

NEWS: POLITICAL DONATIONS BY TEACHERS

The Exonian found the data of 97 donations by PEA faculty through the Federal Election Commission. All donations were made to Democratic candidates, organizations or institutions. *The Exonian* examines donation statistics, 2.

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Sanders, the third most donated to candidate by PEA employees. DONATIONS, 2.

Thomas Wang/*The Exonian*

Financial Aid Form Revisited

By TUCKER GIBBS, TINA HUANG and CLARK WU

Last winter, Track and Field Head Coach and Chair of Physical Education Department, Hillary Hall, realized that a group of athletes on her team needed performance-level sneakers in order to compete.

“In coordination with the Athletic Training staff, the F.A. [financial aid] office gave us permission to take a group of athletes on F.A. to a running specialty shoe store in Haverhill, MA,” she said. “They were able to be fitted by experts and didn’t have to stress about the bill. We all were really grateful for that!”

While this particular request was out of the ordinary scope of requests the Financial Aid office receives for Exeter students, the office receives many requests each month, ranging from instruments for music lessons, to eyeglasses and sports equipment, to winter coats and other cold weather necessities. The Financial Aid form, available on ExeterConnect, was designed to streamline student requests, but many teachers, coaches, and advisers say they are still relying on previous and more informal methods to ask for needed items for their students and athletes. Some adults even cover expenses out of their own pocket if a financial aid request is denied.

“While most of this funding comes through the Office of Fi-

ancial Aid, other departments such as the College Counseling Office, the Office of Multicultural Affairs, Religious and Spiritual Life and the Office of Equity and Inclusion have some limited funding which has occasionally been used to support financial aid students as well,” said the initial email sent announcing the forms release.

The students and faculty have different experiences with financial aid—some getting the assistance they need, others confused on where to go. For one, the Office of Multicultural Affairs can only fund requests that fall under their responsibility. These discrepancies raise a question of equity. The Financial Aid Non-Tuition form, though functioning, has not increased the efficiency of fund-request due to low student and staff awareness.

English Instructor Christine Knapp commented on the relationship between equity and publicity. “Regarding the online form, we want to have fairness... I believe any system that tries to make sure all students have an awareness of what funds are available and how they can obtain assistance makes our practices more equitable and inclusive,” she said.

Due to the non-tuition form’s recent release, Director of Student Activities Joanne Lembo believes its impact will improve over time. “It’s brand new,” she said. “They’re working out the

Time Management Sessions Offered

By TINA HUANG, TINA LI and AMYLUM

Faculty and counselors alike have identified time management and seasonal depression as two issues that disrupt student life and created accessible, short workshops to provide students entry points into dealing with problems at Exeter. Students gathered in Agora and the Library Commons on Tuesday and Thursday of last week to listen to thirty-minute presentations on “Time-Management Tips for Student Success” and “Happy Winter: Preventing Seasonal Sadness.”

The Center for Teaching and Learning Committee, comprised of teachers and counselors of the Lamont Health Center, ran the workshops. The committee’s goal, according to Associate Director of Counseling and Psychological Services Christopher Thurber, is “to create a center for teaching and learning that is a resource for all the faculty, all the staff, and all the students.”

“Flash sessions”—brief introductions to important topics surrounding important issues to student life—were designed for convenience and accessibility. During the first time management session, Thurber outlined the importance of establishing priorities and adopting attitudes and behaviors that increase motivation in order to be successful in managing one’s time. He noted strategies such as putting in one’s best effort in the amount of completion time, whether that be an essay or a set of math problems, and focusing less on feelings when completing an assignment.

Though students came and went throughout the presentation, prep Michael Goodall stayed until the end. He felt that the sessions were helpful and left a great impact on students who attended. “They could have sent more reminders and notices about these [workshops] though, especially to the students that it’s more applicable for,” he said.

In the “Preventing Seasonal Sadness” workshop, Thurber discussed the differences in hours of sunlight between seasons, depending on location and how the lack of sunlight in the winter can affect students living in warmer areas. To avoid a drop in mood, Thurber emphasized the benefits of sunlight exposure in the day. “What we know to be biologically true is that we need a little bit of sunlight for our bodies to make vitamin E, and we need that to be healthy,” Thurber said. “So, even if it’s a cold day, even if it’s cloudy, exposing your hands and face to a little bit of sunlight can make a big difference in your mood.”

Thurber also pointed out there are six newly-installed spectrum lights in the library, which can serve as an alternative to natural sunlight. “When you walk right into the library, go behind the card catalog and go up half a flight of stairs,” he said. “Doing homework in front of those lights [is really beneficial]. If you experience some seasonal dip in your mood is really good, just two to three times a week, even for 20 minutes.”

For prep Gwen Serrano, this workshop helped her realize the subtle significance of sunlight. “I

E-Proctors Lead Dorm Composting Effort

By WILL DURAWA, SHEALA IACOBUCCI and SAGE MURTHY

In conjunction with the campus Environmental Proctors (E-Proctors), Green Umbrella Learning Lab (GULL) launched a composting initiative in dormitories on Monday, Jan. 20. The initiative seeks to promote environmental responsibility on campus by giving the dorms the option to begin composting within their dorms. After a conversation between residents, faculty and the dorms’ E-Proctors, individual dorms decided whether or not to implement the composting program.

The environmental initiative was first conceived in GULL, a project-based class focused on green innovation and environmental sustainability.

According to upper and project co-founder Bea Burack, the composting initiative was focused on “giving students an opportunity to compost the waste they may produce in their dorms.” The composting initiative was piloted in McConnell Hall, Main Street Hall and Will House by GULL before campus-wide implementation by the E-Proctors.

Due to their shared goals, GULL and E-proctors joined forces to implement the composting program. “The E-Proctor co-heads were super kind to us, were willing to work with us to im-

plement this and have the E-Proctors in the dorm run it,” Burack said.

E-Proctors have placed composting bins in the hallways and around common spaces in dorms that agreed to participate. Every week, E-Proctors will collect all composting bins and bring them to either Elm Street of Wetherell Dining Hall to compost.

Some students have been active in composting. “Whenever I have spare scraps of food, I walk outside and throw it in the composting bins that are next to the recycling bins,” Cilley prep Aubrey Zhang said.

While mostly successful, the project has experienced a few setbacks primarily due to the option for dorms to reject the voluntary composting initiative.

“A major roadblock for us was just trying to get everyone to talk to their dorm heads—trying to make sure that we had participation and enthusiasm from both the faculty and the students who are going to be implementing [the project],” Burack said.

Community members voiced objections to the project. “I’m sure composting has its benefits, but there are some cons, such as insects and pests entering our living space, and that’s not very hygienic” upper and Soule Hall resident Nam Nguyen said. Certain dorm heads noted that maggots

were a potential hygiene hazard.

Students also questioned whether composting would be worth the work. “From my experience, my dorm doesn’t have a lot of stuff to compost,” upper and Ewald Hall resident Jeffery Cui said.

Senior and E-Proctors co-head Erin Ahern noted that fewer boys’ dorms were participating in the project, attributing it to a lack of male E-Proctors.

“A lot of people will join clubs because of friends, and there just [weren’t] really any boys to start out with. If someone does try to join a club, then they really don’t feel like they fit in,” she said. “Out of the five E-Proctor co-heads, only one of them is a boy, and most of the co-heads of environmental clubs are girls.”

Though composting constitutes an important part of their work, the E-Proctors hope to promote environmental awareness across campus beyond this project. Upper Anneliese Cowles noted that the goal behind all E-Proctors initiatives is to establish an environmentally friendly campus.

“While all of the initiatives on campus are good, I think the biggest goal is to educate people about environmental issues so that as we go off into the world we will be more environmentally conscious people,” she said.

» **CLASSICS PROFESSOR**
PEA Classical Languages Department invites Princeton Associate Professor of Classics Dan-el Padilla Peralta.

» **FINANCIAL AID**
Students and faculty alike discuss the progress of the financial aid form available on ExeterConnect.

» **FLASH SESSIONS**
Faculty and counselors organize mini-workshops on time management and seasonal depression.

PEA Employees' Political Donations Examined

By **TUCKER GIBB, MINSEO KIM** and **MARINA AVILOVA**

Due to its early primary parties, New Hampshire has long been a popular state for political candidates. This year, New Hampshire citizens will vote for the Democratic and Republican Parties' presidential on Tuesday, Feb. 11. Like most New Hampshire residents, Academy teachers navigate their own political identities. Frequently, these identities manifest in the form of donations, and at times, the intersection of their political beliefs with teaching.

New Hampshire voters are said to have 20 times the influence than later voting states, a study from the National Bureau of Economic Research reported. With the 2020 presidential election in sight, political discourse is frequent in both the town of Exeter and at PEA. Student discussion about politics often takes place in the classroom, leading students to wonder what impact political perspectives have when they enter the classroom environment and how they influence education at Exeter.

The Federal Elections Commission keeps a database of individual political donations, both to political organizations and candidates themselves. Data obtained by The Exonian from this database shows 97 political donations from 19 Academy employees between January 1, 2019 and present. In all, there are approximately 250 faculty members at Exeter.

All 97 donations faculty made were to candidates, organizations and institutions affiliated with the Democratic Party. The FEC is required by law to publish the names and employers of anyone who donates to a political candidate.

According to the FEC database, 46.39% of donations came from faculty of the English Department, the most represented department of PEA in donations by almost 25%. The next most represented department was the Music Department, comprising 21.65% of the donations. Other departments that had teachers who donated include the Theatre, History and Classics departments. There have also been donations from staff in Standardized Testing, Information Technology, the Children's Center, the College Counseling Office, Exeter Summer and administrators. Only 4.12% of donations made overall were from faculty in the Mathematics Department, and none came from the faculty in the Science Department.

There were a wide range of recipient candidates and organizations on this donations list. Among the candidates (many of whom received donations in the time frame of their 2020 presidential election campaigns), Tulsi Gabbard, Kamala Harris and Bernie Sanders were the most popular, comprising 18.52%, 18.52% and 14.82% respectively. Kamala Harris has suspended her campaign at the time of publication.

Additional donations have gone to organizations supporting the Democratic Party, such as the Real Justice Political Action Committee (PAC), Color of Change PAC and the two Congressional Hill committees: the Democratic Congressional Campaign Committee and the Democratic Senatorial Campaign Committee.

Staff members donated different amounts of money to organizations and candidates—some ranging as low as \$1, one as high as \$100. The Exonian found that the most frequent amount donated was between \$41 and \$50, comprising 18.6% of donations made. The average donation amount was \$26.45.

There are various levels of

political participation amongst school faculty and students. Those who tend to be politically active often do so through donations, attending political events and volunteering. "I donate money to my party, and I try to support their candidates. I've given money to two candidates in seven different states this year alone," English Instructor Lundy Smith said. "I send money to people that I think need my support and are doing the best thing for our country."

Other instructors advise or support political clubs such as the Young Democratic Socialists, Democrat Club, Republican Club and the Exeter Political Union. "I volunteered to drive students to a rally in Exeter Exeter High School last month," Classics Department Chair Matthew Hartnett said. "And the candidate that I drove the students to happened to be one I was sympathetic with, but I would hope and like to think that I would be just as willing to take kids to a candidate that wasn't one that I particularly support."

While many teachers are politically active, many also do not see the need to share their political views in the classroom or feel it might alienate students. "I don't hide that from students... I have a bumper sticker on my

car, so it wouldn't be hard to find out where I stand on things, but I don't announce it in the classroom for the most part," History Instructor William Jordan said. "Every once in a while, it comes out, for whatever reason. Last fall, I revealed it because there was a purpose for me to tell the students what I thought."

Many are in agreement about the place that political discussion and texts have in humanities classes. "I think what we should be trying to do is to foster open and informed discussion as much as possible," Music Instructor Rohan Smith said. "I think it's essential that people of [high school] age, who are just coming out into the world, so to speak, in many ways, and making decisions about life absolutely should be exposed to every possible kind of political discussion."

"I do not think, as teachers, we should be steering students in a particular political direction," Hartnett said. "I think our job as educators should be to inculcate critical thinking and facilitate students to have a robust dialogue in which both sides or more than one side of an issue can be presented, articulated and defended and leave it up to individual students to decide where they come down on different issues."

"It's important to have a forum for dialogue [at Exeter] and make sure that it is actually dialogue and not just a platform for propaganda," Music Instructor Charles Jennison said.

Some teachers have policies against political debates in class. "Current events and politics necessarily come up in some religion courses, and they would be addressed, but not as a debate between the actual positions students hold," Dean of Summer School Russell Weatherspoon said.

In some of the teachers' classes, politics do not come into instruction. "Only if there's some big event in the world, or maybe sometimes a speaker, who's spoken at assembly, people might be talking about it," Smith said.

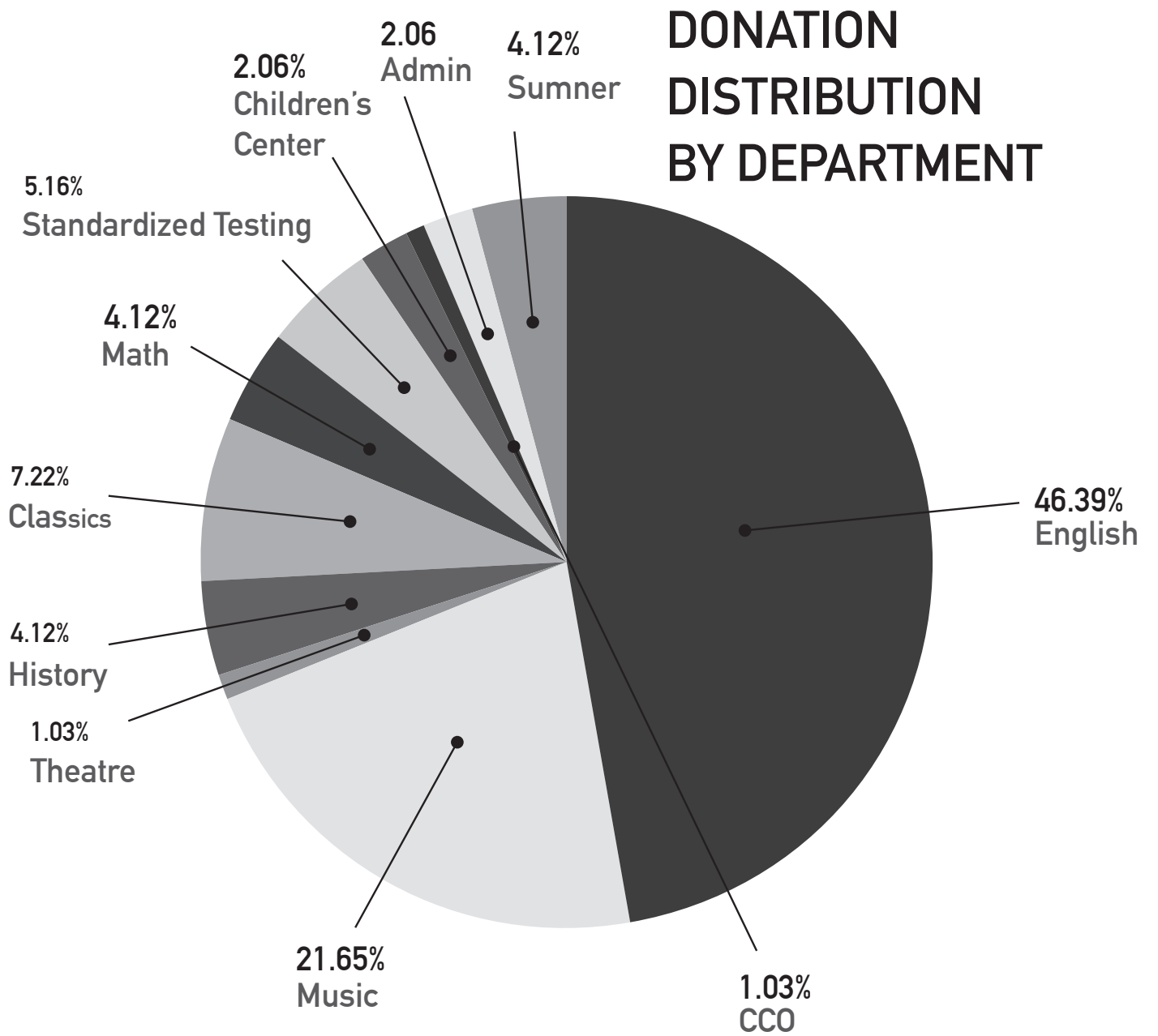
In other departments such as history, it is seen as integral to the course. "Right now, I'm teaching American history. In the middle term, which I think is one of the most important parts of that course, is the development of political parties and political ideology," Jordan said. "I think it's really important that we look carefully at that and see how [political events] happen, and how [they] evolve."

Some students have experienced teachers who have brought

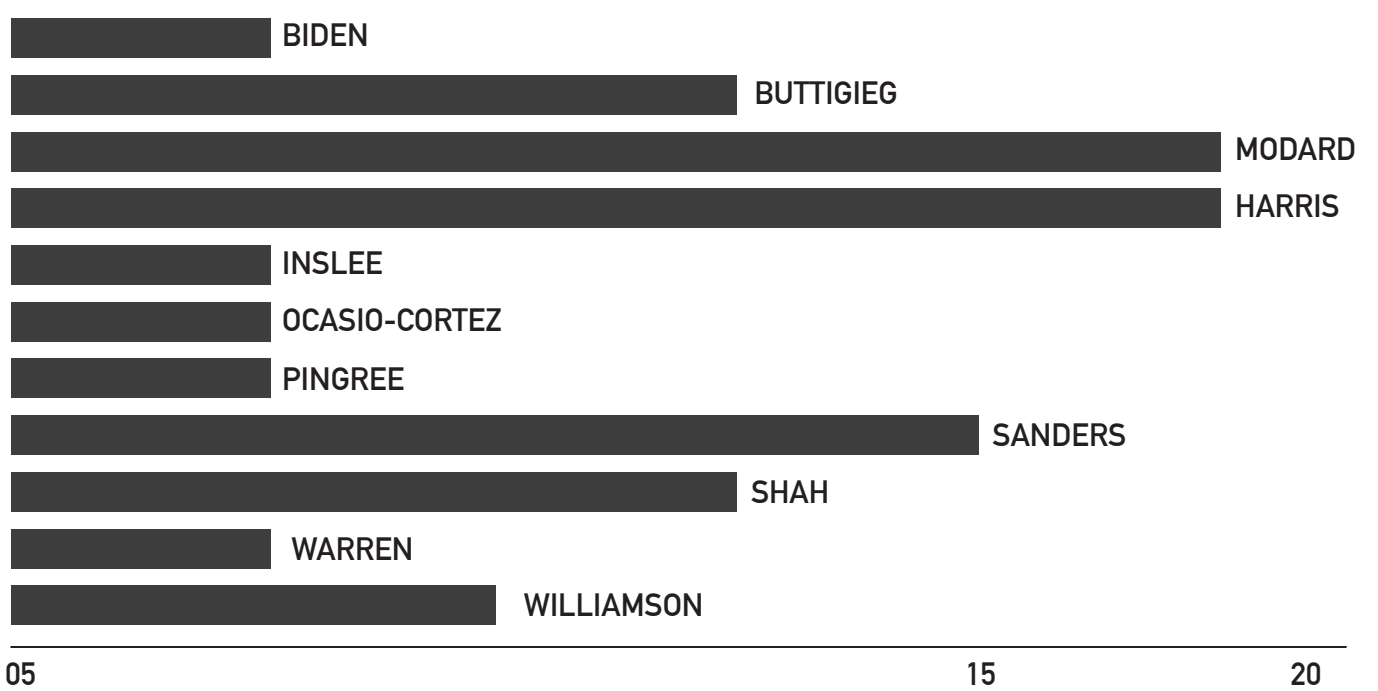
their political views into the classroom outside of History courses. "[My Health teacher] canceled class so that they could protest the grill workers. Now, if there's ever a conservative protest, then she wouldn't have given that class off," prep Rohan Modi said. "If you want to give class off so the student can protest, that's fine, but she has to make it the standard that 'If you protest, whatever side, then I won't dick you for it. But if she's only doing it for one protest for one side, then that's really unfair to the students who don't believe in what she's protesting against or in what she's protesting for."

Other students praise how Academy faculty handle political discussions in the classroom. "In my experience, it's mainly been, if they have political views, they're completely backed up by facts, and they're not just like throwing stuff at us and telling us you have to agree with me," lower Lekha Masoudi said. "Their political views are not always evident."

"Should teachers tell students their own political views? Should they advocate for certain political viewpoints?" Smith asked. "In general, I would say no, I think they should not... But we can't participate in a political world unless we're informed."



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PEA Offers Flash Study Workshops

Most students at Exeter have about four to five hours of homework each day and spend two to three hours on extracurriculars.

Information provided by Youth and Health Survey

feel like it [sunlight] is very, not underrated per se, but definitely, at other schools they don't really emphasize as much," she said. "People come from so many backgrounds where the winter season isn't as prominent, it could be a very effective thing to attend this workshop in order to learn more about what Seasonal Affective Disorder is and how you can avoid it."

Attendee and lower Owen Pallatroni believed that the workshop allowed him to explore ways to alleviate seasonal sadness. "Especially going to a school where homework and social life is very tedious, it's very informative to come to a presentation like this, to learn about ways to keep up your spirits, especially in the winter when it's kinda nasty out," he said.

In February, two additional Flash Sessions will take place on campus, both focused on beginning tasks. "We're calling these sessions 'Starting the Thing,'" History Instructor Meg Foley said. "We're still designing [the activities]. The task initiation session will include techniques to get going with a looming task."

In the future, Thurber hopes to enhance the sessions' publicity and continue their focus on accessibility. "You don't need to enroll [in the sessions]. You don't need to bring your own snacks," he said. "Many of these things [taught during the

sessions], while they take practice over time, they don't take a long time to explain, so if 30 minutes is too long, we could do 10, or some other time."

The committee is open to feedback from all members of the community. "We welcome ideas from students and faculty and staff about what they want, what they need for teaching faculty," Thurber said. "Especially coaches and anyone else that has interactions with students. I've even thought about what information we could provide to parents and other caregivers that would put them in the best possible position to support students."

According to Foley, the committee is ultimately using student feedback from the Flash Sessions to implement future projects. "Our committee's goal is, 'Let's try these things and let's see if these are the kinds of things that might be a part [of the] programming,'" she said. "We're just a committee. There is no Center for Teaching and Learning, but there's [a potential] movement towards one."

Thurber also described the Flash Sessions as an experiment in the committee's long-term goal to promote student well-being. "This is just one of the dozens of different things that we're trying," he said. "[We're] trying to see what sticks and what's helpful and what we have time for."

Classics Dept. Welcomes Professor Padilla Peralta

By GIANLUCA AUDIA, JEANNIE EOM and SAFIRA SCHIOWITZ

Seated around the Latin Study Harkness table, students listened with rapt attention to lectures on "A History of Roman Slavery." With professor Dan-el Padilla Peralta, they explored the narratives of enslaved persons over the course of four days. Topics included the traumas of slavery and the aftermath of manumission in the Roman Empire.

Supported by the Behr Fund, the Classical Languages Department brought Peralta, an Associate Professor of Classics and affiliate of Latino and Latin American Studies at Princeton University, to campus on the week of Jan. 20. In addition to speaking at assembly, Peralta gave an evening lecture on Wednesday on "The Effects of Manumission: Racial Melancholy in the Roman World."

Peralta described his work as being deeply informed by his own experiences—specifically, being a Latinx undocumented immigrant. In the field of classics, he focuses on Reception Studies, Greek and Roman Religion as well as Roman History.

Moving to the States from the Dominican Republic at four years old, he once lived with his family in New York City as an undocumented immigrant.

During assembly, Peralta explored the definitional complexities of "citizenship" and described how narrative scarcity of Dominican history drove him to study classics.

Classical Languages Instructor Paul Langford admired Peralta's thought-provoking questions and passion. "It's an extraordinary story and raises a lot of interest-

ing questions about how this country handles immigration and provides opportunities for people, whether they're undocumented or not," Langford said. "I think it's also impressive that someone in that situation from all of his background as well as experience could have found a passion for classical studies."

Classical Languages Department Chair Matthew Hartnett added that Peralta's work contributed greatly to innovating and diversifying classical academia. "He's bringing attention to areas in classical studies that don't always get the attention that they should," he said.

Peralta's lunch seminars were titled "The Beginnings of a Slave Society in Rome," "Roman Slavery in the Republican Period," "Slavery in the Roman Empire" and "Slavery and Early Christianity" on Monday, Tuesday, Thursday and Friday respectively.

While Peralta used familiar texts and authors as examples to students, his work comparing Roman society to other societies and specific focus on enslaved persons introduced new perspectives not commonly discussed at Exeter.

"Professor Peralta is able to present material very clearly and efficiently, and he engages the students," Langford said. "His ability to teach about slavery is something that none of us in the [Classics] Department have a lot of expertise in."

Upper Charlie Preston appreciated Peralta's disruption of popular narratives in Roman history that are not necessarily true. "I think we are too quick to venerate the Roman leaders of the past, and we don't spend the time to introspect and look at the more malicious aspects," he

said. Preston further added that Peralta "had a real talent talking about these really complex and interesting matters in a way that sort of brought them down to earth for lay classicists to understand."

The department has attempted to invite Peralta for years. Hartnett explained that Exeter was ultimately able to bring Peralta in through the department's connection to Joshua Katz, a Professor of Classics at Princeton. Katz has been the visiting scholar multiple times.

From his time here, Peralta hoped students will understand responsibilities to the correct portrayal of history. "We have a pretty powerful ethical responsibility to the dead. One of the guiding principles in my teaching as a historian is the fervent conviction that we can't just cater our histories to the narratives of elites—to the preferences of those who would want their histories of domination to be reproduced forever," Peralta said.

"We have to be very attentive to silences in the archive."

As Peralta prepared to depart, he hoped to offer some advice to young Exonians. "I remember [childhood episodes] because I see in them seeds being planted for the intellectual ... and ethical commitments that have guided me ever since," he said.

"But the genesis for the ways of being in the world that I have come to most treasure really did take place in the freest moments, when I felt the least encumbered. And so I would encourage folks to embrace the freest moments." Peralta noted that, when students embrace their freedom, they may bring novel interpretations to familiar understandings.

Advisers, Coaches Comment on FinAid Form

kinks, my guess is that it will speed up."

Leombo described the range of reasons students can utilize the form for. "If [students] need a winter coat, [they can] use that form," she said. "If they need new glasses, [they can] use that form. What I hate seeing is students going, 'Maybe I shouldn't do this, it's expensive and it's my fault that my glasses broke.' We're fortunate to have generous donors who have given money for the students. I never want to see a student cold during the winter."

The Office of Multicultural Affairs has been vocal about this particular student need, posting in an Instagram Story, "It's cold out" and "Here is a friendly reminder that you can request funds through the financial aid link (in bio) to get winter gear."

Knapp, a former International Student Coordinator at PEA, noted especially the difficult experience for international students

on financial aid. "We don't have very many international students on financial aid, but I think they face unique challenges partly because they often don't have family in the United States," Knapp said. "We tried very hard to match those students with host families, [who were] often very generous, and helped those students to get things that they needed."

Some students in need of financial aid go to their advisors. "If it's my advisee, we go to Financial Aid," said English instructor Courtney Marshall. "I was telling the group of seniors that if they know of someone who doesn't have blankets or pillows to send them to me directly. I'm happy to get them what they need whether I know them or not, whether Financial Aid covers it or not. I don't like seeing people go without the things they need."

Knapp acknowledged the limits of the requests the Financial Aid Office can handle. "It's

impossible for us to raise all students to the same level," said Knapp "But sometimes we would get compelling requests, and they didn't fall under what the financial aid office can reasonably promise to every student. The question then becomes: where should we draw the line?"

Financial constraints also apply to classes such as art. In art classes, students may have difficulty buying within the class's provided budget. "My medium is fashion design, so I had to buy fabrics, zippers, and that stuff can get really expensive fast," said senior Ramyanee Mukherjee. "I wanted to make two pieces originally, but there was no way that could fit in the budget they were giving us."

Other students believe the Academy's Financial Aid system has been accommodating students well. "I'm very grateful for all the support the school has already provided me," said senior

Mai Hoang. "I actually think it's pretty crazy the amount of resources this school is just throwing at us."

Within clubs, if Student Activities and club funding cannot subsidize for trip of material fees, club advisors and co-heads often advise student members to go through with the Financial Aid Office's standard process rather than to the new electronic form. "When we email the ski club members about the trip, we inform students that they can apply for aid through the financial aid office," Ski Club advisor and History Instructor Nolan Lincoln said.

Different types of clubs, academic, cultural, or interest-based, standardized this process. However, there remain cases where Financial Aid cannot cover these non-tuition fees. If so, "[within MUN], the student is responsible for finding funding," Model UN club advisor Eve Southworth

said. Students can seek additional funding via the Principal's Discretionary Fund, Phillips Church, OMA, or directly through the Committee for Community, Equity and Diversity.

A certain few long-standing, influential clubs, enjoy the benefits of alumni and school endorsement and circumvent the Student Activities or Financial Aid funding issue altogether. "The Debate Club receives a budget from pre-existing endowed funds for debate," Club Advisor Betty Luther-Hillman said. "Debate is actually a 'department' in the school's budget structure, just like the history, science, and English departments."

Although many on campus believe the form is a step towards helping students in need of aid, it remains difficult for some. "I still think that it may be hard for some [students] to reach out," Mukherjee said. "They might feel like it's not worth it to ask for money."



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» Senior Meditation

Senior Michael Singer will read his meditation, “A Tale of Two Grandfathers,” on Wednesday, Feb. 5.

» Evening Prayer

No Evening Prayer will take place this Friday. Happy Winter Thaw!

» Exeter Cribs

Read about upper Adam Tuchler’s room in Exeter Cribs.

Senior Spotlight: Khine Win

By ANDREA LUO and SIONA JAIN

Every day during G/H Format, senior Khine Win grabs her white jacket and runs over to Goel Center for Theater and Dance—right on time. Her discovery of movement at Exeter has not only helped her find a creative outlet but has also inspired others to experiment and pursue their own interests in the arts.

Hailing from just outside of Washington, D.C., Win always looked for a challenge—even in middle school. “Boarding school seemed like a challenge to eighth grade me since I’d be living alone but also—especially at Exeter—be studying some pretty hard curriculum,” she recalled.

Her drive for challenge is reflected in the activities she pursues on campus: cybersecurity and choreography. Back home, these were not available options for her, considering the amount of time she spent commuting between home and school in D.C.. For that reason, her parents were incredibly supportive of Win’s decision to come to boarding school, knowing that Exeter would make it possible for Win to fill her hours with other activities.

Before Exeter, Win was a dedicated figure skater; her vocabulary was filled with words like *salchow* and *axel* rather than *plie* and *pirouette*. In fact, the first time she was “discovered” for dancing was her prep year when Dance Instructor Allison Duke approached her after having chaperoned the dance *Back in Black*.

Since then, Win has joined Dance Company, and her passion for the art has grown. “I’m sure if you ask anyone on campus many people would say that I’m a dancer,” she said. “They’re not wrong; I basically live in Goel. I love coming up with fun choreography to my favorite songs.”

Right enough, her passion for dance is apparent to everyone who meets her. Upper Sophia Emy first met Win during SpedCo (Spring Exeter Dance Company). “She once took me to dance during the weekend for no particular reason, and it ended up being exactly what I needed in a moment of stress,” Emy recounted.

Throughout her time at Exeter, Win has also pursued cybersecurity education. Having founded the Cybersecurity Club, Win brings the same passion she has for dance to science. “I started a cybersecurity club here on campus where we’re organizing our second year of a free online cybersecurity competition called *peaCTE*,” she says. “It’s really cool to see kids from places like Denmark or Japan solving puzzles

you wrote for fun.”

In addition to cybersecurity, Win finds an outlet for her friendly energy through giving tours. Win’s kind, bubbly and energetic personality and her love of connecting with the families has led her to serve as a head tour guide.

In the recent Random Acts of Kindness assembly, Win introduced Admissions Visit Facilitator Deborah Waleryszak. When asked about Win, Waleryszak had nothing but kind words: “She’s simply lovely. She always comes in with a smile, even if she’s going through a lot of work. She’s a lovely young woman with tremendous confidence—that’s how I perceive her.”

Win brings her same welcoming nature to peer tutoring, always eager to help younger students out. “I love teaching others and working through our math problems together,” she says. “It’s so much fun to get to know someone by tutoring them.”

Win extends her passion for connecting with people to her fellow Exonians on campus. Senior Eva Carchidi noted Win’s affable personality and capacity to care for her friends: “She’s always super upbeat and energetic,” she said. “She’s friendly and welcoming to everyone, no matter how well she knows them.”

Emy agreed, commending Win’s contagious energy. “Most times, just being around her improves my mood.”

Senior Alisha Simmons, who had to cope with the absence of her alumni friends at the start of this year, attributes her joy during her senior fall to Win. Both feeling lost without their closest peers, they gravitated toward each other. “We picked each other up and leaned on each other and laughed and found our place again. Now it feels like I’ve known her my whole life,” she said.

In addition to her bright and enjoyable personality, Win continues to impress others with her hard work and admirable perseverance in the face of any challenge. Simmons commended Win’s spirit and unfailing positivity: “I admire her strength and perseverance in the face of adversity, her ability to always stay positive even when things aren’t going her way and her willingness to drop everything to be there for someone she cares about,” she said.

Win is also an integral member of the Will House community, which she joined this year. Senior Justin Li, a fellow Will House resident, emphasized the warmth that she brings to the dorm. “My favorite memories with her are of us chilling in my room,” he said.

As one of Exeter’s only Bur-



Senior of the Week Khine Win finds herself in dance.

Will Victor /The Exonian

mese students, Win has grown to understand what that has meant for her. She noted the importance of belonging to the Asian community on campus. “Being Asian-American at Exeter means that I’m a part of a community that aligns with one of my identities,” she said.

Affinity group Asian Voices has given Win a group of people to identify with. “It’s really amazing to have all these other students

who have had similar experiences with me, whether it’s dealing with microaggressions or the pressures of growing up in a first generation family,” Win said. In addition, she has embraced her heritage and background that she has brought to this community. “I like that I’ve learned to be okay and embrace being an Asian-American. Thank you to everyone who has helped me get to this place.”

As a four-year senior, Win has learned the importance of pursuing what you love, and she is ready to help others do the same. When asked about the one piece of advice she would give to any younger student, she responded: “Exeter is a busy and stressful place, and it’s very easy to get caught up with all of the work we are given. It’s okay to take the time to do what you love—you need it!”

Students Pose for Women’s Rights



Students assemble for Unity in Color.

Thomas Wang/The Exonian

By SAFIRA SCHIOWITZ and CLARK WU

Last Sunday afternoon, a group of students mingled around fresh fruit and Italian antipastos clad in yellows, beiges and golds—an homage to the early feminist movement, and a symbol for the hopeful future of women’s rights. They gathered to be photographed for

Unity in Color (UIC), an activist movement popular on social media that promotes women’s rights through global photoshoots.

The organizing process began a year prior when McGahie connected Kostina with the founder of Unity in Color, Jasmine Solano, an American DJ artist and a former regular visitor of the Academy. As winter term approached, logistical

tasks divided evenly among McGahie and Kostina. “I dealt with the photo release forms and set up the signups survey,” McGahie said. “Elizabeth was instrumental in opening up the Goel Theatre to us, on a Sunday afternoon, and was the lead photographer for the shoot.”

At the photoshoot, senior, student photographer and UIC organizer Elizabeth Kostina delivered

an inspiring introductory speech and a few adult organizers conducted video interviews with the student attendees, asking them questions about their impression of the photoshoot and their experience as a woman at PEA.

The primary teacher organizer, Assistant Director of Student Activities Kelly McGahie recounted this event as a uniquely organic experience. “At Exeter, the one muscle that we exercise constantly is our intellectual brain. You know, we’re sitting around the Harkness table, we’re always asking questions,” she said. “I don’t know that we exercise our ‘feeling’ muscles as frequently. At Unity in Color, every single woman who sat down in front of me for a short video interview was willing to be open and vulnerable.”

Senior Selma Unver, a participant in the event, spoke to the impact of this honesty. “I think it’s powerful to see the people standing in the pictures,” she said. Unver is in full support with the steps Unity in Color is taking towards furthering the feminist cause. “I’m really happy that they’re doing what

they’re doing, and I’m really happy that I was able to contribute to that,” she said.

Unver believes that the photoshoot encompassed the true nature of feminism. “I really like that they also have pictures of men taken, showing that the feminist movement isn’t just for females,” she said. “It’s literally just to treat people as equals.”

Prep Valerie Whitten felt that the event truly captured the bond made when women come together to fight for their rights. “[Unity in Color showed] visual aspects of the collaboration of amazing women and girls, while also showing the diversity, the confident, passionate and joyful moments we shared as an expression of visual feminism for people to see,” she said.

It was heartwarming for Kostina to see the participants encouraging each other. “Hearing others support their peers who were being photographed with compliments and opinions and watching them unable to resist a smile even when I had asked them to keep a straight face made me inexplicably happy,” she said.

Faculty Spotlight: Jaqueline Flores



Modern Languages Instructor Jaqueline Flores shares her culture in her classroom.

Will Vitor / *The Exonian*

By JEANNIE EOM and
SANISHA MAHENDRA-RAJAH

“On the first day of school, I was walking down the path—I was here early—and [Señora Flores] just stopped me on the path and said, ‘Hola, mi amor’—and I didn’t even know her,” upper Nahla Owens said. “It’s so good that you are here; we are so happy to have you.”

Modern Languages Instructor Jaqueline Flores is beloved by the campus community. Her caring personality touches the hearts of many students—advisees and faculty alike. Her room is just as vibrant: Los Angeles Lakers Jerseys, fabrics from Latin America and small trinkets bring color and identity to her classroom.

Flores, who grew up in inner city Los Angeles with her twin sister, loves to talk about her first role model: her mom. She remembers that her mom would insist that “in this house, you speak Spanish,” ingraining in her children a lifelong pride of their Nicaraguan roots. Flores was brought up through 12 years of Catholic education.

During her years as a young adult, Flores had first-hand experi-

ence with cultural and political upheavals in Latin America. “In my senior year of college, I dropped out and went to live in Nicaragua in the 80s during the Sandinista Revolution and it was amazing,” she said. “I was married to a very high-ranking general in the Sandinista Army and I got to see the revolution up front. And because my husband had been a guerilla in the Northern zone, he knew the landscape and was named Director of Counter Military Intelligence and then later Director of the Northern Border leading the Sandinista Army against the Contra war.”

When she began teaching Spanish at New England boarding schools, Flores experienced a stark change in surroundings. “I was the only Latina on the faculty,” she said of her former school, Brewster Academy. “Exeter has been a revolving door of faculty of color, but not as bad as being the one voice of representation.”

Flores also finds time to pursue hobbies outside of teaching. “I have a group of friends, and we meet ... every Wednesday to make bracelets. We just sit and relax. It’s just therapeutic and fun,” she said.

Flores is also an affiliate faculty member in Bancroft Hall. Lower Lila Busser recalled how Flores helped her adjust to her new dorm community. “One night we went over to her house and I was a little nervous; my advisory was mostly seniors,” she said. But she ordered us food and we all just sat and talked, and it made me feel like I had a family at Exeter.”

Lower Tanya Das agreed that Flores was a warm presence in the dorm. “She always asks how you are doing and you can tell that she cares about each of us individually. She’s always super interested in our endeavors and ... she’s also there as emotional support,” Das said. “She has made an effort to get to know every one of us, and every time you come down to check-in, her Spanish endearments and genuine interest in your well-being never fail to brighten your day.”

Flores’ considerate nature and genuine passion for teaching has impacted her students in the classroom as well. “Her enthusiasm every day made me really excited to come to Spanish. [Spanish] wasn’t really intriguing to me prior to her. She really ignited a passion in Span-

ish for me,” said senior Jonathan Bradbury. “Sometimes, I wouldn’t be having the best day, but going to her class really just made me happier and better overall.”

Prep Mateo Connelly reflected on her dedication. “She immerses herself in the language and expects her students to follow suit,” Connelly said. “Señora Flores actively teaches her students how to be better learners and workers.”

“Her personality is very lively and bubbly, so she likes to teach an active, responsive class,” Connelly added. “When the class is quiet, she jokingly calls us fantasmas: ghosts.”

In her classroom, Flores emphasizes her rule of Spanish only. A sign on her door reads “No Inglés,” a precedent she makes sure to set early in the term. Bradbury commented, “she encourages her students to take risks and go beyond. In other Spanish classes, we still spoke English—but not in her class. She has very high expectations for her students but is willing to do whatever she can in order to have you meet those expectations, which is really commendable and admirable.”

Many students describe her as caring and compassionate. Jimmy

Staller, a senior day student, said, “I think there are a lot of great teachers at Exeter, but Señora Flores is really empathetic about providing help outside of class. She’s so passionate that she almost requires that every student reach out and meet with her at some point outside of class just to see where they are.”

Modern Languages Instructor Ellen Glassner echoed Staller’s thoughts, commenting that “Señora Flores is just so loving and kind. She cares so much about her students.”

“The biggest thing she helped me with was confidence with speaking in Spanish,” Staller added. “She helped us all learn to not be afraid to make mistakes.”

While Flores wanted to be a teacher since childhood, “if someone had told me I would be living in New Hampshire, I would have been shocked. When I came to PEA 23 years ago, I was married with two small children, and I told my husband: five years and we are going back home to L.A. Now I am divorced, my children are grown up and I am still here,” she reflected. “I stay to share my culture and because of the passion and love that I have for teaching.”

Exeter Cribs: Inside Adam Tuchler’s World

By KENDRAH SU

Walk into Room 307 of Webster Hall, and the first thing you’ll notice—or won’t be able to ignore—is that no patch of the wall is left unadorned. Posters cover every inch of upper Adam Tuchler’s room. “I got in trouble with campus safety for having more than 50% of my wall covered ... It’s kind of excessive—I even covered my window,” Tuchler said.

Tuchler’s redecoration began with some frustration over the standard Academy dorm room. “I put up posters because I didn’t like the blank walls. They made my room dull,” he recalled. “I already had some posters from home—I got them in fourth grade, so I got to work.”

While they offer some insight into who he is, Tuchler’s anime posters serve less as an expression of his current interests than a reminder of home. “When I see them, I feel closer to my hometown of Chicago, my family and the memories of my childhood,” Tuchler said. “I don’t watch anime anymore—make sure

that gets in there. Regardless, I still think the posters show who I was and give me a sense of nostalgia.”

An avid traveler, Adam collected many of these posters from his trips to China and Japan. “I haggled two from merchants by the Great Wall and a couple more from a souvenir shop in Tokyo,” he noted.

Tuchler’s posters are not the only decorative items in his room. Anime prints lie on his dresser-top, accompanied by a friend’s souvenir from China. “I got the fan as a gift from a friend,” he said.

Two sofas and rugs also make for an inviting hangout spot. “I try to make it as homey as I can,” Tuchler said. “My friends can just walk in and sit on the couch, do work here or hang out. I think my room is a good place for people to relax.” This purposeful design reflects of Tuchler himself—a naturally outgoing presence in his dorm and beyond.

With the 28 posters displayed across the walls, Adam displays his personality through his room decor—while providing a colorful, personal environment for both himself and friends to inhabit.



Adam Tuchler catches them all.

Oliver Hess, Kendrah Su / *The Exonian*

Cut Up/Cut Out Diversifies Exeter Art

By LINA HUANG

An oil tank, embellished with patterns of flowers and leaves, tips over in the central chamber of the Lamont Gallery. In the same room, forgotten items take new form as rolls of toilet paper are cut and displayed on an ascending pyramid of cubes. With paper, maps and tires, the works in “Cut Up/Cut Out” showcase the historic techniques of paper cutting.

The exhibition will be on display from Jan. 21 to March 4. The exhibition, organized by Carrie Lederer, Curator of Exhibitions at the Bedford Gallery in Walnut, California, was brought to PEA by Lamont Gallery Director and Curator Lauren O’Neal. As with other exhibitions at the Lamont Gallery, “Cut Up/Cut Out” will run for a limited period to showcase artwork that is not readily accessible.

“Ostensibly, the title ‘Cut Up/Cut Out’ refers to the tradition of cut paper, which is found in cultures across the world,” O’Neal said. “The contemporary artists in the ex-

hibition have taken this technique beyond its origins and applied it not only to paper but to rubber, leaves and steel.”

The pieces serve as a platform for addressing nuanced issues. In one work, titled “Sweet Spill,” artist Cal Lane created an oil tank with a lace pattern in an expression of her identity as a female welder. “There’s a gendered assumption that men wield, so [Lane] took the idea of doing a decorative, lacy pattern onto steel, a material traditionally associated with male sculptors of the 1960s and 1970s, and made it her own,” O’Neal said. “But it’s also an oil spill, so perhaps she’s giving an environmental critique about our reliance on oil. However, it’s also beautiful. I like the works that have those contradictions: the beauty and critique wrapped all in one.”

Gallery Exhibitions and Collections Manager Dustin Schuetz explained that the exhibit’s goal was to expand the community’s idea of art. “Like always, it’s just to broaden their view of what can be art and what is art,” he said.

“[Art] can be more than just a photograph or a painting or drawing or sculpture. There are different ways to get to an end product.”

Upper Daniel Cui valued the showcase of cut paper, a medium that he had not observed extensively before. “Most artwork that you see is just really flat,” he said. “And so I thought that was really cool—how a lot of these artists pull the pieces backwards or forwards; there’s a lot of depth to them. Even the ones that are flat are all really detailed, and there’s so much that went into them.”

In line with the theme of this exhibit, ordinary items were painstakingly cut into animals and geometric designs. Senior Lenny Chen was similarly taken by how simple materials were used to create intricate designs. “I really like how elegant and how dynamic the show is,” he said. “It just reinforces that you can make art out of anything, even just paper and scissors, and there’s more skills than that, but it’s crazy how they made art out of something so everyday.”

Senior Annabel Lee also noted the intricacy of the work and admired the artists’ skills. “I don’t see [cut out art] very often, but if you cut something out, you can’t put it back in, and I’m amazed at the planning in that,” she said.

The wide range of mediums also appealed to viewers, including senior Lucy Sun. “I really liked the diversity—even though a lot if it is paper, there is a lot more within,” she said.

In addition to the medium, upper Christina Xiao appreciated the manners in which pieces were cut out. In particular, she highlighted a display of cash registers cut out with a topographic effect and a person’s silhouette made using a map. “I liked how there were so many ways artists cut things out and arranged them,” she said. “I really enjoyed reading the messages that came with each one, which explained how the art uniquely related to the artist.”

A piece with hand-cut road maps, “Karen: Matawan, NJ” by Nikki Rosato, stood out to Director of Student Activities Joanne Lembo. “For some of

my generation, I used paper maps to get from point A to point B. And it’s very interesting how the younger generation doesn’t use maps anymore,” she said.

With such unique artwork on display, Schuetz hoped that more students would come to visit. “A lot of students walk through the building but never come in,” he said. “This is a great visual resource and place to start conversations, and I hope to just get the word out for people to come in and take a moment to break from academic life—take a breather and look at some art to get inspired.”

O’Neal expressed a similar sentiment, noting the role art may have in Academy life at-large. “‘Cut Up/Cut Out’ has pieces that relate to many disciplines, but, aside from that, it is a fascinating exhibition,” she said. “It may make you curious, enrich your problem-solving skills, consider themes as varied as mortality, labor and cultural heritage—to name but a few—and expand your notion of what art is or how it is made.”



Kevin Xu and Max Tam share a laugh at International Tea.

Oliver Hess/The Exonian

Students Celebrate at International Tea

By KENDRA HSU

Flags from various countries hung over the stairwells and around the science building entryway inside Grainger Auditorium. These decorations celebrated International Tea, an annual event hosted by the International Student Alliance (ISA) to escape the cold, rainy weather and learn more about the home countries of different members of the Exeter community.

The ISA Board began planning International Tea after winter break, dividing the members into different committees for each aspect of the event.

A tea station featured leaves from all around the world from which students could customize their drink. Snacks such as mini cannolis and cheesecakes were available as well as dipping foods like strawberries, pretzels and marshmallows for the chocolate fondue fountain. Inside Grainger, one half of the hall was filled with tables for students to sit, eat and converse. The other half was left empty as a dance floor, save for

the small stage where the dance teacher taught styles such as salsa, merengue, tango, foxtrot and swing.

Many students arrived before 8 p.m., the official start of the event, to get boba tea. This year, the boba was packaged and catered from Mr. Wish in Portsmouth, a change from previous years where the ISA board members filled the cups themselves.

Upper and ISA board member Alana Yang explained the change in boba. “It was a lot easier on us: the people who were organizing it,” she said. “I remember last year, when people were helping out, it was really busy because the boba is what brings in a lot of people in the beginning.” Indeed, the drink practically disappeared from the table—150 cups of boba were gone by 8:15 p.m.

Other students, like senior Lenny Chen, focused on the event’s decor. “The table decorations were extremely unique,” he said. “It looked like the people who set up put a lot of creative effort into them but weren’t given a lot to

work with.”

For many students, a highlight of the event was the dancing, which varied in style and was taught by a professional instructor. The dance styles had origins from all around the world—from Cuba’s salsa to Harlem’s swing. Some of the forms were fun to try out alone or with a group of friends, while others required a partner across the floor.

While some students were avid fans of the dancing, many opted to sit down and watch from the tables. “I wish people would have gotten more into it because I had fun when I did,” lower Siona Jain said.

However, none of the dances required professional training, and most students successfully replicated the moves. “You definitely didn’t have to be a good dancer to follow along,” lower Alexandria Westray said. “We got to try a lot of new things in a short time, which made International Tea really worth it.”

International Tea, at its core, is an opportunity for Exonians to connect with each other, prep Oliver Brandes concluded. “I think it brought together people of different backgrounds over food,” he said. “Everybody left the event feeling happy and connected to the Exeter community.”

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» ROBOTICS SERIES

As part of our continuing series from the FTC Vertex team, Kai Lockwood comments on AI.

» HARKNESS

Arya Palla asks if participation grades are fair.

» RAP

Marcus Ko delivers a spirited defense of controversial rap lyrics.

Why Artificial Intelligence is Racist

By KAI LOCKWOOD, ON BEHALF OF FTC VERTEX

Increasingly, we live in a world shaped more by algorithms and than people. For instance, recommendation algorithms on Netflix or Instagram shape how we consume media and what media is even fit to be consumed. Financial trading algorithms on Wall Street, for their part, are getting closer to predicting the stock market and taking the guesswork out of our global marketplace. Diagnostic algorithms in healthcare mean we often turn to robots, rather than humans, for first opinions.

Algorithms are already ubiquitous, so the real question comes down to whether they end up choosing the best outcomes.

In part, they do not. This is because we, globally, have never been good at choosing what is best for us. We see this manifested in our many failures to build an egalitarian society, even though such a world would undoubtedly be better for the human race and its prospects of happiness. Even today, our societies harbor disdain for those who are different than us. In come artificial intelligence and other technologies that promise to be great equalizers, inventions that will make everyone's lives so much better and improve us as a species.

Such proclamations avoid a fundamental question—can a systematically unequal and biased society create technology, specifically artificial intelligence, that will equalize us?

I don't believe we can. But first, let's define our terms. Artificial intelligence are types of technology built to solve problems more efficiently or better than humans currently can. The majority of AI are what we call "black-box" algorithms, where the human codes

the inputs and some restrictions on what the output could look like, but the algorithm finds the most efficient way to bridge input and output.

The main problem with black-box algorithms is that the human coder cannot see or manipulate what is happening with the machine's decision making and the way it actually gets from input to the output.

To this end, one can often only control the input, and that input comes mostly in the form of data. Whether that be a database of skin lesions for diagnosing cancerous skin lesions or a database of candidates to help an AI identify the strongest of the bunch, this data always comes from the coder.

Since these databases are products of an imperfect and biased society, they are, at the core, just as imperfect and biased—and we have lots of test cases that have come to prove this.

We can see this in Amazon's now-scrapped hiring AI, which was trained to understand what a "good resume" was by observing accepted resumes from the last 10-years. Since many of those resumes came from men, the AI was trained to believe the male applicants were preferable.

We can also look at Tay, Microsoft's attempt to make a chatbot. They trained Tay to comprehensibly respond to people on Twitter, using millions of the site's tweets for its database. Within twenty-four hours, Tay began to churn out misogynistic, racist and anti-Semitic tweets.

Or we can look at how, in July 2018, the ACLU and NAACP (along with about 100 other civil rights and justice-based organizations) signed a statement urging states to prevent the implementation of AI designed for risk assessment.

The AI, made with the intention of reducing incarceration without increasing crime, seeks to efficiently and safely get defendants through the legal system. Its risk assessment tool is fed the defendant's profile in a criminal case, along with historical crime data to calculate the likelihood of recidivism on the part of the defendant. This score is often used by judges to deal with decisions around pre-trial detention, rehabilitation service access and even sentence length. The unfortunate truth is that AI in our legal system has been trained with historically racist and classist data.

A final case study against the usefulness of AI comes from the medical industry and affects millions of Americans. At face value, medical AI seems like a good thing: in the future, it will allow people in rural areas or people who cannot leave their homes to more cheaply and quickly gain access to medical diagnostic tools. This could, in turn, strengthen early diagnosis and lead to a higher likelihood of survival.

The problem, however, is that these systems are set up to fail people of color. Due to multiple issues—the historical underdiagnosis of people of color, disparities in in-

surance coverage and differences in existing healthcare outcomes—we have a staggering underrepresentation of data from people of color in health indexes and other databases.

Currently, we fail to make a connection between our artificial intelligence and the culture they perpetuate. If we are going to create technology that is at the cutting edge, that paves our way to the future, I believe that we must ask ourselves: does AI include everyone? Is it really paving a way to a brighter future, or is it just amplifying existing systems of prejudice?



Avery Lavine/The Exonian

Real Activism for Australia

By ANDREALUO

Australia is experiencing one of its worst bushfire seasons, and the response to this crisis has taken social media by storm. We have all seen the videos and pictures of the raging fires in Australia plastered all over the news and social media. As you scroll through your Instagram stories or Discover pages, it is inevitable that you'll see a variant on the infamous "1 like = 1 tree" post.

Why has this explosion of support occurred? This seems to be the first time that the mainstream media has brought Australia's annual fires to the global stage. Perhaps, this is tied to the increased visibility of climate movements at-large—bushfires are part of a conversation wrapped in global politics around climate issues.

In this day and age, social media has the power to wield tremendous influence over Millennials and Generation Z. To this end, the wide dissemination of news about the fires down under has become a wakeup call to a whole generation of people around the world.

Footage of animals fleeing from burning forests came as a shock to me—I certainly didn't expect to see the murky skies of New Zealand's Tasmanian Glacier when I logged onto Twitter. From the deluge of posts, I came to a renewed realization that climate change is a grave problem that we need to face together.

This isn't like seeing the odd post of a dramatic fire anymore. It is very much real. It forces us to face an undeniable truth—our behaviors are having an impact on the climate right now, not just at some indeterminate point in the future. This is how social media can play a role in climate betterments.

Around two months have passed since the posts blew up on social media. What effect has it wrought? On one hand, the news has reached people around the world and put pressure on the media to report about the wildfires.

Yet, on the other hand, I feel that all this has become a futile effort to con-

tinue posting and reposting about the same issue. Is liking a post really going to make an impact? Social media does have a positive impact—it influences and educates. This is not the time, however, to be deceiving people into thinking that they're helping solve a global issue, particularly when real action can be taken.

If you want to truly make a difference, donate to organizations directly involved in combating the fires. Consider making a contribution, for instance, to the following reputable organizations:

1. The Australian Red Cross (redcross.org.au), which is supporting evacuation centers and recovery hubs.
2. Fire departments in Victoria and New South Wales (cfa.vic.gov.au and rfs.nsw.gov.au), which donate to volunteer-based fire brigades and families of volunteers who have been killed on duty.
3. The Victorian Government (vic.gov.au/bushfireappeal), which has established a fund for affected families and communities.

In addition to the raging fires, many animals—including reptiles, birds, and mammals—are caught in blazes. Officials have resorted to dropping food to stranded animals in hopes of preventing starvation.

Based on the current bushfire crisis and rising temperatures, the desperation of the world's climate crisis is apparent. In today's world, it is easy to believe that our actions do not come with consequences. It is easy to disregard such a serious topic like this, given that we live far away from it.

However, I am a big believer in doing whatever you can to help a cause, no matter how small the deed might be. So, yes, social media does have an impact. But, more than that, making an active difference is what we need. It is my sincere hope that the Exeter community will agree and harness its belief into real action on behalf of Australia.

Hiding at Home: Exeter's Image Problem

By JAEKEB HARPER

We have preconceptions of who an Exonian is, and we often make assumptions based on those preconceptions. Many assume that Exonians are studious, generally liberal, passionate and, on the whole, wealthy. But while some of these preconceptions may be true—the application process generally ensures Exonians are good students, for example—some most definitely aren't.

Despite what this school may look like on the surface, there is a significant low-income population at Exeter. They may not be anywhere near a majority or even a quarter of the school, but I promise you, they are here.

Perhaps this wrongful assumption comes from the fact that low-income students are relatively indistinguishable from others. The school's technology stipend ensures each student has basically the same laptop; the bookstore stipend covers all sorts of supplies; and frankly, clothes from the nearest thrift store look just as presentable as anything from Vineyard Vines or Ralph Lauren.

Many low-income students, myself included, also rely on third party scholarship programs. Personally, I owe my journey here—and much of my education in general—to the Jack Kent Cooke Foundation (JKCF). This generous scholarship program, dedicated to supporting "high achieving scholars with financial need," introduced me to the

world of boarding schools.

Now, JKCF also pays for my phone, music lessons, calculator, summer programs, a couple of my flights, test prep and much more. They provide me all I need to participate in an academic world like Exeter. Without them, I would not be here, and I am not the only person on this campus who owes their education to this organization alone.

An alarming fact is that many low-income students make active attempts to hide their background. They may lie about their vacations, spend whatever money they have frivolously or dress unnecessarily formally—all in an effort to keep their peers from thinking that they're poor. They try to live up to what they think an Exonian should be.

I myself am guilty of this. I spend most of my money in Grill and wear almost exclusively button-ups—and often ties—year-round. If I hadn't already known my fellow JKCF students before coming here, I would likely have thought I was alone in my low-income background.

Although low-income students may look the same, they feel the effects of our community's assumptions about wealth. Often, the comments are so passing that a more wealthy student may not even realize they were significant, but they stick out nonetheless. They manifest themselves in exclamations like "Oh, but it's only \$3!" after we explain we can't afford something or when the topic of conversation

seems to always float back to a friend's European cruise. A low-income student in one of these situations is forced to either lie or go through the awkward process of explaining, "Yes, I really am that poor."

The more appalling form of these conversations, however, are direct and blatant classism. I have met a small group on this campus that is of the opinion that the poor are poor simply because they are lazy. Arguing against this could fill an article all on its own, but, needless to say, hearing this view on our campus is demoralizing to low-income students.

I have also witnessed both students and faculty members mocking public education and community colleges. A low-income student is likely to be the only individual in their family to not receive a public education. One could imagine how close to home these sorts of comments land for low-income students.

Thus, I implore our community to think about how their assumptions shape the way they talk about wealth at Exeter. Low-income students are often indistinguishable from their wealthier peers—be mindful of that, because when people aren't, low-income students begin to feel alienated. Stopping and thinking about your words is just the first step. It is foundational, however, to addressing any other issues associated with the low-income experience at Exeter.

Ask yourself one more time, "Who is an Exonian?"



Participation in Harkness: Is It Fair?

By ARYA PALLA

It's midterm season, and with that comes participation grades. To some, these grades may be inconsequential, just another score. To others, they can feel demoralizing. Some feel like such grades do not reflect one's true performance in class, diminishing one's presence.

Many students have difficulties being heard in Harkness conversations, and having your opinions overlooked or your comments forgotten can be painful, especially when it results in a C for Harkness participation.

Of course, this isn't a universal issue. The variance comes with teachers. There are instructors who are extremely attentive to their class, making sure each comment is valued

and understood. There are also teachers, however, that might let personal biases seep into the discussion. Biases against race and gender, for example, propagate feelings of discomfort and prejudice in our community. These biases can touch upon other identities as well, like political or religious affiliations.

Because of this, Exeter should eliminate all participation grades.

When a teacher acts on this disagreement, subconsciously or not, they might ignore or put down the student, and their biases might manifest in lower grades for the student. However, grades may not only reflect the teacher's bias but the class' general disposition as well.

Your peers play a big part in how you contribute and how the teacher

perceives your participation. Having a class community that hears and takes time to understand each other can foster a more welcoming environment. Allowing pauses in the discussion gives an opportunity for more shy students to speak up, and for Harkness warriors to calm down.

Awareness is also key. Being cognizant of who has and hasn't spoken and then acting on that knowledge by pausing and nudging certain individuals makes these students feel more comfortable. The feeling of having one's opinion valued encourages them to talk more, becoming more noticed by the teacher as well.

Not every class environment is like this, though. You might be surrounded by students who are very impatient or distracted. Of course, we are

Sabrina Kearney/*The Exonian*

all impatient and distracted at times, but some classrooms are consistently in this state. Your peers might constantly talk over you, ignore your points, or just not participate at all, not because they are a little more nervous and shy, but just constantly bored and distracted. These types of atmospheres make it hard to feel like your comment is wanted. They stifle your voice in the conversation and result in lower participation grades.

Along with teachers and the class environment, your identity may play a part as well. Everyone has inherent biases, which start to manifest themselves in the discussion when we ignore or criticize other individuals' remarks. Like I said before, this can be done by a teacher or a student.

Though this is not persistent through all classrooms, it noticeable enough to have become a problem to the Exeter community. For example, an English class might be covering a topical issue in a book. One student might offer a conservative comment that is uncommon within the liberal-leaning class atmosphere.

Normally, this diversity of thought would be celebrated. Ideological diversity challenges opinions and allows for the overall development of character that comes with an ideologically mixed atmosphere.

However, inherent biases within the students or teachers can manifest themselves in the ignoring and attacking of alternative viewpoints. In these cases, the individual becomes demotivated to share again and is looked down upon by their peers or instructor. A repetition of this behavior from the class or teacher ultimately results in reduced participation and engagement. This is reflected in their grades.

Biases are an inherent part of an individual's thinking. Workshops and meetings, like the ones Principal Rawson had started after the Grill protest, might reduce such biases, but such thoughts are impossible for many people to fully remove in the end. Though Harkness grades have a purpose in letting the recipient know how they are performing and how they should improve, there are other ways of getting this done.

Along with implicit bias training, which should apply to a broader range of political identities as well, faculty should be committed to having one on one conversations with the students and letting them know what they need to do to progress in Harkness.

These conversations must be honest but constructive to ensure that the student is made aware of their goal and know how to achieve those goals in an open-minded class atmosphere. Thankfully, most teachers have these important discussions, but not all do—some just offer the grades.

Making sure the entire faculty is invested in this procedure fills the gap Harkness grades would leave behind, rendering the latter pointless and damaging overall. In short, then, Exeter ought to eliminate participation grades to ensure that a student's grade cannot be substantially altered by subjective biases.

In its place, let's raise up those important conversations and raise up alternative, less harmful forms of feedback.

In Defense of Controversial Rap Lyrics

By MARCO KO

On January 17, the same day the Academy hosted its Martin Luther King Jr. Day activities, American rapper Eminem released *Music to Be Murdered By*, his eleventh studio album. With features from the likes of Ed Sheeran and Juice WRLD, the album made a huge splash. It sold 279,000 units in its first week, and hit number one on the Billboard Top 200 Albums chart.

However, most news publications didn't trumpet Eminem's return. They ran articles like "Eminem Went Too Far," "Eminem's Juvenile Shock Tactics Ruin Surprise New Album," and "Eminem Defends His New Album After Backlash Over Controversial Lyrics."

These articles only focused on

one lyric, featured in his song "Unaccommodating": "I'm contemplating yelling 'bombs away' on the game / Like I'm outside of an Ariana Grande concert waiting."

This line is a reference to the Manchester Arena terrorist attack that happened after a concert by Ariana Grande. As an Eminem fan, I agree that this was crude and embarrassing, but it's clear that Eminem isn't threatening or advocating for terrorist bombings. He only wrote the lyric to provoke the media and draw attention to himself.

Eminem has been rapping crudely and controversially for over 20 years now. Back in 2000, he rapped in "Criminal" that "A lot of people think that what I say on a record, or what I talk about on a record / That I actually do in real life or that I be-

lieve in it / Or if I say that I wanna kill somebody, that I'm actually gonna do it or that I believe in it / Well, if you believe that, then I'll kill you / You know why? 'Cause I'm a criminal!"

But alongside offensive, horrorcore songs, Eminem also makes deeply personal and emotional ones—songs about his struggles with marriage, grief, drug abuse and more.

Music to Be Murdered By is no exception: its lead single, "Darkness," pleads for better gun control laws in America. It's a shame that media attention has focused on Eminem's controversies instead of his messages.

Of course, Eminem isn't the only rapper to create controversial music. Tyler, the Creator, a rapper from

California, has used homophobic slurs in his horrorcore rap songs.

On "Yonkers," released in 2011, he used a violent, homophobic slur. News articles ran headlines about the issue: "Tyler, The Creator Defends His Use of Other F-Word" and "Tyler, the Creator Reignites Debate About Misogyny in Music." Tyler became so infamous that he was turned away at British Customs and forced to cancel a tour over homophobic and violent lyrics.

Tyler, however, stunned his fans by revealing his struggles with sexual orientation and personal relationships. *Flower Boy*, released in 2017, heavily hinted at orientation-related struggles. "Next line, I'll have em' like woah / I've been kissing white boys since 2004" and "Truth is, since a youth kid, thought it was

a phase / Thought it'd be like the phrase; "poof," gone / But, it's still goin' on."

Tyler, the Creator, has never been homophobic or violent; his aggressive and provocative lyrics were just reflections of his inner struggles. *Flower Boy* was nominated for a Grammy award, and *IGOR*, which deals with abuse issues in its lyrics, won a Grammy for Best Rap Album.

The best way to fight an offensive lyric is to look past sheer shock value, to find the author's deeper meaning. Most artists are deliberately offensive and provocative. They want to receive more media coverage and publicity, so they can broadcast deeper, more genuine messages for listeners to discover on their own.

The Exonian

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Humor

I bEt ThE WiFi aT eWaId iS dOWN.

Does Erin Choi wash her Nike sweatshirt(s)?

Sarah thinks her position as Humor Editor is not a result of nepotism.

Free Candy



Have an idea for a humor article? Scan our code to submit your suggestion, or email the page at exonianhumor@gmail.com with your full article.

Midterms Be Like

By SONNY FITENI
Deserves an A

“You’re a very strong student”
“Thank You, Mr. Feng”
“C+”



Hot Takes: A Proposition to Stop Doing the Following Things

By SARAH HUANG
Or is it Suan?

1. Tucking sweatpants into socks.



2. Sitting in the newsroom for six hours to produce half a humor article.



3. Calling me by any of these students’ names.



TFW Felix Makes This Meme



Excavating a Wentworth Dorm Room

By JACK ARCHER
Wentworth Bull

Humans have achieved many great feats of archeology—finding the Rosetta Stone, discovering the preserved city of Pompeii, excavating the terracotta warriors—the list goes on. But these archeological undertakings pale in comparison to the excavation of a Wentworth dorm room.

Lives are lost, grades drop (substantially), and archeologists (people with a PhD in digging) tremble at the thought of tunneling through a Wentworth dorm. Thankfully, they need not trouble themselves. Some of us do it every day. Because we live there. Today, we take you on a trip through the treacherous hallways of the Wentworth Bulls.

You turn the doorknob and push, but the door does not yield. The first obstacle presents itself before you even reach the dig site. This room is overflowing with clothes. The Bulls shun the use of closets—why waste all that drawer space when the floor works just as well?

After getting a postgraduate to force the door open, you reach the dig site. You get to work immediately, sifting through piles of dorm gear and almost-empty pizza boxes left over from Super

Bowl parties years before. Buried within the rubble are invaluable finds, providing insight to the life of a Wentworthian. Below are several artifacts I have uncovered during my many forays into Wentworth dorms and my conjectures about their use in Bulls’ daily lives.

A doorstep sharpened to a point: Discovered in excellent condition, this weapon allows us insight into the tumultuous life of a Wentworth resident. We believe that the Bulls led cold-blooded, survival-of-the-fittest type lives, engaging in death-defying races to a common space where a care package referred to as “Dorm Snacks” arrived once a week. Vicious battles ensued over the precious resources contained inside the parcel, the strong and smart emerging victorious with packs of Hummus and Doritos in their jaws, while the weak and sluggish were left to peck at raisins.

A curtain rod embedded with staples to form a makeshift cudgel: More examples of ingenious weapons forged by the most advanced Wentworthians. We admire their inventive ways to win out against their adversaries.

A rod broke off a shoe rack, bent to a point: I think there’s a theme here.

A room with six chairs in it: After excavating a particular room,

we were astounded at the notion that a Bull would voluntarily have others in their room. However, this many chairs suggest they formed cohesive alliances between each other. This could have been a tactic pioneered by the smartest of the dorm in order to dominate all others. More recently, other rooms have been reported to have more than one chair in them. Could these bulls have not only formed alliances to dominate dorm snacks, but also legitimately liked each other?

A textbook: We are lost as to what they did with this. Maybe they ate it when they couldn’t get any Dorm Snacks.

Coke. As in Coca-Cola: This delicacy suggests the presence of trading centers run by residents of the dorm in a subterranean cave system they termed “The Basement.” We are astounded at their superior intelligence.

A nine-foot tree branch: You’d think I’m joking, but I’m completely serious. They want me to tell them whose room it is, but I ain’t no snitch.

These findings amaze us. We will always miss our brave colleagues who succumbed to the noxious liquids oozing from the second floor bathroom, but we can’t help wondering what it was like to live in a place like Wentworth.

Crossword Puzzle

By SARAH HUANG

Across

1. Stop stealing.

4. Your favorite adventurer in the math workbook.

6. The gift Ms. Wozniak or Ms. Hardej leaves in your inbox.

7. An affectionate title for our Principal.

Down

2. Not Fat!

3. Lowerclassmen’s favorite literary device in English Class

5. Known for the special smell next to the dish drop.

Ginny’s Big Rant

By GINNY VAZQUEZ-AZPIRI
Non-Humor Editor!

It was precisely 9:48pm on a Wednesday evening, a mere half hour before Langdell dorm faculty would come knocking on my door, forcing me to go to sleep at the ripe, early hour of 10:30pm. In the midst of studying for a physics test I would take in roughly ten hours with the one and only Mr. Robinson, my phone lit up. Who could have been texting me at this hour of the night? Lo and behold, I received a message from none other than Adam Tuchler, the Humor Editor! How he was able to get the job without having written a single article will forever remain a mystery to me. Whatever happened to Jack Archer? I thought he was supposed to be the Humor Editor, but alas, the lowers will forever fall victim to the power that the members of the class of ‘21 now have somehow. You guys were just underclassmen a year ago—you aren’t THAT cool. Anyway, Tuchler swoops in and manages to gain a position three weeks after the *Exonian* board turnovers. I thought to be an editor as a lower was a cool thing. Now, getting a job without ever writing an article is beyond

impressive. I mean, maybe Tuchler has written a few humor articles in the past, but none were significant enough to catch my attention. I looked back at my phone and read the message. To my surprise, cheery Tuchler wrote, “Since you are an involved member of the Exeter community, and we at *The Exonian*, have heard you are creative, we were wondering if you are up to the task of writing a humor article!” I am an editor for the least creative section of *The Exonian*, the one high academic position an athlete can get: Sports Editor! I sat there, looking at the screen, just wondering who forced him to tell me that. Was it Felix? Anne? The other member of Exec who has those trendy clear glasses whose name I just can’t quite remember? I guess we will never know. Anyway, my days for writing are long over. I already pored over “sports” articles for an entire year. Do you know how hard it is to get the Boys’ Hockey team to respond to emails? I think it’s easier to get an A in math with the infamous Dr. Feng. If you need an interview, write an email! If they don’t respond within a day, write another email! If they still refuse to give you an interview, just forge their quotes. Most

of them won’t even end up reading what you write. Just kidding! Instead, send them another email! Or better yet, track them down in person when they are on their way to D-hall or in Grill, or steal their roommate’s phone to search through their contacts just to find their phone number. Then, proceed to ask them for an interview via text! This way, they will be almost forced to respond when they see the notification. Since most Exonians are diehard screenagers (even Dean Moriarty has said so—apparently that’s why so many students keep getting hit by cars [but to be fair, when a certain Lower got hit by a car, she was on a Red Bike, not her phone, therefore bikes are more dangerous than phones]) Now, back to making people give you interviews. There are three ways this can go. Most of the time if they are a nice person, they will give you some quotes. Sometimes, they will ask you a few questions in regards to how you got their number (but that’s not important), the only thing that matters is that they end up giving you an interview. Lastly, worst-case scenario, they will just leave you on read, and that is okay, because you know what to do in this situation. Write them an email!

Quotes of the Week

“I don’t know what to do for quotes”
– Sonny Fiteni ’21

“Just say something stupid”
– Erin Choi ’21

“chonk chonk chonk chonk.”
– Emily Kang ’21

Sports

BOYS' SQUASH		SCORE
01 Westminster		7-0
02 Pomfret		7-0
GIRLS' BASKETBALL		SCORE
01 Choate Rosemary Hall		42-33

BOYS' WINTER TRACK		SCORE
01 NHIAA		1st
GIRLS' WINTER TRACK		SCORE
01 NHIAA		2nd
GIRLS' HOCKEY		SCORE
01 Noble & Greenough		0-3

WRESTLING		SCORE
01 Brooks		75-6
02 NMH		39-39
<i>Exeter wins tiebreaker.</i>		
03 Belmont Hill		20-57

Athletes of the Week: Samuel Lew and Ryan Xie

By HENRY LIU

As the crowd roared off-court, senior and co-captain Samuel Lew slammed the ball into the front wall. The ball shot past his opponent's racket and landed in the far corner. The team erupted in cheers as Lew, Big Red's top squash player, took the win against his opponent from Westminster with a final score of 11-9, 11-5 and 11-6. Among the cheering spectators was senior and co-captain Ryan Xie, who also beat Westminster in 3 quick games with the final scores 11-0, 11-3 and 11-8.

Lew first picked up a squash racket in seventh grade. He was a longtime tennis player before squash and was then introduced to the sport by his older sister Kelly Lew '17. He was elated when he made the team prep year and playing in the number six spot made him feel "excited and proud."

By his upper year, Lew had worked his way up to the top of the ladder. As the best player of the team, the responsibility of playing all the top players on the opposing schools falls on Lew's shoulders. Despite the pressure, Lew consistently plays his best and has won against some of his toughest opponents. "Even though I might play these all-star college recruited players, I want to show that no matter who you play, that enough effort is all that is required from the player," he said.

In addition to the athletic prowess Lew adds to the team, he pushes each member of the team to be the best they can be. "Sam, being the first seed, is very intense during practices and always urges us to train our hardest so we can be our best at competitions," prep Sean Wu said. "While sometimes it can be tough to match his commitment, all of us are grateful when we bring back the win, especially when it's a tight meet."

Lew believes his goal is to set a believes giving my absolute best in every single game no matter who my opponent



Seniors co-captains Sam Lew and Ryan Xie pose with some antiques.

Helena Chen/The Exonian

is," he said. "Setting this good example of diligence as well as good sportsmanship is one of the parts that I am most proud of."

To Lew, squash offers a unique experience, as both an individual and team sport. "We all have to give more than one-hundred percent in our matches by ourselves, but we're doing it for the sake of the team," he said. "In that way, we all are important in the victory of the team."

After Lew graduates, he wants the team to continue to hold onto the values of hard work that he has shown them. But more importantly, he wants the team to "be confident and continue to grow as athletes and as people"—both things that he has accomplished through the squash team.

Similar to fellow captain Lew, Xie was originally a tennis player. It wasn't until his friend Gautam Ramesh '18 convinced him to pick up a squash racket

that he discovered his love for the sport.

Upper Alex Ranganathan described Xie's work ethic on court. "Ryan works hard every day to accumulate all the squash knowledge and technique he can," Ranganathan said. "At number six currently, he is always trying to improve his ranking within the team."

However, Xie's presence is felt most as a leader. Upper Alex Alexandrovskiy described Xie as "a friend to all, both on the court and off the court." "He is always trying to make the team as close as possible," Alexandrovskiy said.

An example of this leadership is how Xie pulls all of his teammates together in matches. "Whenever we have matches against other schools, and especially when there's a close game, all of us will cheer for our teammates through words of encouragement. It really helps build a sense of camaraderie in the team," Xie said.

This style of leadership was taught to Xie by past teammates. "Co-captains Stuart Rucker '18 and Gautam Ramesh '18 were huge inspirations to me; they showed the team how people can lead from the front and lead from behind," Xie said.

Together, Lew and Xie form the perfect combination of captains, according to Wu. "Having these two as captains definitely allows the team to enjoy playing the sport while simultaneously working hard and moving forward as a team." Wu said.

Ranganathan concurred with Wu. "They are like a well-greased machine," Ranganathan said.

This dynamic has worked wonders for the squash team. "This season was supposed to be a rebuilding year, but with their leadership, we have a good shot at making the A Division for Interschols," upper Jacob Feigenberg said. "The captains have established their strength and dominance as the

faces of our team."

While the team is impressed by the work of their captains, the captains are equally satisfied with the work and effort of the team. "There's something unique about squash being basically the only sport where 80% of the team comes to Exeter without ever having played before," Xie said. "Our team really comes from the grassroots, and players are homegrown here - meaning that all our improvement comes from our four years at Exeter." This is particularly impressive because the team has beaten many opponents who boast a line up of seasoned squash players.

As both captains are competing in their last season at Exeter, Lew hopes that their impact will last after this season. "I hope that I can provide strong support for our team to be even stronger in the upcoming years."

Boys' Swimming Comes Out on Top

By KATHRYN WELCH

By the first turn, Swimming senior co-captain Andrew Benson has already won his race. Quickly, his focus shifts to notching the New England record. The crowd roars with excitement as he reaches the wall—eight seconds ahead of the rest of the heat. His fingers hit the touchpad, and the clock reads 47.85: a new school, pool and New England record for the 100 yard butterfly. New England records come easy to Benson, making him a lethal competitor in the NEPSAC rankings.

"This is extremely rare," Head Coach Don Mills explained. "[Records] are typically broken when swimmers are tapered, shaved and suited up for a championship meet. This is truly a special result."

This past weekend, the Boys' Varsity Swim and Dive team achieved triumphant victories over St. John's Prep and Suffield Academy. The Roger Nekton Championship pool was packed with spectators, cheering the team to victory race after race. On Friday night, the team crushed the Prep with a final score of 109-55. On Saturday, Big Red posted an equally satisfying score of 105-75 against a strong Suffield lineup.

Going into the meet on Saturday, senior Milo Walshe explained the team's mindset. "We were all pretty excited to race Suffield, especially coming off our win over St. John's the night before," he said. The team brought forth its best effort and extended to a four-meet win streak. At this point, Big Red is 4-2, with wins over Milton, Deerfield, St. John's and

Suffield.

The back-to-back meets made securing the win on Saturday all the more rewarding. "The two different dual meets in a row definitely took its toll, but the energy of the team is contagious," upper Yulian Ye said.

"Our captains Andrew Benson and Charlie Venci have done an outstanding job bringing the intensity to practice and meets," Mills said. "We have a lot of guys performing well because everyone really gets behind their teammates." As each swimmer took the block, they knew that the full power of Big Red was behind them.

Senior Carsten Bressel contributed to the team's win with a strong effort in the 100 free. Earning a third place finish with a time of 51.51 seconds, he kept up his consistent performances this season.

Overall, the team put on a show in front of the home crowd this weekend. "I am completely thrilled with how our team dealt with our stiff competition this weekend," Venci said. "Everyone should be proud of our performances and feel like we are making some serious progress this season. I am glad to be a part of such a high caliber team."

With the Eastern and the NEPSAC Championships in sight, the team has a lot of training and hard work to complete. The boys intend to sharpen their skills at Northfield Mount Hermon next week.

The swimmers are self-driven, hardworking and determined to come out on top. As Mills put it, "The body will do what the mind believes it is capable of, and this team makes you believe."

Girls' Hockey Gives Noble and Greenough Tough Fight

By CLAIRE FU and SOFIA MORAIS

Prep Sami Smith readjusts the grip on her stick and digs her skates into the ice, steadying her stance. Her eyes dart back and forth, following the criss-crossing path of the puck between passes as the opposing team's offense speeds towards her. The Exeter defense, led by senior Audrey Choi, battles for possession, but Noble and Greenough School steals the puck in the end. When the puck is shot towards the goal, S. Smith makes a dive. She lunges for the puck, her glove stopping it in its path, preventing an additional goal for Nobles.

This play, and many others, earned S. Smith the title of Player of the Game in Exeter Girls' Varsity Hockey's face off against the Noble and Greenough School this past Saturday. Although the game ended in a 3-0 loss for Exeter, the team saw many outstanding performances.

S. Smith credited her sister, senior co-captain Abby Smith, on helping "my confidence increase during that game, even though we were down. Overall, Nobles was a really tough team and great

competitor, and this was a really fun game to be a part of. Getting MVP really showed that hard work, positivity and drive pay off."

With Nobles ranked highly within the league and on an undefeated streak, Big Red "went into [the game] with an underdog mindset," A. Smith said. "We collectively understood that we had to work hard, battle hard and want to score more than the other team." This motivation transferred into an intense game for Big Red.

Prep Eden Welch kept a recent game against Stanstead School in mind during her preparation. The team at-large hoped to employ similar tactics on the ice against their new opponent. "We knew Nobles was a really good team and had to come out playing aggressive and hard. So during practice we tried to replicate the intensity we had against Stanstead," Welch said. "We also wanted to make sure we were playing smart throughout the game."

During the game, the supportive bench and defense played a large role in the offense's efforts. A. Smith specifically highlighted Choi. "She normally plays forward, but

because of injuries to the team, she had to play defense. She played amazing!" Smith said. "She made great breakout passes, rushed by the entire Nobles team and showed great leadership on the ice."

Choi gained the recognition of other teammates with her versatility. "Choi's defense was a huge help throughout the game, considering it's typically much harder for a player to take on a position they aren't used to and do well," Welch said. "Seeing as some previous teams didn't have an offensive zone like Nobles, we had to make quick adjustments during the game."

In preparation for their next game, the team will focus on their defensive coverage and offensive tactics. Lower Molly Longfield said, "We need to focus on keeping our plays simple." Welch agreed and added, "this week, we need to practice being quick on our feet and continue to make consistent shots on net." As they surge into the next of the season, the girls hope to come out on top against Rivers this Saturday and regain their winning streak.