not in need of ethics training. Yet, we know this is not true.



Sabrina Kearney/*The Exonian*

There is no screening in Exeter's admissions for goodness, and neither should there be. Instead, our high school environment should nurture us into both knowledgeable and good people.

Right now, it doesn't, in large part because our de-emphasis on goodness in the curriculum expands into many other parts of the Exeter community. Each year, uppers fight for school leadership positions on college resumes. Students choose to be Harkness moochers or warriors instead of fully contributing, and student-led attempts to hold Exeter ethically accountable

through protests, letters or op-eds are instead judged for the people leading them and minute details about their execution.

A truly ethical Exeter would not move fast to the point of breaking things, nor would it wait for the student populace to learn ethics on its own, occasionally at the hands of the Community Conduct Committee.

A truly ethical Exeter would have students that realize that it is not the number of points on your resume that matters but the positive impact you make on other people. A truly ethical Exeter would be transparent about

its inner working because the students can only be as ethical as the governing bodies of the school. A truly ethical Exeter would see Harkness as community-based learning rather than a discussion-based teaching style and would listen to learn, not just to respond—and not even just to understand.

On the first day of my English class this term, Instructor in English Todd Hearon said, "Each day, we come into this classroom and use our ideas to build a castle of understanding upon the table."

That goal is still a work in progress.

Editors' Corner: Stephen McNulty

By STEPHENMCNULTY '21

A few years back, I took pride in my rationalism. Everything, down to the finest detail, had to be proven step by step. There was never room for any contradiction. I had a perfect model of the universe, and a grand unified theory rooted in cold, hard logic. I imagined a world meticulously ordered, and that any human could dissect if they tried hard enough.

In a strange way, this was a relentlessly optimistic view of the world, because it, like me, would never admit any defeat. A person could learn anything about the world if they tried hard enough, and we could figure out the entire truth—absolutely everything—with our own rational capabilities. The world became a dead specimen, lying on the laboratory table and ready for examination. It lost a bit of wonder in the clarity and rigidity of my formulaic universe.

In the past few years, however, I've realized that something had gone profoundly wrong if my universe became dull and uninteresting. In truth, there's a majesty to everything that all my theories hadn't quite captured. The ground

on which I stand runs giddily around the burning sun. Voyager II probes the outer regions of our interstellar abode, careening further into the vast unknown with each passing day. I, too, careen—towards the vast unknowns of adulthood, old age and death.

A complex network of organs, arteries and veins keeps my mortal body alive. I breathe in and out. In and out.

All of that beauty could not possibly be captured in a single proof. So I began to rethink my entire system, and piece by piece, I realized that, perhaps, the universe wasn't as straightforward as I thought it was. See, when we spend time in silent thought, we find that all of our easily-understood models for making sense of the world fall apart. All of us undergo this process.

First, we learned that there was no number below zero, because our simple addition didn't comprehend how to add negative numbers. Soon enough, we learned that negative numbers exist, but that we could not take their square roots. But lo and behold—the more we think, the more our model evolves and changes.

In daring to explore the myster-

ies of the universe, we take a risk and open ourselves up to an uncomfortable truth—our universe does not fit the perfect Ptolemaic model, and each planet revolves around the sun in an elliptical, not spherical, orbit. We discover all sorts of quandaries, puzzles and mysteries, even contradictions that seem impossible to reconcile.

Examples are everywhere: the burning forest clears the way for new growth. The later we stay up working, the worse we do on the test. The more we try to lull ourselves into sleep, the longer we stay up trying.

Contradiction can also be found in our most important principles and values. For instance, we find that both justice and mercy are clear goods. But what is justice? It seems to be giving people what they deserve. What is mercy? It seems to be giving people something better than they deserve. The two live in a sort of tension; in fact, they seem to be opposites. Thus, we have arrived at an impasse that threw a wrench in my grand unified theory; either we must reconcile the opposites and live with that tension, or we must cast aside one for the other. The former is certainly harder than the

latter, but I vote we lean into the challenge.

Sometimes, we have no choice but to embrace the challenge. No person can fit themselves into a perfect box, and no one is an archetype—we are a bundle of contradictions that somehow weave themselves together into a human person. I certainly am, and I've had to learn how to balance a multifaceted identity. I must accept that my purely mathematical systems didn't work because I had failed my own test for coherence. And I've learned to be all right with that.

I think sometimes, we just need to live. Honestly, the modern world over-analyzes to the point that it misses the most fundamental truths. We do not hold moral values, for instance, by cross-checking events against a set of rigid criteria. Instead, we feel that something is wrong with a burning and righteous anger. We experience our way to morality; we do not think ourselves to it. Only when we suspend our disbelief and just live can we begin to understand the strange world in which we live.

Augustine, perhaps my favourite philosopher of all time, captured it best: "My mind withdrew its

thoughts from experience, extracting itself from the contradictory throng of sensuous images, that it might find out what that light was wherein it was bathed... And thus, with the flash of one hurried glance, it attained to the vision of That Which Is."

Sincerely,

Stephen McNulty
Opinions Editor

The *Exonian* is launching *Editor's Corner*, a column of personal reflections by the people behind the paper. Some of us may explore bigger truths and their role in our lives, while others may take time to meditate and reflect. We may even find humor in our dreary, overworked, on-deadlined existence.

So, please take a few minutes to read what we've got to say. Grab some tea while you're at it—after all, we're ready to spill.

The Exonian

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Tensions Rise Ahead of College Counseling Weekend, Valentine's Day

By **SONNY FITENI**

As the week wraps up, Exonians across campus begin to look forward to the welcome approach of another weekend. However, interrupting the usual rituals made in anticipation of an upcoming Friday, many students are in scrambles as they react to the coinciding arrival of Upper Parents' Weekend and Valentine's Day.

Many students, particularly uppers like Emmanuel Tran, expressed unease at the amount of preparations left to do with little hope. "It really just snuck up on me. Like boom, let's go." Dorms were especially active on Wednesday afternoon, working out alibis for their poor weekly performances and ironing out their tales on what accolades all the future presidents in Abbot Hall had acquired. A few enterprising students even searched for the communal vacuum but could only get through half a room before they were 'forced' to attend to lights out.

More seriously, a sense of stretched time seems to pervade the stressful concurrence of scholastic and interpersonal obligation, and a decidedly small segment of students have shared their concerns. We were able to stop a weary looking upper Charles Preston on the path and probe him about which event he was most worried about. After a gulp and sigh, he let off what seemed to be a load on his chest. "I don't know sometimes it just seems like right when we're about to get a break from the constant flood of schoolwork we're handed this other thing that serves the school's ends and never really gives us a rest to relax and be ourselves. Maybe if we want to be honest about putting our students first we'd just give them a true weekend off, and not just Winter Thaw, which clubs capitalize on because it's the only break." When interviewers clarified that this was just *The Exonian's* Humor Page, he curtly remarked, "Valentine's Day."

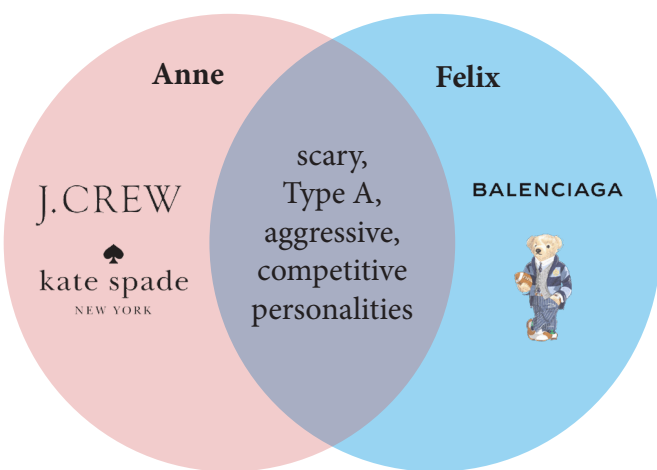
Others, even those who have just as much work as me, Mom, are instead using these next few days to solidify and pursue relationships in honor of St. Valentine. Upper Erin Choi expressed privately that she wanted to take some risks and ask a friend if they'd be willing to take the next step with her. "I've been looking for a workout partner for a while now, I think Anne is just the right person to help me get massive gains."

For others still, Valentine's Day can also be an annual reminder of the budding relationships that form around the Harkness table. Upper Adam Tuchler recalls, "I met Sarah when we were both in 330 Math together. First, we were math partners, now we're finally (just?) friends."

Of course, any celebration of the connections we've made with other people is also an unfortunate opportunity to highlight the loneliness some people feel during this season. The fact that Valentine's Day coincides with CCO Weekend will undoubtedly compound these sentiments in the many students that will spend this weekend alone. "I like to lose myself in my work," Managing Editor Felix Yeung reflected, sitting at his desk with a tub of Butter Crunch next to him. His computer laid open to Netflix's *The Crown* on mute. "I don't really even think about it."

An Analysis of Two Exec Members

By **SARAH HUANG**
Bad friend



TFW Your Crush Debates Your Point in Class



Harkness Warrior Receives Medal

By **MARCOKO**

Last Thursday, local Harkness Warrior Sue Donym received a medal of recognition for her distinguished service. This comes after she sustained an injury to the mouth after over

60 minutes of continuous speaking in the field.

As a four year senior, Donym received this medal after tirelessly interjecting in discussion at great personal risk. Throughout her years of service, she persevered through difficult situations by exhausting all of her opponents, even when outnumbered as much as seven to one.

Ms. Donym is among the most versatile of Exeter's Harkness Warriors as an active member of 34 separate clubs and committees, many of which are related to speaking and discussion. "I've been a Harkness Warrior from a very young age," she reflected. "I've taken many situations with other people and created

learning experiences for everyone. One time, my parents asked, 'What would you like for dinner?', and I helped enlighten them about the illusion of choice and the ramifications of decision-making, among many other topics."

"It's a little weird that they don't ask me that any more," she said wistfully.

Ms. Donym's skills didn't stop with her academic classes. Her sports coaches and teammates frequently witness her debating with all sorts of sports equipment, from hockey sticks to tennis balls, and convincing them to her viewpoint. "It's the craziest thing ever. I was playing basketball with her, and she didn't even know how to dribble," a teammate said. "The basketball itself would just leave the hands of the enemy players and shoot itself towards the hoop."

Upon awarding the medal of recognition, the guru of Harkness

delivered a customary short speech of 938 minutes. "Ms. Donym is an exemplar for achieving class participation in the face of adversity," he noted. "She carries strong values, which she constantly reminds everyone about at all times. She's even managed to conduct discussion-based learning during tests. Her teachers often praised her efforts, as they've often been forced to sit at the Harkness tables while Ms. Donym sits behind the teacher's desk."

Donym was optimistic that she could receive a good grade for her efforts. "It'd be awfully nice if I didn't have to, but I speak for a cause greater than myself. I think an 11.0 GPA is just a side effect of that service, as well as teacher recommendations for college applications. Personally, I don't even care for those side benefits."

Ms. Donym hopes to recover from her mouth injury shortly and return to the Harkness table soon.

9 Things You Put In Your Room Because You Think They Actually Help

By **JACK ARCHER**

1. Ice. The pain is on the inside, silly.

2. Lamps. They help you see your math homework problems, but they won't help you get them right. If you squint, you'll be able to make out the English reading, but that won't help you understand it. And if you look really closely, you may catch a glimpse of the tiny shred of dignity you salvage by fixing your hair before speed walking to your 8am with eye bags so large Santa might use them as his sack next year.

3. Friends. It may take you a while to realize this, but you actually need real ones, not the things you call "Friends" but are actually balloons you drew faces on with Sharpie and hang above your bed in case you get lonely. Or is this one just me?

4. Posters. Like you're ever gon-

na have time to look at them. They'll hang like spies, unobserved and invisible, except for when you look up to notice another corner has peeled off the wall.

5. A Bed. Apparently you thought you were going to be using this a lot. Boy were you wrong. The only purpose it serves in your room is as a "temporary" storage space for all your clothes because the closet is too far at the moment and is a black hole that sucks hours out of your homework time if you get too close.

6. Copies of *The Exonian*. You aren't allowed to use them as firewood, so what's the point? Tear out the Humor page of each edition and use them to wallpaper your room so you can be featured on Exeter Cribs, and use the rest as a rug to cover up all the food you've spilled.

7. A whiteboard. Filled with

dreams of creating cute drawings and inspirational messages, you hung this up with giddy excitement. It took about three days for all the markers to go missing. You stuck your grades on it for motivation but ended up questioning how you're still here. The whiteboard also mysteriously turns all your friends into anatomy experts.

8. A calendar. Nice and pretty until the dates begin to lose meaning. Days and weeks blend into each other, becoming meaningless numbers signifying due dates and deadlines. You think you've flipped the pages hundreds of times by now, yet spring break seems no closer.

9. You and your negative attitude: Hey, cheer up. This is a Humor article (Please laugh). Think about all the things in your room that I didn't mention. Only four weeks left of Winter Term! Or is it five?

PRaw's Birthday Party

By **TUCKER GIBBS**

Faculty, staff, and a few lucky students packed Saltonstall House for Principal Rawson's birthday party. Many notable administrators were also in attendance, such as the breakdancing Dean Moriarty and the bartending Dean Coole.

Dean Cahalane was not invited, as many feared getting stricts.

The night started at 5:30p.m., already quite late for many of the party's attendees and began with a "casual" dinner, where attendees discussed topics such as "'How do we catch students for illegal v's?'," "How many days should we add to the calendar?" and "What should we do with the rest of our night?" (karaoke!).

And karaoke they did, with everyone from Rawson himself taking part, reciting a spot-on rendition of "Piano Man" by Billy Joel. Other notable performances include those by several emeritus faculty and trustees, who sang everything from Lil Nas X to Shawn Mendes.

'According to an anonymous source, the group then prank-called Campus Safety. "We really do not appreciate these kinds of calls," Head of Campus Safety Gaul Pravel said. "I think it was some students, but the people sounded very old. Someone was chanting 'sweep' in the background. This kind of thing really clogs up the phone lines."

Several students are upset about the use of Academy resources in this party, which according to some estimates had cost an astounding \$25. "I am amazed that the administration decides to spend such an exorbitant amount on the party planning," upper Rodney Chase said. "The administration needs that money for parades and soft-minded do-goodness."

"They should not be allowed to do this type of thing," lower Miranda Downey said. "If nothing else that money should be given to Student Council to figure out how to run an election."

Many question the invite list of this party. "Why did they choose the

students they did?" said senior Albert Bratton. "I feel like I'm really missing out."

Others are really happy that Rawson has some time off during the week. "I am really glad that PRaw gets a break every once in a while," prep Josiah Burton said. "He just gets so busy, making promotional videos and meeting assembly speakers."

Many faculty members were disappointed to not receive invitations. "I AM EXTREMELY UPSET," Vice Principal Karen Lassey said in an email. "I'M MAKING A PARTY PLANNING COMMITTEE TOMORROW."

Others were very happy that they were not invited. "I feel like if I was invited I would have to go, and that would keep me from getting in bed by 7:15p.m.," English Instructor Elizabeth Dean said. "But it sounded like a lot of fun."

Notably, all of the Deans were absent the next day, and there was a sign taped to J Smith's door stating "Principal's Day."

Submit Profile Bios to exonian@gmail.com



Andrew 45
Dropout
89 miles away



Pete 38
Mayor
134 miles away



Lizzie 70
Senator
1832 miles away



Sports

» GIRLS' BASKETBALL

Girls' basketball will play against Worcester Academy at 3:30 on Saturday.

» BOYS' SQUASH

Boys' squash will compete against Tabor Academy at 1:00 on Saturday.

» GIRLS' HOCKEY

Girls' hockey will compete against Newhampton Academy at 2:30 on Saturday.



Upper Robbie Stankard powers to the rim.

Oliver Hess/*The Exonian*

Boys' Basketball Buries Tabor

By KATHERYN WELCH

Senior and co-captain Lucas Grandison catches a pass from PG Declan Porter on the left wing, facing tight pressure from the Tabor defender in front of him. He quickly throws up a jump-shot. A second later, the crowd watches the ball fall perfectly into the basket, not even close to the rim. This shot was quickly followed by two more three pointers sunk by Grandison that brought the Big Red to an early lead over the Seawolves.

After finishing the first half 37-13, boys' basketball cruised to a 64-30 victory, taking down Tabor Academy Saturday afternoon. The game brought the team back to its classic winning ways, solidifying a current record of 12-3.

On the Wednesday before Tabor, the team suffered a nail biting loss to St. Pauls with a score of 56-54. The team came to practice Thursday ready to work hard and get back on the winning streak. Lower Josh Morissette said, "We wanted to compete like we did at the beginning of the year and had to work on the weak side and transition defense." Improvement definitely showed in the game against Tabor, as Big Red controlled countless rebounds and transitioned seamlessly throughout the game.

The energy of the gym was astronomical, as the Big Red crowd roared to life watching all 14 players on the court. Morissette explained, "[upper] Lucas McEachern gave us big life off the bench." Lower Eli Porras agreed, saying "throughout the game, we kept high energy, supported each other, and maintained our environment." McEachern later explained the team's mindset regarding energy, saying "It doesn't

matter what the gym is like, we create our own atmosphere." And they did. By the end of the game, thanks to the hard work on and off the court, the team "got our swagger back," senior Jasper Ludington said.

Some highlights of the game included Senior Kaleb Washington's effortless putback dunk after a missed layup. Grandison commented on this play saying, "I think that play mentality defined our approach coming into the game."

The overall aggressiveness of the team stood out in particular, Coach Tilton confirmed. He also highlighted the work of upper Robbie Stankard, saying "Robbie has also elevated his game and has really improved, becoming more of a complete player."

Every player who stepped out onto the court pushed themselves to be the best they could, to help fight for the team. Coach Tilton affirmed that "several players had a great week of practice and remained in the middle throughout the game." Contributions from everyone both on and off the court made this stellar win even more satisfying.

The story continues as the team goes on to face a tough Worcester Academy on Wednesday, a match that will test the team's strength and teamwork. Grandison, not fearing the challenging opponent, said "I go into every game believing we are going to win, so I don't expect this game to be any different." Coach Tilton is also looking forward to the game saying "Our focus in February is to commit to process over results. I was pleased with our resilient, selfless approach we took as a team. It showed in our competitive and focused approach."

Girls' Hockey Falls Behind BB&N

By CLAIRE FU and SOFIA MORAIS

Advancing towards the goal, senior Robin Potter starts to accelerate as the BB&N's defense quickly approaches with less than 30 seconds left in the last period. Keeping her eyes on the goal ahead, Potter, with the help of prep Eden Welch and other teammates, breaches the opposing team's defensive barrier. With a quick swipe of her stick, Potter shoots the puck towards the net with flawless precision. The puck streaks past the BB&N goalie hitting the back of the net, scoring their second goal of the game with only eleven seconds left.

This Saturday, Girls Varsity Ice Hockey faced tough competition against Buckingham Browne & Nichols School. Even with a hard fight to the end, Exeter pulled away with a defeat, losing 5-2.

Although the scoreboard may not have reflected their efforts, Girls Hockey had multiple ambitions and goals they hoped to achieve coming into the game. "Going into the game we knew that we would be playing a fast, coordinated, and efficient team, but I think we had good confidence in ourselves and our collective abilities," lower Taylor Nelson mentioned. Nelson went on to elaborate on the team's game extensive preparation during their practice last Friday. "We looked over a list of tendencies Coach Komerek found in the way BB&N plays the game and we also discussed how we should attempt to combat a hard forecheck focused on



Upper and co-captain Alyssa Xu rushes to the net.

Piya Bryant/*The Exonian*

pressuring our defensemen."

In addition, the BB&N game marked the return of defensive player Seo Kwak. "[She] was in her first game back from her concussion and was a key player in the defensive zone." Senior Audrey Choi says, "we are looking forward to Rachel Shu returning as a defender, who also has a concussion." Even with the injuries of a few players, the team has seemed to bounce back efficiently.

Throughout the game, the girls were notably able to opportunize on power plays, resulting from their aggressive opponents' penalties. Choi highlighted: "Welch and Pot-

ter have great chemistry and make solid plays on our power play. Hopefully we can translate these chances in upcoming games."

Nelson praised the two scorers, Potter and senior Allison Lennie. "Both goals were the result of really good teamwork and heads up type plays." Nelson went on to also acknowledge a key teammate, "Audrey Choi had another amazing game. She consistently has her head up and is looking for her teammates."

Senior and co-captain Abby Smith shouted out her fellow co-captain Keaghan Tierney, "[Tierney] played very well,

and her passing in the defensive zone allowed us to break it out easily and led to offensive chances."

This loss will not go without reflection, as Girls Hockey is already thinking of improvements needed to be made before going into future games. Prep Sami Smith reflected, "I think we learned during this game that we have the ability to play with these types of teams." She continued, "We need to be able to put all of the aspects of our game into play, which is what we are planning to do for the upcoming game."

On the ice, Nelson looks to future games with the team's

specific goals in mind. "Looking forward, I think that we want to be quicker with our decisions in our defensive zone and with that be more effective with our execution in the offensive zone." A. Smith adds, "we want to play with a greater sense of urgency, encouraging us to score more often."

Girls Ice Hockey is looking to improve after their match with BB&N, with only six regular season games left to show what they've got. No matter the score, Big Red is ready to dive head first into the rest of the season, with an emphasis on strong team chemistry on and off the ice.

GIRLS' SQUASH	SCORE	BOYS' HOCKEY	SCORE	BOYS' SQUASH	SCORE
01 Winsor	0-7	01 Tilton School	4-4	01 Choate Rosemary Hall	7-0
GIRLS' BASKETBALL	SCORE	BOYS' SWIMMING + DIVING	SCORE	WRESTLING	
01 Pingree	43-23	01 NMH	119-51	Canceled	

Girls' Swimming & Diving Sinks NMH



Lower Sydney Kang dominates backstroke.

Eva Carchidi/*The Exonian*

By **AMELIA BYERLY** and **GRACE PUCHALSKI**

Hot on the tail of her opponent, lower Lindsay Machado pushes through to complete the 500 freestyle. L Machado is down going into the last lap but motivated by her teammates on the side of the pool, she comes back to out-touch the NMH swimmer. By clinching first place, L Machado gave the Big Red girls' swim team additional points to aid in their win over NMH.

Big Red varsity girl's swimming defeated NMH this past Saturday, bringing home a stunning 94-73 win. The win pulled their record up to four wins and three losses, a promising record as the team begins preparing for its E/a meet, and the championships shortly after.

Leading up to the meet, prep Sofia Morais talked about how head coach Lundy Smith helped them prepare. "We focused a lot on our stamina, endurance and pace throughout the week... All the practices were pretty challenging up until Friday, where we only worked on starts for the whole practice. This was really helpful heading into the meet because although we were sore from previous practices, we all felt confident in our dives."

Senior and co-captain Wynter Sands also said, "heading into the meet, the girls were focused on swimming and finishing every race hard, but we were also going to have a good time." The team did just that, as Sands went on to say, "we walked onto the pool deck and NMH was blasting music and swimmers from both teams sang along on the

pool deck and in the water. The mood was very lighthearted and happy at the beginning of the meet."

The rest of the swim team concurred with Sands, as Morais states, "this season has been so much fun thanks to the team dynamic. I love how everyone gets along and supports each other. We have so much fun at practices listening to music and swimming as a team, and I don't think our team would be the same without that openness and positive environment."

Senior and co-captain Maddie Machado commented that her sister, L Machado, had an outstanding 500 freestyle race. "She had a come-from-behind victory against a girl from NMH in the final sixty seconds of the race. It was like a photo finish." Prep Sofia Morais also agreed.

"Everyone was cheering from both sides of the pool and it got really loud because everyone was so excited. Lindsay barely out-touched her and ended up winning, which helped give us additional points."

According to Sands, lower Andrea Luo also had an outstanding swim. "Andrea recovered from her shoulder injury quicker than expected and popped out to the meet with us. She killed the 50 free in her exhibition heat with a 26.81, the quickest 50 free for girls at the meet."

After a thrilling weekend, Big Red now has two weeks to prepare for its meet against Andover. Sands outlined the ways Big Red will be training for this important meet. "Looking forward, practices will continue to be relentless in pushing the team to work hard and get quicker.

However, we are always ready to meet the challenge and get better."

Morais also mentioned some goals she has for the team. "I think we just need to give it our all this week in practice so that all our hard work will pay off, hopefully in a win. We need to work on pushing through to the end of our races, so if we continue to push ourselves in practice during hard sets then we can build up our stamina and speed for the meet." If the team is able to pull off the win over Andover, they will extend their win streak to three, previously beating Dana Hall before NMH.

M. Machado looks ahead in the season. "Our next two meets are really important, so we're looking to get some good training in before it's time to rest up for the championships."

COOP'S SCOOP: WHAT'S YOUR FAVORITE WINTER SPORT?

- » "Winter track. I like to feel the soil beneath my body." — Carson Garland '20
- » "Curling, because I like the sound of the stones hitting each other." — Devianch Khadka '22
- » "Theater sports, because you have to know the deep everlasting knowledge of William Shakespeare." — Joe Doherty '23
- » "Sled dog racing. The dogs are cute." — Zeb Tilton '20
- » "Nordic skiing, because regular skiing is too fast." — Milo Walshe '20
- » "Watching Kate Manderlink hide in the bathroom during Squash warm ups." — Dorothy Baker '22
- » "Team captain Wynter Sands setting off the emergency fire alarm at team dinner." — Maddie Machado '20
- » "Winter track has Matt Wabunoha—what else do I need to say? It's super fun." — Sadie Griffith '21
- » "Figure skating, because I admire figure skaters for their incredible focus and dedication. They're so fearless." — Ursie Wise '21
- » "Wrestling, because muscles. Duhhh." — Connor Chen '21