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Phillips Exeter Academy, Exeter, New Hampshire



Senior Penny Brant participates in ESSO's Annual Field Day.

Courtesy of PEAN

CCO Urges Against Independent Consulting

By NICHOLAS CHEN, EMILY KANG, TINA LI and FELIX YEUNG
Staff Writers

The Exeter College Counseling Office (CCO) took an official stance on independent college consulting in an email to all senior parents on Sept. 21, urging transparency from students and generally discouraging their use.

According to Director of College Counseling Elizabeth Dolan, the CCO decided to clarify its official philosophy in light of Operation Varsity Blues, a college admissions scandal in March which shed light on dozens of affluent applicants using fraudulently gained admission to selective universities with the aid of coaches, admissions officers and private consultants.

While the CCO is not enforcing a ban, Dolan stated that college consultants are an unnecessary expense for Exeter students and families, emphasizing the qualifications of Exeter's counselors as former selective admission officers and experienced secondary school counselors who are "respected leaders in the college admission field."

The CCO further noted that a private consultant's lack of insight on the Academy's particular context may even detract from an Exonian's candidacy. "College counselors and other community members witness a student's growth and engagement routinely, which often informs a student's candidacy. An independent consultant cannot offer the same perspective, nor can they provide Exeter's context within the national admissions landscape to admission readers," their statement read.

In an "ever-changing and complex college admissions landscape," Dolan voiced concern that outside-of-Exeter resources were more

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ESSO Board Begins Evaluating 60+ Clubs

By ERIN CHOI, KIESSE NANOR, NEHA NEDUMARAN and CLARK WU
Staff Writers

The Exeter Student Service Organization (ESSO) board announced a club evaluation initiative this week, intended to support and improve clubs and to promote co-head accountability.

Starting this term, an ESSO board member will visit each club twice a term without prior notice, and score clubs on various factors such as attendance, planning and impact. If a club shows signs of disorganization and irresponsibility on multiple occasions, the board may ask the co-heads of the club to turn over and, in extreme cases, notify the

College Counseling Office of these issues.

The initiative will help board members identify issues in different clubs in order to improve the program as a whole, senior and ESSO Co-President Ryan Xie said. "Having an evaluation system will let the ESSO board and community know what areas we can do better in, so we can strive to make ESSO as best as we can."

Senior and ESSO Co-President Dawson Byrd noted that while many ESSO clubs have been facing challenges such as club head accountability or poor attendance, there was no systematic way to monitor these problems.

"With this new system, we hope to identify where clubs are falling short as quickly

as possible so they can ultimately improve," Byrd said.

When ESSO coordinators visit a club, they will assign a point value between one and four for the following categories: attendance, planning, meeting time, co-head accountability, atmosphere, emails, impact and conduct. In addition, children's clubs will be scored on child attendance, children's interest and impact. Off-campus clubs will be additionally evaluated on arranging transportation, interaction with the community and impact.

Based on point totals, club performance will be marked as "good," "fair," "needs work" ESSO, 2

Theater Dept. Hosts First Goel Film Festival

By MOKSHA AKIL, ANNE BRANDES, SAFIRA SCHIOWITZ and CINDY SU
Staff Writers

This month, the Theater Department hosted the inaugural Goel Film Festival in hopes to introduce notable filmmakers—some of whom are Exonians themselves—to the Exeter community. On Friday, Oct. 4, film producer B.K. Fulton kicked off the Festival with his film, *Love Dot Com*.

The vision for the festival originally stemmed from the Academy's values of introducing equity and inclusion to the curriculum, according to Theater Instructor and Festival Organizer Sarah Ream. "One of the things we wanted to do was look at different media to bring [diversity, equity and inclusion] into the classroom," she said. "So I thought we should also do that with film and bring to campus women and more people of color to talk to students about their work and how they produce it."

Each movie was followed by a Q&A session with the producers and writers. This week, Exonians had the chance to interact with prominent filmmakers such as Evan Hayes, producer of *Free Solo*, 2018 Academy Award Winner for Best Documentary Feature, and Victoria Riskin, screenwriter of *It Happened One Night*, 1935 Academy Award Winner for Best Picture.

B.K. Fulton began his visit by meeting with theatre students, OMA-affiliated clubs and speaking at assembly. He has received numerous accolades for his accomplishments in film production, technology, business and entrepreneurship as the chairman of the production company Soulidify Productions. Fulton founded Soulidify in 2017 with the hopes of emphasizing inclusion of various peoples' values in narratives and using social media as a catalyst for doing so.

Fulton elaborated on the type of narrative he elevates in his work. "It is my belief that



Early inductees to the Cum Laude society gather for a picture.

Helena Chen/The Exonian

we have an opportunity to portray more of an achievement among people of color," he said. "So the narrative that helped me with my own success was the narrative about inventions and creations that happened to be by people that looked like me. Before reading about it, I wasn't aware of that those successes existed."

Fulton now also holds many leadership roles in technology; his work has led him to be acknowledged as one of the "50 Most Influential African-Americans in Technology," a Sloan Fellowship and a Computerworld Smithsonian Awards International Technology Laureates Medal.

Other participants of the Festival, such as Evan Hayes '98, left a lasting impression on students in attendance, like upper Chloe Minicucci. "At the Q&A after his film, I got the chance to ask him follow up questions and see his Oscar," she said. "I think it's important, as a student, to see alumni up to interesting projects."

Depending on student attendance and interest, the film festival may become an annual event. "I know that there are always other things going on at Exeter," Ream said. "There's never any free time, there's just time that you take away from one thing to do something else. There are many alumni and members of the arts community that would be willing to

participate in an event like this one."

Theater and Dance Department's Technical Director Jacob Josef elaborated on the festival's impact on the student body. "I think it's showcasing our space and how it can be used a different way, and it's bringing in a different community other than the theater and dance community. Bringing in a new audience and exposing them to a different aspect of what they are used to seeing—both in entertainment and on Exeter's campus—is part of the department's goal for the impact created by the Goel Film Festival.

Already, this step appears to be effective. "I hope I learn something about race, diversity, inclusion," Chair of the Theater and Dance Department Robert Richards said. "I'm interested in those subjects. I feel really privileged that we have people like B.K. who can come in."

The Goel Film Festival has left a positive impression on the Exeter community thus far. "Having [B.K. Fulton] there showed me what it's like to make a movie, and, rather than just watching it, understand what went into it," audience member Mateo Connelly said. He is looking forward to future showings the Goel Film Festival has to offer and hopes to build on this first positive experience.

Wetherell Uses Bins to Show Compost Process

By ANNE BRANDES, TUCKER GIBBS and MAXINE PARK
Staff Writers

Wetherell Dining Hall installed two large compost bins last Wednesday in a new pilot program to make the dining halls more sustainable.

According to Sustainability Education Coordinator Jason BreMiller, Exeter composted 146 tons of food in the past year. By having Exonians discard their leftovers themselves and making the compost process more accessible, the dining hall staff hopes to better educate the Exeter community about important sustainability practices.

Once compost is collected, the food waste is transferred to an anaerobic digestion plant and is converted into electricity, while remaining solid waste is used in the agricycle. "Our community can make a difference and create electricity from our food waste," Wetherell Manager Heidi Dumont said. "However we want to encourage to be in the clean plate club. Take what you want, eat what you take."

Dumont elaborated that this composting initiative is part of the dining hall's larger sustained effort to collaborate with students in developing more environmentally-friendly practices. Just last year, Elm and Wetherell worked with the Environmental Proctor Dining Hall Committee to conduct a school-wide food waste audit.

Due to the secluded location of the compost facility, few students were aware of the dining hall's previous efforts to compost. "Dining halls have actually been composting for several years, but it has not been very publicized," upper and Environmental Action Committee co-head Anneise Cowles said.

Upper Bea Burack hopes the revised compost procedure will help the Exeter community become more environmentally aware. "The more involved students and faculty are in the disposal of our waste, the more aware we will be

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Community Discusses Impact of Independent Consulting

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prone to communicate inaccurate information to clients. “As a result, students are often confused about whose advice to believe and how to move forward. This only adds to the stress level; it does not reduce it,” she wrote.

Ashley Stevens, company representative for the consulting group Ivy Coach, questioned the efficacy of CCO’s statement. “Phillips Exeter can discourage students from using outside private college consultants all they’d like. It won’t discourage families in the least from seeking outside help,” she said. “If these families didn’t need private college counseling, they wouldn’t be seeking it.”

However, the Academy’s official stance has already caused a few students to dismiss their private consultants, some interpreting the discouraging stance as a ban. “I had to stop working with the independent college counselor because my college counselor [at Exeter] found out that I had an external one,” senior Michelle* said. “My family didn’t know this, but apparently you’re not allowed to have both, so you have to pick. So, obviously, I picked my Exeter counselor because you need the support of the school.”

According to Dolan, three percent of the Class of 2019 reported that they were utilizing a private consultant; however, this figure was likely an underestimate as not all students responded to the survey. In their email statement, the CCO urged “honest communication and transparency” going forward from all students using consultants.

For Exonians who use these external services, a significant motive is their concern that Exeter counselors are less available for one-on-one support. “Every counselor here is very overworked and has too many students to pay close attention to all of them. My [independent] counselor takes only 11 students per year to be able to focus on all of them . . . Also, she helps by giving me a more solid timeframe and is free to meet much more often—basically whenever I need,” senior Alexander Norton said.

Norton has already informed his Exeter counselor about the private consultant. “My experience has been very positive with her so far, and one big difference is that [the private consultant] is focused on me getting into the college that I want to get into as opposed to just making sure that I get into a college,” Norton continued.

Other students, however, expressed that the accessibility of their private counselors did not necessarily meet their expectations. “I thought [individual consulting] would mean more individualized attention, which turned out to not be the case as my private counselor had more clients than he could reasonably assist,” alumnus Devin* said. “If anything he decreased it by advising, against the wishes of my Exeter counselor, that I apply early to a certain school, which turned out to be an unwise decision, as well as not being a tactical one. Luckily, however, I did end up at Yale.”

Regarding concerns about each counselor’s workload, Dolan stated that the CCO is more than sufficiently staffed, particularly after its two additional hires this year. “Given that the college counselor/student ratio is now less than the classroom instructor/student ratio . . . we believe that the CCO is able to support Exeter students even more effectively than in previous years,” she said. This year, nine Exeter counselors are supporting a total of 318 seniors in the Class of 2020.

Other Exonians noted parental pressure as a factor that led to their hiring of a private consultant. “I think between my parents, they have six degrees from different universities. My parents have always wanted the best for my brother and me in all forms of education,” upper Reed* said. “They want me to have the best foundation that I can have for whatever field I want to go into. Of course, the university that I will attend is heavily factored into that. They want some degree of prestige.”

Reed’s* mother felt that additional, outside-of-Exeter counseling would significantly boost her son’s chances at admission to a prestigious institution. “I wanted a professional person who could serve two purposes: first, to serve as an informed intermediary, and second, someone who would focus their informed efforts solely on my child’s college’s needs,” she said. “Consultants have a lot of behind-the-scenes power.”

Independent consultants who work with Exonians vary in their cost and offerings. Beyond a school college counseling office’s typical services, commercial independent consultants such as IvyCoach, Top Tier Admissions and College Transitions offer a variety of other resources, including standardized test tutoring, essay revision and extracurricular management that can be purchased in packages.

Andrew Belasco, CEO of College Transitions, stated that prep school students may seek external services due to a perceived conflict of interest for school counselors when advocating for a student. “[Students] feel their counseling department is prioritizing the needs/desires of the school over their own needs/desires,” he said. “This . . . reason is cited more often by students (or parents of students) who attend very prestigious private schools, which strive to ensure that an adequate number of graduates attend a diverse array of elite institutions and which may ‘push’ students toward certain schools while discouraging them from applying to others.”

Belasco advised students who receive contradictory information from their consultants and school counselors to analyze the supporting data behind each group’s recommendations. “When it comes to advice regarding college list development and/or application strategy, students should demand that advice is driven by data and/or facts,” he said. “For example, why is a counselor recommending a particular school? Is their recommendation based on anecdote or also on more quantifiable measures that ensure an adequate return on investment, such as employment outcomes, graduate school placement rates, [percent] of students pursuing research and/or internship?”

Regardless of whether they use independent consultants themselves, many students associate privilege with the use of such services. “It is a sign of privilege. Having access to those resources is definitely a sign of privilege. Definitely, I think if you really want or need those resources, go for it,” upper Isa Matsubayashi said. “But you do need to come from a place of privilege to use these resources . . . I don’t need those extra resources as long as I can find some for free online.”

Reed* is conscious of the potential advantages of having a counselor and the perception that others would have of independent counselors. “Knowing the diversity of wealth here, I know not everyone has that same access, and can sort of come down to entitlement and what wealth can do for my family,” he said. “Telling people that, ‘Oh, I have a counselor,’ might reflect poorly on my character to some. There’s almost a bit of stigma.”

Stevens felt that CCO’s new stance is hypocritical. “Of course the use of an independent

college counselor is a sign of privilege,” she said. “Do you know what else is a sign of privilege? Attending Phillips Exeter Academy.”

Devin* stated that whether or not an advantage is conferred is immaterial. “In regards to class issues, the college admissions process is always unequal, so I would not recommend against [not hiring a counselor] for that [reason],” he said. “If a family decides to sacrifice for a college counselor, they should by all means do so.”

Some Exonians are provided counselors by scholarship organizations and organizations that promote academic achievement for underprivileged students. Prep 9, for example, “helps the brightest and most hardworking African American and Latino students in New York City and the metropolitan areas of Westchester, Long Island, New Jersey and Connecticut prepare for success” at prestigious secondary and collegiate institutions.

Dolan emphasized that the CCO philosophy does not concern relationships with counselors affiliated with programs for underprivileged students. “[These] counselors are different from independent consultants, in that they often have started working with the student in middle school. Their responsibilities are not always the same as Exeter’s college counselors,” she said. “The CCO continues to work to support the Academy’s long-standing partnerships with these programs.”

No matter what decision students make, Dolan urges them to be honest about whether they have hired consultants, as not doing so may lead to greater detriment. “When a student/family chooses to use an independent counselor, the student and family often do not keep their college counselor informed. As a result, the information shared with colleges can be limited,” she said.

CCO concluded by reiterating their commitment to serving students. “We do not want students feeling confused by not knowing who to believe or who to follow, as they navigate their college admissions process,” the CCO wrote in their statement. “Regardless of whether a student is working with an independent consultant, Exeter’s college counselors will continue to advocate for all students and submit all official credentials on a student’s behalf.”

**Asterisks denote name change to preserve anonymity*

Early Cum Laude

These 15 students chosen for election into the Cum Laude society achieved the top 5% grade point average in the class of 2020.

MATTEO CALABRESI

EVAN CHANDRAN

AIWEN DESAI

NANA ESI DONKOR

MOLLIE FINNEGAN

LUCY GILCHRIST

ANJALI GUPTA

MEILI GUPTA

MAI HOANG

MARCELLE KELLEY

BRIAN LIU

BILLY MENKEN

AYUSH NOORI

GLORIA (YUYANG) SUN

AUDREY VANDERSLICE

ESSO Club Heads React to Internal Evaluation System

Continued from ESSO, 1

or “unacceptable.” “Needs work” clubs will receive one strike, while “unacceptable” clubs will receive two. In both cases, club heads would need to meet with their coordinator and an ESSO advisor to discuss ways to improve their club. A “good” evaluation will remove one existing strike. If a club collects three strikes in a co-head cycle, co-heads may be switched, the club may be terminated and in severe cases, college counselors may be notified about the co-heads’ situations.

Director of Service Learning Elizabeth Reyes emphasized that the new initiative was intended to provide motivation and support, not to disparage or punish poor-performing clubs. “It’s pretty hard to get three strikes, because there’s a lot of help and guidance along the way,” she said. “The evaluation system is supposed to be helpful and proactive, and to help co-heads do their job as best as possible,” she said.

Reyes noted that to make the evaluations most beneficial, in addition to visiting club meetings, the board will send out surveys to club heads, inquiring about ways to support the club as well as about their experience working with other individual co-heads.

Senior and ESSO Children’s Coordinator Ben Holderness said the board hoped to visit every club twice to ensure the opportunity for every club to present themselves most accurately and at their best. “ESSO wants to give every club the opportunity to show its best

self,” he said. “Sometimes things happen that are beyond a club head’s control. The ESSO board either are or have been club heads, so we understand that. We want to make sure that one bad day is not the only way we can judge a club.”

The evaluation results of every ESSO club will be sent out to all the ESSO co-heads at the end of each term. Byrd hopes that this would incentivize club heads to put in their best efforts in keeping their club. “Hopefully, this kind of transparency will motivate clubs to work even harder.”

Byrd noted that when co-heads are clearly not putting in any effort to improve their club after receiving feedback and warnings, the board may reach out to College Counseling to ensure that club heads are not unfairly using the name of their position in their applications. However, he emphasized that this would be an extreme, worst-case response, not an automatic reaction to three strikes.

“We don’t expect to have to do this often because most ESSO club heads do care greatly about their clubs. But we do want to make it clear that contact with CCO is on the table,” Byrd said. “If club heads are clearly not putting work into their club then they shouldn’t be able to list that on their college applications.”

Upper and co-head of ESSO Gal Pals Annie Smaldone appreciated that the new initiative would encourage students to take responsibility in their ESSO participation. “It’s

good to hold clubs accountable especially if it will help keep participation up throughout our student body and the greater community,” Smaldone said.

Similarly, upper Renee Bertrand, who is a co-head of ESSO soccer and ESSO Big Sib Little Sib, was glad that she would be able to receive external feedback and get original ideas about ways to further improve her clubs. “If there is something wrong that myself or my other co-heads didn’t notice, it’s nice to get feedback and see how we can improve,” she said. “As long as the board gives viable solutions to problems ESSO clubs might have, then I think it’s a good idea.”

Senior and ESSO Paper Airplanes co-head Olivia Lazarik said that because her ESSO club was a chapter of an external organization, she did not feel that the evaluations would impact the way the club would run. However, there may be discrepancies in the pressure put on different clubs. “I think this evaluation process is more critical for clubs such as children’s clubs,” she said.

In this vein, upper and co-head of ESSO Music Lessons Adam Tuchler thought that while his club would not be significantly affected by the evaluations, some clubs with lower attendance may face inevitable challenges. “It seems a bit harsh on some of the smaller clubs with only one to two attendees,” Tuchler said.

Bertrand reflected on her experience leading Big Sib Little Sib, one of the larger

ESSO clubs with over 30 Exonian and 30 community children participants, and ESSO Soccer, a comparatively smaller club with around ten PEA students and five to seven children. While she acknowledged that attendance fluctuated in the smaller club, Bertrand said that both clubs were overall successful because children and PEA students seemed to find the experience rewarding. “In both clubs, all the kids and students are so passionate and want to be there,” she said. “As long as students and kids are happy and having fun, I think people’s ESSO clubs will be okay.”

Reyes emphasized that the purpose of ESSO was to serve not only PEA students, but the broader community, and that clubs needed adjustments depending on the needs of the surrounding area. Thus, she hoped that the evaluation process would provide answers to the question: “Is it fulfilling PEA student’s needs and the community’s needs? We want to make sure the clubs are quality, not quantity.”

Holderness hoped that the new system could hold all ESSO members accountable for their commitments so that PEA could provide the best possible service to the community. “I want to see an ESSO that best serves all the communities it interacts with. That service, however, is predicated upon ESSO clubs doing what they are supposed to do,” he said. “The ESSO boards want to see all clubs do that work, and we believe that the evaluation system is an important first step.”

Exonians Support Wetherell Dining Hall Compost Initiative

Continued from COMPOST, 1

of the amount of food we are wasting and where it’s going,” she said. “Scraping our own plates is a great way to bridge that gap.”

Lower Russell Tam expressed high hopes for the initiative. “Because of the high student population, the little leftovers can accumulate to huge amounts, having compost will definitely help reduce the waste that Exeter produces,” Tam said.

However, upper Nicolas Pham questioned how beneficial the new initiative will be. “I don’t know if it will have an effect on if people waste

more or less food,” Pham said.

Regardless of the amount, BreMiller expressed appreciation for the visibility this pilot will bring to the composting process. “I’ll be curious to see if it affects the actual total amount that we are composting, but the educational value of this model can be impactful to the student body and to the broader community because they are now being asked to participate in the process,” he said.

Looking ahead to the future of composting and sustainability at Exeter, Cowles voiced

her desire to see individual Exonians making more environmentally-conscious decisions to combat climate change. “I think that students are still responsible for making changes in their own lives beyond what the school is doing,” Cowles said. “Everyone on campus should be thinking about how they can make their lives more sustainable.”

Upper Erin McCann agreed, suggesting that “Exonians should contact their local representatives and voice their concerns about climate change.” She added, “the only way to enact

real and lasting climate solutions is through government.”

While the pilot may not visibly make a big difference, BreMiller stated that it is an important step in the right direction of building a more sustainable Exeter. “When you’re confronted [with] the composting bin right in front of you, it acts as a small reminder about how much food we use and where our food goes. In and of itself, it is not that big of a deal. However, the totality of regular encounters like this is what I think begins to shift culture,” BreMiller said.

Fight for Climate Change

Anya Tang '22

Guest Contributor

Show me what democracy looks like!" The rallying call of student activists rang out across the world on September 20th as students skipped school in the biggest climate mobilization in history. Yet, for Exeter, the strike was less of a strike and more of a march. Although the purpose of this protest may have been to inspire change through disruption, we did not metaphorically shout so much as listen.

Yet, for Exeter, the strike was less of a strike and more of a march. Although the purpose of this protest may have been to inspire change through disruption, we did not metaphorically shout so much as listen.

What we achieved was the creation of a gateway into local politics that paves the path for piecemeal reform with bigger impacts.

I remember the first time I went on a strike. It was for gun reform on Mar. 14, 2018. I was still in public school then, surrounded by over 3,000 other students whom I barely knew. The organizers

sent out a message to all of us, and all at once, we rose, trickling out of our classes and into the halls. Teachers and students alike reacted with outrage. They called us names. They called us disrespectful. They threatened to punish us. No one faltered or returned to their classes. As we shuffled

For me, being here felt like I was immersed in a much more receptive and progressive political climate. Realizing that staff worked with the students to allow excused absences suggests that the change we call for by striking isn't found entirely within Exeter's campus, but around it.

out in the bitter cold, some of us holding signs up and waving to the local press, we chanted together: "This is what democracy looks like!"

Participating in Exeter's climate strike was completely different. For me, being here felt like I was immersed in a much more receptive and progressive political climate. Realizing that staff worked with the students to allow excused absences suggests that the change we call for by striking isn't found entirely within Exeter's campus, but around it.

Let me repeat: this strike did not impact Phillips Exeter as much as it impacted the students who attended it by exposing

them to Portsmouth and New Hampshire sustainability issues. The Exeter bubble is less significant of a detriment than it was before, but we must engage in local politics to enact change beyond Exeter: the September climate strike did just that, even if it didn't exactly create a stir within the school itself. We listened to speakers of the Sunrise Movement, a national youth-led movement fighting the climate crisis. We listened to local city council representatives. Most important of all, we listened to other youth: students not affiliated with the Academy discussed their frustrating lack of progress with New Hampshire political representatives.

On the other hand, my public school was the epitome of American suburbia: stagnant, resistant to change, idyllic. When the strike for gun control shook our small community, it felt as if a sleeping bear had awoken within the students of our school. For the next several weeks, we pushed relentlessly for increased safety within our school: identification checks, electronic lock improvement and increased shooter awareness training. For students surrounded by a lack of opportunity for change in a school surrounded by cornfields upon cornfields in a state surrounded by what felt like nothing but apathy—I believe the gun control strike opened our eyes to a reality we could no longer avoid.

But what about at Exeter, where our eyes are already open to the reality of climate change and the limited time we have left? When students here are surrounded with opportunities I had never heard of in Indiana, what is there left for us to do? I believe the answer to those questions lies not with the Academy, but with the

community around us. As someone part of a student body that doesn't have to face the repercussions of disrupting my class schedule to march for climate change, I believe the most that I can do as a student here is to expand my vision beyond Exeter.

Now that the climate strike is over, the key takeaway we can apply to our lives here at Exeter is that there is always more we can do. This climate strike is only a paper tiger if we let it be: if we put away our picket signs and our shouting voices and sit back down to talk as if there's nothing left to do.

There is *always* something more to do. Climate change does not end with a single strike. We need to coordinate efforts beyond Exeter to vote New Hampshire's anti-environment Governor Sununu out. We need to coordinate efforts beyond New Hampshire to enact long-lasting regional

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steps towards sustainability beyond our schools and, eventually, our colleges. We need to coordinate efforts beyond New England because *this persistence* is what democracy looks like.

Treat Our Staff Better

Felix Yeung '21

Columnist

At Exeter, the phrase "knowledge and goodness" is a mantra. This aphorism is repeated time and time again, with the goal of making us live it out—it is repeated until we, ourselves, bridge knowledge and goodness. The moral goodness that Exeter attempts to imbue generates such qualities as gratitude, humility and compassion. All too often, however, these qualities are directed only towards those who ostensibly provide us with knowledge: our peers, our teachers, the administration. In too many cases, we neglect to treat the Academy's

These phenomena are just symptoms of an underlying, cultural issue: by and large, we fail to appreciate the staff on campus.

staff—those whose work allows this institution to function, on whose backs this entire institution is built—with the proper degree of goodness that Exeter expects of us.

This issue seems to be endemic. During Opening Assembly, the faculty are applauded, while new faculty are introduced on an individual basis. Every week, this very paper features a member of the faculty and a member of the student body, while the staff—whose stories are just as valid, whose lives are just as rich—get nary a mention. I am not saying that the Assembly Committee or *The*

Exonian are the sources of this problem; these phenomena are just symptoms of an underlying, cultural issue: by and large, we fail to appreciate the staff on campus.

Sure, students often say that they don't have time to fully interact with the staff. There's too much to do, and too little time. But getting to know the staff doesn't

Dishes with food waste are stacked atop one another; cutlery is not put in the proper place; tables are left dirty. The same types of issues pervade Grill, common spaces, and dorms alike.

take all that much effort—a conversation here, a conversation there. All it takes to get to know someone is to engage, to start a discussion. Students can empower themselves, here—students can take the lead. All they need is the desire to do so, and they can foster connections with the people whose efforts allow this institution to run the way it does.

Even if students are too busy to truly engage, there is more that each individual can do to be less of a strain on the staff. At the Dining Halls, for example, students routinely discard their food without properly following the protocol. Dishes with food waste are stacked atop one another; cutlery is not put in the proper place; tables are left dirty. The same types of issues pervade Grill, common spaces and dorms alike. At Assembly, StuCo had to explicitly condemn throwing cutlery into compost bins. This is

neither a matter of time nor effort—it is a matter of heart. And what we see, in many instances, is heart failure, an utter disregard for the other people who have to clean up after the student body.

Certainly, I am not condemning every single member of this community. There are legitimate efforts within the community to pitch in and help out the staff—numerous dorms have clean-up, helping to take a load off the custodial staff. Dorm service, which began last year, has had an impact on this community as well, while the gratitude notes StuCo discussed at Assembly reflect a desire to do better. Still, when we are separated from the collective, when we are only ourselves, as individuals, we often do not exhibit the same level of goodness. We often become concerned with the interests immediately

Various on-campus groups may also allow staff members to introduce themselves to the student body. Whether it be in an assembly, an "open house," a tour or drop-in sessions, staff departments may allow students to know those who work in these departments better.

before us—the homework that we choose over the five minutes of conversation, the club meeting we rush to that justifies us leaving the Dining Halls in a rush and leaving our mess behind.

However, students are not the only actors that may ameliorate this situation. The administration has the ability

to bridge the divide between students and staff. Events such as Climate Action Day have previously allowed for such interactions, and students have gleaned valuable lessons from work-

Often, students are unaware of the extent to which staff are invaluable resources.

ing with staff members in fields of interest. The administration may also create programs allowing students to volunteer with staff and assist the staff in their duties.

Various on-campus groups may also allow staff members to introduce themselves to the student body. Whether it be in an assembly, an "open house," a tour or drop-in sessions, staff departments may allow students to know those who work in these departments better. Often, students are unaware of the extent to which staff are invaluable resources. Many of our staff members have a wealth of knowledge in various fields, which can translate to mentorships, club advisorships and just constructive relationships.

In the end, Exonians just need to take a step back and appreciate those whose forgotten labor allows us to be in this community and learn the way that we do. The contributions provided by the staff are so constant that we often fail to perceive them. If the staff weren't doing all that they do, though, the ramifications would certainly be felt. Hence, students should make an effort to connect—heaven knows that many of the staff do.

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A Trent in the Jungle

Stephen McNulty '21

Columnist

Amid the flurry of news about fires in the Amazon, caused in large part by the massive neglect and failures of large corporations and governments, Pope Francis just convened a controversial synod on the Church's role in the Amazon region.

For context, the synod, a formal gathering of bishops, is set to deal with a number of topics, including but not limited to ecology, relations with indigenous people and their religions, the role of women in the Church, social justice and, most controversially, the question of married priests.

Fundamentally, beyond questions specific to Church ministry in the Amazon, this synod is a microcosm for the Church's primary question in this and every age: how does an ancient, in fact, the world's oldest, institution survive in the modern world?

Unfortunately, the synod has already descended into factionalism, as some conservative Catholics, led by select American bishops, have offered a series of criticisms of the synod's ecumenical mission. It is the latest in a series of factional splits within the Church, and especially between the Pope and American conservatives.

Fundamentally, beyond questions specific to Church ministry in the Amazon, this synod is a microcosm for the Church's primary question in this and

every age: how does an ancient, in fact, the world's oldest, institution survive in the modern world? The vision the synod and Pope Francis have outlined is the right one: the Catholic Church can and should embrace dynamism and advocate for the poor of the developing world. Francis, in particular, has

It is the latest in a series of factional splits within the Church, and especially between the Pope and American conservatives.

shown himself a profound advocate for the Global South and her sustainable development. Environmental issues have, perhaps more than anything else, shaped Francis' papacy, and his encyclical *Laudato Si* has become a rallying cry for faith-based environmental activism.

The Amazon is actually a strangely fitting analogy for the Church today, in large part because I am convinced, as a Catholic, of the Church's profound fundamental beauty, even as that beauty is often dragged through the mud by those intent on exploiting it.

Even Christianity's fiercest critics must relent that the Church has done some tremendous good for the world: she established mass education of non elites, was responsible for a significant portion of scientific breakthroughs in the West, pioneered orphanages and hospitals and was a guardian for the poor. At its best, Christianity is a tool for the empowerment of all people with a message of divine liberation.

But we know all too well of the failings of the modern Catholic Church. I need only cite the abhorrent Pennsylvania grand jury report that highlighted systemic abuse among some Church officials. I need only cite the failure of the Church to take appropriate action

until it was too late. I need only cite the work that still needs to be done to bridge the divide between the Church and her LGBT+ faithful.

And she is paying a price for it, both in church attendance and financial stability. There is yet another issue at play, too: the Catholic Church has in many ways failed to adequately and intellectually communicate its fascinating theology to its own adherents. A study by the Pew Research Center found that only one third of American Catholics believe in transubstantiation, that communion bread and wine become the literal body and blood of Christ. And this is not some trivial doctrine; it is rather central to the entire Catholic liturgy. The entire Mass, first and foremost, is a celebration of the Eucharist, what the Church professes to be an encounter with the

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living God. If it becomes just a symbol, the Mass is watered down into a generic service. While this may work well for some denominations, it is hard to see how the Catholic liturgy makes any sense if one rejects its very premise. In short, there seem to be some profound moral and pastoral shortcomings rife within the modern Church.

But then again, that has been the case before, and again, I could provide you a

litany of examples. The chorus of people pronouncing the death of Catholicism have spoken up before. She was left for dead amid the Roman persecution, the early Church councils and the Arianist movement, the Great Schism, the indulgences controversy, the Reformation, the Industrial Revolution, the list goes on. And there have been countless forces in the Catholic Church that have

In short, there seem to be some profound moral and pastoral shortcomings rife within the modern Church.

aimed for its destruction, both from the inside and out. There is a fitting story to this end. When Napoleon asked a Vatican envoy how best to destroy the Church, the cardinal responded almost tauntingly: "Oh my little man, you think you're going to succeed in accomplishing what centuries of priests and bishops have tried and failed to do?"

Why do those forces that would destroy any other institution seem to fall at the Vatican walls? And how on Earth does a Church survive for nearly 2000 years, reaching into every corner of the globe? The answer lies in her responsiveness, the prime example of this being the Council of Trent. When faced with the greatest schism the Church had ever seen, she cleaned up her act, punished corrupt ministers, reaffirmed her doctrines with a newfound zeal, and set about to defend those doctrines intellectually. Simply put, the Catholic Church needs another Trent to survive. And I can only hope Francis fights for a Trent in the jungle and uses the Amazon synod as a platform to push for greater and more profound reforms.

What is Meaningful Climate Activism?

Anne Brandes '21

Staff Writer

Perhaps there is no way to write an original, non-inflammatory opinion piece about climate change. Many have already cited recent NASA studies which demonstrate that the atmosphere has heated 1.9 degrees Fahrenheit since 1880 and that since 2011, the world has experienced 18 of the 19 hottest years on record. Greta Thunberg has already peered over a crowd of the world's most wealthy and reminded them, "I want you to act as if our house is on fire, because it is."

Several other climate activists, particularly during the September Climate Strike, repeated the same sentiments, and even the same words while brandishing colorful signs. Exeter, too, has brought several speakers

Exeter, too, has brought several speakers to the assembly stage who established the imminent threat of climate change. Still, despite these strong words from the Academy and beyond, many institutional and personal changes to aid the climate have been marginal.

to the assembly stage who established the imminent threat of climate change. Still, despite these strong words from the Academy and beyond, many institutional and personal changes to aid the climate have been marginal.

Exeter has solar panels but has not divested. Many Exonians recycle, yet most still eat meat. Even in broader America, although nearly three-fourths of the population believe in climate change, 225 million Americans still drive cars.

There is a fundamental cognitive dissonance underpinning these

statistics. Even though noting these inconsistent values is a commonplace perspective, there is a swift silence that seems to always follow the claim.

I believe that this silence requires some self-reflection, perhaps even an inward look to our own student

Exeter has solar panels but has not divested. Many Exonians recycle, yet most still eat meat. Even in broader America, although nearly three-fourths of the population believe in climate change, 225 million Americans still drive cars.

newspaper. What could an alignment of value and action look like for The Exonian? Maybe we could completely eliminate the print editions and dedicate the front page of our website to climate coverage instead of Exeter news every week. Perhaps we could use fewer computers to conserve energy or conduct our layout schedule over two days and use natural light to illuminate our pre-presses instead of an overhead.

Apart from being highly inconvenient, the reason these changes have not occurred is the environment in which *The Exonian* exists. We exist among the

In moments like this, citizens must strike in a most literal sense and demand more from the institutions that support them. This way, regardless of belief, a new precedent for sustainability is enforced and shielded from short term, private interests.

broader Academy and national norms. Why would The Exonian take drastic

steps to use less light energy when the Elizabeth Phillips Academy Center, the building in which the newsroom is located in, has several bulbs lighting each room?

Self-reflection has forced me to realize that there is a substantial difference between accepting climate change and believing in climate change with all its consequences and stark realities. One can read about Hurricane Lorenzo striking the coast of Florida and notice that 2019 has been a year of tropical milestones and attribute this fact to climate change. That same person will most likely think on this article and continue on a different, perhaps more personal train of thought than they were previously on.

I believe that this silence requires some self-reflection, perhaps even an inward look to our own student newspaper. What could an alignment of value and action look like for The Exonian? Maybe we could completely eliminate the print editions and dedicate the front page of our website to climate coverage instead of Exeter news every week.

Perhaps this predicament exposes a nugget of human nature: one has to be personally affected by an issue to develop empathy for the cause and act, no matter the inconvenience. At that point, when each powerful member of the global community has been affected, the world would be a very different place with a whole new host of problems.

In moments where action, like printing hundreds of papers each week, though not villainous or ill-intended, is harmful to the broader community, higher powers must step in. Though laws are often inconvenient, they level the playing field between competitors,

so that doing the "better" thing for the climate is not jeopardizing. For example, if the government prohibited large scale newspaper print, *The Exonian* would not be able to publish, but

Self-reflection has forced me to realize that there is a substantial difference between accepting climate change and believing in climate change: its consequences and stark realities.

neither would our peer publication, *The Phillipian*. This change would set a new precedent for the manner in which we communicate our content, but would not hurt the publications themselves.

While perhaps this is not the best legal provision to begin combating climate change, other laws like the carbon tax or total prohibition of oil extraction could make a tangible difference in the global climate crisis. In situations where human nature will not allow for a collective action, a new fundamental framework—a green update on laws from oil companies to individual lifestyle choices—must arise.

In short, we are not acting like we believe in climate change, because on some level, perhaps we don't. Regardless of if, deep in our hearts, we do believe, economic and political incentives will always deter many of our moral convictions. In moments like this, citizens must strike in a most literal sense and demand more from the institutions that support them. This way, regardless of belief, a new precedent for sustainability is enforced and shielded from short term, private interests.

Until then, that point in which economic and political interests exist on a new sustainable plane, I must reflect. If I believe in climate change, why am I not in Washington protesting my government's failure to create legislation to combat climate change, instead of the Academy, 487 long miles away?

How to Address America's Ugly History

Anya Tang '22

Guest Contributor

There aren't any cherry trees in Victor Arnautoff's murals of George Washington. Instead, they depict the grim reality of Washington's legacy of slavery and settler colonialism. One, titled Manifest Destiny, portrays Washington directing African-American slaves as they conduct manual labor on the background of carts moving Westward.

These murals, originally on display in the lobby of George Washington High School, have recently been hidden from public view.

Arnautoff was a Communist from Russia who taught at Stanford. He consistently critiqued the Founding Fathers in his murals. The murals likely don't contribute towards a feeling of safety

His portrayal of Washington should not be discredited nor should it be hidden.

for some students, as the school board president and students of George Washington High School have argued.

However, they also serve as a re-

minder of the multifaceted nature of US history, which is often whitewashed and propagandized at the expense of marginalized groups. His portrayal of Washington should not be discredited nor should it be hidden.

However, I do agree that these murals should not be celebrated as an integral part of the school, in a space like the lobby, which does not ensure constructive discussions around them.

However, I do agree that these murals should not be celebrated as an integral part of the school, in a space like the lobby, which does not ensure constructive discussions around them.

These murals can still be used in a constructive manner, but only through analyzing them critically.

Murals depicting traumatic or otherwise violent practices and institutions in history cannot be subjective nor can they be separated from the artist. Only through questioning these aspects of art can we understand how to confront the violence of these images.

The best approach should be in-class introduction of these materials—

a direct incorporation of trauma-informed critical pedagogy. This is a style of teaching that serves to immerse students and staff in culture and experiences that can facilitate constructive discussion about murals depicting such content.

Trauma-informed critical pedagogy involves incorporating each student's experiences and identity within the teaching material, which maintains a constructive relationship to violent works of art such as these murals that depict an "ugly history." Staff can learn with students through "restorative circles," which build a rapport between student and teacher. Recognizing the potential harm of teaching narratives that go unquestioned are key to our relationship with these murals, and discussing them through a critical lens is the optimal way for people to confront preexisting injustices within our society.

I never experienced a constructive environment for teaching and learning until Exeter. My first few minutes at the Harkness table were frightening and strange compared to the lecture-style teaching I had experienced at home. Rather than being force-fed information to process later, Exeter encouraged me to question teachings and listen to perceptions and experiences I had never seen before.

Now, having learned via two entirely different teaching methods, I'm a strong believer that we can improve and adjust

the Harkness method to confront violent or unsettling imagery in murals.

It's crucial for people to feel safe when discussing their identity and their experiences.

Teaching trauma is completely different than trauma-informed teaching, and murals that depict an ugly history should be maintained in such a way that does not elicit harmful reactions. There aren't any cherry trees in Arnautoff's narrative. But that does not mean Arnautoff is right.

Murals that depict violent imagery such as the ones hung up in San Francisco's George Washington High School

Questioning these reactions in a constructive environment is critical to recognizing the impact art has upon the world.

must be questioned and discussed, but only in an environment that does not further silence the voices that have already been sidelined throughout history. When students view controversial art, they should take one step beyond reacting; questioning these reactions in a constructive environment is critical to recognizing the impact art has upon the world.

Can Humor and "Wokeness" Coexist?

Dennis Kostakoglu-Aydin '21

Columnist

Last Friday, the film *Joker* was released in theaters. *Joker* depicts the descent of failed comedian Arthur Fleck into madness and psychopathy. The movie has stirred up fears that its violent nature might induce others to mimic the Joker's criminality. However, another controversy arose when the movie's director, Todd Phillips, who also directed *The Hangover* and *Starsky and Hutch*, was asked why he hadn't done comedy films recently. His response was, "Go try to be funny with this 'woke' culture nowadays." Depending on who you are, your first response to this would probably be ei-

"Go try to be funny with this 'woke' culture nowadays."

ther, "That's so stupid," or "That makes so much sense." After all, wokeness is very polarizing. And Phillips may have a point, but he's articulated that point in a bad manner.

The whole point of woke culture is to help shed light on parts of our society that need fixing, and this is good because society is very flawed in certain areas. One example would be how we treat minorities. Woke culture shows people that we unfairly treat communities like LGBT people and African-Americans, and explains to those who aren't in those communities how to act with those who are. For example, I read on Instagram that if you misgender someone, you shouldn't make a big deal out of it because that then draws attention to that person and denormalizes their identity. This is woke culture.

However, like any movement, it has its extremes. The biggest issue comes when people get angry. An example comes from when *Black Panther* came out last year. It was a very good movie, and for African-Americans, the movie was extra special because it focused on their heritage and identity, and that was really cool. However, there was also a small minority of African-Americans who, through social media, pushed the idea that non-African-Americans shouldn't attend the film, so as to make the experience really special. This is where woke culture ends, and identity-exclusive behavior begins.

I'm not saying that this sort of problem is prevalent. In fact, I'm saying the exact opposite. Stories like this are rare, but we as a culture have problems

accepting change. All humans do. Stories like this are why woke culture isn't always warmly received. After all, if you're trying to fundamentally change society, I don't care how important or beneficial the work will be. The road to change will be hard and long. But it'll also lead to the best results.

So, as a result of my aversion to woke culture, my first reaction to Phillips' comment was thinking that he had the right idea. But, on further inspection, there are a couple holes in his argument. I understand where Phillips might be coming from. Comedy is meant to push boundaries and change our perception of things. But, I've also seen Phillips' comedy, and it's nothing special.

The Hangover was a terrible movie. If that's your idea of comedy, that's not something to defend. The usage of that word belittles people's identity, and makes them feel less than human. The argument then evolves into, "But *The Hangover* came out in 2009. Things were different back then." Yes, they were. You're right. We can't hold Phillips accountable for something he did ten years ago, when the norms were different. We can hold him accountable for what he says now, though.

This summer, I went to go see a Chicago comedy troupe called the Second City perform. One of their bits lampooned cancel culture. It revolved

around Marie Kondo tidying up a home, except instead of getting rid of stuff that was unnecessary, she got rid of stuff that was "cancelled," or socially unacceptable, like plastic bags. However, some

I think that's what Phillips missed, that jokes which make people uncomfortable are still around, and there's no problem with adding those kind of jokes into your movies.

of the people in the audience were uncomfortable, because the show, through making fun of cancel culture, clearly called those people out for their own actions in "cancelling" others.

These sort of jokes show that you can still push the envelope on comedy, without being straight-up mean. I think that's what Phillips missed, that jokes which make people uncomfortable are still around, and there's no problem with adding those kind of jokes into your movies. But denigrating a whole creed of people isn't OK, and if you're still pining for those kind of jokes, the problem isn't with the culture. The problem is with you.



A BIG THANK YOU!



from the 141st board, to the subscribers of *The Exonian*

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ExonianHumor



Caroline Calloway Starter Pack

By STEARNS WEIL
No, it's really by Sam Weil

Yes, it's true that people think the Caroline Calloway thing is over (okay, to be fair a solid 2% of campus cared, but I was one of them). But I'm sure ONE QUESTION is still on the minds of all Exonians: who in each of our respective classes will be the next Caroline Calloway? (And further, Andrew Yang? Roxane Gay? Mark Zuckerberg?) Well, in case there is someone out there who would like to take on her legacy, here are the things you need to become the next Caroline Calloway.

1. Flowers. Put them excessively in your hair and act like you are original in doing so. Then admit that you aren't original but say that it's just for your original self-expression vibe (or string other words together that don't really make sense but confuse the reader into thinking that you made sense).
2. Paintbrushes to paint sub-par pieces of art and make 9,000 dollars from it.
3. Instagram notifications to feel your "influencer" status.
4. An expensive therapist that you ironically write about on your Instagram.
5. Status symbols. Like, as many as you can possibly muster up (similar to the likes of Exeter, Cambridge).
6. An unhealthy addiction to Instagram.
7. A "lover" who feels uncomfortable being posted on your Instagram, for the reason mentioned in #6.
8. A nice long paragraph on the break up with aforementioned "lover," the reasoning described in #7.

Student Worried About What Daddy Will Say in Class

By BENJAMIN GORMAN
Papà

Family weekend is just around the corner. For some, this means a shopping trip to Boston with mom and dad. For others, it just means no school on Monday and a chance to finally catch up on sleep, and for the rest it means the angry phone calls about not calling enough are now your parents telling all your friends about how they think you don't love them anymore.

Regardless of how this weekend might go, most students are happy to see their parents. Even more so, most students are excited to flex in class while their parents observe. Although you might have a D in the class, it always feels good to put the easiest problem up on the board and pretend for your mom or dad that you actually know what you're talking about. Additionally, this is the time when English teachers actually see the most participation, where students fight over talking about, "metaphor" this and "alliteration" that, rounding it out with a "the unparalleled struggle of [x] character really says that in our society we something something blah blah blah."

The only thing more dreaded to students than the kid trying to show his parents why they're actually the smartest kid at this school is a few words many teachers like

to add at the beginning of class, or something some parents tend to just take upon themselves. The phrase, "feel free to jump in too," is by and large the quickest way to make students turn back to their parents and mouth, "Do. Not." Nonetheless, parents contribute to the conversations and for the most part, only their children suffer. Outside input can really live up a class, and in certain cases it can turn out that someone's parent has actually been studying complex polymers for thirty years.

However, as most know, some parents can hold some decently radical beliefs, causing some students to be especially worried for what they might say during class.

Specifically, a two-year upper named Ralph Schaumberg happens to be concerned by what his ogre father, Grug Schaumberg, will say and do in class. Schaumberg, the junior, is quoted saying, "I think I'm probably most worried about his tendency to break things when people look at him. They aren't letting him bring his huge club anymore since he broke a Harkness table with it last year, but I've seen him level like a couple acres of woodlands after a bad day at work so I'm not really sure what good that's gonna do." According

to Schaumberg Jr., the blue emergency buttons around campus actually exist because his father threw a golf cart at the student who pointed out that his son had done a math problem incorrectly. "He usually has a lot of problems with authority, but he tends to be pretty respectful to my teachers," Schaumberg Jr. continued. "That being said, my English teacher found their car in the shape of a cube after the third time they asked, 'But like, where are you from from?'"

Schaumberg Jr.'s advisor relates, "Although Mr. Schaumberg can be a bit impertinent at times, I believe there's something to be admired in every person. For example, I've yet to see someone devour an entire live lamb like Mr. Schaumberg did when I had the opportunity to catch lunch with him."

When Schaumberg Sr. was asked about how he thinks his son is acclimating in his second year of school he replied, "Grug don't know. Grug more traditional. Grug think Grug son better off doing real life stuff, like taxes or fighting. Grug son only talk about college, book, college book, college. Boring. Me just hope he happy."

Elm Gang

By RYAN XIE
Knows Nothing About Drake



Pasta Bar

Ramen Bar

Preps Found Separate School

By JASPER YU
Insecure Three Year Senior

This week, the class of 2023 brought a new meaning to the term "prep school". The freshmen seceded from PEA and founded a prep school—for preps. The fledgling institution, Phillips Agora Academy, has since released their mission: knowledge and goodness without lanyards is feeble, yet lanyards without knowledge and goodness is dangerous.

The newly-appointed principal of Agora Academy, Prep Repington, asserted the rich features of the school, calling it "paradise for preps from every corner." Its

policies seem to confirm Repington's claims.

At PA, not to be confused with that school in Andover, Massachusetts, there is everything a prep would ever want: check-in is at 8:01, pass-fail is forever, and most importantly, there are enough 2023 shirts for everyone. The preps work diligently, practicing their sprints to math class 30 minutes prior to class, correcting their formations for blocking up the pathways and standing up as soon as the assembly speaker finishes. But there is also fun to

be had: prep Morty* explained, "Oh Geez, man, there's so much to do on the weekends, we go to Agora, then more Agora, then um...well, Agora."

Phillips Agora has become increasingly established. Prep posse has assumed the role of the Community Conduct Committee, removing stricts entirely and enforcing a firm no lights-out policy. The tuition has increased to two grill cookies, a happy meal toy and an advanced "usb-drive." With no one to be the butt of jokes, Exeter is Terrified.

TFW Caroline Calloway Robs You

By BENJAMIN GORMAN
Oof Venmo



Classics Student Accidentally Summons Demon

By JACK ARCHER
What's "Scared" in Latin?

Residents of an unnamed dorm have spent the past days covering in their rooms, unable to leave due to an arcane being of ancient times stumbling down the hallways, leaving the few who dare to cross its path very, very sorry. Sources say it eats homework, and has a particular affinity for history papers.

On the evening of this being's arrival, students in adjacent dorms reported sightings of a bright flash of light in the windows of the dorm in question, followed by a deep laughter.

"It was pretty unsettling, to say the least," said one student. "But I didn't think much of it. I thought it was just someone reading the humor page."

Upon further investigation, it was determined that an irregular verb and a panicking Latin student were the main causes of this event. By committing a minor error in pronunciation because of unwritten macrons, the student mumbled an ancient invocation, summoning a demon from the blazing depths of hell. Analysis suggests that the De-

mon is a little chilly right now.

Response from the classics department has been minimal. Department Head Dr. Lat Tin merely shrugged when asked for guidance on how to deal with the situation. "Happens all the time," he says, "did it once in my lower year. They usually leave once they've eaten their fill of preps and 333 drafts, so it's no biggie."

However, salvation seems to be in sight. "Just, you know, keep feeding it history papers, it'll probably leave," says Tin. "They all say they like hell better."

Quotes of the Week

"Who's Joe"
-Sam Weil '20 (Again)

"To quote the warrior-poet, Ice Cube, 'Snitches get stitches.'"
-Jack Zhang '20

"Not even worried about midterms; just worried about this vibe check."
-Anonymous '20

"No really, who is Joe?"
-Ryan Xie '20

(When asked about Caroline Calloway ghosting her) "I don't wanna talk about it."
-Isabella Ahmad '20

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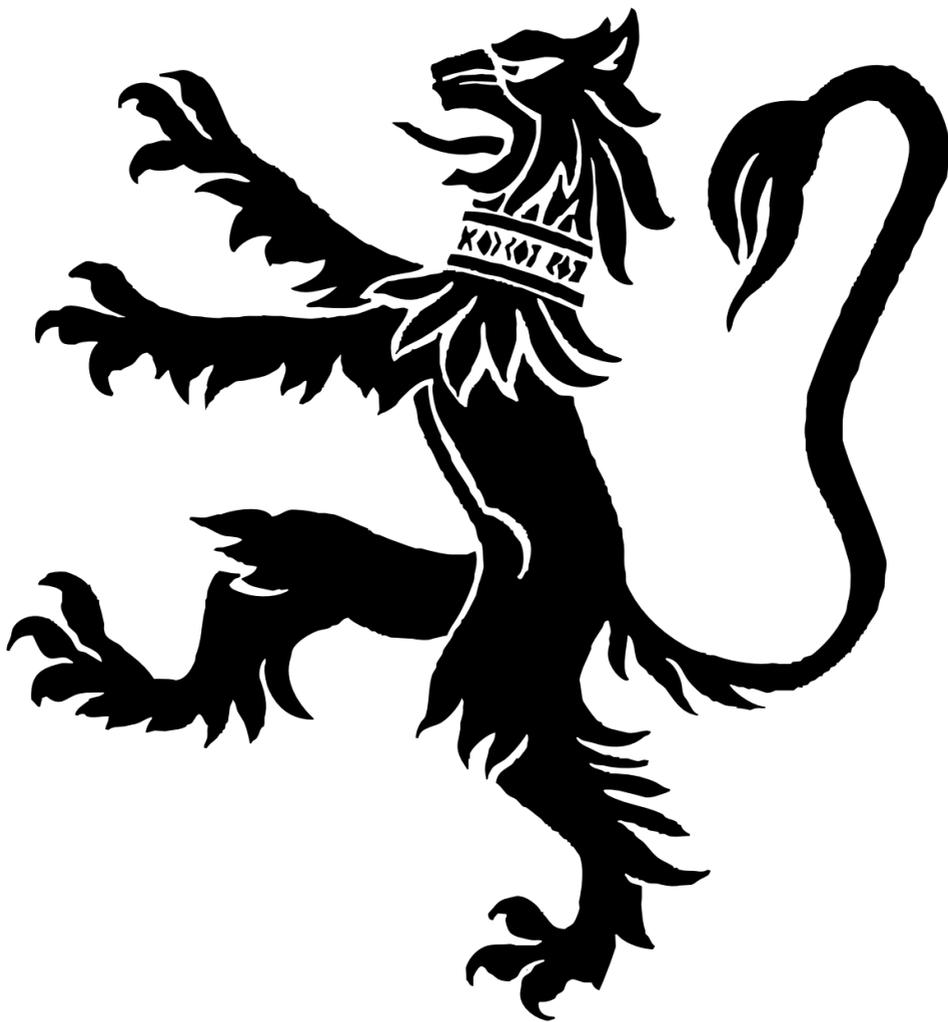
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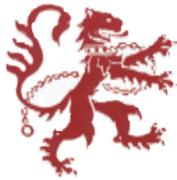
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Students abroad for the fall at Stratford-upon-Avon pose for a picture on a moor.

Courtesy of Anna Fahey

Fall Term Abroad in Stratford Writes In

By STRATFORD SENIORS
Contributing Writers

Greetings from your favorite seniors across the pond! Our group of eight students is having a bombastic time on this old, god-forsaken rock we lovingly call “England.”

Mr. Chisholm (who has revealed himself to be the sassiest man alive) kicked off the trip by tossing us into our nine-passenger Ford Transit and shipping us up to the Lake District. Running only on crumpets and tea, we galloped around the Wordsworthian landscape, hiking mountains with varying degrees of difficulty. Mr. Chisholm was our fearless leader, cheerfully dragging our rather out-of-shape bodies past gorgeous waterfalls and vast sheep pastures.

After some pleading, Anna even convinced him to take us to Scotland

for a day trip as it was only a stone’s throw away! At the end of our week, we bade farewell to the castle and traveled a few hours due south to our cozy little cottages on Furzen Hill Farms.

Back at our home base, we began our classes. Mr. Chisholm teaches an awesome class called “Landscape, Architecture, and Archaeology,” a big part of which includes traveling all corners of England to different medieval buildings and sketching the beautiful Gothic cathedrals. Some highlights have included climbing up the steeple of Salisbury Cathedral, which was pretty high up, and attending Evensong at Winchester Cathedral.

Mr. Chisholm also teaches our history class, which is fascinating—once you can get all your King Henry’s in order and sort out Richard the Lionheart from Richard III. Ann Haughton, a teacher at the Rugby school nearby

(where the sport of Rugby was invented) teaches our Art History class, which usually comes with some fun stories about her students as well.

Last, our favorite part of the day usually includes lectures at the Shakespeare Birthplace Trust, where many of the world’s leading Shakespeare scholars work and lovingly devote their time to teaching us all the ins and outs of the Bard’s crazy world. These classes take place in our namesake town, and we love walking around Stratford during our lunch breaks and fueling our somewhat worrying addiction to Cornish pasties.

In between our packed schedules, we have book club meetings with the Rugby School’s Landor Literature Society, somewhat chaotic grocery shopping trips for our family dinners every night, and lots of surprise field trips that Mr. Chisholm cooks for us. In

our downtime, we watch TV (but only if it’s a Shakespeare movie), talk about Shakespeare (yes, it has invaded all aspects of our lives), and spend time together as a little family!

We are now just about halfway through our trip, and none of us can even stand to look at a crumpet. We’ll let you know if the same goes for parties eventually, but for now we remain obsessed. We are all addicted to tea. Some of us call parking lots “car parks” unironically. Furzen Hill Farm is now just “home”. And yes, we will discuss any work from Shakespeare’s canon happily. Make of that what you will.

Cheers!

Love,
The Stratford Seniors.

P.S. Follow @exeterstratty on Instagram for frequent updates on our trip.

TV REVIEW: “CHOPPED”

By FELIX YEUNG
Staff Writer

Lately, the increase in reality television viewership has hit a fever pitch. The competition between celebrities from their love lives to their product lines has become increasingly frenzied, taking a greater number of hours out of our collective lives. However, serialized reality competitions, where winners are crowned every episode, have not seen a high increase in production. Among the only shows to follow this disparate formula is the gem that is Chopped. As it begins its forty-third season on the Food Network, Chopped remains one of the most vibrant television series on the air.

Hosted by chef Ted Allen, Chopped follows four chefs through three rounds of competition: appetizer, entrée and dessert. After each round, a chef is eliminated (or “chopped”). During the rounds, the chefs are given a mystery box containing ingredients they must use. These ingredients vary from common grocery store finds like watermelon, radishes and celery to the more bizarre durian, caul fat and geoduck.

The genius of the show is its simplicity. Yes, it is formulaic, but it works. Chopped combines the standard reality cooking premise with wilder ingredients and a good dose of drama. Viewers can jump in and out without being confused; there is no need to learn the names of the chefs, or even the names of the judges, because they aren’t repertory players. They’re in, and then they’re out. Watching Chopped requires no commitment.

The chaos that ensues in the Chopped kitchen makes the show that much more engaging. Antagonistic dynamics are often heightened with good editing, bringing vindictive zingers and funny taglines into the spotlight. From this, it

is very clear who the show portrays as the “villain” and “hero” of each episode. The way that narrative elements are imbued into this simple competition is, frankly, a good lesson in how to make reality television work.

Each episode of Chopped also has a degree of educational value. Allen introduces each novelty ingredient, but both he and the judges provide commentary on the item’s history. This gives American audiences information on little-known foods and the heritage of other cultures. While equating entire cultures to foods that are often deemed “gross” by American audiences may be simplistic, the fact that the chefs on the show utilize these ingredients in Western cuisine demonstrates that cultural divides may be bridged.

Furthermore, Chopped offers viewers a lesson in creativity. Chefs on the show are urged not to hide the ingredients they are given. Rather, they must showcase these ingredients in novel ways, blending methods and cooking styles to craft a sumptuous dish. The work that the chefs do boils down to the basic critical thinking process: analyze, plan, execute. The show is a good reminder that thinking is needed in every career field and that critical thought may be exercised anywhere, at any time.

Mostly, however, Chopped is just fun. We relish the moments we witness people squirm as they discover each ingredient, observe the dynamics between the chefs and watch the jubilant victory dance of the winner. In today’s culture, people-watching is a craving that must be satisfied. Chopped provides an educational and dramatic forum for us to do just this.

MATTER: CLIMATE CHANGE

By LINA HUANG
Staff Writer

The ocean has been saving us. Its vast waters cover around 70 percent of the earth’s surface. It has absorbed more than 90 percent of the excess heat in the climate. But, in the process, the rate of ocean warming has more than doubled since 1993.

According to the IPCC (Intergovernmental Panel on Climate Change) special report on the Ocean and Cryosphere in a Changing Climate, approved on Sep. 24 by the 195 IPCC member governments, the planet is experiencing “unprecedented and enduring changes in the ocean and cryosphere.”

The ocean is 96.5 percent water. In a water molecule, oxygen attracts the shared negative electrons more than hydrogen does. The electrons are therefore more often closer to the oxygen atom, which causes the oxygen atom to have a slight negative charge and the hydrogen a slight positive.

If another water molecule comes into the picture, that relationship is still sustained: the oxygen is slightly negative and the hydrogen slightly positive. This causes the oxygen of the first water molecule to form a weak bond, a hydrogen bond, with the hydrogen of the second; the oxygen of the second water molecule does the same. Because of these hydrogen bonds, it takes greater amounts of energy to move the water molecules. In this same line, it takes more energy to give the water molecules kinetic energy to break the bonds and evaporate the water molecules.

The ocean can absorb large amounts of heat without a significant change in temperature because, instead of heating the molecule, the heat is used to break hydrogen bonds. However, the ocean’s capacity to absorb heat is not limitless. From 1993 to 2017, the ocean has gained 0.36–0.40 watts per square meter for depths of 0–700 meters. The frequency of marine heat waves, which are prolonged periods of extremely warm temperatures, or more accurately when

“seawater temperatures exceed a seasonally-varying threshold (usually the 90th percentile) for at least five consecutive days,” has doubled from the 1980s. This reshapes ocean ecosystems and provides the energy for severe storms, and also is projected to increase the frequency of El Niño, a periodic warming in sea surface temperatures, and La Niña, periods of below-average sea surface temperatures.

This decrease in sea ice has many prolonged repercussions. As the ice melts, the volume of the sea is set to increase, and by 2100, sea levels could rise by up to 1.1 meters if greenhouse gas emissions continue to rise. 1.1 meters may not sound high, but this will increase significantly the risk of flooding during storms. 680 million people in low-lying coastal zones will be dramatically impacted by these changes, but even in other parts of the world, the average sea level has risen around six-tenths of an inch per decade since 1880.

Ocean life is further threatened by acidification. As the concentration of CO₂ in the atmosphere increases, the potential energy of the concentration difference between the concentration of atmospheric and ocean CO₂ increases, and causes the CO₂ to diffuse into the ocean. This excess CO₂ reacts with water molecules to form carbonic acid, which then decomposes into a hydrogen ion and bicarbonate. The many hydrogen ions produced in that way cause the ocean to be acidic, decreasing the pH. As the ocean has absorbed between 20 to 30 percent of human-induced carbon dioxide emissions since the 1980s, surface ocean pH has dropped by 0.1 Ph units since the beginning of the industrial revolution. Even minor changes in ocean pH levels threaten fisheries and kill coral reefs.

This absorption of CO₂ and the ocean’s absorption of heat has implications for ocean life, and through that, the state of the biosphere as a whole.

SeniorSpotlight

ORION BLOOMFIELD

By DANIEL CHEN,
AMY LUM and CLARK WU
Staff Writers and Contributing Writer

Orion Bloomfield. Football Captain. Mock Trial President. Dance Company Soloist. Meat Club Co-head. In another universe, this might be Bloomfield's resume. A more accurate description might be from his girlfriend, senior Lucy Gilchrist: "Orion Bloomfield is a big dork with hair like a giant wedge of cheese."

Bloomfield was not the enthusiastic Exonian he is today when he first toured the campus. He recalls that "A kid came up to me and said, 'Do not come here, this place is hell on Earth.' And then, once I heard that, I knew that this was exactly the place I wanted to be."

This statement is only partially sarcastic. Bloomfield elaborated: "[Exeter] is the toughest place in the world. You come here to die a little bit, but the people you meet along the way are really interested in what they're doing ... That excites me a lot."

Bloomfield, according to his own description, was not always the "academic weapon" he's reputed to be today. In middle school, he went to a specialized choir school that is now closed, the American Boychoir School (ABS). "In my last couple of years of middle school, we did school in the gym of a summer camp. Basically the whole school was there, all the classes, everything. We ate food there. I learned everything I know about academics here."

But he says that his experience at ABS was vital to his development and learning. "I went to Korea and France as a sixth grader," he said. "But it was less about the [actual] places. We were in very close contact with the communities there because we did not have the money to go through hotel systems or anything like that ... I had a lot of interesting conversations with those people."

His experience as a talented singer has translated into him being bossy in choir—or as he would call it, "being a leader." "In choir, we have what's called a moment of correction, which is if the choir messes up something or if a section messes up something the singers have a chance to repair that mistake," Gilchrist said. "The responsibility of identifying the mistake and identifying how to fix or learn from that mistake usually falls on the



Paula Pérez-Glassner/*The Exonian*
with the bottle. That's our ongoing joke—he killed my flies. See you in fly heaven!"

shoulders of older members of the choir, but ever since Orion's been in the choir, he's been one of the people who singers turn to and asked for improvements."

Director of Choir Kristopher Johnson described the warmth Bloomfield brings into Concert Choir every day. "Orion is warm and fun-loving while also being an extremely capable singer and outstanding chorister," he said. "He has a wealth of experience that he leverages positively without ever coming across in any way but enthusiastic and open."

Orion's passion in the sciences is well-known to students and teachers alike. Biology Instructor Anne Rankin said, "This fall, Orion has shifted from being my student to my teacher as I begin to figure out how to bring the bioinformatics side of next-generation sequencing to the Exeter biology curriculum."

Senior Lucy Garberg describes working with him in biology as entertaining as educational. She said that while taking BIO670, a genetics course on fly genes, "He was dumping out my flies but squished them

seriously. If your life is going to [stink] here, you're failing your classes, it doesn't matter," he said. "Find someone in those situations you can talk to. Find someone who makes you laugh in the most wholesome way. By being scared of a grade here, you're automatically thinking way too hard."

Garberg also imitated Orion's interesting walk. "This is not me being mean about his walk," she said, standing up and beginning to swing her arms and march her legs, "but his walk is so iconic and so funny. He steps upwards, and it's joyful, and it's like wow, Orion just passed."

Senior Paula-Perez Glassner noted Orion's stride as well. "You can always tell it's Orion on the path because he has this saunter in his step," she said. "He bounces across campus wherever he goes. It's a very joyful walk, and always brightens my day to see him bouncing along."

Orion's quirks, which are self-admitted are not only in the way he walks, but how he speaks as well. "Sometimes I feel like the way I speak is not even English itself. Whenever I talk to someone I'm always thinking of what they would need from it or how they would respond," he said. "It's kind of like a probability map. It gets me in very confusing situations where I'm trying to say two million things—which is a lot. You're going to get a lot of people saying, 'He's so **** at talking.'"

Gilchrist considers all of these odd characteristics as what makes Bloomfield the person that he is. "Orion is definitely the biggest dork I know. It's my favorite thing about him. I think the dorkiness that others perceive him and he labels himself as really relates to his genuine passion for everything," she said. "He has a genuine joy for living life, and whether he's in the dorm, in classes, in choir as a leader, or in his tech committees and cybersecurity clubs, he always has a genuine passion for everything, he gives himself entirely."

Orion ends with a reminder on how to enjoy Exeter. "Find people that mean something to you. If you haven't done that, then you're not experiencing Exeter," he said. "When I look back, I'm not going to remember the grades I get; I'm not going to remember the classes. That is all internal. I will, however, remember the trips to Walgreens with my buds and all the stupid stuff I found myself a part of"

LA ALIANZA LATINA HOSTS DANCE

By DIWURA ADESANYA and EMILY KANG
Contributing Writer and Staff Writer

On Saturday night, streamers and decorative letters adorned the doors leading into the Phelps Science Center where flags from several Hispanic countries welcomed Exonians and visiting students alike to the La Alianza Latina (LAL) Dance.

Falling in the middle of Hispanic Heritage Month, the annual LAL Dance celebrates Hispanic and Latinx culture through music and dance. This year, four peer schools, Brewster Academy, Deerfield Academy, Lawrence Academy and Brooks Academy joined Exeter's festivities, marking the dance's second year as a regional dance.

Although general planning for the LAL dance began last year, the coheads picked up planning early this year, inviting peer schools to the dance. LAL club advisor and the Office of Multicultural Affairs Intern, Querida De La Stukes, complemented co-head and senior Genesis Reyes' work with contacting peer schools. "Genesis Reyes was instrumental in liaising with other schools. I'm really proud of her and the work she put in to make the dance successful," she said. In addition to reaching out to other schools, LAL worked together to create the nights' playlist.

According to LAL member and upper Gabriella Shetreet, the dance started out rather slowly due to the DJ's song choice. "I thought that in the beginning, the DJ definitely played a lot of slow songs that were not great for dancing. It was difficult to get people to stay after all those slow songs," she said.

DJ Shamar, a chaperone for Brewster

Academy, critiqued the music that was played at first, believing that more upbeat music could have better fulfilled the purpose of celebrating Hispanic Heritage Month. "I think the dance could be more celebratory. The vibe in there was kind of dead," he said.

Despite some difficulties in the beginning, students began to fill Grainger as the dance went on, enjoying the Hispanic and Latinx music. Lower Shalom Headley expressed that the dance allowed him to relate to the music. "I don't usually go to dances at Exeter because I don't always identify with the music that is played ... so I really appreciated the music they played," he said.

LAL member and lower Ginny Vazquez appreciated being able to share music with other students. "It isn't often that we get to hear that kind of music out here in New Hampshire, where [Latin music] isn't as popular. It was fun to see people from other schools vibing with the music and having a good time," she said.

Deerfield student Josh Odera liked the fact that the dance was regional, allowing students to connect with one another. "I wanted to see what Exeter is about, especially their equivalent of a Latin American Student Alliance," he said.

Out of the whole dance, Reyes recounted her favorite memory as dancing to Caballo Dorado, a traditional step dance song that LAL learned to dance. "I was happy that I had learned the dance and was able to join other [Latinx identifying] students dancing it," she said.

BIG RED GOES GREEN

By MINSEO KIM
Contributing Writer

Surrounding the recent Climate Strike, Exeter, as well as the world at large, has expressed heightened concerns about climate change. Various reports indicate that human-produced greenhouse gases such as carbon dioxide, methane and nitrous oxide are causing the Earth's atmosphere to absorb the sunlight reflected off of Earth and, instead of letting it go, re-radiate it as heat.

With this information in mind, cultivating a more eco-friendly lifestyle and encouraging others in the PEA community to do so can become a great boon to sustaining a healthier environment. Here are a few steps you can take in order to help Exeter "become more green."

1. Raise awareness

Before anything, having an overarching understanding of climate change and raising awareness about it are important initial steps to take. On Sept. 20, many Exeter students took part in the climate strike at Portsmouth; active participation in environmental activism and protests is a good way to determine the needs for a "greener" community and how to achieve it.

Other methods include social media and individual initiatives (informative articles, podcasts, filmmaking, etc). Using platforms such as Instagram, Facebook, YouTube, WeChat, Blogger, etc. to inform others about climate change, whether it is through informative and creative writing or documentaries, all contribute to building a globally interconnected community for a gradual implementation of an eco-friendly mindset.

Of course, institutions like the Grantham Research Institute have hosted debates over whether climate activism, such as the Extinction Rebellion or local school climate strikes, will be able to bring about the radical changes needed for governments and businesses to set policies for preventing global warming. Efforts through activism and strikes can be quite effective, but there are other solutions available as well.

2. Large-Scale/Group Projects

Whether they are done in a club, classroom setting or individually, students can start projects centered around solutions

for environmental issues. Innovative thinking and problem-solving can always apply to environmental causes.

For instance, there are productive software programs that help to analyze data and monitor the effects of climate change. Pangeo supports environmental research by providing connections to open source and big data tools. Leaflet is an open-source JavaScript library that can be used for eco-projects like the Arctic Web Map.

Furthermore, Exeter's Student Council has been discussing initiatives to build a greenhouse on the school campus. Upper Joseph Chen, co-head of Exeter Green, encourages support for Exeter's on-campus environmental initiatives led by groups like the GULL teams, or EAC with their Terracycling project. "Every little thing will help, like properly recycling your waste; more importantly, properly COMPOST. Even a single piece of contamination could ruin a whole pile of compost, which invalidates the whole composting effort by the school," he explained.

3. Small-Scale Changes in Lifestyle

Finally, there are minor changes anyone can make in their daily schedules that, although may seem trivial, can add up to have long-term, significant effects. Here are a few eco-friendly tips that can be good starting blocks to pursue a "greener" lifestyle.

Try to cut down on using plastics by purchasing reusable materials: stainless steel straws, biodegradable waste bags, long-term use drink bottles like Hydroflasks, etc.

Use compact fluorescent or LED light bulbs rather than conventional, incandescent bulbs—they last longer and are more energy-efficient.

Minimize water use; using cold water for the washing machine also saves energy when compared to using heated water.

Taking action in the PEA community to educate others about climate change, starting to change aspects of one's own habits and actions and just being constantly heedful to the environmental problems themselves are all ways that can contribute to a greener school community and environment, which we should strive for.




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JIM HOWE MEMORIAL JAZZ CONCERT

By ERIN CHOI
and BLAKE SIMPSON
Staff Writer and Contributing Writer

The smooth vocals and piano chords of the jazz standard “Lush Life” filled the Bowld last Tuesday as musicians performed in the memory of former Bass Instructor Jim Howe.

On Oct. 1, the Music Department hosted the Jim Howe Memorial Jazz Concert to honor Howe, who passed away in 2007 at the age of 61. The concert featured songs by Duke Ellington and Billy Strayhorn, arranged by pianist Ryan Parker. Guest performers included Chris Humphrey, Sharon Jones and David Ripley on vocals.

The rest of the band was composed of Exeter’s adjunct jazz instructors: Carl Benivides and Charlie Jennison on saxophone, Les Harris Jr. on drums, Keala Kaumeheiwā on bass and Petra Pacaric on vocals. The Music Department has named the annual fall jazz concert in honor of Howe since 2007 to keep his “name and legacy alive,” Harris said.

Beyond teaching at PEA, Howe had an illustrious, fulfilling career as a bassist in the Seacoast area. Growing up in Maine, he began playing the upright bass in sixth grade and eventually attended the University of Maine. Howe took part in Boston’s jazz scene for a few years before coming to New Hampshire. In the Seacoast, Howe was an original member of the Tommy Gallant Trio and formed his own Jim Howe Trio, establishing himself as a driving force in New Hampshire’s jazz scene. Aside from his

musical career, Howe also worked as a professional photographer and ran a studio in Portsmouth for a few years.

The musicians said that they shared a deep sense of collaboration and camaraderie throughout the rehearsals and the performance because many were already connected with one another, as well as with Howe. Harris, who met Howe when he was still in high school and played alongside him in the Tommy Gallant Trio, described Howe as “a very knowledgeable and complete musician.”

However, Harris recalled not only Howe’s musical talents, but also his bright and uplifting energy. “Mr. Howe was a very upbeat and humorous person. You couldn’t help but be in a good mood just being around him,” Harris said. “He had a huge personality and presence which affected the entire department in a positive way.”

Harris added that Howe’s lively personality shined through while he was playing the bass. “[I learned from him] to not be afraid to have fun in any musical situation,” Harris said. “He was a very serious musician and played at a very high level, but he always had fun on the bandstand and that was infectious.”

All the music at Tuesday’s concert was arranged by pianist Ryan Parker, who was a member of the Jim Howe trio. Pacaric said that his presence at the concert made it more memorable. “I knew Mr. Parker, who did the programming and arrangements for this event, and most of the other musicians involved—so the project promised to be an extra special occasion,” she said.

Jennison grew acquainted with Howe through the Seacoast jazz scene in the 1970s, and they taught together at Exeter from the 1990s through the 2000s. Jennison recalled Howe’s love for jazz standards, and appreciated how the memorial concert kept this spirit alive. “I think it’s really important for students to appreciate the repertoire of jazz,” he said. “It is important to keep the legacy and memories of these great men and musicians alive.”

Harris also noted that the act of preserving and continuing traditions was integral to jazz culture. “Jazz is about passing what we’ve learned from previous generations down to future generations,” he said.

Pacaric agreed that sharing the culture of jazz with students was a significant purpose of the concert. “Passing on the important musical heritage of Duke Ellington’s music to our students and supporting the tradition of the great Jim Howe, together with some extremely talented musicians who knew him, only increased the inspiration I gained from this project.” Because every performer is an active musician and/or instructor, organizing rehearsals was not an easy task.

Kaumeheiwā explained that the performance was nonetheless successful, partially due the improvisational nature of the genre. “Jazz musicians are accustomed to working things out during the performance, and this was no exception,” he said. “It’s difficult to get so many musicians together to rehearse—everyone’s schedules are very busy—so often times we have to be “in the moment” and be able to react instantly.”

Lower Shantelle Subkhanberdina appreciated the special incorporation of jazz music into the concert series, and thought the atmosphere at the show was inviting. “I thought it was a really nice switch up from the usual predominantly classic programming that I have attended in the past,” she said. “It was a pretty interactive concert and the audience seemed to have had a really great time.”

Pacaric similarly recalled the open, warm energy in the concert hall. “I saw a lot of happy faces on both sides of the stage,” she said. “If anything stuck out as particularly special to me, I would say it was being connected so tightly with my fellow musicians at this occasion, seeing how everybody involved was so accomplished and giving and having the opportunity to bring this amazing vibe to the audience as a group.”

Lower Anne Chen was moved by the performance to learn more about Howe, especially because of the connection between Howe and all of the musicians. “Watching Jim Howe’s ex-bandmates and their passion for music was really inspiring,” she said. “After the concert, I asked my drum teacher about Jim Howe’s life, and he was such a cool person.”

Harris noted the significance of honoring continuing to honor Howe’s memory through these concerts. “Mr. Howe and Mr. Gallant put a lot of [time] and energy into teaching students and performing here at PEA. It’s important that we remember them and make future generations aware of their contributions to music and music education.”

FacultySpotlight

COURTNEY SENDER

By JACK ARCHER
and FELIX YEUNG
Staff Writers

“I believe I’m still a little beautiful, if only I would notice. I believe you’ll find that old poem and wake up and want to find me. I believe you’ll meet your angel. I believe that I’ve seen Mars.”

At the conclusion of these words uttered by Bennett Fellow Courtney Sender, the audience in the Assembly Hall erupted in applause. They were the last lines of her story “An Angel on Stilts,” initially published by the literary magazine AGNI. Sender’s reading introduced her to the Exeter community, and students and faculty alike embraced her with open arms. While she will live in Exeter for only one year, Sender will contribute her signature blend of mysticism and realism to the Academy’s long history of writers.

The George Bennett Fellowship allows a writer in the formative stage of their career to live for a year on campus with no other responsibilities, save that of writing and making themselves available to students on campus interested in a career in the literary world.

Sender noted her joy at receiving such a prestigious award. “The Bennett Fellowship is one of several writing fellowships for people in my stage of a writing career—which is after getting a Master’s in Fine Arts ... and before having a novel,” she said. “There are just a few fellowships that support people at this stage, where they’re in the writing world and have been professionals but do not yet have a book... I was very lucky to have gotten this one.”

Sender’s writing distinguished itself from other works throughout a rigorous selection process. “The Selection Committee was impressed with her work, its magical and realistic, combined, properties, and the control of her style in mixing the two, while at the same time building compelling and believable characters,” Instructor in English and Chair of the Bennett Fellow Selection Committee Todd Hearon said. “Ms. Sender’s impact on campus will probably be the time she spends with the students who choose to meet with her. The other ‘impact’ will be the good work she gets done on her novel, and all the creative energy she will be sending out into the [Academy] cosmos along the way.”

Though she now has years of writing under her belt, Sender discovered an affinity for writing early on. “My whole life I’ve been telling stories and trying to experiment with different kinds of storytelling,” she said in an interview with *The Exonian*. “In college, I wasn’t very good, especially at poetry, but fiction and storytelling has always been my greatest interest. After college was when I committed to that by going directly to a [Master of Fine Arts] program at Johns Hopkins.”

Nowadays, Sender attempts to blend the surreal and the tangible. “My work is pretty associative in terms of allowing itself to have sort of free floating, philosophical movement that often does take off from the real into the spiritual or the mystical ... I don’t think that we actually understand our lived experience in a way that is strictly real,” she said. “There’s this sense of connection to something larger than the self. My ability to understand reality frequently requires the realm of the spiritual, so including



Eva Carchidi/The Exonian

that element of mysticism in fiction is the most accurate way to represent real life.”

To that end, Sender describes herself as a contrarian. “The role of the artist or the writer in society is to take a position or to view the status quo in a way that is different,” she said. “I mean that’s the entire point, to apply some kind of lens to the banal to make it interesting or new or seen in a different light ... [I] question everything.”

Sender’s writing was also influenced by her time at Harvard Divinity School. “I think that ... an environment where it was normal and accepted to take recourse to the spiritual opened me up to writing that is I think a little bit more floating, a little bit more free,” she said. While at Harvard Divinity School, Sender, who is Jewish, studied the Hebrew Bible and Holocaust study.

This year, Sender will be completing her manuscript, tentatively titled *I Am Going to Lose Everything I Have Ever Loved*. For the first chapter of this work, Sender received the Graywolf First Chapter Prize, an honor bestowed by Graywolf Press. “The manuscript is about the grandchildren of a Holocaust survivor, who have inherited these powerful longings, desires and hauntings from her,” she said. “[These things] affect their attempts to find love and relationships over their lives.” The manuscript explores themes Sender is familiar with, including loneliness and Holocaust trauma.

The shadow of the Holocaust looms large in Sender’s own familial history. “I was very close with my grandmother, Nana ... She died in her nineties and always cried no matter what when she talked about her siblings who’d been killed, many decades before,” Sender said. “Evoking her story felt very important... It’s the lens through which I’ve always viewed everything—the onus to create some kind of safety, nest or home.”

In her career, Sender has faced both the “beauties and realities of writing” as she describes

might imagine. It’s really, really necessary to have anchor points in the world of people.”

Sender has tried to combat loneliness by joining artistic communities and residencies. “There are things called writer’s residencies—I have been to ones in MacDowell, Yaddo, Vermont Studio Center, Virginia Center for Creative Arts that bring writers and artists together to work during the day and have communal meals together and talk about their art,” she said. “I’ve met some of my best friends and most important people that I know that way.”

Sender notes that she has found a similar community of intellectuals and creatives at the Academy. “I have enjoyed interacting with the students, who have been uniformly, incredibly astute and adroit and interesting to talk to about their own projects, with interesting questions for me,” she said. “I’m also going to shout out my downstairs neighbors—[Eva Gruesser and Rohan Smith], who have been so warm and welcoming ... Meeting them has shown me people who are really passionate about another art form.” Gruesser and Smith, Instructors in Music, played for Sender’s Yom Kippur Meditation yesterday.

Ultimately, writing has brought beauty to Sender’s life. “You have the chance to truly illuminate a particular perspective in prose that is new and alarming and captivating and presents a world that is not the world we know,” she said. “Sometimes, [this happens] in a structure that can be honed like a multifaceted diamond. It’s really beautiful when it soars.”

In her year at the Academy, Sender hopes to convey her passion for the written word to students. “I am, and we are all, very narrative creatures,” she said. “I think art comes from a place of profound particularity—it’s a lens on the world, the truths of life, the absurdities of life, whatever it may be that is only specific to you. It’s about finding your individual voice, honing it, allowing it to grow and standing firm behind it.”

NOTE: Sender will conference with students who reach out to her, and she will be available on Tuesdays and Thursdays at the Elm Street Dining Hall.



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ATHLETES OF THE WEEK: JOSH RIDDICK, GANNON McCORKLE & ETHAN ROSENTHAL



Eva Carchidi/The Exonian

By SYDNEY KANG & GINNY VASQUEZ
Staff Writers

For varsity football captains Gannon McCorkle, Josh Riddick and Ethan Rosenthal, football is more than just a sport—it is a crucial part of their lives and their futures. Their team at Exeter over the years has become their family and has strengthened their bond with the sport. With only four games left in the season, the trio is looking to make the most of their time left of Big Red football, and hope to wrap up the season on a great note.

Throughout their years on the football team, each captain has proved their commitment and work ethic on and off the field—during practices, training sessions and, most importantly, in games.

Assistant Coach Patrick Bond commented on the captains' collective strengths so far during the season. "All three captains are great communicators during the game. They are very smart football players and think about the game and are focused on their tasks, even when they are not in [the game]," Bond said.

He continued, "They are very positive individuals who make it their re-

sponsibility to uplift the team whenever necessary, while also holding teammates and themselves accountable for mistakes." All of the captains possess a strong sense of leadership, competitive drive and commitment, yet they also each bring something unique to the team.

As someone who only started playing football two years ago, McCorkle has come a long and impressive way. "Gannon joined the Exeter community as an upper and his electric personality made himself known around campus. He brought into non-sibi from the day he walked in the door," Bond said.

McCorkle brings a special energy to the team that never fails to boost their morale of the entire team. He has committed to play for Dartmouth College next year and expressed gratitude for all the opportunities and experiences that Exeter football has offered him. "I started playing football two years ago because I was finally able to convince my mom to let me. It took a lot but I'm so glad that she did because this sport has given me so much more than I could ever give back," he said.

Rosenthal first started playing football at the age of six. Originally from Houston, Texas and a popular epicenter

for football, Rosenthal was introduced to the sport from a young age. "I'm from Texas so everyone plays [football] at some point, but I loved the sport from the beginning," he said.

Bond commended Rosenthal for his growth as a leader. "Leading didn't come as easy to Ethan, but interacting with teammates and coaches did. His body language and work ethic go a long way with the team, and now that he understands that, he does a tremendous job by leading by example." Rosenthal demonstrates impressive skill and tenacity during games, and will continue to do so at Tufts University next year.

Riddick began playing football in second grade, getting a taste of the sport by playing on his local team. "I fell in love with it from the start and have been playing ever since," Riddick said. He has continued to share this love of football with his Exeter teammates.

Riddick has several traits that make him a natural leader for the team, including great communication skills and his determination to get work done. Coach Bond commented, "From the moment Josh walked on campus he was a special individual with the qualities you look for in a leader. Even before he was named a

captain, he made it his responsibility to bring guys together in the offseason for workouts. In season, he is great at communicating with the team and coaches." Since his first day on the team, Riddick has constantly proven the qualities of a strong leader and has consistently shown these traits regularly during his time as captain.

Rosenthal, McCorkle and Riddick all came from different beginnings and places, but all share a love for the sport—a love that has only grown in their time at Exeter. "Exeter football is so special to me because of the tradition. I am very happy to have the ability to work with this group of guys and coaches," McCorkle said.

With the final annual Exeter/Andover game approaching, the team has been training hard to end the season off on a good note. "I know that our senior year E/a is going to be a day I will never forget," McCorkle said.

The three captains will give it their all in the last high school football game of their careers and hope to bring back an Exeter win at E/a for the first time in decades. Coach Bond reflected, "I'll miss what all three bring to the team as leaders and [they] won't be easily replaced."

GIRLS' VOLLEBALL SLAMS LOOMIS 3-1

Big Red Remains Undefeated After Eight Games



Upper Brody Faliero winds up for a smashing serve.

Otto Do/The Exonian

By SAVI KEIDEL
Staff Writer

This past Saturday, Girls' Varsity Volleyball secured an exciting 3-1 win against the Loomis Chaffee School, a respected team in the league and the winner of last year's championship, adding another victory to their undefeated season record.

Anticipating some tough competition, the girls "mainly worked on passing and serve receives," according to upper Dylan O'Day, who added that practices were structured more heavily around defensive basics such as technique and fundamentals because the team's offense had performed well in previous games.

In their pregame huddle, the girls discussed the importance of keeping their spirits, no matter the score, and playing the game as best they could. "We had to keep our game faces on, even when the scores were tight," senior Annah Shaheen said.

Senior and co-captain Mia

Glinn agreed, adding, "We knew what to expect, so from there it was up to us to step up to the challenge."

Members of the team identified Glinn and upper Eliya Tolodano as standout players this week. "Eliya's digging was great and super beneficial for the long rallies, and we were always able to count on Mia's hitting," Shaheen said.

O'Day added that the "back row passers worked very hard and played well." All in all, the entire team worked together as one strong unit, putting up a strong wall against the Loomis team.

Big Red Volleyball is playing their first home game against Dana Hall this Friday, and is determined to bring it on their home court, playing as one unit and showcasing to fans how well they have been doing this season. "We are focusing on trying to perfect every aspect of the game so that we can put it all together when we step on our home court this weekend," Shaheen said.

"We're going to want to put on a show," Glinn said.

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Boys' Soccer Nails New Hampton

Big Red Extends Winning Streak with Fifth Game in a Row



Upper JD Jean Jacques breaks ankles.

Eva Carchidi/The Exonian

By COOPER WALSH
Staff Writer

The play clock signals that two minutes have passed since the start of the game. Upper Jack Burgess is on the line for a corner kick. The ball flies off of his cleats and bounces off of lower John Jean-Baptiste's head. The crowd gasps in anticipation as the ball arcs through the air. The goalie dives, but it is too late. The ball soars into the back of the net and the crowd bellows in excitement.

"We are ballin'" is the motto for Big Red's Boys' Soccer and they clearly held those words close to heart as they balled out against the New Hampton School this past Saturday.

Jean-Baptiste's header gave Big Red the lead early on and they maintained it all the

way to the end, winning 3-1. In addition to Jean-Baptiste's goal, senior John Finn and senior and co-captain Jake Gehron pocketed goals of their own, both assisted by Burgess.

Head Coach AJ Cosgrove highlighted Burgess for his exemplary play. "All over the field, everybody played a good game. But, in particular, Jack Burgess stuck out." Upper Alex Fraser agreed, saying that Burgess has really "stepped up this year and has recently been very motivated to practice hard." Even the manager of Boys' Soccer, upper Julia Norsworthy, noted that "Jack has always played well, but he dominated the field against New Hampton."

Going into the game, Big Red was "ready to win," according to senior Carson Garland. Lower Aiden Silvestri agreed and added that "[Upper] Griffin Walker brought

us all together before the game and got us all hyped. He really put our mind into the game and we played amazing."

Even though they defeated a previously undefeated and what Cosgrove called a "fit, athletic and well organized" team, Big Red suffered some setbacks. During the first half, Cosgrove thought that the team "got away from the things [they] do well," and during halftime, he encouraged them to "go out and play a smart and intense second half." The team did just that.

For Silvestri, if what the coaches told him was not enough motivation to pick up his game, then it was what senior Emir Islamovic said that did motivate him. Silvestri said, "I wasn't playing very hot in the first half, but Emir yelled at me during halftime and that really got me going." Several teammates applauded Islamovic's positive influ-

ence to their own personal improvement. While Islamovic inspires Silvestri to play better soccer, Garland said, "Emir motivates me to go to the gym and get bigger thighs."

There is little time for banter and horseplay during practice given the intensity of the sport, however, Islamovic notes, "Off the field, we know how to bring the fun." The team can often be seen parading around campus together and Fraser said that "I can count on my teammates to have my back whether things get a little physical on the field with the other team, or if I need some academic help."

The team boasts an impressive five-win streak and are looking to bring the Big Red heat this Thursday against Worcester. Senior and co-captain Billy Menken said, "Let's continue ballin' and keep our win streak alive."

Big Red Girls' Soccer Falls to Milton



Upper Evie Houston puts a defender in the spin cycle.

Eva Carchidi/The Exonian

By CHARLOTTE LISA
Staff Writer

After a hard-fought game with glimpses of glory throughout, Exeter Girls' Varsity Soccer, unfortunately, left its away game against Milton Academy with a loss—the final score: 3-0, Milton. With Head Coach Alexa Caldwell and talented teammates including upper Marymegan Wright and lower Kaylee Bennett missing in action, the team faced the first away game in three weeks with confidence, but in the end, were unable to deliver a consistent attack against Milton.

Heading into their game, the team was focused and confident in its matchup against Milton, according to upper Evie Houston. "While we had a lot of goals as to how we wanted to play against Milton, I think it just came down to a goal of wanting to win. We believed that Milton was an opponent that was beatable, if we came out strong and played how we know we could." More specifically, senior and captain Denesha Rolle explained that "We were looking to possess

and switch the field by using our central midfielders. We also tried to force them to play the ball out of the back with heavy pressure from our offense."

In the end, however, it came down to moments of greatness followed by one too many moments of weakness. "One thing that has challenged us this year is consistency. There were a lot of moments where we looked strong and could have possibly scored, but it all came down to finishing in the final third of the field, another thing that we've been working on this season," Houston said. "We held our own but we had three breakdowns and were scored on three times, which isn't acceptable," Rolle said. She continued by adding that, more positively, "Our goal of remaining composed and committed to the style of play that we practice was achieved, I thought, as we were diligent in our attacking efforts." Similarly, Houston didn't view the game as a determining description of the team's possibility for the rest of the season. "As it's still early in the season, just gaining familiarity with how everybody

plays and how the coaches coach will only make our team stronger," she said.

Moments of great performance we accredited to a few specific players as well. "I think that our prep, Ryan Pate, played really well," Rolle said. Houston also highlighted upper Audrey Park's contributions, saying "I think one really standout performance was Audrey Park, who did a really great job on defense, playing in the center with Ali Hanlon. She stepped up when we needed her, and it would've been a very different game had she not been in." Houston also highlighted that overall, "Soxie" has "had to become comfortable with playing different positions."

The team is now looking back on the game to discern areas for improvement and work hard from there. Upper Abby Asch explained it was not a matter of effort, but rather execution that ended up costing the team the game. "We put up a good fight but we need to continue to work on our finishing on offense and communication on the field," she said. "Finishing is always a struggle for

us," Rolle agreed. Houston also pointed to the mental side of the game, saying "this was one of the first away games that we've had a while, and while this is not at all an excuse, soccer is just as much a mental game as it is physical, so it could have affected us."

For the future, the team hopes to make their input of energy and effort match the output. As Rolle said, "We need to put the ball in the net and to feel like the result of the game is an accurate representation of how we played." Houston stated their goal simply: "Winning, winning, winning," before continuing on to say "I know it sounds kind of cliché, but it really just comes down to winning. Playoffs are at the back of our minds, and it would be awesome to finish the season strong." And looking back at the past years in true Exonian fashion, Houston finished by highlighting that "Andover is something that we are all looking forward to as well, as we have tied then two years in a row!" So be sure to keep an eye on Soxie as they head into the rest of their season leading up to E/a.