

## NEWS

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# Trustees and Student Council Discuss Plans for the Academy

By BEEKEFOCK, JESSICA HUANG, LAURENKIM, SOPHIE MA, and CLARK KWU

As outlined in the Academy's governance review from May 2018, the Committee of Trustees attend three meetings in person during the academic year, in October, January, and May. On October 22, the Student Council (StuCo) Executive Board (Exec) met with the visiting trustees to discuss prominent issues on campus and long-term plans of resolution.

"The purpose of our meetings with the trustees are to present student concerns and questions that StuCo has," upper and StuCo co-secretary Aaron Joy said.

Prior to meeting with the trustees, StuCo dedicated a "significant portion" of their meeting time creating an open forum for students to relay problems or questions they wanted the trustees to address. The issues ranged from OMA leader compensation and hiring a queer counselor or a counselor specializing in LGBTQ+ subjects.

President of the Trustees Morgan Sze voiced support for ongoing student initiatives, including hiring a LGBTQ+-affirming counselor, revising the sexual harassment reporting process, and retaining faculty of color. "We discussed all these issues at some length with the Student Council Executive Board and Captains Council. We also had follow-up discussions on these issues with Principal Rawson during the trustee meetings and understand he and his leadership team are actively working on these issues," Sze said. "The students also raised other issues that were important to hear, including issues such as gender equity in athletics."

When asked about trustee involvement in these initiatives, Sze said, "These are actions managed on campus and not directed by trustees,

but trustees will be fully supportive of the steps taken on campus to address these issues."

The trustees also received a report on the Academy's diversity in hiring. "The trustees received a full report from Dr. Bramlett, Principal Rawson and others on topics including the Core Values Projects and diverse hiring and retention. We are excited to see the very strong and diverse new faculty and staff joining us this year as well as the increased diversity of Principal Rawson's leadership team," Sze said. "The trustees are fully supportive of this important work."

Senior and StuCo Vice President Georgie Venci explained that StuCo plans to move forward with discussions surrounding student leader compensation. "We want to find a way to thank student leaders for the physical and emotional labor they do around campus in supporting fellow students," he said. Exec will also continue conversations around other points of interest addressed in the meeting with trustees.

"In this meeting they've really shown themselves to be individuals who really care about the school, the students, the faculty, and the school community as a whole. We'd love to continue working with them and try to implement everything we've discussed," Joy added.

Venci agreed, stressing the importance of transparent communication between students and the faculty and administrative staff. "We are very grateful to have had the opportunity to sit down with the trustees," Venci said.

Trustees left the Academy with a positive outlook on student leadership. "We came away from the meetings energized by the enthusiasm and thoughtfulness of our student leaders and inspired by their passion to improve the lives of current and future students," Sze concluded.

# Class of 1945 Library Celebrates 50th Anniversary



Senior Zara Ahmed and Upper Cindy Su read poetry on display for the 50th Anniversary Celebration.

William Park/The Exonian

By JACOB FERNANDEZ, MINSEO KIM, SELIM KIM, EMILEVINE, and HARRY MCGOVERN

*SYN (Greek: συν)— "Along or together... Emphasizes gathering and*

*connecting as its primary focus—and how the threads of our intersectionality bring us closer."*

The soft sound of organs from the fourth floor, live piano-playing and visitors' conversations and footsteps

float up and breathe life into the library. Crowds of students, faculty and other visitors alike gather in groups on the first floor, listening to a series of speeches from the organizers who explain the deep history of the red-brick library.

Afterwards, student and faculty visitors explored the library floors: paintings on the wall and sculptures; prose and poetry are lined next to bookshelves; students gather to listen to spoken word while others watch live caricatures.

LIBRARY, 3

# Academy Revives H Format for New Winter Term Schedule

Monday	Tuesday	Wed 1	Wed 2	Thursday	Friday
<b>T</b> 8:00 – 8:50 AB PE 8:15 – 9:15	<b>U</b> 8:00 – 8:50 AB PE 8:15 – 9:15	<b>C</b> 8:00 – A 8:55 –	<b>D</b> 8:50 – 9:45	<b>V</b> 8:00 – 8:50 CD PE 8:15 – 9:20	<b>W</b> 8:00 – 8:50 CD PE 8:15 – 9:20
<b>B</b> 8:55 – 9:45	<b>A</b> 8:55 – 9:45	<b>A</b> 8:55 –	<b>B</b> 9:45	<b>D</b> 8:55 – 9:45	<b>C</b> 8:55 – 9:45
<b>Faculty Mtg/TLC</b> 9:50 – 10:40	<b>Core Values Project</b> 9:50 – 10:40	<b>Meditation</b> 9:50 – 10:20 <b>Advising</b> 10:30 – 11:00	<b>Department Mtg</b> 9:50 – 10:40	<b>Assembly+Break</b> 9:50 – 10:40	
<b>Cs</b> 10:45 – 11:25 CD PE 10:50 – 12:00	<b>Ds</b> 10:45 – 11:25 CD PE 11:10 – 12:10	<b>E</b> 11:05 –	<b>F</b> 11:55	<b>As</b> 10:45 – 11:25 AB PE 10:50 – 11:50	<b>Bs</b> 10:45 – 11:25 AB PE 10:50 – 11:50
<b>D long</b> 11:30 – 12:40	<b>C long</b> 11:30 – 12:40	<b>G</b> 12:00 –	<b>H</b> 12:50	<b>B long</b> 11:30 – 12:40	<b>A long</b> 11:30 – 12:40
<b>Lunch+Proctor</b>	<b>Lunch+Proctor</b>		<b>Lunch</b>	<b>Lunch+Jumamah</b>	
<b>Es</b> 1:30 – 2:10 EF PE 1:40 – 2:40	<b>E long</b> 1:30 – 2:40 EF PE 1:40 – 2:40		<b>X</b> 1:30 – 2:20 EF PE 1:40 – 2:40	<b>E</b> 1:30 – 2:20 EF PE 1:40 – 2:40	<b>EF Sports</b> 1:40 – 3:15
<b>F long</b> 2:15 – 3:25 EF Sports 1:40 – 3:25	<b>Fs</b> 2:45 – 3:25 EF Sports 1:40 – 3:25		<b>F</b> 2:25 – 3:15 EF Sports 1:40 – 3:15	<b>Y</b> 2:25 – 3:15 EF Sports 1:40 – 3:15	
<b>Universal Free</b> FG PE 3:00 – 4:00	<b>Universal Free</b> FG PE 3:00 – 4:00		<b>Universal Free</b> FG PE 3:05 – 3:55	<b>Universal Free</b> FG PE 3:05 – 3:55	
<b>G</b> 3:55 – 4:45 GH PE 4:25 – 5:25	<b>Z</b> 3:55 – 4:45 GH PE 4:25 – 5:25		<b>Gs</b> 3:45 – 4:25 GH PE 4:25 – 5:25	<b>G long</b> 3:45 – 4:55 GH PE 4:25 – 5:25	<b>GH Sports</b> 3:45 – 5:40
<b>Q</b> 4:50 – 5:40 GH Sports 3:55 – 5:40	<b>H</b> 4:50 – 5:40 GH Sports 3:55 – 5:40		<b>H long</b> 4:30 – 5:40 GH Sports 3:45 – 5:40	<b>Hs</b> 5:00 – 5:40 GH Sports 3:45 – 5:40	
<b>Music Ensembles</b> 6:45 – 8:15	<b>Student Clubs</b> 7:00 – 7:45	<b>Student Clubs</b> 7:00 – 7:45	<b>Music Ensembles</b> 6:45 – 8:15	<b>Student Clubs</b> 7:00 – 7:45	

The 2021-22 winter term schedule.

Courtesy of Communications

By DAVID CHEN, LUCY LUKENS, CATHERINE WU, and LIANNAYANG

Director of Studies Scott Saltman introduced the 2021-22 school year's winter term schedule in an email sent out Tuesday, November 9.

"The winter term schedule is an 8-format schedule. All PE classes and interscholastic sports will be scheduled for two formats," Saltman said.

"It is pretty close to a pre-pandemic schedule, with the exception of the fact there's

two blocks in each day that are 40 minutes rather than 50 minutes. That leads to some other shifts, like lengths of practices and things like that," Saltman added.

The winter term schedule followed the constraints set in place last spring and worked to fit in everything else, ranging from music to health classes to sports. "We decided in the spring that all year, we were going to have reserve classes meet on a four or five pattern and not reserve classes on a three, four pattern, as well as

that we were going to have 40 minute classes, 50 minute classes and long blocks. We decided on that academic rhythm last year, so that was not an option to change that this winter," Saltman said.

"We might tweak where some of the PE blocks are, but that's pretty minor... So there are certain things that have to happen, but yes, it is set. We'll be discussing homework policies this coming week with department heads," Saltman continued.

Students expressed initial

thoughts on the Winter Term Schedule. "It sucks because it's going to be dark, students are going to be exhausted because class is from 8am to 5:40 pm. I'm already tired going from 8am to 3:50pm, and now adding 2 hours and ten minutes is not going to work. They're going to find a ton of students hating it like the previous 8pm classes, and everyone's going to be tired and miserable," lower Sydney Anderson said.

"The new schedule is abominable because after

SCHEDULE, 2

# Early Cum Laude Inductees

"Chapters shall be free to elect members who have demonstrated academic excellence in accordance with the philosophy and policies governing their individual schools. In the broadest sense, the Regents assume chapters will elect to membership only students who have demonstrated good character, honor, and integrity in all aspects of their school life." The following are the top five percent of the senior class by grade point average.

- Audrey Aslani-Far
- KG Buckham-White
- Emma Chen
- Charlie Coughlin
- Emma Finn
- Harry Gorman
- Lina Huang
- Valentina Kafati

- Michael Popik
- Caden Schroeder
- Tommy Seidel
- Brian Son
- Lucy Xiao
- Eric Yang
- Bona Yoo
- Felix Zou

# News

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### NEWS-IN-BRIEF

# Faculty Support Students Admire Early Application Period

By PHIN GIBBS, EMI LEVINE, MINSEO KIM, ANDREW YUAN, ATHENA WANG, and HAN ZHANG

With a round of early college applications due in November alongside the constant stream of coursework and other activities, *The Exonian* talked to faculty members and the College Counseling Office (CCO) about support systems for seniors. Dean of College Counseling Elizabeth Dolan highlighted that the CCO takes a developmental approach in its work, focusing on creating plans to minimize stress during the college process. “We’ve built into our curriculum and programming a progression of skills and tasks that give students personal insight. Thus, they create the personal criteria that allows them to understand how

to find a college that matches their interests.” Dolan said. “We take this overwhelming pie and cut it into pieces that are more manageable.”

“Planning is another really important skill that we hope students develop in the college admission process. To have a plan A, a plan B, and even a plan C so students have options in the end is what we mean when we say to students, create a *balanced list*,” Dolan said.

“Some students and parents look at schools in terms of national admit rates, and this creates fear and stress. Our job in the CCO is to show there are many ways to look and find college matches. National admit rates are not the end all. We are here to help students find their way in the college process.”

Dolan emphasized that this year’s class is unique

among her 25 years in the CCO. “The stress that kids feel today is bigger than the college process. We’re living in a chaotic world, and this generation has been handed a huge burden that weighs on their heart and psyche,” Dolan said. “When you’re exhausted from that, everything becomes exaggerated for you, including college fear.”

As part of its developmental approach, the CCO uses questionnaires to guide students in answering questions from college applications and helps students create a balanced college list. The CCO also added more times for individual meetings, and more drop-in appointments right before the November 1st deadline. They had a total of 239 one-on-one appointments in 1 ½ hours of drop-ins right before the deadline. “To me and my colleagues, it’s all

about sitting with kids and listening to them. Each student is in a different place,” Dolan said.

Dolan clarified that the CCO appreciates faculty who accommodate for the early deadline. “Even when we plan over the summer, students grow and change, so they may modify their plans. I think it would be great if there’s a lighter student workload around those heavier deadlines, such as the early deadline. Many teachers do honor the workload that’s coming to students,” Dolan said. The CCO typically communicates with faculty about letters of recommendations, making them aware of the November deadlines.

English Instructor Lundy Smith gave release time and reduced the homework load for his seniors in view of the early applications. “You can

feel the stress building, and since I don’t have a content based curriculum, I can cut back on some of the work we’re doing to give seniors time during this busy season.”

“I allowed them to turn in a college essay as one of their first essays with no penalty. There was no grade, and they didn’t have to do it if they didn’t want to though 70% of my seniors did. I edited it back in September,” Smith said.

English Instructor Alex Myers reflected on his seniors’ feelings regarding college deadlines. “They are a little more tired than usual,” Myers said. “Some of them are anxious, others are feeling a mix of excitement, regret, fear as they turn their apps in.”

Myers moved his students’ deadlines in accordance with the November 1 deadline. “My seniors reminded me in our METIC that No-

vember 1 was a due date and I rearranged a few assignments to give them more time to write, read, and take care of themselves,” Myers said. “If I just pile on the work without paying attention to college deadlines, I get work from seniors that doesn’t represent what they are truly capable of.”

Myers called for Exonians to be more conscientious regarding workload. “We, as faculty, as well as the student body can do too good a job of making ourselves anxious and burdened,” Myers said. “We need to be aware of those tendencies and—individually and collectively—work to create better schedules and habits to do our work reasonably and take care of ourselves.”

Dolan concluded with advice for students. “My biggest advice is to listen to your college counselor,” she said.

# Winter Term Schedule, Continued

daylight savings, it gets darker two hours earlier and class ends three hours later which doesn’t make sense,” upper Ming Thompson said.

Many students noted the changed sports schedule. “I think it’s okay since I have squash G/H so I don’t have G/H classes. But I still like the fall term schedule better since we end classes earlier,” senior Nick Chiu said.

“I don’t understand the point of PE being at the beginning of the day, and also no one wants to wake up early in the morning to do fitness or have to shower in the middle of the day going into their next class,” prep Eliana Hall said.

Teachers reflected on the current fall term schedule. “I feel relatively ambivalent, it’s my 6th schedule in a year and a term of teaching at Exeter. Is it better than teaching 8 p.m. classes? Yes, very much so. Do I like certain parts of it? Yes, very much. Is it the perfect schedule? No. Does the perfect schedule exist? Also, no,” History Instructor Troy Samuels said.

“It is fine. I’ve had to adjust how I teach, which is a good thing, I think. I like the earlier end to the day. I like the no homework classes. I think those are improvements over past years,” English Instructor Alex Myers said.

The addition of short blocks this year sparked mixed comments from teachers. “I do like the no homework feature. That has meant I teach fewer books and spend more time on writing or other “in class” activities. I think there are benefits and drawbacks to this, but on the whole, for me, it feels like a positive change,” Myers continued.

“I love the idea of short blocks and no homework blocks. I know this is not a uniform opinion, but I really like the idea of having a space built into the day where I can do more experimental stuff, other ways to involve more reading, or revisit topics. I also understand colleagues who have said that short blocks cut away from what we get to do and curriculum content. But I’m enjoying them, so that’s been fun,” Samuels said.

“Because I didn’t know what this schedule was gonna look like, I put off trying to plan anything. And I tend to change my courses every year because I get bored easily, so I designed the term with the idea that I would have a short block there. I designed the assignments with that idea, and we’re not necessarily covering less just because I knew we weren’t gonna be covering that

much,” Samuels continued.

“This short block, we are acting out Spartan Rituals in Greek history, which is something I could do with a regular block. But I was pushed to think of that because of the short block, which I really appreciate,” Samuels said.

Science Instructor Anne Rankin discussed her thoughts regarding no homework during short blocks. “I wonder if we should consider applying the no homework policy to classes below a certain threshold course number (say 400 or 500 level I am not sure exactly what would be appropriate). This would give students some control over their workload via their course selection and allow flexibility in the kinds of classes offered at Exeter.”

As a teacher, short blocks have offered challenges for Rankin’s courses. “Planning with the short block and no homework schedule is more challenging for me. I think a system of no homework in science on either Monday or Tuesday, no homework in math on either Thursday or Friday and so on might strike a balance between the predictability of the no homework night for students and the planning challenges for teachers,” Rankin continued.

In the coming week, the faculty will be discussing whether or not short blocks will continue to mean no homework days for students. “We actually haven’t decided yet exactly what the homework policy will be,” Saltman said.

Saltman recognizes the impact the short blocks have made on students. “I can still answer the question that the objective for the fall term of short blocks was simply to lighten the burden on students and give them more time to prepare in order to do their best work. I can also tell you that part of our survey asked about that and we know that there’s a lot of support for it,” Saltman continued.

Teachers expressed their opinions on different format classes, especially last year’s 8 p.m. classe. “No 8 p.m. classes. If there is a hill, I will die on it,” Samuels said.

“If we use the 8 format schedule I would really like to see E/F and G/H alternate in the afternoon on the 8 format schedule, meaning E/F is after lunch on Monday and Tuesday and then G/H is after lunch on Thursday and Friday,” Rankin said.

“Many teams prefer the last practice time and this would mean teams scheduled into E/F and G/H would both

get that end of the day time two days per week. Then E or F could be the last format on one Wednesday and G or H the last format on the other Wednesday and teams could plan their early departures accordingly. This would also allow classes which meet H to NOT always meet at the end of the day (just as moving A around in the morning helped with the dynamic in A format classes),” Rankin continued.

Some students acknowledged the advantage of having no 8 p.m. classes this year. “I’m happier they got rid of 8pm classes, especially since if you go through like the whole day then have a break from three, having to go back to class at eight was kind of hard to get back into,” lower Aria Scannell said.

“I absolutely hated 8 p.m. classes because it felt like I never had a good amount of time away from school and other activities regarding school,” upper Abigail Byun said.

Students expressed their overall thoughts on the current fall term schedules. “I love this term and hated spring term 2021, so clearly something good has been done. I think I have more time for homework, clubs, socializing, and classes go at a reasonable pace, and I’m learning just as much as before. I have enough time for homework instead of always feeling like I’m behind,” senior Alexandra Westray said.

Some students noted the incorporation of extracurriculars into the school schedule. “I definitely do prefer this current schedule over the winter term schedule of last year specifically because this year’s schedule very specifically incorporates blocks for sports, ensembles, and student clubs and last year’s schedule lacked that structure,” lower Jane Park said.

Prep Steven Chen noted the placement of music ensembles in the current schedule. “I think Mr. Smith does a good job at making sure the programs are where the school has free blocks,” Chen said.

Older students compared the current schedule to the pre-COVID schedule. “When I think of the absolute worst time I’ve ever had at Exeter, it was prep year with H block, which actually went to 6:00 p.m. at night. I don’t think anybody except for your seniors remember that, but your day never ends. You would go to dinner right after your last class, and then you would go to a club or try to

hang out for an hour and that’d be your day... You had no time,” Westray said.

Many students enjoy the addition of short blocks in this year’s schedule. “By cutting the schedule down and adding short blocks, I’ve been so much happier compared to other years when classes went longer or there was like a super long sports block. I think we’ve made a lot of progress,” Westray continued.

“I really like the schedule because of the short blocks. The short blocks really allow me to do things beyond just homework, like planning for clubs I’m co-heading or working on college applications without stressing too much about not having enough time,” senior Russell Tam said.

Byun had similar experiences. “The best thing about the short format is that there’s no homework for that class and that has cut down my homework load to a reasonable amount. Although it all is very hard, it has made it more manageable and it’s one less thing to worry about. Short formats only require you to be present and attentive during class and not having to bring any work to class.”

“I like short blocks because it gives us room to really ask questions and further expand our knowledge on what we learned rather than going straight into work and new content. I think this year’s schedule is a lot more efficient and succinct,” Park agreed.

Prep Bella Carmen noted her thoughts, “I like short blocks because we can’t have homework assigned, so I end up having less homework for classes every night.”

“But I understand that short blocks do take away from the academic rigor of the school, especially because a lot of time there’ll be almost no homework for one class for three days. And I’ll forget about what we had gone through before, for example math class is definitely progressing slower than the previous years,” R. Tam said.

Students acknowledged the two advantages of short blocks. “The idea of short blocks is like two different ideas. One is like the class is 10 minutes shorter, like 10 minutes and two, you don’t have homework for a day... I really don’t mind if my class is 50 minutes over 40 minutes, but I would like the teacher to pick one day and have it be more flexible and to not assign homework,” lower Kevin Treehan said.

Lower Mitchell Tam

expressed his thoughts regarding short blocks’ class length and no homework. “I like short formats because we have no homework, I don’t care that the class length is shorter but I appreciate having no homework for that class. Short blocks have improved my mental health at night and makes me less stressed. If classes were all the same length, but there was no homework for each class once a week, I’d be happy with it,” M. Tam said.

“I would not oppose something where there would be no short block, but there still a no homework block. So all the class times are the same length, but there has to be one class without any homework,” R. Tam agreed.

Samuels agreed with this idea. “I would love to have short blocks that weren’t short in length. The idea of no homework, I would love to keep that. I think that actually is a really useful tool for everyone, and hopefully it helps with students’ workload. It’s a time to do research and more hands-on experiential projects that I would have less of a push to do without short blocks.”

Students had mixed opinions on the use of long blocks as well. “It’s good to have a long block before lunch. If the teacher doesn’t use long blocks, there’s more time for people to grab food,” R. Tam continued.

“I dislike long blocks because yes, they do give teachers a more clear window of when to assign tests, but at the same time for classes that do not utilize that block, most teachers let us out after 50 minutes because there’s nothing else to cover. I just think long blocks are negligible,” Park said.

“While some teachers do utilize that long block for tests, there are certain teachers that want to stick with assigning tests during a regular block which just diminishes the purpose of having a long block in the first place. If they are going to keep long blocks for the winter, they should probably require that all teachers have tests during long blocks because I know teachers that assign one format a test during a regular block but then give that same test to another class during a long block which is unfair,” Park continued.

For future schedules, students have offered various suggestions for improvement. “I think lunch should be slightly staggered. Upperclassmen might have

lunch 30 minutes earlier, then a 30 minute overlap with like the lowerclassmen, then lowerclassmen have 30 minutes past that, Treehan said.”

Students have suggestions for free blocks during the day as well. “I don’t think we need universal frees and breaks in between classes. We should probably do that at the end of the day so people get done with their days earlier and then they can just go back to their dorms,” senior Vinusha Narapareddy said.

“Regarding faculty meetings, CVP blocks, and assembly, I feel like a lot of those should be actually taken away and switched to the bottom of the schedule where H format is right now. In the winter, the days become very short and the sun goes down at almost 4 p.m. It would be great for students to have classes in the sunlight and early in the day so that people can still learn when they have the energy and be motivated to learn,” R. Tam added.

Park expressed her thoughts about universal free blocks. “I think that if they are going to incorporate a universal free block into our schedule they should factor out passing periods in that free block so students can actually have time to enjoy their ‘free block’ that the school claims to give us,” Park said.

Teachers have expressed similar opinions regarding the placement of free blocks. “More short breaks would be great actually. My schedule now with coaching, meetings, and teaching, from a faculty perspective, there are days where it’s basically back to back. More moments of recovery blocks might be nice,” Samuels said.

“A little more free time, also so I have more time to meet with students. Other than scheduling my lunches, which shouldn’t necessarily be working periods, it’s hard for me to find those moments to meet with students during the day. I would love to have just more breaks earlier in the day also, because especially when you’re coaching with the office hours being late in the day, that’s been a hard space for me to navigate. And just more universal frees or free time earlier in the day would be helpful,” Samuels continued.

Students are still optimistic about the winter term. “Although there are changes in the winter term schedule, I’m happy about it and looking forward to winter term,” upper Jolie Ng concluded.

# Class of 1945 Library 50th Celebration, Continued



Students observe the scale models of the Class of 1945 library.

Some walked down into the library archives to admire wooden models of the library. Further inside is a room of veils, light, and sound, and people applauded at the end of the dance performance.

On Friday, November 5, Architecture Club and the Democracy of Sound Exeter (DOSe) commemorated the 50th Anniversary of the Class of 1945 Library, in the library. The event featured student produced art, films, and dance, all centered around the theme of SYN. As stated on the pamphlet handed out during the event, “In line with this theme, we have organized our curated pieces with the seven standard elements of art—line, shape, texture, form, space, color, and value—in order to call attention to how an element stands alone and how it socializes. Additionally, inspired by Kahn’s work, we will be adding an eighth element: scale.”

Senior and co-head of Architecture Club and DOS(e) Otto Do explained the planning process for the event. “My piano teacher, Dr. Sakata, planned the 40th anniversary and he brought the 50th anniversary to my attention and said, ‘Oh, did you know that next year’s the 50th?’ He’s also the advisor for DOS(e), which I am co-

head of, and I thought, ‘We don’t know what we’re gonna do next year in our club, so since it’s the 50th anniversary anyway, that should be our focus.’ We collaborated between the clubs to plan it out,” he said.

“The preparation took a long, long time; it began in the spring of last year. That’s when the idea started and a lot of our submission collection happened over the summer... We tried to do as much work as early as possible because a lot of these installations took a long time, not only to set up, but to think about and come up with,” Do continued. “We hoped to front load a lot of things, but as with most things, it’s always more work than you expect. As much as we tried to front load things, we ended up having to do a lot of things last minute, but everything turned out good in the end.”

Upper and co-head of DOS(e) Hannah Rubin also shared her reflections on the preparations process. Rubin said, “There were many facets to planning! In DOS(e), we focused mainly on the creative aspect, however there were also many logistics to coordinate, emails to send, invitations, printing-out work, etc. I am so grateful for the people at the library who

worked hard to help make this possible, as well as all others involved in the planning process.”

Do also explained how the theme for the event was chosen. “I took Greek last year, and I really admired the Greek language and I especially liked how in Greek, a lot of prepositions become the prefixes in the English language and in Greek  $\sigma\upsilon\upsilon$  became  $\sigma\upsilon\upsilon$ , which is the prefix for synthesis, synaps, among other words,” he said. “I liked the idea that the word encapsulated so much, because it serves as a prefix for English words, while also standing alone most of the time in Greek. I was really drawn to that interchangeable dialogue.”

Do went on to note the special significance of the theme. “Our theme was about connection and how different components of our identities sum up to create ourselves and how that intersectionality makes us stronger,” he said.

“I think a lot of times when we’re talking about the library and Louis Kahn, we’re trying to reach his perspective, but often in that process, we neglect our own perspective. I think that by centering student work and setting the library up like a student museum, we bring ourselves into the

William Park/*The Exonian*

library, and I think that was our main goal: activating the library and then activating ourselves as well,” Do added.

Senior and co-head of Architecture Club Jasmine Xi hoped that attendees of the event took away a newfound perspective of the library. “I hope people gained appreciation for the library and now see it as more than just a place for studying and a place for storing books. I hope they can appreciate the architecture and everything that went into it, while also just taking a step back and appreciating the building for its beauty, because it is truly a very beautiful building.” “I think the artwork and performances really accentuate that and all the spaces of the library, while also showcasing individually and connecting all the elements of art together as one.”

Rubin echoed similar sentiments. “The library is something most Exonians see every day, but when we see something every day, sometimes we take it for granted. I hope that this celebration teaches us not to take the beautiful things around us for granted, to take time to notice the little details that provoke thought and inspiration,” she said.

Adviser of DOS(e) Jon

Sakata was another core organizer for the anniversary. He shared his thoughts on visitors’ takeaways from the event. “We often, wonderfully so, turn to creatives, artists, architects, writers, musicians for inspiration,” Sakata said. “I want to center that through daily acts of support and care, the library staff are a model of inspiration to me: do we ‘notice’ their seemingly small acts of scaffold and aid as such? I hope the attendees take away that art and inspiration can come in such ‘noticing’ and attentiveness to the small, the incidental, the ephemerally passing.”

Sakata also described a piece titled “decolonize” that he created for the event with Instructor of Music Jung Mi Lee. “‘decolonize’—a floating sculpture made of black mesh and dove grey tulle—pays homage to Frantz Fanon, whose seminal book ‘Wretched of the Earth’ critically interrogates not only the horrendous catastrophe of colonialism,” Sakata said.

“decolonize” is a physical representation of the effects of colonialism. “But even more incisively and urgently, the pitfalls and snares that the (formerly) colonized must contend with, the enmeshment of the colonizers’ mind and malicious pathology infecting and afflicting generations of the ‘liberated,’” Sakata continued. “The sculpture evokes the dynamic condition of this entanglement, folds within folds within folds, extrication wrestling with ensnarement. This said, what from one perspective can be seen as an interminable plight, from another, the sculpture floats in midair like puffs of smoke, immaterial yet deeply pressurized all the same.”

Student presenters submitted a variety of pieces, ranging from live artwork to dance performances.

Lower Chris Serrao constructed a sculpture for the 50th Anniversary. Consisting of a collection of geometric shapes within a larger glass cube, Serrao aimed to showcase the physical structures of the library. “[My piece] basically just tried to demonstrate different shapes that you can find in the library,

as well as different themes and like different colors in opacity to overall explore how diverse the library is. And, I think it’s a pretty interesting piece to just look at.”

“I think I kind of approached it with the mindset of just trying to incorporate the history and the memories of the architecture, because there is art beyond the architecture and there are a lot of memories here formed in this place,” Serrao continued. “I also approached it from a historical aspect and just tried to have a fun, enjoyable piece. I also had little people inside of my piece which obviously reflects the people studying at the library. And I think it’s just more reflected on people making memories of the library.”

English Instructor Erica Lazure recounted how she was able to contribute her own work to the anniversary and what significance the library has had during her time on campus. “My first experience with the library was as the Bennett Fellow, the writer in residence, and I literally spent an entire year on the fourth floor writing a short story collection.” “For me I feel like the library has been having to reinvent itself perpetually over the last few years,” Lazure said, “And I think that’s very exciting.”

Many students agreed that the 50th Anniversary celebration marked an important milestone for the library, and was truly an event to remember.

“I really enjoyed working on [the event] as a whole because I think the library is just an important part of the Exeter campus and being able to celebrate it for its 50th anniversary is definitely a once in a lifetime event,” Serrao said. “I think it was just a great experience, being able to help out by creating sculptures for the event. And there were a lot of artistic pieces there that were just beautiful to view and to interpret, and there’s just so much to appreciate about the library. And I think our exhibit helped more people to enjoy the library.”

## Fatigues Policy Returns in Revised Form

By ASHLEY JIANG, LAUREN KIM, HANNAH PARK, SAFIRA SCHIOWITZ, and ATHENA WANG

As Academy life returns to full swing after lifted COVID-19 restrictions, students find themselves striving to end the term on a positive note. However, as schedules become busier, the anticipated need for breaks incited the return of the Fatigue policy, which allows students to rest and receive an excused absence from a required appointment.

Dean of Students Russell Weatherspoon detailed the process of using Fatigues in an email sent on October 28. With the new policy, students can use no more than one Fatigue per day up to three times each term. Another revision to the original Fatigues policy allows boarding students to rest in their dorm rooms and day students to rest at home. Additionally, students must send an email stating their intent to use a Fatigue no later than five minutes past the required appointment.

Revising the Fatigue policy was a joint effort. “This was a collaboration between Dr. Lee, Dr. Lilly, and the Dean’s Office. [We] felt it was time to bring this policy back after [scrapping] it completely because of increased demands on space in the Health Center due to Covid-19 the

past year,” Dean of Student Health and Wellness Johnny Griffith said. “We were well aware that the absence of some policy regarding Fatigues was sorely missed by students and wanted to work to bring back the policy in some form.”

Weatherspoon summarized the process of passing the new policy. “Policies like this are created in part as a result of what students report about their experience. Although the present schedule includes short, no-homework formats, we recognize there will be times when taking a nap is in a person’s best interest,” he said.

Griffith shared the thinking behind passing the Fatigues policy. “The hope is it will be a lift for students from an emotional and mental health standpoint, providing for a pause when it’s needed without severely impacting the functioning of classes. We want students around the Tables [as much as possible], but we also want students to be able to take a break when they feel they need it most so that they can be at their best overall,” he said. “The availability of two Fatigues (this term) or three Fatigues (Winter and Spring) in addition to the three ‘free’ unexcused absences students are already allowed is meant to give students the opportunity for a rest when they have reached a point at which they

need one.”

Additionally, letting students take naps in their dorm rooms would make space in the Health Center. “We are concerned about the lack of a check-in with a medical professional, but allowing healthy students to make the Fatigue request online saves a room at LHWC and enables the staff to focus on those who are ill,” Weatherspoon expressed.

StuCo played a smaller role in passing the new Fatigue policy. “We got an email from Dean Griffith asking us to allot 10 minutes to take questions and run through the policy. We did that and the kids asked questions. We were not very much involved at all at ground level, except for being a place where students could clarify and ask questions,” senior and StuCo vice president George Venci said.

Senior Neha Nedumaran is appreciative of the new policy. “I’m really glad that the new Fatigue system allows you to Fatigue in your own room instead of having to go to the Health Center,” she said.

“I haven’t used Fatigues before because of the policy of having to go to the Health Center. That was always sort of uncomfortable for me. This system feels so much easier,” she continued.

Nedumaran believes that this policy is a clear demon-

stration that the Academy is “committed to keeping students healthy, physically and mentally.”

For upper Michael Nechipurenko, the limitations of three Fatigues per term is a “necessary evil.” “It’s unfortunate that students aren’t able to exercise Fatigues more often but obviously students have to attend class as well,” he said.

Many students believe the new system will be beneficial to the general mental health of the student body. “At Exeter, work sometimes piles up over time, so my sleep time decreases as the weeks go on during the term,” lower Valentina Zhang said. “Fatigues are a really good opportunity to take a power nap and get my sleep schedule back on track.”

Venci expressed similar sentiments. “It’s actually a really good policy. I think that in the last few weeks mental health is certainly something that the council has been focusing on and something that students have found is at an all time low; especially with seniors that have college applications, there’s a lot of pressure on student leaders. So I think having this option to sleep in, especially in your own room is just gonna really help a lot of students.”

Lower Rohan Radhakeesoon agreed. “Because of the workload and pressure of Exeter classes, especially as we

head towards the end of the term, I think fatigues will be beneficial towards the mental health of students,” Radhakeesoon said.

Additionally, Venci pointed out that students being able to nap in their rooms is much more convenient than the policy before. “It was kind of a pain to have to go to the health center and this way you can just email someone and say, ‘I’m not going to be at this class.’ You don’t have to be in that room with 10 other beds and those students.”

Lower Sophia Lee also noted the benefits of being able to Fatigue athletic practices. “For me, I am not looking to be recruited or become a professional athlete, so I think using Fatigues to skip sports is best. After three hours of sleep, doing sports is too physically draining and not very beneficial,” she explained.

Some shared the concern that using fatigues would come with the extra stress of making up for the missed work. “[Students] now have the ability to miss classes without fear of retribution,” Nechipurenko said. “[However, I] probably wouldn’t use them. I think the amount of material I’d miss by skipping a class period is enough that I’d rather just show up tired.”

Radhakeesoon added on to the possible loss of class

material. “I think the downside of fatiguing a class is that you miss out on material or content that is covered in that class,” he said. “I would feel more comfortable skipping other things such as Assemblies or meetings.”

Others viewed fatigues as an opportunity to prioritize their mental health. “Most of the time we have to put our mental health behind things like grades and extracurriculars, so the Fatigues are a way to stop that,” Warren agreed. “I used all of my Fatigues for the term and the days when I did I felt more productive the rest of the day because of the extra rest.”

Students shared advice on alleviating stress. “As Exonians, we tend to worry about getting very far behind after missing one class,” Lee said. “But by missing that one class, you can take in a lot more from your other classes.”

Zhang found long-term benefits in fatiguing classes. “Missing a whole class doesn’t seem worth it, but fatiguing assembly allows you to receive the benefits of a Fatigue while not creating more long term work and stress for yourself,” Zhang added.

Students are appreciative of this new policy, which “reassures us that the administration is thinking about the students and cares about the students,” Venci said.

# 2021-22 Dissertation Year Fellows Share Experiences



Courtesy of Nyesa Enakaya

By CASPAR BAILEY, KAYLEE CHEN, RISHI GURDEVAN, CLARK WU, and ANDREW YUAN

The Academy announced the 2021-2022 Dissertation Year Fellows, Rachel Afua Ansong and Nyesa Enakaya, on Tuesday, October 28. Ansong studies English and Creative Writing at the University of Rhode Island, and Enakaya studies Chemistry at California State University

Exeter's Dissertation Fellowship was created in 2013 to support Ph.D. candidates in the completion stage of their dissertation. Throughout the year, the Fellows will provide seminars, lead workshops, and connect with departments and students interested in their fields. The fellowship is part of a larger effort of the John and Elizabeth Phillips Fellowship, which seeks to enhance the residential environment of the Academy by bringing in scholars and teachers who might not otherwise consider teaching at a residential secondary school.

In an email to *The Exonian*, Dean of Faculty Ellen Wolff wrote, "Like last year, our fellows will be largely remote this year, but we do hope to bring them to campus as scholars in residence for a week or two at some point. They are available to meet with student groups and clubs as well as classes. If you are interested in having them meet with your club, please feel free to reach out to me or to Dr Bramlett."

Ansong's dissertation - a poetry collection - explores and creatively translates Adinkra symbols, drawing on the personal, literary, and historical dimensions of West African philosophical ideographs.

"Adinkra symbols represent the people of Ghana. If you come from West Africa, you'd be able to recognize them immediately," Ansong explained. "There are about 200 plus of these symbols and people keep adding onto them, each named after a proverb. Ghanaian people use these proverbs to raise their

children."

"I saw some of these symbols on windows and gates in New York City since I came from Ghana, and I learned that enslaved West Africans brought this language with them to America. I began to think about ways in which art becomes a way to preserve culture and preserve the sense of survival," Ansong said.

"At Exeter, I'll really cherish the opportunity to be able to tell people, 'Hey, Africa is everywhere in America, and you just need to identify our symbols, our language.'" Ansong said. "I'm sure you've seen an Adinkra symbol before. A lot of people come to love these symbols, and I hope to teach them in a way that inspires everyone to understand them in their own special way."

Ansong felt drawn to the Dissertation Fellow program at Exeter because of the opportunity to "teach her research." "I find that for me, I get really excited about telling people the kind of work that I do. Writing your dissertation is a very isolating process and you might just be in your room by yourself, writing constantly, but I wanted to be able to share my practice with students, create poetry workshops, and invite students to also learn about my research," she said.

"I love having conversations. My sweet spot is with students who are in the eleventh or twelfth grade and transitioning to go to college, because I imagine that the time when I was trying to find my own voice. I love being able to impact them in a way in which they're able to say, 'This is who I am. This is how I want to express myself.' This program allows me to do that," Ansong added.

Ansong was inspired to teach by one of her teachers in eighth grade, an African American woman. "She would give me books to read and I just really appreciated her presence in the classroom. I remember wanting to be able to stand in front of the classroom and command the classroom with knowledge in the same way that she did. And as I grew up, I

saw that there were very few people of color who would be professors or instructors. In the classroom, I had only one black teacher, and the rest of them were white. And it shouldn't be that way, where you can't connect with the people who are instructing you," she said.

Additionally, Ansong hopes to make the discipline of creative writing more accessible. "Poetry is something internal. It speaks to the soul. I think supporting poetry comes down to people like me really being able to create the atmosphere that cultivates art and creativity and to raise up other people like myself," Ansong said.

"About two years ago, I started a poetry festival called the Caged Bird Sings Festival, and I proposed to my department to ask everyone to submit poetry, not just people from the English Department. When people came, they realized that STEM is as valuable as creative writing because finding your voice and finding your inner peace pushes you to your best place," Ansong said.

Ansong expressed her interest in connecting with students and encouraged everyone to sound their brilliant voices. "I want to spend time around students hearing their voices, their concerns and see ways in which they really want to engage in poetry, and that will definitely inform the kind of work that I continue to do in the future. It'd be nice to meet with other people of color and I know the struggle is real. But you are in a space where you can create a voice and take up space for yourself," Ansong said.

Enakaya's dissertation centers around the synthesis of small molecules that would interact with hemoglobin. Her research aims to stabilize the oxygenated state of hemoglobin and possibly treat sickle cell-anemia and high-altitude sickness or general hypoxia.

"One of the things that drew me to this project was the strong link between what I'm doing in the lab and how people experience pharmaceutical drugs. It's really im-



Courtesy of Rachel Afua Ansong

portant that we always show the connection between the chemistry behind what we're doing and the application," Enakaya said.

At the Academy, Enakaya hopes to learn how she could better demonstrate the utility of chemistry to students. "Chemistry is in everything. Cooking is a form of chemistry. It is basically mixing ingredients together and creating a different product, right? The same is true of makeup and skincare. Chemistry drives so much of what we do and everything that we see," Enakaya said. "So that's really what I'm interested in: showing students that pretty much everyone can be a scientist or is a scientist. They just don't know it yet."

Enakaya shared her goals after completing her dissertation at Exeter. "Though I'm working on my PhD in organic chemistry, my professional goal has always been to become an educator. It's very important for me to learn how to interact with different communities, and you are the youngest group of students that I'll be interacting with," she said, "you have such a unique institution here at Exeter. I want to be part of this diverse learning environment and learn how to become a more efficient educator."

Enakaya's interest in teaching traces back to her experience in tutoring. "I loved being a tutor. I think it was the look on the student's face when they finally got something, and how they trust that I could help them make connections. So when I graduated with my bachelor's and I applied to master's programs, I specifically chose to do my thesis in chemical education and teaching chemistry."

Enakaya expressed her thoughts on the future of organic chemistry. "I truly believe that we need to revolutionize the way organic chemistry is taught. So when I officially graduate with my PhD hopefully this year, my research will be focusing on making chemical education more relevant to the population and also writing books about chemistry on how

we can teach chemistry better and create new laboratory works."

"A lot of our chemistry labs in undergraduate school are very outdated. We've been doing these for years. But if you look at methods and techniques used in the industry, many processes are automated. There's no reason to continue chemistry labs that are obsolete in the professional world. At the end of my career, I want to focus on teaching organic chemistry and teaching it better, how we can take what's new in chemistry and merge it with old," Enakaya continued.

Enakaya also hopes to encourage more women and students of color to pursue their interests in the sciences. "I've been the only Black student in the room before, and I've been to a department where there are no Black people, and it can be very daunting because, even though no one's saying it, you feel like you don't belong," Enakaya said. "You walk into that room and you don't see anyone that looks like you or thinks like you or feels the same way as you. And a lot of people could make me feel that I was that token black kid who got in based on my race and not on my accolades."

"I would say that the responsibility isn't necessarily on those students walking through the door, it's on the people that are in the room. What we have to do at Exeter and everywhere is to make sure those people in that room are silent when underrepresented students need to speak. Instead of expecting that student to speak up, give them opportunities to speak. I know it can be hard if they don't feel like they have support, and I think I would be a great connection because I've dealt with that in my personal and professional lives," Enakaya said.

Like Ansong, Enakaya wants to reach out to more students interested in her studies or in the general sciences. "Shoot me an email! I want to hear from you and learn from you. What are your experiences? I want to learn what your needs are so I can address them

not just as a scientist but as an educator and as a Black woman. If my story resonates with anyone, please, please contact me. I'd love to help mentor you and help with your professional life," she said.

Students invested in studies that relate to that of the dissertation fellows expressed interest in mentorship and collaboration. "I'm interested in drug discovery, and last year I worked on a project related to SARS-Cov-2, the virus responsible for COVID-19. I was trying to find drugs that could bind to the protease of the virus so that we could stop viral replication, and we used a lot of computational methods in the process," upper Anish Mudide said. "I believe that the dissertation fellow's work perfectly intersects with my work, and I'd love to discuss my work with her and see if she has any feedback."

"I think that Exeter has a lot of STEM potential that is not being unlocked. I think a lot of people treat STEM classes as one block in their schedule and nothing more, they see it as a grade and not a research opportunity. By inviting this dissertation fellow, people can begin to see the subject outside of a classroom and begin to see a more holistic view of the sciences as a way to express creativity and have fun," Mudide added. "I also think that a lot of people are interested in research, but don't have the opportunities. They don't have mentors to help them. And I think that these dissertation fellows could be just the resource for them."

While the dissertation fellows are not currently on campus due to pandemic restrictions, Ansong is making the most of her time. "I have so many stories in me-I want to write novels, I want to write stories, but I'm just starting from the basics because it does take a lot of time," Ansong said. "And I would not have been able to even focus on this dissertation if I didn't get this fellowship, so I'm truly grateful to have this space and time to do this work."

# Veterans Day

Veterans Day is a day to pay tribute to the service and sacrifice of the individuals who, in defense of our freedom, have bravely worn the uniform of the United States. The following list of veterans includes active and retired employees, immediate relatives of those employees, and our alumni. If you know of any others, please contact the Dean of Faculty's office.

This list is published as a way to honor our living military veterans. If you see any of these veterans on the paths, please let them know their service is appreciated.

Jay Abraham '80, U.S. Navy  
 Martin M. Adams (Retiree), U.S. Army  
 Michael Adair '55, U.S. Marine Corps  
 Robert Adams '56, U.S. Coast Guard Reserve  
 Michael Aldrich '68, U.S. Army  
 Christopher Alter '65, U.S. Army  
 Will Amatruda '60, U.S. Army  
 James Anderson '65, U.S. Marine Corps  
 Taniel E. Anderson '97, U.S. Navy  
 Robert Anschuetz '61, U.S. Coast Guard Reserve  
 Jennifer Archbold '90, U.S. Marine Corps  
 Stanley P. Babula, U.S. Army National Guard  
 David Badger '54, U.S. Coast Guard  
 Amanda Bailey, U.S. Army  
 Robert F. Bailey, U.S. Army  
 Richard Ballantine '64, U.S. Army  
 William Barnett '43, U.S. Army  
 Kathryn Barnhart '02, U.S. Air Force  
 Milton Barrett '52, U.S. Navy  
 Mercer Barrows '47, U.S. Army  
 Richard Barry '45, U.S. Navy  
 James Barzun '57, U.S. Navy  
 Alan Bath '47, U.S. Navy  
 Frank Batten '60, U.S. Navy  
 Wes Battle '93, U.S. Navy  
 John Beamis '62, U.S. Navy  
 Clifton Beasley '63, U.S. Air Force  
 Peter Becket '58, U.S. Marine Corps  
 Eric Beckjord '47, U.S. Navy  
 Martin L. Beckman, U.S. Army  
 Michael J. Beckman, U.S. Navy  
 Henry (Ted) Bedford '48, U.S. Army  
 Crayton Bedford '52, U.S. Army  
 Joseph F. Belanger (Retiree), U.S. Air Force  
 John Benjamin '58, U.S. Army  
 Robert Bentel '56, U.S. Navy  
 Leland Bethurum '67, U.S. Air Force  
 Keith Blair, U. S. Army  
 Casey P. Bly, U.S. Army  
 Dave Bohn '57, U.S. Navy  
 Curtis Boivin, U.S. Coast Guard Reserves  
 Alexander Borgelt '01, U.S. Navy  
 Barry Bosak '58, U.S. Army  
 Joseph Bouchard '82, U.S. Navy  
 Frederick (Ted) Bowers '51, U.S. Air Force  
 James Bowers '47, U.S. Air Force  
 Blake Bowman '13, U.S. Navy  
 Brian Boyd '98, U.S. Navy  
 Alexander Boyle '55, U.S. Army  
 Jonathan M. Boyle '00, U.S. Army  
 Darlene Brabant '75, U.S. Marine Corps  
 Merrill Bradley '45, U.S. Navy  
 Dean Braknis '90, U.S. Navy  
 James Brandi '66, U.S. Navy  
 Andrew Branting '07, U.S. Air Force  
 Michael F. Breen '98, U.S. Army  
 Richard Breithaupt '58, U.S. Army  
 Chandler Brewer '06, U.S. Navy  
 Donald Brodie '56, U.S. Navy  
 Peter H. Brooks '02, U.S. Marine Corps  
 Dallas C. Brown III '74, U.S. Army  
 Jeffrey Brown '58, U.S. Army  
 Roger Brown '43, U.S. Navy  
 Louis Browning '50, U.S. Army  
 Richard Bruce '72, U.S. Navy  
 Robert Bruce '59, U.S. Army  
 Buz Brumbaugh '46, U.S. Army Reserve  
 Whitley Bruner '60, U.S. Army  
 George W. Bryan, U.S. Navy  
 James Buffington '50, U.S. Army  
 Jim Burack '80, U.S. Marine Corps  
 William Burke III '57, U.S. Army  
 Christian Burnett '05, U.S. Navy  
 Clark Bussey '55, U.S. Navy  
 Nathaniel Butler '64, U.S. Navy Reserve  
 Peter Caffall '64, U.S. Army  
 Patrick Cahill, U.S. Navy  
 Peter Calfee '69, U.S. Army  
 Richard Calvert '50, U.S. Army  
 Bob Calves '58, U.S. Coast Guard  
 Ryan J. Cannell, U.S. Marine Corps  
 Chad Carbone '96, U.S. Marine Corps  
 Matthew Carbone, U.S. Army  
 John E. Carbonneau '63, U. S. Army  
 Scott Carlisle '59, U.S. Army  
 Chapin Carnes '59, U.S. Air Force  
 Jonathan Caron '62, U.S. Army  
 John P. Casey, U.S. Navy  
 James Cassidy '18, U.S. Navy  
 Brian A. Chadwick '03, U. S. Marine Corps  
 William Chamberlain '47, U.S. Army  
 Craig Chanti '86, U.S. Coast Guard  
 Robert Charkovsky '70, U.S. Navy  
 Edward Chase '58, U.S. Air Force  
 Joshua Chase '66, U.S. Navy  
 Ronald W. Chase (Retiree), U.S. Army  
 Jennifer Christenson '92, U.S. Army  
 Jean-Paul Christophe '00, U.S. Navy  
 Natalie Christopher '02, U.S. Army  
 John Cibelli '81, U.S. Air Force  
 Lester I. Citrin, U.S. Navy  
 Allen Clark '60, U.S. Army  
 Dean Clark '62, U.S. Army  
 C. Robert Clements (Emeritus), U.S. Air Force  
 Edward L. Clements Jr., U.S. Army  
 Bryce T. Cleveland, U.S. Navy, U.S. Air Force, U.S. Army Reserves  
 Carleton Cleveland '41, U.S. Air Force  
 Frederick C. Clews, U.S. Army National Guard  
 Andrew Cobb '47, U.S. Army  
 John D. Coburn '97, U.S. Army  
 J. P. Collmus '07, U.S. Navy  
 Roberto Colon '83, U.S. Coast Guard  
 Freeman Condon '10, U.S. Army  
 Benjamin Cone '60, U.S. Army  
 Zachary Conant, U.S. Air Force  
 Hunter Cook '54, U.S. Navy  
 W. Gordon Coole, U.S. Air Force  
 Wayne Cooper '60, U.S. Army  
 Dix Cottingham '46, U.S. Air Force  
 John Cotton '56, U.S. Navy  
 William Council '86, U.S. Marine Corps  
 Philip Dater '54, U.S. Air Force  
 Tony Davies '60, U.S. Army  
 Harlan Davis '62, U.S. Army  
 William Davis Jr. '75, U.S. Army  
 Robert Dean '50, U.S. Army  
 Charlie Dean '61, U.S. Navy  
 Andrew Deardorff '79, U.S. Army  
 Alyson M. De Leeuw '10, U.S. Navy  
 Steve deMoulpied '96, U.S. Air Force  
 William J. Dennehy (Emeritus), U.S. Army National Guard  
 David DeVoe '60, U.S. Army Reserve  
 Robert DeVore '58, U.S. Air National Guard  
 David D. DeVoy III, U.S. Army National Guard  
 Robert Dewar '50, U.S. Navy  
 James Dillard '65, U.S. Navy  
 John Dillon '63, U.S. Army  
 David K. Dimmock (Emeritus), U.S. Army  
 Christopher P. Dion '95, U.S. Navy  
 Emile (Skip) J. Dion III '85, U.S. Navy  
 Sheryl Dion, U.S. Navy  
 Dallas Dissmore '01, U.S. Army  
 Donald D. Doane H'33, P'95, P'98 (Retiree), U.S. Navy  
 John Dodge '52, U.S. Army  
 Paul Dodson '54, U.S. Navy  
 Dexter Donham '60, U.S. Navy  
 Matthew F. Donovan '00, U.S. Navy  
 Brian J. Downing, U.S. Army  
 John Drake '57, U.S. Coast Guard Reserve  
 Russell L. Driscoll, U.S. Navy  
 Matthew Dubois '82, U.S. Navy  
 Anthony Dumont, U.S. Navy  
 Annie Dunigan '16, U.S. Navy  
 Ward Dunn '65, U.S. Army Reserve  
 Edmund= Dunstan '82, U.S. Navy  
 Frank Dunton '64, U.S. Air Force  
 James Eaton '63, U.S. Navy  
 Frederick Eberstadt '44, U.S. Navy  
 Robert Echols '71, U.S. Army  
 Robert Ecker '90, U.S. Navy  
 Marshall Eddy '57, U.S. Army  
 Ronald L. Edmiston, U.S. Coast Guard  
 Richard Edmunds '57, U.S. Marine Corps  
 Hilary Edwards '54, U.S. Navy  
 Richard Edwards '65, U.S. Air Force  
 James Eggers, P '89, U.S. Air Force  
 Jeffrey Eggers '89, U.S. Navy  
 Marco Einaudi '57, U.S. Army  
 Tim Eliassen '61, U.S. Navy  
 Melvin Ellis '64, U.S. Navy  
 William Endicott '64, U.S. Marine Corps  
 Richard Enersen '60, U.S. Marine Corps Reserve  
 Alanson Enos '59, U.S. Marine Corps  
 Peter Erdman '46, U.S. Navy  
 Leah Erickson '18, U.S. Army  
 Rory Erickson-Kulas '08, U.S. Army  
 Linwood Erskine '42, U.S. Army  
 Peter Eschweiler '51, U.S. Air Force  
 Kellogg Fairbank '59, U.S. Navy  
 Kay Lord Fallon '04, U.S. Coast Guard  
 Matthew Farrell '86, U.S. Marine Corps  
 Benjamin Faulkner '64, U.S. Army  
 Frederick Fayen '57, U.S. Army National Guard  
 John Feder '65, U.S. Navy  
 Bill Felstiner '47, U.S. Navy  
 Joseph Field '54, U.S. Coast Guard

Howard Finkle '61, U.S. Air Force Reserve  
 Colin Finnegan, U.S. Navy  
 Brian Fisher '86, U.S. Army National Guard  
 David Fisher '69, U.S. Navy  
 Lewis Fitts Jr., U.S. Navy  
 William Fitzpatrick '48, U.S. Army  
 Jay Flaherty '63, U.S. Army  
 James L. Flocco, U.S. Air Force  
 Michael J. Flocco, U.S. Air Force  
 Eric Fontaine, U.S. Coast Guard  
 Kenneth Ford '44, U.S. Navy  
 G. Allen Forsyth '49, U.S. Army  
 Robert Forsyth '45, U.S. Navy  
 Donald Forte '60, U.S. Marine Corps  
 Benjamin Frankel '59, U.S. Coast Guard Reserve  
 Daniel French '62, U.S. Air Force  
 David Frothingham '57, U.S. Navy  
 John Furrer '45, U.S. Navy  
 Maurice M. Gagnon, U.S. Army  
 Thomas J. Galemba, U.S. Navy  
 William Herrick Garnsey '56, U.S. Navy  
 Baltazar Garcia '91, U.S., Marine Corps  
 Thomas Gasparini '65, U.S. Navy  
 Richard Geib '57, U.S. Army  
 John Gentry '68, U.S. Army  
 John Gepson '61, U.S. Air Force  
 John McCullough Gibson '38, U.S. Navy  
 E. Arthur Gilcreast (Emeritus), U.S. Army  
 John Gillette '57, U.S. Navy  
 Terry Gingras '65, U.S. Air Force  
 Dulaney Glen '51, U.S. Air Force  
 Desiree Gonzales '99, U.S. Navy  
 Patrick Gonzalez '95, U.S. Army  
 Gary Goodenough '65, U.S. Air Force  
 William A. Gorackowski (Retiree), U.S. Navy  
 John Gore '64, U.S. Army  
 C. Joseph Gould '64, U.S. Navy  
 Ryan Grace '04, U.S. Army  
 John Grady '44, U.S. Navy  
 David Grainger '45, U.S. Air Force  
 William Grandy '55, U.S. Army Reserve  
 Kenneth Grant '80, U.S. Navy  
 Jenna Grassbaugh '99, U.S. Army  
 Charles B. Gray '52, U.S. Army  
 Gilson B. Gray '49, U.S. Army  
 Nicholas Gray '12, U.S. Air National Guard  
 James Greer '59, U.S. Air Force  
 Michael Greer '06, U.S. Air Force  
 Gregory H. Guba '98, U.S. Navy  
 Peter Guild '70, U.S. Army  
 Kenneth F. Guthrie (Retiree), U.S. Army National Guard  
 Julio Gutierrez '69, U.S. Navy  
 Ebenezer Gyasi '09, U.S. Navy  
 George Hackl '51, U.S. Air Force  
 Merton Hale '64, U.S. Army  
 Charles Hall '60, U.S. Navy Reserve  
 Richard C. Hamblet '87, U.S. Coast Guard  
 Charles Hamilton '59, U.S. Army  
 Charles Hamm '55, U.S. Army  
 Holden Hammontree '15, U.S. Marine Corps  
 Allen C. Hansen '72, U.S. Air Force  
 James Hanson '49, U.S. Marine Corps Reserve  
 Ryan Harden '14, U.S. Air Force  
 James Harding '82, U.S. Army  
 Nathaniel Harding '00, U.S. Air Force  
 Mary Kay Harper, U.S. Navy  
 Michael Harrigan '60, U.S. Marine Corps  
 Andrew Harris '65, U.S. Army National Guard  
 Donald Harris '91, U.S. Army  
 Molly Hassell '09, U.S. Air Force  
 Brandon Hayes '88, U.S. Army  
 Richard S. Hayes '47, U.S. Navy  
 Peter Hedberg '76, U.S. Army  
 John Hedreen '56, U.S. Army  
 Ira Helfand '67, U.S. Coast Guard  
 Eleazar Hernandez Jr., U.S. Air Force  
 Ryan Hernandez, U.S. Air Force  
 Spike Herrick '62, U.S. Navy  
 Andrew Hertig (Emeritus), U.S. Army  
 Gregory Hetter '54, U.S. Army  
 William Hickey '48, U.S. Marine Corps  
 Gerald K. Hill (Retiree), U.S. Coast Guard  
 Robert Hill '57, U.S. Air Force  
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 Caleb Hoffman-Johnson '09, U.S. Marine Corps  
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 Guy Hooper '76, U.S. Air Force  
 Ethan Howell '99, U.S. Marine Corps  
 Dennis R. Huber (Retiree), U.S. Navy  
 John Hudanich '84, U.S. Air Force  
 James Hughes '49, U.S. Navy  
 John Hughes '53, U.S. Navy  
 Richard Hughes '86, U.S. Navy  
 Paul Huot, Jr., U.S. Marine Corps  
 John C. Hutchins '57, U.S. Army  
 Dunning Idle '78, U.S. Air Force  
 Willard Iman '65, U.S. Army  
 James J. Ireland '96, U.S. Army  
 Zachary J. Iscol '97, U.S. Marine Corps  
 J. Israel '50, U.S. Army  
 Bud James (Retiree), U.S. Air Force  
 Stephen Janco '04, U.S. Navy  
 Parker Jayne '65, U.S. Navy  
 Scott Jeffress '86, U.S. Army  
 Tom Jenkins '04, U.S. Navy  
 James Jennings '55, U.S. Marine Corps  
 Samuel Johnson '08, U.S. Army  
 Brian A. Jones '08, U.S. Marine Corps  
 Ed Jones '64, U.S. Army  
 Frederick Joseph '46, U.S. Army  
 James Keeble, U.S. Army  
 William Kehl '55, U.S. Navy  
 John Kemp, U.S. Army  
 William Kenney '68, U.S. Navy  
 John Kermath '76, U.S. Army National Guard  
 Walter Kesler '60, U.S. Navy  
 Kevin Killeen '05, U.S. Navy  
 Min Jae Kim '11, U.S. Army  
 Shiwahn Kim '14, U.S. Army  
 Jeffrey L. Kimball, U.S. Army  
 Frederick G. King, U.S. Coast Guard  
 Richard King '51, U.S. Navy  
 William King '50, U.S. Navy  
 Frank Kirk '57, U.S. Navy  
 William Kirk '41, U.S. Air Force  
 Charles Kirkpatrick '60, U.S. Army  
 Harvard V. Knowles (Emeritus), U.S. Army  
 Tai Kobayashi '02, U.S. Navy  
 Michael Kolodner '97, U.S. Navy  
 Patricia A. Cooke Kreuzberger '05, U.S. Army  
 John Kriegsman '96, U.S. Navy  
 Charles C. Krulak '60, U.S. Marine Corps  
 Victor Krulak '55, U.S. Navy  
 Alexander Kuehl '62, U.S. Army  
 Steven Kuykendall '66, U.S. Marine Corps  
 Walter Lacey '60, U.S. Navy  
 Francois Lachelier '48, U.S. Navy Reserve  
 Gerry LaFollette '50, U.S. Army  
 James Lando '84, U.S. Public Health Service  
 Richard Landon '48, U.S. Marine Corps  
 John Lane '52, U.S. Navy  
 Alexander Lara '05, U.S. Marine Corps  
 Peter Lareau, 55, U.S. Navy  
 Karen C. Lassey, U.S. Army  
 Sean Laughlin '09, U.S. Navy  
 Christopher J. Lawler, U.S. Air Force  
 Henry Lawson '55, U.S. Army Reserve  
 Benjamin R. Leander '03, U.S. Marine Corps  
 Raymond J. LeBrun, U.S. Air Force  
 John Lee '09, U.S. Air Force  
 Jeremiah Leibowitz '95, U.S. Marine Corps  
 Christopher Lemon '98, U.S. Navy  
 Benjamin G. Lepping, U.S. Marine Corps  
 John R. Lilly, U.S. Army  
 Robert Lim '87, U.S. Army  
 Weisheng Liu '05, U.S. Army  
 Vernon Lix '65, U.S. Navy  
 Christopher Logan '66, U.S. Army  
 James A. Lombardo, U.S. Air Force  
 Andrew Long '04, U.S. Army  
 Anderson Lonian '64, U.S. Air Force  
 Kay Lord '04, U.S. Coast Guard  
 John Lord '55, U.S. Air National Guard  
 Peter Lord '48, U.S. Navy  
 Phil Loughlin '57, U.S. Navy  
 George Lovejoy '47, U.S. Navy  
 Augustus Lowell '80, U.S. Air Force  
 Dana Lowell '81, U.S. Army  
 Charles D. Luckey '73, U.S. Army  
 Dan Lukas '89, U.S. Navy  
 James Lutz '64, U.S. Army  
 Stephen Lyons '64, U.S. Navy  
 John MacDonald '52, U.S. Navy  
 John MacDuffie '55, U.S. Army  
 Alexander MacKenzie '87, U.S. Navy  
 Robert Macleod '64, U.S. Navy  
 Donald Madden '51, U.S. Marine Corps  
 Francis Madden '49, U.S. Marine Corps  
 Daniel Maddox '10, U.S. Army National Guard  
 Cori Magnusson '09, U.S. Air Force  
 Richard Maguire '57, U.S. Marine Corps  
 Richard Maltby '55, U.S. Army National Guard  
 Richard Mansfield '52, U.S. Army  
 William Manuel '60, U.S. Navy  
 Heath Marcus '91, U.S. Navy  
 Charles Marks '53, U.S. Army  
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 Kenneth Marshall, '56, U.S. Navy  
 Anthony Martino, U.S. Marine Corps  
 Fredrick Marx '44, U.S. Army  
 Edward J. Mason '95, U.S. Navy  
 Jon Masters '54, U.S. Navy  
 Thomas McAvity '59, U.S. Air Force  
 Mike McCarthy '61, U.S. Air Force  
 Peter McCormick '55, U.S. Navy  
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 William J. McElreavy (Retiree), U.S. Navy  
 Christine McEvoy '12, U.S. Army  
 Kevin McGrath '60, U.S. Army National Guard  
 Shaun McGrath '86, U.S. Air Force  
 Bob McGuire, U.S. Air Force  
 Matthew F. McKnight '01, U.S. Marine Corps  
 John McLoughlin '66, U.S. Navy  
 Robert McManus '57, U.S. Navy  
 Bruce McPherson '60, U.S. Marine Corps Reserve  
 Madelene Means '89, U.S. Navy  
 Peter Mellini '54, U.S. Army  
 Steven R. Menge, Sr. '60, U.S. Navy  
 Andrew G. Meyer, U.S. Air Force  
 Charles W. Meyer, U.S. Air Force  
 Charles Miller '55, U.S. Army  
 Marshal J. Miller, U.S. Marine Corps  
 Peter Miller '82, U.S. Navy  
 Ross Miller '02, U.S. Navy  
 Terrence Miller '65, U.S. Navy  
 Edward Mills '51, U.S. Air Force  
 Charles Milmine '57, U.S. Marine Corps  
 Rene J. Milone, U.S. Marine Corps  
 Charlene Milton, U.S. Army  
 Joseph Mitlyng '60, U.S. Army  
 Lawrence Mock '64, U.S. Marine Corps  
 Thomas Monath '58, U.S. Army  
 Thomas Monfried '50, U.S. Army  
 Deborah B. Montgomery '76, U.S. Air Force  
 Nathan L. Monti '05, U.S. Navy  
 Matthew Moore '98, U.S. Navy  
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 Daniel Morgan '55, U.S. Army  
 Charles Moritz '54, U.S. Navy Reserve  
 John P. H. Morris, U.S. Marine Corps  
 Thomas W. Morse '65, U.S. Army  
 Timothy Morse '78, U.S. Navy  
 David Mortlock '95, U.S. Marine Corps  
 Billy R. Mosley, Army National Guard  
 Daniel Moynihan '00, U.S. Navy  
 William Munier '60, U.S. Public Health Service

Suzanne Murdoch '74, U.S. Air Force  
 Richard D. Murphy, Jr., U.S. Air Force  
 Terrence Murphy '59, U.S. Army  
 Joseph Nadeau '55, U.S. Marine Corps  
 Alexander G. Najemy '97, U.S. Army  
 Leah Nelson '90, U.S. Navy  
 Andrew Neuwirth '05, U.S. Navy  
 John Newman '63, U.S. Army  
 David Nicholls '74, U.S. Air Force  
 James B. Nichols '99, U.S. Marine Corps  
 Todd L. Nichols '95, U.S. Marine Corps  
 Nicholas Niles '57, U.S. Army  
 Nicholas North '65, U.S. Army  
 David Nimick '42, U.S. Navy  
 John Norton '65, U.S. Army National Guard  
 Sean A. Norton, U.S. Navy  
 Sean C. Norton, U.S. Navy  
 Grant Nugent '58, U.S. Navy  
 Charles M. Olmsted '97, U.S. Marine Corps  
 George Olmsted '51, U.S. Navy  
 Philip Ortego '68, U.S. Army  
 Robert Ory '50, U.S. Army  
 Kevin Otenti '92, U.S. Army  
 Henry Oxnard '55  
 Risto Paermaa '65, U.S. Marine Corps  
 Christian P. Pacific, U.S. Navy  
 Garrett Pagon '63, U.S. Army  
 Clifton Pannell '57, U.S. Navy  
 Richard P.R. Pannell '85, U.S. Army  
 Nicolas E. Panza '03, U.S. Marine Corps  
 Steve Parker '63, U.S. Army  
 Robert Parson '55, U.S. Army  
 Gregory A. Parsons '90, U.S. Marine Corps  
 David Pasternak '01, U.S. Army  
 Tyler Patterson '94, U.S. Army  
 Robert Paxton '50, U.S. Navy Reserve  
 Miller Pearsall '96, U.S. Army  
 Kathleen L. Deteso Peck '04, U.S. Army  
 Claire H. Perkins, U.S. Navy  
 Beverly Perriccio, U.S. Air Force  
 Dennis Perriccio, U.S. Air Force  
 Robert Pfeiffer '63, U.S. Marine Corps  
 Henry Phillips '55, U.S. Marine Corps  
 R. Thompson Plyler '99, U.S. Marine Corps  
 Richard Podos '81, U.S. Marine Corps  
 Charles Pollard '50, U.S. Navy  
 Robert Pollock '62, U.S. Army  
 John Postley '60, U.S. Coast Guard  
 Rust Potter '59, U.S. Navy  
 Annie Preis '03, U.S. Navy  
 John Preis '07, U.S. Navy  
 Thomas Preston '64, U.S. Navy  
 Joseph Priestley '56, U.S. Army  
 Jerry Pritchard '65, U.S. Army  
 Paige Puntso '82, U.S. Army  
 Jerry Pyle '55, U.S. Air Force  
 Thomas Ragle '45, U.S. Army  
 Jonathan Randal '51, U.S. Army  
 John J. Randolph '96, U.S. Navy  
 Christopher Ream '60, U.S. Navy  
 Joshua M. Reardon '97, U.S. Army  
 Thomas Reckford '60, U.S. Army  
 Jonathan Reed '04, U.S. Army  
 Creighton Reed, '90, U.S. Marine Corps  
 Kathryn M. Reinhold '02, U.S. Air Force  
 John G. Reuland '01, U.S. Navy  
 Stephen Revelas '85, U.S. Navy  
 Stephen Reynolds '51, U.S. Army  
 Robert Reynolds '60, U.S. Army  
 David Rice '51, U.S. Marine Corps  
 Josh Richards '10, U.S. Army  
 Bryan Rigg '91, U.S. Marine Corps  
 Gregory Rives '08, U.S. Marine Corps  
 Michael A. Rizzotti '97, U.S. Army  
 Robert L. Robarge (Retiree), U.S. Army  
 Hanson Robbins '55, U.S. Navy  
 Jonathan Robbins '58, U.S. Army Reserve  
 Austin Roberts '14, U.S. Army  
 Paul Roche '11, U.S. Marine Corps  
 Jon Rogers '02, U.S. Navy  
 Daniel B. Rohrer '04, U.S. Navy  
 Jim Rolston, U.S. Army  
 Keith P. Ronalter (Retiree), U.S. Marine Corps  
 Hamilton Ross '51, U.S. Air Force  
 Michael Ross '95, U.S. Army  
 Natalie J. Rowe Christopher '02, U.S. Army  
 Richard Rowe '69, U.S. Army  
 Grant Rowland '97, U.S. Army  
 Eric Rubel '74, U.S. Army  
 Thomas B. Rubel '04, U.S. Marine Corps  
 Mark Russ P'13, P'16, P'16, U.S. Navy  
 Laurence Russe '74, U.S. Navy  
 Jonathan Russell '11, U.S. Marine Corps  
 James Rutledge '52, U.S. Marine Corps Reserve  
 James Ryan '12, U.S. Air National Guard  
 Eric Sabety '65, U.S. Army  
 Joseph Sahid '04, U.S. Navy Reserve  
 Linda Salter '86, U.S. Coast Guard  
 Garrett Sanborn '87, U.S. Air Force  
 Roy Santos P'17, P'19, U.S. Air Force  
 Alex Sardanis '13, U.S. Navy  
 Philip Sargent '79, U.S. Joint Forces Command  
 Willits Sawyer '57, U.S. Navy  
 Max Scheffler, U.S. Coast Guard  
 Stephen Schmeiser '61, U.S. Air Force  
 Alexander H. Scott '10, U.S. Marine Corps  
 Robert Scott '55, U.S. Air Force  
 Ward E. Scott, II '72, U.S. Marine Corps  
 Calvin Scovel '70, U.S. Marine Corps  
 Marshall Sellers '63, U.S. Army  
 Mark Serbent '13, U.S. Navy  
 Dorrance Sexton '59, U.S. Navy  
 Henry Sharpe '41, U.S. Navy  
 Milton Shattuck, Jr. '51, U.S. Army  
 Peter Shaw '50, U.S. Marine Corps  
 Robert Shea '56, U.S. Army  
 Stephen Shea '95, U.S. Marine Corps  
 James Michael Sheehan '66, U.S. Marine Corps  
 Peter M. Sherman '02, U.S. Army  
 Spencer Silberstein '56, U.S. Army  
 Kerry Kuykendall Smith '90, U.S. Navy  
 Linda Smith '75, U.S. Army  
 Scott W. Smith '92, U.S. Marine Corps  
 Sidney Smith '65, U.S. Army Reserve  
 David Sommers '64, U.S. Navy  
 Shaunnah Wark Sopko '01, U.S. Navy  
 Grant Spanier, U.S. Marine Corps  
 Donald Stebbins, '67 U.S. Navy  
 Jack Stebe '62, U.S. Air Force  
 Rebecca Steers '99, U.S. Army  
 Leslie Steffensen '85, U.S. Navy  
 Charles Stevens '51, U.S. Army  
 Dennis W. Stevens, U.S. Marine Corps  
 L. Nye Stevens '58, U.S. Army  
 Lucas Stevens '18, U.S. Coast Guard  
 Thomas L. Stevenson, U.S. Navy  
 Tom Stickler '59, U.S. Army  
 Matthew Stolpinski '03, U.S. Navy  
 Wilson D. St. Pierre '00, U.S. Army  
 Erica Olson Stooksbury '03, U.S. Air Force  
 Christopher Straub '61, U.S. Army  
 Harold Streater '60, U.S. Army  
 Richard S. Strickler, Jr. '66, U.S. Navy  
 Matther Stubbs '96, U.S. Army Reserve  
 Richard Sugden, '61, U.S. Navy  
 Conor Sullivan '02, U.S. Navy  
 Gabe Surratt '00, U.S. Army  
 Erik F. Swabb '98, U.S. Marine Corps  
 Kenneth Swanberg '59, U.S. Army  
 Arthur Sweeny '51, U.S. Army  
 David T. Swift '64 (Emeritus), U.S. Navy  
 Harry Sykes '63, U.S. Marine Corps  
 Peter Taliaferro '65, U.S. Army Reserve  
 Joshua Taylor '08, U.S. Navy  
 Michael Teneriello '75, U.S. Navy  
 Ben Tennille '64, U.S. Marine Corps Reserve  
 James W. Terenzio, U.S. Coast Guard  
 William Terry '60, U.S. Air Force  
 Normal Thomas '59, U.S. Navy  
 Walter Thomas '83, U.S. Air Force  
 Hugh Thompson '53, U.S. Army  
 Gregory Thompson '71, U.S. Air Force  
 John M. Thompson III '16, U.S. Navy  
 William G. Thompson (Retiree), U.S. Army  
 Johnie Tillman '70, U.S. Army  
 Theresa Tillock '75, U.S. Air Force  
 Wayne K. Tilton (Retiree), U.S. Army  
 Thomas E. Tinker '59, U.S. Army Reserve  
 Adam Tisdall '00, U.S. Navy  
 Franklin Top '53, U.S. Army  
 Kenneth Torrington '64, U.S. Army  
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 Paul Truesdell '68, U.S. Navy  
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 Kyle J. Tufts '06, U.S. Air Force  
 Benjamin H. Turnbull '57, U.S. Navy  
 Vincent Vaccaro '60, U.S. Navy Reserve  
 Klaas van Esselstyn '58, U.S. Marine Corps  
 Kenneth Vann, U.S. Navy  
 Mike Varney '84, U.S. Navy  
 Edmund H. Vasseur, U.S. Navy  
 James Vivian '51, U.S. Navy  
 Dante Vivilecchia '13, U.S. Navy  
 Eric Vogt '66, U.S. Navy  
 Eugene R. Volk, U.S. Navy  
 Brian Von Kraus '96, U.S. Marine Corps  
 Benjamin Wagner '60, U.S. Army Reserve  
 Norman Waite Jr. '54, U.S. Navy  
 Gwynne Wales '50, U.S. Navy  
 Wayne D. Walk Jr., U.S. Army Reserves  
 Nathan Walker, U.S. Army  
 Edward Walkley '63, U.S. Army  
 James Warden '55, U.S. Army Reserves  
 Peter Washburn 61, U.S. Navy  
 Serena Washington '97, U.S. Army  
 James A. Waters '97, U.S. Navy  
 Harry Clifford Watts '51, U.S. Navy  
 Morrison Webb '65, U.S. Navy  
 Robert Wederbrand '58, U.S. Army  
 Langston Weinberg '53, U.S. Army  
 Susan J. Weis, U.S. Air Force  
 Mark P. Weisenborn '98, U.S. Army National Guard  
 Alexandra Susanna Weisman, '05, U.S. Air Force  
 John West '63, U.S. Navy Reserve  
 Tim Westfall '76, U.S. Navy  
 Lindsey Wetzel '92, U.S. Army  
 Laura Wharton '80, U.S. Army  
 Margot Wheeler '83, U.S. Navy  
 Stephen R. Wheelock, U.S. Air Force  
 Edward White '62, U.S. Navy  
 John Whitlock '64, U.S. Army  
 Paul Whitman '67, U.S. Navy  
 Grant L. Whitmer '94, U.S. Navy  
 Haven J. Wiggin, U.S. Coast Guard  
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 Alan Willemsen '51, U.S. Air Force  
 Ralph Williams '49, U.S. Army  
 Robert Williams '61, U.S. Army  
 Elisha Williams '68, U.S. Air Force  
 David Williams '82, U.S. Navy  
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 Courtney Wilson '04, U.S. Navy  
 Jay Wilson '65, U.S. Army National Guard  
 Peter Wilson '66, U.S. Coast Guard  
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 L. Randall Woodman '61, U.S. Navy  
 Ben Wootten '61, U.S. Army  
 William Wreden '58, U.S. Army National Guard  
 Richard Wright '49, U.S. Navy  
 Sandra J. Wyman '03, U.S. Navy  
 Michael Yamin '49, U.S. Navy  
 Silas Yates '62, U.S. Marine Corps  
 Peter Yoars '54, U.S. Air Force  
 John Zendt '05, U.S. Navy

# Life

## » SENIOR

Read about Senior of the Week Fawaz Omidia's journey in growth and compassion at Exeter, 8.

## » DIA DE LOS MUERTOS

Read about the Dia De Los Muertos celebrations organized by students this past week, 8.

## » MEDITATION

Read about new English Instructor Sahar Ullah's mediation, 11.

## Senior of the Week: Fawaz Omidia



Senior Fawaz Omidia smiles in front of the Academy Building.

Teja Vankireddy/The Exonian

By JOONYOUNG HEO, SELIM KIM, and ANGELA ZHANG

Bundled up in his winter clothes, senior Fawaz Omidia makes his way from the classroom to the basketball courts, ready for practice. The sun has already set, and the pathways are lit only by the streetlamps. In the distance, he sees a faculty member with their child and brightly greets them with a wide smile and enthusiastic wave, lighting up their faces with a joy that is rare to find in the darkness of winter. But, then again, Omidia is known for being able to bring that joy and positivity to the community.

Originally hailing from the province of Alberta in Canada, Omidia came to Exeter as a new lower in 2019. Omidia believed Exeter would be the prime place to “pursue basketball and academics at the same time.” Though this goal was certainly achieved, Omidia shared that he struggled with reaching this endpoint and adjusting to Exeter’s rigorous environment.

“When I first got here, all I wanted to do was hang out with my friends all day.

Every day. I was in my friend’s room every night from seven to eight for the first month and a half. And that was a big wake up call because you can’t be successful here like that. So understanding how to learn who I am, I think, has been the hardest thing for me,” Omidia said.

Despite such challenges, Omidia nevertheless found his footing at Exeter. In the classroom, Omidia enjoys the STEM-related subjects. “My favorite subjects are physics, chemistry, and math. I’ve really liked the classes I’ve taken here,” Omidia said. “Ceramics was really, really fun. I’m also taking astronomy in the spring, and I’m looking forward to it.”

Outside of the classroom, Omidia continues to be engaged in the community. He participates in a variety of extracurriculars, such as being a star player of the basketball team and co-head of Big Sib Little Sib, a service club that pairs Exonians with the children of faculty members to babysit.

Omidia’s participation in service clubs shows that he is a firm believer in

looking out for individuals on campus. “I think I try to really help around in the dorm and make sure that the new kids feel comfortable and that I’m accessible. I just think the biggest thing is to pay it forward. The seniors that really impacted my lower year when I was first here—I just want to be that for someone else and help them out,” Omidia said.

Senior Marina Williams agreed. “He’s very into culture clubs and finding and creating community. He especially cares a lot about the lowerclassmen and making sure that they have Black upperclassmen to look up to and to be good role models for,” Williams said.

In being a role model for younger students, Omidia has also strengthened his own sense of identity. “He’s grown a lot. I’ve seen him redefine what being a Black man means to him, not falling into all those stereotypes that people have about Black men, but rather, creating who he is for himself,” Williams said. “And I think that’s really, really cool to see and have a friend that can do that. I’m super proud to be friends with him.”

Williams also emphasized his cheerful and contagious personality. “He brings a special kind of positive energy to the community,” Williams said. “You never get tired of being around him because, you know, how could you not want to? He’s always down to have a good time to do something fun, even adventurous. He’s always there to brighten up your day, too. If I’m having a bad day, he’s like, let’s go do something fun, you know? He’s just a good guy.”

His kindness doesn’t end there. Omidia further shows his dedication to his friends by lending them a listening ear. “He’s really easy to talk to,” Williams added. “We’ve had a lot of deep conversations. He knows that I really like nature, so last year, he and I went on these nature walks, and one time we went into the woods and we just sat on the bench and talked for hours, just about everything. That’s one of my favorite memories with him, actually. He’s a super positive guy, but he’s also really deep, like an intellectual. He loves having genuine conversations, and he’s good at them. You don’t

get that a lot.”

Senior Alexander Masoudi agreed. “Fawaz is truly one of the kindest people I know. He always does the right thing and works hard at everything he does.”

Omidia’s capacity for empathy and compassion has also left its impression on his advisor, Math Instructor Julie Van Wright. “One of my favorite things about Fawaz is how kind he is with my son, Colby,” Van Wright said. “Whenever Fawaz sees him around campus, he comes over and says hi and it means so much to Colby to have one of the ‘big kids’ know who he is. From what I can tell, Fawaz is like that with everyone—he has a way of showing the people around him that they matter and are important to him. This is such a wonderful trait, and I think that feeling that Fawaz gives those around him will be the legacy he leaves behind.”

Omidia’s legacy will be a meaningful one that lasts even years after his departure from the community. “I think he will teach people that it’s okay to be outside of your comfort zone and try things. He’s the type of person

who’s quick to introduce himself to someone new and make friends, just like that,” Williams said. “I think people sometimes get distracted by being nervous or our own awkwardness instead of just jumping out there and getting to know people and finding someone and making a new connection. He’s really good at that, and people look up to him for it.”

Masoudi added, “He leaves behind a culture of compassion and respect in Webster and the greater Exeter community.”

If there’s anything Omidia learned here at Exeter that he wants to share with others, it is to have faith that there are people who care about you and to enjoy the journey that is Exeter.

Omidia concluded. “There are so many people here at Exeter, but you’ll find your people. Yeah, sometimes it might take longer, but they’re there. And remember to enjoy the little things, because there’s a lot to get caught up in here. It’s easy to forget, but trust me, it’s really worth it when you take the time to enjoy the little things.”

## Students Celebrate Dia de los Muertos

By JESSICA HUANG, EMILIA KNIESTEDT, and HENRY YAO

Lively music and laughter filled Grainger Auditorium last Tuesday evening as students celebrated Dia de los Muertos. Upon stepping into the auditorium, booths representing cultures across Latin and Central America and offering a variety of treats and cultural information greeted attendees. Students and teachers sat down and enjoyed authentic Latinx dishes and sweets, got their faces painted, and learned new dances with friends.

Upper and OMA Proctor Val Whitten, one of the organizers of this year’s inaugural Dia de los Muertos, along with fellow OMA Proctor and upper Kodi Lopez, commented on her inspiration for the event. “Since what we have for Hispanic Heritage Month is smaller dinners and smaller things that are just limited to like 20 to 30 people,

we really wanted something that was celebrated campus wide...Something where we have good food, where we have culture; it’s open to everyone,” Whitten said.

Whitten hoped that cultural acceptance was one of the main takeaways of the event. “I really hope they take away that everyone’s culture is really cool...We’re just very welcoming people and we just have such a welcoming atmosphere.”

Upper Yasmin Salerno, one of the booth organizers, also added, “I hope they saw some of the great things from different aspects of Latinx culture! Beyond just the food and dance, the ofrenda was beautiful and it represents honoring our loved ones who’ve died.”

Even though the event was well-planned and successful, Whitten commented on some challenges they faced throughout the process. “We had a bunch of ideas, but a lot of it wasn’t possible just

because of the time frame.”

Despite this, the event was filled with fun. When asked about her favorite part of the event, Whitten gushed about the food catering. “It [was] authentic Columbia, the first time I’ve ever had that at Exeter. I think what I really love is that every table really went all out and brought their own food [and] candy...when we didn’t have the time to supply everything. There was a lot of love and culture going around.”

Whitten also spoke to the potential future of this event at Exeter. “This is the first year we’ve had a campus wide Hispanic festival. This is the first one and it’s definitely not going to be the last.”

The success of the event was also reflected in the attendees’ excitement at the event. From the Cumbia to the Bachata, dancing was a favorite activity among attendees. “Even though I’m Mexican, I never grew up learning how to dance, and I

always felt disconnected to my roots in that way,” Upper and booth organizer Josselyne Fregoso explained. “I never would’ve thought that I would feel more connected to my roots at school than I did at home where there’s like 7% Latinos, you know? And so that was really cool.”

Upper Andrea Hernandez, who organized the Mexican booth along with Fregoso, taught Fregoso dance. “I hadn’t danced in a long time and I had never danced in school. It was just nice to be able to go back to my roots dance without being judged,” she said.

While upper Chloe Zhu preferred to cheer the dancers from the side, she enjoyed sampling the unique cultural foods at the event. “I came in and I felt like there were so many different flags from so many different countries and like, all of them had their different specialties and traditions and cool stuff,” Zhu recounted. “The culture of

South America is so rich and so diverse. I just learned that there’s like so many different types of tacos from one of my Mexican friends. So that’s really cool.”

Lower Vera Aimunmondion also enjoyed the variety of activities at the festival. “It’s really nice to see so many cultural events being consolidated into one space, like the different languages and food and music,” she said with a smile. “It’s really important to have this type of space for POC to celebrate holidays.”

Preps Alinne and Brenda Romero-Torres, who helped out at the Mexican booth as well, agreed. “Dia de los Muertos is a very significant holiday. So we’re happy that Exeter has an event for all the Latinx students,” they said. “It’s so fun, especially just trying different things and learning more about other people’s cultures.”

Upper and Brazilian booth organizer Rodrigo

Spinola hoped that students have learned more about his culture through food. “We’re just bringing a little bit of Brazilian culture to campus, especially to people who are not directly from Brazil,” Spinola said. “Often it’s really easy for them to just forget about their ancestry. So just having some food from back home is always nice.”

Hernandez hoped that the festival has brought out Latin culture beyond what is portrayed in the media. “It’s not just what’s portrayed in ‘Coco’.. it’s not Mexican Halloween,” she said.

Many are hopeful and excited to see the future of this event at Exeter. When asked about the future of Dia de los Muertos, Whitten concluded hopefully, “We’re very hopeful that we’ll have more and more stuff next year. Even with all the challenges we know it’s only going to go up from here.”

# Faculty of the Week: Katie Brule



English Instructor Katie Brule's class is in the basement of Phillips Hall.

By ALIA BONANNO,  
MAYA COHEN,  
ATHENA WANG, and  
ANDREW YUAN

A cold wind rustled the leaves in the cemetery behind Ewald Hall. English Department Teaching Intern Katie Brule sits cross-legged on the frostbitten grass with her English 410 class around her, Emily Dickinson's Final Harvest lying open on each student's lap. The class reads aloud poems about death, their voices soft in the sacred space. Brule smiles as someone reminds her of the thesis she wrote on Dickinson. As they walk out to leave, students are still echoing ideas to each other about hidden themes and imagery.

Brule, now in her second year at the Academy, graduated from Williams College in 2020 with BAs in English and studio art. She played basketball at Williams and has brought that experience with her to Exeter. This winter, she will serve as the head coach of the Girls' Varsity Basketball team. Born and raised in Iron Mountain, Michigan, Brule had never experienced boarding school life before she started at Exeter. Now, she's an integral part of the community as an active member and resident in Moulton House and a beloved teacher.

Brule developed her love for teaching and interacting with students long before coming to the Academy. "I have always loved working with kids. I worked as a camp counselor for summer when I was in college and loved doing that," Brule said. "So that told me I should just keep pursuing teaching...I absolutely love the students. I love being able to interact with them and have fun with it, and when I can help you try to break out of it and have fun in class and do fun activities or fun projects that are still involved with what we're doing."

Brule discovered Exeter when she graduated from Williams. "There are a lot of schools that for recent college grads will have programs where you can figure out if you want to teach... Exeter's was

only a year-long program. So I thought that was a nicer way for me to like, not totally committed to teaching if I didn't love it. Obviously, I'm still here, which means I do love it," she said.

Brule also spoke on how she was immediately drawn to the school. "When I had my first interview, I thought everyone seemed really great. Everyone seemed so invested in the school and in you guys as students, which was really cool," she said. "Exeter was also the only place that continued to keep the spot open once everything shut down in March [of 2020]. I had never actually been on campus before I took the job, which was interesting. It was one of those [moments of] serendipity, when things fell into place as they should've."

Brule's unique teaching method stems from her compassionate personality as she strives to create an environment where students have the best potential to learn, separate from the Exeter stress. "I absolutely love the students. They are my favorite part [of teaching], you know, being able to interact with them and have fun with it," Brule added. "I think [students] get so stressed here and I love when I can help them try to break out of it and have fun in class, like doing fun activities or projects that are still involved with what we're learning."

Senior Liza McMahan reflected on the creativity and unorthodox nature of Brule's class. "The way she got us to learn our literature was different, too, with her integration of Dickinson becoming a poetry competition on 'whose poem can dupe the class into thinking it's an original Dickinson piece?' That made sure we really paid attention to the material, something not every English teacher can do," McMahan said.

"Having a younger face with new ideas lead a Harkness English class was a breath of fresh air. I never thought I would have an English teacher understand modern lingo or social media trends! She is light in character, incredibly understanding, and teaches English in a refreshing style. To make sure everyone was

comfortable in my class, we always started with a word game, relying on each other's guesses to find the 'hidden rule' that let you win," McMahan continued. "That helped with everyone's tension and stress during upper spring, which was much appreciated. It really was a memorable class."

Brule manages to bring comfort into the classroom in many ways, including through the classroom itself. "It's such a nicely decorated space with such good energy. You come in really ready to have a quality discussion," upper Jacqueline Subkhanberdina said.

Upper Bridgette Martin highlighted Brule's ability to foster a welcoming environment in class. "She lets us go on our tangents and I think that's one of the most beneficial parts of her teaching. She lets us be and doesn't intervene," she said. "She's engaged and kind and hardworking for sure... she wants to make our class better and she has that sort of initial drive that teachers have when they first start out."

Senior Jack Ambrogi spoke of their favorite memory of Brule and commented on her understanding nature. "I remember there was one paper that I missed the deadline for and then I brought her flowers the next day and I was like, 'I'm so sorry.' She was super forgiving, and it was very nice of her and we were able to figure it out. She's so understanding of the fact that she is one of our five classes and not our only focus. I think she's great for that reason," Ambrogi said.

"My favorite thing about her would probably be how considerate she is. I think that that really helped me through her class. I grew a lot as a writer in her class and just as an English student in general. I think that that would not have been possible if it weren't for her considerate approach to things, and the way that she was focusing on what I needed, as opposed to just how to do her job the best," Ambrogi added.

Brule takes a similar approach to her coaching philosophy. Using her recent collegiate experience, Brule is able to be empathetic while still promoting her

players' performance. "This year, I've been inheriting the program [as the new head coach], and I'm really focusing on team community and building team culture. I think girls basketball doesn't have a whole lot of buy-in and there just isn't a culture in the same way that other sports here have. I'm trying to build some of that. There's a really good group of players on the team right now. I love our captains, and they're invested in doing the same stuff that I want to do. [This season] is going to be a lot of work, but I'm excited for it. There's a lot to learn for me," she said.

Senior Cecilia Treadwell commented on Brule's enthusiasm in the team. "[As a basketball coach], she is very fun and enthusiastic. You can tell she cares about what she does which makes everyone excited about whatever they are participating in. She makes sure that everyone knows they belong here and she is just a very supportive person in general."

Martin noted Brule's coaching strategies and mindset. "So far she has been one of the most encouraging coaches I've had. She also doesn't believe that you have to run as punishment; running and exercising to get fit for basketball should be a part of it. It's really easy to have an unhealthy mindset but her mindset is so healthy, I think because she's young and because she had experience with playing collegiate basketball. It really transforms into how we're playing," Martin said.

Martin continued, reflecting on her favorite memory of Brule. "We get to play basketball with her. Like she plays pickup with us, which is super fun. She's wicked good... I blocked Ms. Brule during [one of those games] and that is my favorite memory because I got to block my teacher, and who gets to say that," she recalled.

Brule is also a prominent community member of Moulton House, where students appreciate her dedication to inclusivity and kindness. "Ms. Brule is so sweet and fun—there's always something to talk about with her, whether

it be Taylor Swift's chai cookies, Sally Rooney's newest book, or the dorm's latest stupid joke," upper Adalie Burton said. "As a new upper, I was terrified when I came here, but she made the school feel so much less daunting on my first day."

Upper and Moulton House resident Leonor Colles-Volmer echoed a similar sentiment. "Ms. Brule is a really nice person. She's always here to help in the dorm with academic stuff, but she's also a great person to talk to about more personal things. She makes the dorm a more fun and welcoming community," she said.

Brule's love for Taylor Swift and other music is also a notable aspect of her. "I'm a big Taylor Swift fan. I really loved folklore because growing up, everyone was like, 'Taylor is country.' And then when I was in high school, I had my indie folk awakening and have loved that music ever since," Brule said. "When I found out that she was releasing an indie album featuring Bon Iver, my worlds collided. It was perfect... I'm very excited for Red (Taylor's Version) to come out in a few days. It's all very exciting."

Lower Norma Sharma recalled Brule's penchant for baking. "She made Taylor Swift's chai tea cookies the other day and they were divine," Sharma said.

Living in Moulton has been a transformative experience for Brule. "I love interacting with the students in the dorm. They're just all such good people and it's really great getting to know everyone and seeing students in so many dimensions was part of why I wanted to do boarding school," Brule said.

Brule has also brought her baking talents to both the dorm and the classroom. "I really love baking and cooking. I often will bake for my students or the kids in the dorm or my team. It's just really fun for me, like trying out new recipes and then bringing them to people that will eat them."

McMahan recalled, "Sometimes she would bake delicious goodies for us or just bring some snacks with no notice, so you'd never know

William Park/The Exonian

what would happen every day!"

Furthermore, Burton noted that "her baking makes the whole Moulton experience so much better."

Brule also has a passion for running and art. "I like running, I do it to stay sane. I actually have a half marathon this weekend, so we'll see how that goes. Generally, anything that's related to crafts or craft-adjacent is up my alley. I have a lot of "old person hobbies" like baking, I also know how to knit and crochet and I have a sewing machine. I also love, when I can, painting or drawing," she commented.

She tries to incorporate her artistic background in the classroom as well, "One thing I've tried to do is creative projects. I try not to have them just be visual art... so I try to give multiple options there"

Subkhanberdina shared her experience with this teaching method. "Sometimes we'll draw something in class to propel the discussion... or do a creative project," she said.

Brule's dogs, Rooney and Goose, who live back home in Michigan, also occupy a major space in her heart. Brule looks forward to Goose coming to live in Moulton House this spring. "I'm trying to convince my parents to let her come live with me. We'll see! I might get her in the spring after basketball season when I'm not so busy," she said.

Looking back on her time, Brule shared a piece of advice for her past self. "It's been nice coming back for a second year and feeling that I belong to the community a lot more than being a new faculty, especially in COVID when we weren't really seeing each other. Continuing to grow in this community is the broadest goal that I would have for myself," Brule concluded. "I feel much more confident in my abilities as a teacher, a dorm parent, a coach. It can be hard to remember that I am capable, but then I would personally remind myself to let loose a little bit sometimes, like having a bubble bath with a face mask. From time to time, when it feels overwhelming, just let yourself take a break."

# Poetry Review: Amores(I) by E.E. Cummings

## Amores (I)

E. E. Cummings - 1894-1962

your little voice  
Over the wires came leaping  
and i felt suddenly  
dizzy  
With the jostling and shouting of merry flowers  
wee skipping high-heeled flames  
courtesied before my eyes  
or twinkling over to my side  
Looked up  
with impertinently exquisite faces  
floating hands were laid upon me  
I was whirled and tossed into delicious dancing  
up  
Up  
with the pale important  
stars and the Humorous moon  
dear girl  
How i was crazy how i cried when i heard  
over time  
and tide and death  
leaping  
Sweetly  
your voice

Courtesy of poets.org

By CLARKWU

Amores(I) by E. E. Cummings

your little voice  
Over the wires came leaping  
and i felt suddenly  
dizzy

Amores is a sequence of love poems written by E. E. Cummings. Given his unscrupulous and fickle career in relationships, we have no clue to whom the letters were written. It is difficult to say whether Cummings wrote each individual poem with a different woman in mind, with a different sort of love in mind, or with a different sort of relationship in mind. Maybe all or none of the above.

I first read Cummings's poems three years ago in ninth grade before coming to Exeter.

A recent encounter with our fall term Lamont poet Maurice Manning, however, has changed my understanding

of sound and flow in poetry. At his workshop some weeks ago, he briefly touched upon prosody, a branch of phonetics and linguistics dealing with the stress and intonation of words used in poetry. I'm in no way an expert, but my understanding is that prosody looks at how different words change how the reader breathes with the text.

If we follow through with that understanding, this section of the poem contains two prime examples of prosody. The phrase "jostling and shouting of merry flowers" uses a series of pronounced but round words. The reader is tasked with quickly exchanging between breathing in and out, creating a sense of excitement. In contrast, the phrase "wee skipping high-heeled flames," is light in texture because to speak the words, you only need to expire air, no need to rein it in. Put together, we feel the dopamine of love, the expectancy of spring (though winter is on our doorstep).

When imagining floating hands, I see Buddhist imagery: upturned palms arranged in a circular position, looking like

With the jostling and shouting of merry flowers  
wee skipping high-heeled flames  
courtesied before my eyes  
or twinkling over to my side

In the past year I've been obsessed with sound, so much so that I would jot down words and phrases with "poetic potential." I'm still trying to find a home for "cumin" and "acumen," and perhaps another home for "daiquiri" and "mockery."

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of sound and flow in poetry. At his workshop some weeks ago, he briefly touched upon prosody, a branch of phonetics and linguistics dealing with the stress and intonation of words used in poetry. I'm in no way an expert, but my understanding is that prosody looks at how different words change how the reader breathes with the text.

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Looked up  
with impertinently exquisite faces  
floating hands were laid upon me  
I was whirled and tossed into delicious dancing  
up  
Up  
with the pale important  
stars and the Humorous moon

When imagining floating hands, I see Buddhist imagery: upturned palms arranged in a circular position, looking like

a lotus. The phrase "delicious dancing" thus brings to mind the tale of the lotus eaters in Homer's *Odyssey*. Odysseus encountered the mystical island inhabited by lotus eaters, who eat only the fruits of lotuses and forget about returning home.

This fits into the theme of Amores(I) quite well. The poem might be asking if we should indulge in the romanticism that mesmerizes us and keeps us away from our earthly duties. The poem might also be asking what tangible value romantic poems bring to society at large, if staring at "pale important/stars and the Humorous/moon" is responsible. And when amor does torment us, confuse us with its on-brand smorgasbord of agony and joy, how should we digest it all?

An additional point of possible interest: the first time I encountered this poem I had mistaken "looked up" with "locked up." This morbid change completely disrupts the idyllic images portrayed in this section and shakes up the meaning of amore completely, though it is one worth pondering upon.

dear girl  
How i was crazy how i cried when i heard  
over time  
and tide and death  
leaping  
Sweetly  
your voice

I love this section of the poem. It's so fragmented and so real, like when one is unsure of whether they really

love who or what they claim to be loving. And in the nebulous cloud of indecision, "your voice" remains. At first "little," now a little stronger.

Love is so humbling, so much so that "I" am brought down to a lower "i," to meet with "you."

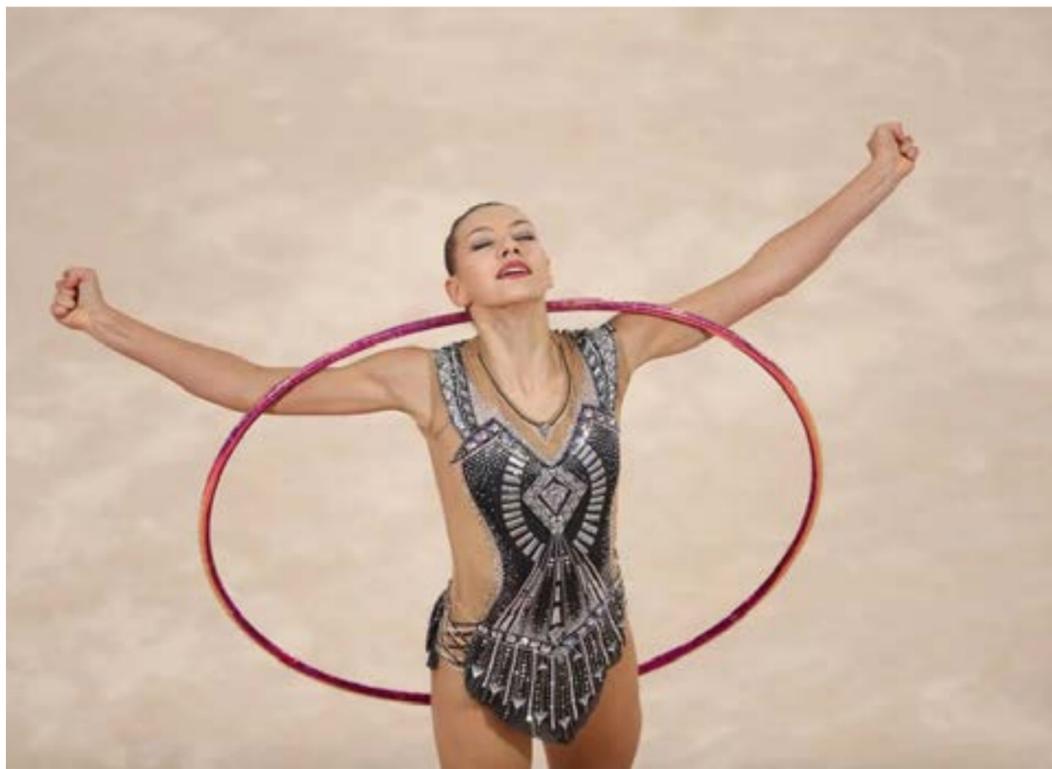
This may be the last poetry review I write in The Exonian. I found my voice on this campus no less in The Exonian than I did in poetry. They were the lens through which I saw and experienced Exeter. I have countless people on and off this campus I need to thank for accompanying me thus far and for tolerating my quirks and my mistakes, but more than anyone I need to thank poetry itself—the home to all of my quirks and all of my mistakes.

On my first day back on campus this fall, I had felt a little overwhelmed by this school, by the eerie feeling that this Academy will live inside of me for a long time, so I called one of my favorite human beings who graduated Exeter this past spring. He told me that I might grow weary of the omnipresence of Harkness on this campus, that in upper year I'll come to actually appreciate silence.

I told him that I theoretically understand the value of silence. He told me that believing in things on a theoretical level is not believing. He told me that the Harkness method at Exeter and all the academic resources at Exeter are simply red herrings used to lure us into this school. It's not about what we're doing. It's about finding people who bring us joy, interacting with people who give us life.

He's right.

# Hidden Figures: Olympian Evita Griskenas



Evita Griskenas competed in the Tokyo Olympics last summer.

Courtesy of usagym.org

By JESSICA HUANG

At the 2021 Rhythmic Gymnastics World Championships last weekend, Tokyo Olympian Evita Griskenas was not only busy writing rhythmic gymnastics history, she was also busy writing a 10-page neuropsychology essay.

Griskenas, who has been practicing rhythmic gymnastics since she was four, has many well-deserved accomplishments. A USA National Team Member, Pan-American Games All-Around Champion, National Champion, and Tokyo Olympian, Griskenas is accustomed to the high pressures of a top-tier athlete, and the draining, fast-paced life of a student. In fact, she trained for the Tokyo Olympics while taking classes as a freshman at Columbia University. "In a way [COVID-19]

allowed me to structure my time. I was able to do [remote] classes in the car while I was driving to the gym or something like that, or even traveling, which was very convenient," she commented. Now a sophomore, Griskenas is pursuing a degree in psychology, and has a plethora of school advice to share with Exonians.

When asked why she was pursuing a psychology degree, Griskenas immediately responded with a smile. "I just love studying people and our interactions with people. So often in sports, whether you realize it or not, you think about visualization, you think about mental health, and how you need support sometimes, and you don't always know where to get it from."

For Griskenas, Google Keep, which she highly recommends to Exonians,

helps support her time management and organization by allowing her to organize tasks and school work all in one place. "I have several different sticky notes on there where I'll have a weekly spread— I have a sticky note assigned to every day," she detailed. "I'll have a segment which is dedicated to my week view Monday to Sunday with what I absolutely have to do."

Instead of directly listing one lengthy task, Griskenas suggests breaking them into smaller sub-tasks to help boost motivation and a sense of accomplishment. "It always makes you feel more motivated to do things and it doesn't seem like an overwhelming task. So long story short, figure out what you have to do and plan, but also then break it down into manageable size pieces."

Having recently finished midterms and her ten-page paper, Griskenas added that "when I see I have to do a paper that's very scary, especially when you have absolutely nothing. But when you break it down into, you know, do paragraph one, brainstorm paragraph two, like that makes it a lot easier for you to handle or however it works for you."

Also included in her Google Keep are time budgets, something Griskenas finds keeps her organized. "I'll give an estimated amount of time on what something might take me or when I want to do it in the day if I know that's when I wanna do it."

For Exonians who currently have thick textbooks weighing down their backpacks (AP Bio students!), Griskenas may not be able to alleviate that load, but she has

helpful advice on how to maximize what you retain while reading. "First I read everything that's titled or bolded, so I read title subtitles, any vocab words that are bolded. Then I'll read any infographics or pictures that are attached," she suggested. "Then at the end, sometimes they'll have a summary. I will read that, and then I will go back and actually read through again what each like, you know, actual paragraph is and take notes on that."

As for note-taking, Griskenas shared her technique as well: "I'll read a paragraph and then I'll try to write a one sentence summary or some bullet points related to that paragraph in my own words, so that way it's almost as if I'm teaching the material and teaching other people."

Mental health is also an aspect of school Griskenas hopes Exonians will continue to work on. In fact, when asked what advice she would give to her younger self, she responded with no hesitation, "Don't forget to take care of yourself."

Openly admitting that balancing her mental health is still "a work in progress" for her, Griskenas offered the following words to Exonians: "You are constantly surrounded by people, and you are a part of a circle of influence as much as you influence that circle and are the influence. Those moments when you feel overwhelmed, just like take a deep breath and, and, and you're not as alone as you think you are."

"It's important to recognize that you're always going to have ups and downs, but you also have to remember that during

the moments when you're the most down or you feel overwhelmed and it feels really difficult that you'll make it through," she continued. "It'll sort itself out somehow—just keep that faith."

Amidst the rising sexualization of rhythmic gymnasts and body-image stereotypes, which Griskenas believes is caused in part due to social media, she believes unplugging from social media is a great way for students to prioritize their mental health. "It leads you to start comparing yourself to other people rather than trying to improve or under the false assumption that you're gonna improve yourself," she said. "But really what you're doing is you're harming yourself. So while it's good to look at what other people are doing, I think social media perpetuates this 'I need to do this to be better' [idea] rather than actually looking at yourself and seeing what you need to do to make you better."

Griskenas' last piece of advice is one she hopes all Exonians will take to heart. "It's really easy to get caught up in the pace of life, [because] it's fast, and the older you get the faster it gets. So going back to the advice I'd give my younger self, take time to breathe, put your phone away, and do something that's not related to social media," she stressed. "It's just such a prevalent thing in our society right now. While [social media] has its ups, it also has downs. It's such a time sucker that you don't realize. Set the little timers or reminders in your phone just to remind [yourself] 'Hey, take a breather'—I know you can do that."

# Meditation Spotlight: Sahar Ullah



Dr. Sahar Ullah smiles in Jeremiah Smith Hall.

*Courtesy of Communications*

By SHEALA IACOBUCI, ANDY HERRIGAN, NICHOLAS ROSE, and ARIANA THORNTON

Phillips Church was packed to its maximum seating capacity on Wednesday, October 27 as students and faculty alike came to see English Instructor Dr. Sahar Ullah share her meditation, a collection of vignettes entitled “Once Upon A Time.”

These vignettes spanned topics such as her childhood, experiences travelling the world, and her most memorable encounters with romance. It was well-written, wonderfully delivered, and danced between serious and light-hearted. On the frigid late October morning, her audience was captivated.

“I thought Dr. Ullah’s meditation was something fresh we hadn’t seen in a while,” upper Cindy Su said. “Instead of one long story, she brought short snippets and windows into her life alive, especially with her engaging storytelling. I loved her style of writing, and she’s someone that

truly is able to capture her voice and her unique background and experiences like traveling over the Middle East.”

Senior Lila Busser agreed. “[It] was really personal and fun. I liked that it wasn’t a super traditional med and seemed more like fragments of growing up because I felt it gave me a better idea of who she was.”

During an interview, Ullah shared her process on writing and selecting her “Once Upon A Time” stories. “When I volunteered to do the meditation, I actually didn’t think I was going to share my Once Upon A Time stories; I thought I might share some essays that I wrote in the last year or two. Then I thought about the mood of the campus, and a lot of things have happened since September on this campus. So I thought maybe we needed to let our minds wander again.”

The “Once Upon A Time” stories Ullah read for her meditation are part of a larger work she is working on for publication, originating with weddings-gone-wrong

stories from winter 2020, and then in the form of short Instagram posts she shared with her followers.

“I [wrote] the Once Upon A Time stories regularly when we all knew that we had to lock down and quarantine and social distance in 2020. But actually let’s rewind before that. I started writing them in January 2020 without knowing that we were about to do all those things, because I had attended 17 wedding events in just one winter break. And that’s the most wedding events I’ve ever attended in my life in a short span,” she continued, laughing brightly. “When I think about it now, it was a nice way to keep me afloat when we were all isolated, because I saw so many people and so many different parts of my community.”

It was after the COVID-19 lockdowns when Ullah began writing on Instagram. “I would pause and say ‘to be continued’ after ten or fifteen slides,” Ullah said, smiling as she recounted it. “I noticed a lot of people who were viewing it were

probably isolated as well, so they were my regular readers. I continued writing regularly throughout 2020 all the way up until I got to see my parents again in 2021.”

Ullah enjoyed sharing her stories with her Instagram followers, and found that the interaction helped her writing process. “[During the meditation,] I didn’t pause to interact with the audience very much, but I did ask my group of readers which direction they wanted to go. And that helped me to think of how to use my time when my mind was wandering; if they chose this destination, I wrote about that destination. If they chose this character, I would write about that character.”

Senior Russell Tam noticed this aspect of her storytelling. “In the beginning, I didn’t know how each of the stories connected with each other, but I wanted to listen on because of the fun way she presented it, with self-deprecating jokes, imitations of guys who swooned over her, and informal tone,” Tam said.

“Later, I saw the common elements of race, love, and family that tied it all together. It was a fantastic compilation.”

In both her meditation and an Instagram post, Ullah reflected on her interaction with an Arab diver after she sustained an injury while snorkeling.

“Help was a ridiculously, gorgeous for absolutely no good reason other than God has a sense of humor professional free diver named Sulaiman...As this beautiful Arab merman carried me through the water, he decided to strike up a conversation,” Ullah shared during her meditation.

“For the Under the Sea story, when we met Sulaiman, I paused for 24 hours and then I asked [my Instagram readers] ‘who’s the Sulaiman of your dreams?’ and they submitted comments,” Ullah elaborated. “And it was so fun, because readers were commenting on what other readers were responding to, so it felt like we were together in a storytelling session.”

Ullah reflected on her inspiration for writing these stories, in particular one in which two boys, both named Jonathan, proclaimed their love for her with a giant poster when she was in fifth grade. “March 2020 was hard, and these stories are fun—like the Jonathan-Jonathan stories,” she said, laughing. “As a kid, it might not have been fun, but later on looking back, it’s really funny.”

“I started to write [the travel stories] increasingly during the uprisings in 2020—the summer uprisings after George Floyd was killed and then Breonna Taylor was killed and we learned about Ahmaud Arbery,” Ullah continued. “And I needed to leave the US for a bit. Maybe not physically, but in my mind.”

Ullah also reflected on this style of her writing: balancing her pieces with both humor and seriousness. “One of my early works is called the Hijabi Monologues. And when my production team was

developing the play, and I started performing, I was very aware of how the audience was responding. And I realized that as an artist, as a playwright, I enjoyed getting my audience to go on an emotional rollercoaster, where they just did not expect it was gonna go somewhere.”

Upper Sinna Oumer enjoyed this aspect of the meditation. “I loved how everyone was laughing at some points, and at other points it was really serious, and you were like ‘oh, okay, now we’re here,” Oumer said. “[The transition] was very natural; I’ve never seen anyone structure their meditation like that. I felt like Dr. U achieved covering a large variety of topics while still connecting with the listeners, and a lot of that is really due to how fantastic a speaker and writer she is.”

“I like for us to feel things, but to also bring us back to a place where we don’t feel like the ground under us is just crumbled,” Ullah continued. “As an artist and writer, it’s hard for me to spend too much time on trauma, because it isn’t all trauma.”

Lastly, Ullah reflected on her joy for storytelling. “What I love about storytelling in particular is the gift giving—like you offer something and you often get something in return.”

“Sometimes a lot of students and adults think, ‘I’m not an interesting person,’ and I don’t believe that ever,” Ullah added. “If you’ve lived for 50 years, half a century, I’m sure many, many interesting things happened that young people can probably relate to or learn from.”

“Let’s go on a journey together. And if it’s through my personal journey, let’s do it!” Ullah said. “I think sometimes just letting your mind wander is really healthy. Maybe nothing comes out of it except that you rest, and that’s a lot; resting with stories is really wonderful.”

# Latin Scholar Grant Parker Discusses Ancient Futurity

By RISHI GURDEVAN, ASHLEY JIANG, and EMMA SORDI

For the past week, members of the Exeter community filed into the Elting Room during their lunch break for a seminar series presented by Associate Professor of Classics at Stanford University Grant Parker.

These seminars, titled “RetroFutures: Ancient Perspectives on Times Ahead,” pulled Classical literature and ancient peoples’ interpretations together. Parker touched on various issues plaguing the modern world including environmental degradation.

The inspiration for these seminars was Parker’s most recent research together with an exploration of his other interests. “I chose this topic because I wanted to do something that was closer to my research, that created an arc, a unit, a bigger picture. I wanted to create a context for the things that I was researching,” Parker said. “I also heard a fascinating talk about futures literacy. I began thinking about the idea

of the future in general, and what part Classics might play in making sense of that. So, it was a coming together of different interests.”

Parker further explained his purpose behind his research. “What I’ve tried to do is show that ancient people were concerned about many of the same things that we are, and that by looking at some case studies of their material, we might reflect on our own situation. This may not necessarily mean literally taking some lesson from the past and applying it to the future,” he said. “Rather, I’m much more interested in critical thinking and engagement. I think that all people, especially young people, think about community, and about making some investment into larger realities than ourselves—the question of the personal versus the collective is very important to me.”

Exonians who study Classics and the Academy’s wider community were able to enjoy and learn from Parker’s research. “I’ve really loved seeing how students engage with his work. Specifically seeing the Latin and the English side by

side. So whether you are a Latin student who knows the language, or you’re just intrigued with the subject matter, you can pull away something from the original texts that’s pretty enlightening or interesting,” Classics Department Teaching Intern Alexandria Frank said.

Upper Alexandra Wang shared the draw of the seminars. “On Vergil’s tomb, an inscription—purportedly composed by the poet—says that he sang of ‘pascua rura duces’—pastures, the countryside, and leaders. In class we only study the last, the Aeneid,” she said. “Vergil’s Georgics and Eclogues were written in the very beginning of Augustus’s new principate, under a leader whose rhetoric is of reviving the glorious past—in a world that will never be the same again. I didn’t know much of Professor Parker’s work before this but the fact that he chose to dedicate two seminars to themes of the future in the Georgics and Eclogues fascinated me.”

The seminar series further inspired A. Wang to consider the future of Classical literature and its interpreta-

tions. “The seminars assured me that there is always more to be said about Classical literature, even works like Vergil—whose commentators require commentaries,” she noted. “Though the text doesn’t change, its audience does. And each new reader is a new interaction.”

For some, Parker’s seminars were an opportunity to learn about the impacts and perspectives of ancient Roman society. “The seminars let me go more in depth into topics that I had contemplated quite superficially before,” prep Lauren Saldarriaga said. “He spoke not only about what we thought about the ancient Romans, but also about what the later Romans thought of the early Romans. That was fascinating!”

“I was already interested in the Classics in terms of the Latin language. Going to the seminars, it was cool to explore the Latin language, but also the effects of Roman society on the present,” lower Juno Cowans added.

Parker’s interactive activities were also a highlight for senior Kevin Cong. “I enjoyed learning some ways in which authors we’ve read

were perceived. For instance, the Sortes Virgilianae were quite cool and also fun to test out,” he said.

Classics Department Teaching Intern Lina Wang, a past student of Parker’s, shared the intention of bringing Parker to Exeter. “He does a lot of really interesting work with classical reception—the area that I’m most interested in—which is how generations after receive [Classical literature] and how it continues to influence our world today,” she said. “I want students, when they meet somebody who’s actually working in the field, to see that there are people who are living their day to day lives really trying to find new meaning in and recontextualizing Classics. The field is still advancing and there’s still a lot to be done.”

“I was very impressed by the level of engagement that Exeter students brought, the questions that everyone had for him, and the depth of knowledge that students already had going in,” L. Wang continued. “I was also surprised that people who had maybe only been taking Latin for two, three years, were

already getting into some meaty questions and very essential questions the field is dealing with.”

The Classics Department also expressed their gratitude for everyone involved in bringing Parker and his seminars to the Exeter community. “Because of the lingering effects of the pandemic, it took quite a bit of cooperation from many parts of the school to make this happen—the principal’s office, the facilities staff, and dining services, just to name a few. We are grateful for all their help,” Chair of the Classics Department Matthew Hartnett said.

“I hope [students] get a sense of how broad the field of Classics is—geographically, culturally, and chronologically. Also, how seemingly disparate fields like religion, Classics, history, and psychology actually have a lot of overlap,” Hartnett concluded. “What the humanities have in common is that they are concerned with what it means to be human, and no particular field has a uniquely privileged perspective on that complex question.”

# D-Hall Creations: Make Your Own Fried Rice

By CHENGYUE ZHANG

“It was a dish straight from Demeter’s table,” commented Lower Katelyn Cui, who witnessed the whole process of fried rice making. “With the ingenuity of a startup founder, the lonesome salad bar staples transformed into a kick of nostalgia complete with that crispy touch of pan fried shrimp!”

Fried rice is a classic Chinese dish that is easy to make for beginners. It is actually the second dish I learned to make from my mom in third grade. Wanting to make myself some food that reminded me of home, I called on my friends, borrowed three eggs from my advisor Dr. Park, and attempted to make some fried rice in Gould House kitchen.

## Time Commitment:

Assembling ingredients: 5 min (not including time spent walking to D-hall and waiting in line)

Preparing/cutting: 20-30 min

Cooking: 15-20min

Cleaning up: 5-15mins (Your fellow roommate will appreciate this!)

If preparation is done beforehand, this dish can be made during one lunch period without rush.

## Obtaining Ingredients

### Part I: Rice

Get rice from the dining hall one day before, and put it in the fridge overnight, so it can lose some moisture and be easier to cook the next day

### Part II: Vegetables

This is not an exhaustive list of all the vegetables you can put in your fried rice, and you do not have to put everything listed in. Just choose a few vegetables according to your likings:

- Carrots (raw carrot at salad bar, not boiled ones)
- Spinach
- Other green leaves veggies
- Onions

- Broccoli
- Beans
- Corn
- Green Peppers
- Mushrooms (exclusive from Elm noodle bar)
- Chives (exclusive from Elm noodle bar)

### Part III: Protein:

Eggs: Egg is arguably the most important ingredient in fried rice. I strongly recommend getting raw eggs and cooking them yourself, but if you really cannot get any, the scrambled egg that D-hall serves every morning will work.

Other proteins: Here, you can be a little more creative. I used cooked shrimp and meat loaf that elm served for dinner on Tuesday, but because the dining hall’s menu changes everyday, you can use any cooked meat that is 1. relatively dry (no sauce) 2. able to be diced 3. Do not contain too much seasonings other than salt. Some examples include meatloaf, Burger patty, grilled chicken breasts, hot dog, grilled

ham steak, and pork sausage. Tofu from the salad bar can be a good vegetarian option.

## Ratio of Ingredients: (a serving for three people)

One to two big green containers worth of vegetables in total; one green bowl of rice; half green bowl of eggs; and less than one green bowl of other proteins (The amount of vegetables can seem a lot compared to only one bowl of rice. However, keep in mind that fresh vegetables will shrink a lot after being cooked!).

## Condiments and Equipment:

- Soy sauce and salt (can be found in D-hall, if you do not have any in your dorm kitchen)
- Knife
- A big pot for the final mixing
- A smaller pan for stir frying the ingredients separately

## Cooking your Friend Rice:

### Preparation:

First, dice all the vegetables and protein. Make sure to keep ingredients separated. Spinach and other green leafy vegetables should be cut to one inch by one inch squares, and everything else should be diced to smaller cubes with half an inch side length.

Second, whip the egg, add salt, and cook it in the pan to make scrambled eggs (if you got scrambled eggs from breakfast, this step can be skipped).

### Cooking:

Third, stir fry every ingredient separately in the small pan. Add oil, put the ingredient in, add a little bit of salt, and stir until cooked. Do not overcook anything, since all ingredients will be mixed with rice and cooked again eventually. Additionally, the pan does not need to be washed in between cooking different food.

Fourth, cook the rice by itself in a big pot. Wait un-

til the pot is heated and add oil. Put a bit of chives in, stir for a few seconds, and put rice in. Use a spatula to separate the whole chunk of rice sticking together, add some soy sauce which turns the rice light brown, and keep stirring for three minutes.

Fifth, add all other previously cooked ingredients in the pot and stir until everything is evenly mixed. Keep stirring for a few minutes. Because all ingredients are already cooked, how long to cook it after it’s properly mixed depends on you. If you want crispy edges on the rice, keep it in the pot a bit longer.

## Cleaning Up:

Finally, please wash your dishes and wipe down the counter *before* you start eating! Also wash the dishes you used to eat after eating.



Process photos of the fried rice.

Courtesy of Chengyue Zhang

# Senior Superlatives

## Most Non Sibi



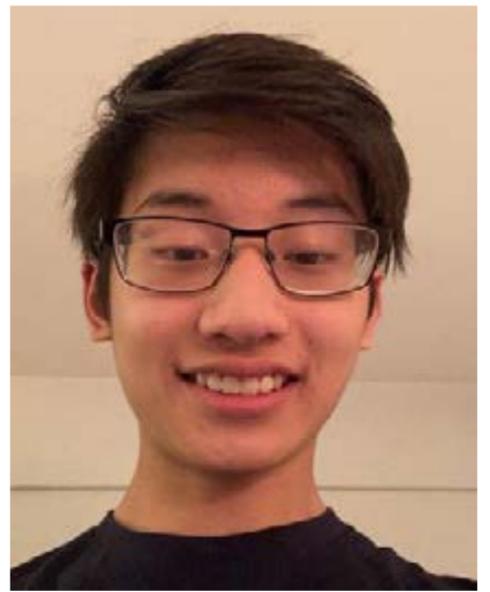
*Emma Finn*

## Best Glow-up



*Scott Webber*  
*Runner-up: Lyric Zimmerman*

## Eternal Prep



*Greg Wu*  
*Runner-up: Jack Hudson*

## Most Quirky



*Kira Ferdyn*

## Asks Best Assembly Questions



*Malcolm John*

## Best Dressed



*Allison Kim*  
*Runner-up: Otto Do*

## Best Hair



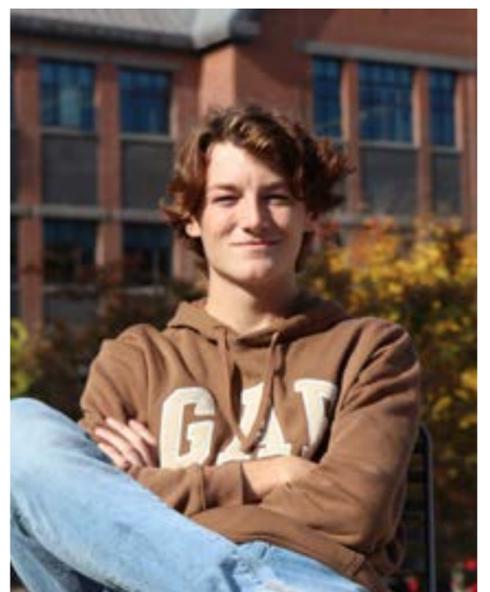
*Alexandria Westray*  
*Runner-up: Moksha Akil*

## Most Boarder-like Day Stud



*Jack Ambrogi*

## Most Day Stud-like Boarder



*Bradley St. Laurent*

## Gaslight



*Cyrus Braden*

## Gatekeep



*Thomas C. Seidel*

## Girlboss



*Jamie Carlberg*

# Most Likely...

## To Teach at Exeter



*Pedro Coelho*

## To Be An Influencer



*Catherine Uwakwe*  
*Runner-up: Prisha Jain*

## To Marry their HS Sweethearts



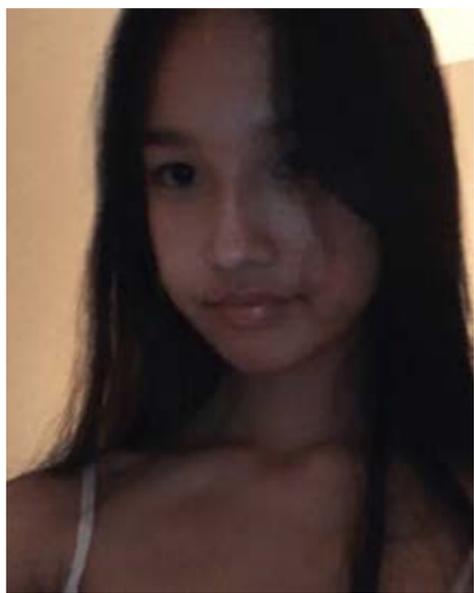
*Ware Guite and Lily Buckner*

## To Be President



*Grace/Riley Valashinas*

## To Be a Cult Leader



*Thora Jordt*  
*Runner-up: Father Tang*

## To Be Late to Graduation



*Anna Tran*  
*Runner-up: Arya Nistane*

## To Be On Permanent Stricts



*Diwura Adesanya*

## To Burn the School Down



*Adaeze Barrah*

## To Be Tiktok Famous



*Amelia Tardy*

## To Overthrow PRaw



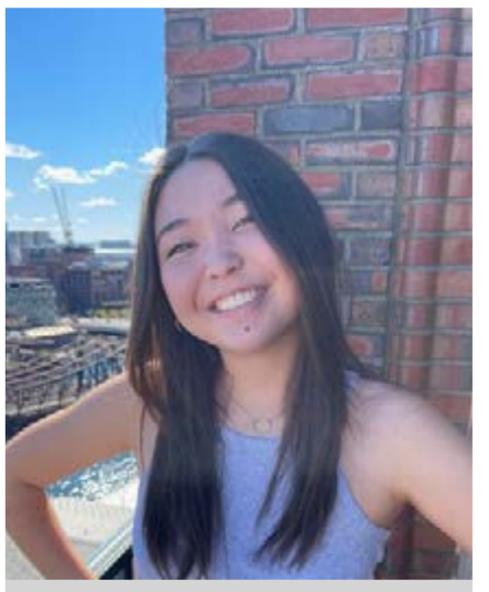
*Lila Busser*  
*Runner-up: Shrayes Upadhyayula*

## To Win an Oscar



*Marina Williams*  
*Runner-up: Oscair Page*

## To Win a Grammy



*Shantelle Subkhanberdina*  
*Runner-up: Shalom Headly*

# Senior Superlatives

## Best Smile



*Taylor Nelson*

## Class Clown



*Sava Thurber*

## Runs to Class When Late



*Felix Zou*

## Slightly Weird



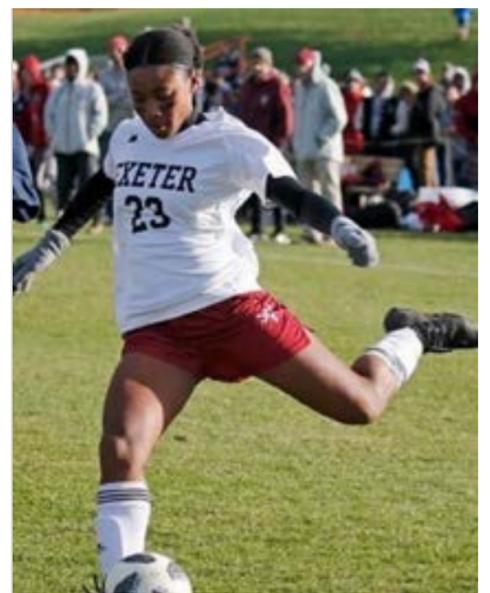
*Carson Bloom*

## Evil Genius



*Celine Tan*

## Future Olympian



*Kaylee Bennett*

## Cutest Couple



*Bona Yoo and Garrett Paik*

## Best Non-Couple That Everyone Thinks Is A Couple



*Georgie Venci and Niko Matheos*

## Best Roommates



*Ginny Vazquez and Leandra Sze*  
*Runners-up: Tasmiah Akter and Emma Lyle*

## Best Bromance



*Ben Ehrman and Alexander Masoudi*  
*Runners-up: Zander Cheravanont and Jacob David*

## Best Gal Pals



*Maddie Saavedra Bagdonas and Hannah Love*  
*Runners-up: Juliette Ortiz and Hayley Ren*

## Most Devious



*Adam "Belewuga" Belew*

## » EDUCATION

Read about CJ Smith's '25 analysis of the importance of school choice in education equity, 16.

## » SPIRIT

Read about Nicholas Rose's '23 call to recognize unconventional forms of school pride and spirit, 17.

## » 143

Read about Andrew Yuan's '24 poignant reflection on the 143rd Editorial Board, 16.

# Treating the Core Problem

By CJ SMITH '25

Congress has passed over five trillion dollars worth of COVID relief in the past year and a half, and of that, \$190 billion has made its way to the nation's public schools—funding for ventilation, masks, and accommodating social distancing. That's why it shocked me when I found out that public schools across the country wouldn't be opening for the 2020-2021 school year. Throughout the school year, I watched as leaders moved the dates in which students could return back to school. First it was November, then February, and suddenly, a whole year had gone by with the blink of an eye. All this time, I attended school in a classroom with in-person interactions, friendships, and most importantly, learning. The school year had barely started when I found myself pondering a single question. Why did I get to go back to school in-person while so many students couldn't? The answer lies within America's

complex public school system, which keeps largely minority and low-income students trapped inside failing schools, allowing the achievement gap to widen every year.

Whenever someone would go on the news to try and defend school closures in the name of safety, they would always come from the same group: teachers unions. My anger boiled at them when I would watch the news. Didn't they understand that closing school was only setting the most vulnerable students even further back? Didn't they realize they were playing with students' futures? By now, an ugly truth began to dawn on me. Teachers unions are some of the most powerful unions in the country, and they had lobbied school districts and governors from New York City to Santa Ana, California to keep schools closed. This wasn't in the name of safety; it was in the name of greed. Roll Call reports that teachers unions lobbying and donations to lawmakers spiked during the debate

over school reopenings. Randi Weingarten, president of the American Federation of Teachers, said, "We will continue our staunch support for candidates who help Americans thrive: by creating opportunity and equity through public education." Clearly, equity wasn't (and still isn't) the main goal for teachers unions as McKinsey reports that, due to long-term school closures, Black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year compared to the seven months lost for the average student. This exacerbated existing achievement gaps by 15 to 20 percent. Yet, the pandemic merely exposed the system that strives to keep low-income and minority students in failing schools. The National Assessment of Educational Progress reports that, in 2021, out of 27 urban cities in the US, Boston has the most number of Black students proficient in reading at 20% while Charlotte takes the top slot for math

at 24%. That's unacceptable. In the richest country on Earth, why are our achievement rates for some students incredibly low? Why are we not giving every child a chance to succeed?

While these problems may outrage you, there are some solutions. The best one is school choice. School choice would strip away power from teachers unions by giving parents voucher opportunities and money to spend on different forms of schooling whether that be private, religious, or charter. This system would help the poorest students, who are largely Black and Hispanic, leave failing public schools to get an adequate education, the key to success. A better education leads to you being more likely to go to a good college which leads you to a good job and helps you build wealth. Researchers from the University of California, Berkeley found that "schooling significantly reduces the probability of incarceration and arrest." A better education allows

you to pass on wealth to your kids who will then receive a good education, thus restarting the cycle. School choice would give power back to parents over their child's education, allowing them to take their kids out of failing schools, which in turn forces teachers unions to release their iron grip on the public school system. School choice would make schooling more equitable, and it's popular: a poll by EdChoice found that 85% of parents were in favor of expanding school choice, with 78% of Black parents and 79% of Hispanic parents being in favor.

Unfortunately, lawmakers aren't interested in school choice, which would solve the core problem of educational inequality. The Wall Street Journal reports that lawmakers in the Michigan State House and Senate all voted against a school choice provision set forth by Republicans that would create tax-credit scholarships of \$7,800 per student, which could be used on tutoring, private school, and other educa-

tional opportunities. I'm not sure why lawmakers would block this bill. Detroit has some of the worst-performing public schools in the nation, with only 4% of Black students being proficient in math and 5% in reading. Clearly, Michigan—and the whole country—needs a new system. Instead of trying to pass school choice, mayors and state legislatures in many states are advancing "equitable" education measures, such as former New York City Mayor Bill de Blasio eliminating the entrance exams given to four-year-old for gifted programs. How exactly will this solve anything? Instead of holding gifted students back, New York should try to address its failing public schools, and allow all students to try and get an adequate education. Until we focus on real solutions and not fake promises, the cycle of educational inequality will continue, disproportionately harming Black, Latinx, and low-income students. Until then, our educational system won't be equal.

# 143, I Will Miss You



Andrew Yuan hugs Director of Visuals William Park.

By ANDREW YUAN '24

I joined *The Exonian* as a staff writer in my prep fall, when I had to wake up at 4 a.m. for every article sign-up and listen to every writers' workshop hosted by Anne Brandes and Felix Yeung. Obviously, that didn't last long (nor did that unhealthy sleep schedule). Still, I managed to sign up for articles lethargically during the meetings, dozing off from time to time,

until the 143rd board came by in January and brushed away the winter's woes.

I dare not to sound propagandizing, yet the pioneering leadership exhibited by the 143rd board never fails to inspire me on my journey in *The Exonian*.

The 143rd board was one of the reasons I was able to survive the tumultuous changes last year. It led *The Exonian* through a chaotic era, with mass anti-Asian as-

saults, the January 6 Capitol attack, rising concerns about CAPS, and Nancy Jo Sales' article detailing Academy's flaws in sexual misconduct policy. I remember when I needed help, or a simple comfort, *The Exonian* was the place I went.

The 143rd board left a long-lasting legacy at *The Exonian*. We've barely read a two-page humor section, nor did we ever foresee the adoption of Oxford commas in *The Exonian* before the 143rd

board made these possible.

Of course, 143 isn't perfect. I've had some ups and downs too. I still remember the infuriating (exaggerated) shouting match (exaggerated too) I had with a fellow staff writer over a layout mistake on our behalf, or the times when my peer writers complained to me in their fragmented sentences, accompanied with words including but not limited to: stress, deadline, tomorrow, editors, and turnovers. I also

remember the Tuesday nights when I had to stay up at 3 a.m. to finish up layouts or a one-day Grad Issue turnover while staring into the flickering glow of some room in Peabody through my stained glass window panes.

Did *The Exonian* contribute to my stress? I guess so. Did I enjoy it? You bet I did.

Indeed, I've been a personal witness of the departure of editors and writers over the short yet equally long span of this year. Yet at the end of the day, when I think back to 143, I remember everyone: those who left, those who joined, and those who were with us all the way.

I still remember the awkward grin on my face when I first introduced myself to our beloved Director of Writing Hansi Zhu after a gloomy Asian Voices meeting. I hope she knows my name, I hope they know my name. Truth is, I can't even recall if Hansi knew who I was.

I had the honor to read our studious life editor Taraz Lincoln's meditation last week in the newsroom. By the time I had finished it, my body, as though paralyzed in my seat, had sunk below the table in fleeting melancholy. It really is human nature to leave, I thought. I could never forget the amusing frown that crept across his face when I first

demanded help from him on an article he wasn't even an editor for. And even 143 had to leave.

I've never been as nearly sentimental as I am now, recalling the days I would spend with our Director of Visuals Will Park and co-layout editor Anna Kim in the newsroom, too exhausted to lay out the Op-Ed section.

Sometimes, I remember 142 too, and the precious time I've wasted asking Anya Tang dumb questions (though no question is dumb!!) in article meetings without foreseeing that one day they would become a member of the Executive Board. And Anya, if you are reading this, my apologies for forgetting to send out those follow-ups for the anti-racism block review article.

I was in constant communication with a former member of the 143rd board over this summer. In our paragraph-long texts embroidered with heart emojis, I found this one the most heartwarming of all: "But hey, still on campus for another 9 months and can't wait to see you soon." And now? Only 7 months left.

It is with this departing thought that I say: 143, I will miss you.

## The Exonian

We would like to acknowledge the Squamscott/Penacook peoples who were the first peoples of this land. We would like to honor their ancestors, descendants and future generations for caring for this area and allowing us to be here today.

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**ANYA TANG**  
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Alysha Lai

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

# Exeter's School Spirit



Students cheer on the Varsity Football team.

Dorothy Baker/ *The Exonian*

By NICHOLAS ROSE '23

With the arrival of Exeter-Andover day this weekend, “school spirit” suddenly places itself in the front of all of our minds. We arouse it with inspiring emails to the student body, harness it with pep rally cheers, and

convey it at athletic competitions all day Saturday as we assert our dominance over our rival. At least, that’s the intention. Sometimes the cheers at spirit events seem to fall short, or the student-body to student-section ratio seems pitifully low. Such incidents make me wonder:

what exactly does it mean to have “school spirit,” and should it only present itself on one rivalrous weekend every term?

We often picture school spirit in a purely athletic environment. In fact, I do not think I recall this term being used

so far this year to describe another aspect of campus life. Students are supposed to show up to sports games, celebrating the successes of athletes with screams and cheers or picking them up when things go south. While such situations certainly are the most effec-

tive way to demonstrate school spirit and even compare it between two schools, I believe that this concept means so much more.

School spirit is pride, enthusiasm towards Exeter that brings students together to achieve things they wouldn’t be able to do alone. School spirit represents a shared goal: making Exeter the best place it can be and making every student feel as if they belong. In exhibiting school spirit, we unselfishly support other students in their endeavors and display our gratitude for the influence that this amazing institution has on our lives every single day.

School spirit isn’t just about sports. We can show it through music, dance, academic competitions, art, theater, and the exemplary work that we do in dozens of clubs all around campus. In our attendance, hard work, and relationships between students and faculty lies a stronger sense of school spirit than in any crowd at a sports game. Such a notion represents an innate sense of community, in which athletes support the artists, who in turn support the musicians, who do their part for the athletes. Every-

one is supported!

Therefore, school spirit should not manifest itself on one singular weekend, just for other events to resultantly go unsupported for the rest of the term. This weekend is meant to inspire such feelings towards our community, rather than concentrate them to a specific window. Show out for another group of students, and they in turn should do the same for you.

That being said, this week is a great opportunity to encourage the fourteen different athletic teams who will be participating in their most important game of the season. If you find yourself with nothing to do on Saturday, chances are there will be some team locked in heated competition who could certainly use your support. School spirit isn’t an individual trait, but it’s collective and it’s contagious. Showing enthusiasm for Exeter will certainly encourage others to do the same, so get loud whether you are at a pep rally or an athletic competition. That way we can show Phillips Andover Academy exactly why we are the better school.

## SCOTUS in Review: Week 4

By COLIN JUNG '24

We have twin abortion cases this week. These are about Texas’s SB 8, and although it is an abortion ban, abortion is not the question before the court. Nevertheless, I suspect this might be a controversial opinion. As always, if you disagree, or have something to add, feel free to let me know. My email is [cjung@exeter.edu](mailto:cjung@exeter.edu).

*Whole Woman’s Health v. Jackson*

Texas passed S.B. 8, which banned all abortions after detection of a fetal heartbeat. As the fetal heartbeat can be detected at around 6 weeks into pregnancy, this law is in contravention of *Planned Parenthood v. Casey*, which forbade states from banning abortion before the point of viability.

In *Alden v. Maine*, the court definitively stated that the 11th amendment forbids citizens suing any state. This is called “sovereign immunity.” Under *Ex Parte Young*, however, if an individual feels that their constitutional rights have been violated by a state law, they can sue the state *official* responsible for enforcing that law. The rationale behind allowing these suits was that state officials forfeit their sovereign immunity when they engage in unlawful conduct. Similar abortion bans in other states were enforced by the Attorney General, or another state officer. An abortion clinic would sue the Attorney General on behalf of its clients to stop the Attorney General from enforcing the abortion ban.

The Texas law, however, is different in that it does not allow the Attorney General to enforce the law. Instead, it allows any person to sue any clinic performing

an abortion after a fetal heartbeat is detected, and win a minimum of 10,000 dollars. Along with some other fee-shifting provisions, this means that abortion clinics would be crushed by ruinous legal costs should they perform an abortion after fetal heartbeat.

The United States Constitution’s Article III requires that all lawsuits have “standing.” This means that both parties have a stake in the result of the case. Three components are required to prove standing, at a bare-minimum level. First, the plaintiff (person who sues), must be actually harmed. Second, the plaintiff’s harm must be a cause of the defendant’s action. Thirdly, the court must be physically able to remedy the plaintiff’s harm.

Whole Woman’s Health, an abortion clinic, sued the Attorney General, a private citizen, a Texas state judge (the state judge, Jackson, is the named defendant) and the judge’s court clerk. They asked the court to stop the Attorney General from enforcing the law, the private citizen from enforcing the law, the judge from ruling in favor of a potential plaintiff and the court clerk from docketing (processing before trial) any lawsuits under S.B. 8. They claim that this is valid under *Ex Parte Young*, and that there is standing in each case.

Texas rejects this. Texas says that sovereign immunity protects the judge and the court clerk, as individuals lose sovereign immunity if they committed an “unlawful” act under *Ex Parte Young*. They further claim that there is no standing; the judge and court clerks are simply neutral arbiters of law, and various decisions by appeals courts have confirmed that there is no

standing between a judge and the parties in the judge’s court. As for the attorney general, Texas says he already does not enforce the law, so suing him would do nothing. And suing every private citizen in the world is clearly problematic, and contrary to several court precedents.

The fundamental legal question is as follows:

*Is there any one among State court Judges, Clerks, the Attorney General or private citizens, for whom their sovereign immunity abrogated by Ex Parte Young AND there exists standing between said official and Whole Woman’s Health for purposes of S.B. 8?*

Both of these questions are exceptionally difficult. I will start with standing. I find Texas’s arguments are persuasive with regard to the Attorney General and private citizens.

It is virtually unheard of for standing to be granted against judges/clerks in this kind of case. But the three bare-minimum elements of standing are met: Whole Woman’s Health is harmed by the judge’s action, and the judge’s action can be remedied if they win this suit. Added to the fact that the standing rule is not a hard-line rule, and judges are given discretion to be lenient at times, I find that this extraordinary law calls for this extraordinary remedy. By the slimmest of margins, standing exists in this case against clerks and judges.

In order for Whole Woman’s Health to win this case, however, it must also show that judges and clerks do not have sovereign immunity. The court has made it clear that the several states retain the sovereign rights they held before the Constitutional Conven-

tion. One of these rights is an immunity against lawsuits from individuals. State actors are also immune. *Ex Parte Young* provides an exception for state officers who enforce unconstitutional laws.

There are two major theories on the common law origins and rationale behind *Ex Parte Young*. Neither interpretation lends itself to being extended to judicial officers.

The first is that *Ex Parte Young* is an extension of the anti-suit injunction. The anti-suit injunction is a court order that forbids a person from suing another person. Law professor John Harrison says that *Ex Parte Young* was merely an anti-suit injunction against the Attorney General (i.e. stopping him from suing (prosecuting) on the basis of a law). This clearly doesn’t work for judges, as judges do not sue anyone.

The second theory is that *Ex Parte Young* is an extension of the right of English citizens to sue a public official in the name of the Crown for misconduct. *Ex Parte Young* made this available for citizens when an official commits an illegal (i.e. unconstitutional) action. But the clerk docketing a lawsuit is not unconstitutional, neither is a judge agreeing to hear it, or making an impartial decision on it. So this theory also clearly shows that *Ex Parte Young* cannot be extended to judicial officers.

For this reason, I would rule in favor of Jackson and uphold SB 8 on sovereign immunity grounds.

*United States v. Texas*

In a different lawsuit, the United States sued the State of Texas to stop the enforcement of S.B. 8. This gets around the

problem of sovereign immunity, as the US federal government is not an individual, and therefore is able to sue the state of Texas.

But only in extraordinary circumstances may the United States federal government sue a state in this manner. There are two classes of cases in which the US government may take this step: statutory and equitable.

Statutory cases are cases explicitly authorized by Congress. For example, if a state interferes with the execution of a federal program, Congress gave permission for the US federal government to sue. These are few and far between, and the US government puts forward only a half-hearted claim that the Texas law may interfere with Medicaid/Medicare and Federal prisons.

The United States’ main argument is that it can sue on equitable grounds. The Federal Judiciary Act of 1789 allowed the Supreme Court to provide equitable remedies when the United States sues. The meaning of this term is vague, and is hotly debated among legal scholars. However, in the courts of Anglo-American law, “equity” has historically been a list of remedies that courts provide that aren’t written by legislatures. One example is the “public nuisance” rule, in which the government may sue to stop or prevent a “public nuisance”. As these are rules written by judges and not legislatures, most judges have been very careful to only offer those “equitable remedies” that the Congress which passed the Judiciary Act in 1789 would have foreseen. In other words, if a remedy was not well-established in 1789, courts should proceed with great caution in allowing it.

The United States asks that in the scenario where a state has passed an unconstitutional law and made it difficult to obtain judicial review, the federal government should be allowed to sue to prevent judges from adjudicating that law. The United States mentions that in the absence of this standard, any state could design and enforce blatantly unconstitutional laws, upending the system of judicial review.

Texas’s argument is that because this was not found anywhere in history, the court should not offer it.

The fundamental legal question is: *Does the United States’ power to file suit for equitable purposes allow this remedy?*

The United States fails to show any remedy that has been historically been given by the courts of England or the United States. Courts have historically, and should continue, to be reluctant to create remedies, even if they are equitable.

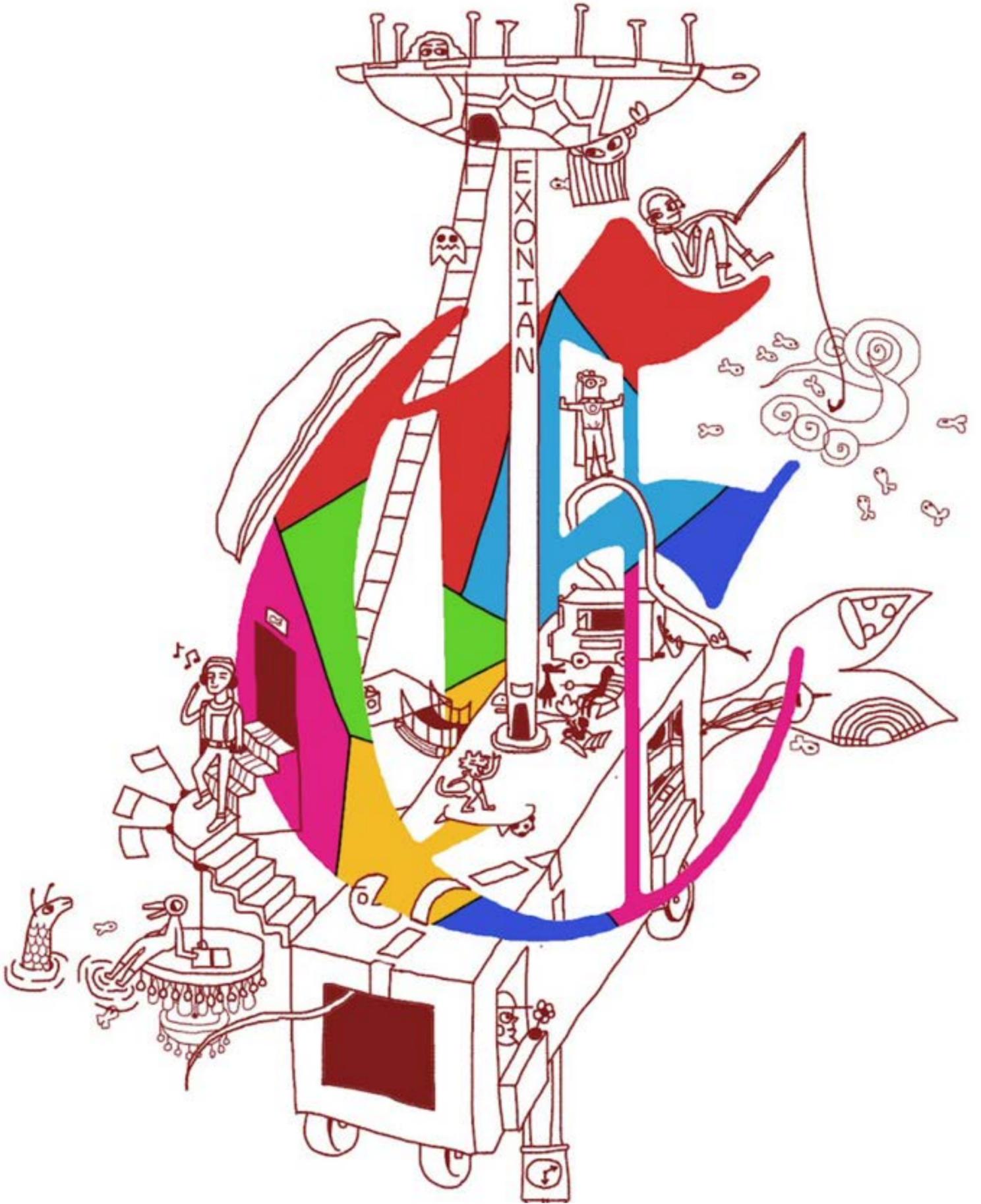
I rule in favor of Texas. The equitable rule proposed by the United States may be a good one for the houses of Congress to pass, but it cannot be introduced via judicial fiat. It is emphatically not the province of unelected judges to say what the law ought to be.

In conclusion, I would like to mention that I am not ignorant of the strong negative consequences of allowing an enforcement scheme like this. But the consequences are not for judges to decide, but legislatures. I believe Congress should fashion a legal remedy for these cases, but under the federal law currently in force, this enforcement scheme successfully avoids an *Ex Parte Young* legal challenge.

# Humor

## End of Term I Spy

By MINSEO KIM



### I spy with my little eyes...

- Upside-down Harkness table
- Turtle
- Exonian Exec (3)

- Crew boat
- Cello
- Saxophone
- Quarantine unit box (ah, nostalgia)
- Food truck

- Flower pot
- Phelps Center whale tail
- Pac-Man
- The Ghost Pac Man is chasing

- Grill cookie
- Charmander
- Someone making s'mores
- Exeter clock tower

- Superhero in a Nick Bottom costume... or Nick Bottom in a superhero cosplay??

- Escher-style staircase illusion
- Chandelier
- Trader Joe's bag
- How many fish are there?

## Concerning the Problematic Species of Preps

By JOONYOUNG HEO

Esteemed members of the administration, and whomever else it may concern:

It must be said that this letter was only written after much deliberation. Some of us felt that these words were, perhaps, too harsh; others felt that they were too lenient; and still others felt that there were easier ways to circumvent their schoolwork. But in the end we reached the self-sacrificing conclusion that duty must come before sentiment.

Since the Academy's conception in 1781, the prep class has proved time and time again that they are quite different from the rest of the student body. There is a

certain quality in preps that cannot be articulated, and that manages to taint nearly every aspect of Academy life. Frankly, they are a menace to this remarkable institution. To explicate, what follows is a list of complaints we would like to file against the entire prep class. We request merely that the administration review these items with great scrutiny and do its best to remedy them.

1. Preps are ignorant. It's revolting, how often they slip. We have compiled accounts of preps getting lost in the science building, preps walking under the twin arches across the library, preps talking about eating at "the Grill." It pains us deeply to watch them make human

mistakes, disregard baseless superstition, and speak with proper grammar.

2. Preps care too much about grades in prep fall. The pass-fail term is the greatest invention since Edison's lightbulb. But instead of taking advantage of it, they choose instead to fret over a B-, to while the night away for a lab report, to write two drafts of an English essay—in short, to actually try. It disgusts us.

3. Preps care about the dress code. Preps, believe it or not, make a conscious effort to follow the dress code. They are fueled by adrenaline and pure insanity. Most of us don't even know what the dress code is—something along the

lines of collared shirts and drab sweaters—but it matters little. The dress code is only there to be broken.

4. Preps care about being in time for check-in. If you detain a prep at night, say, for a club meeting, at 7:55 they will ask to be excused. If you hold them longer, at 7:56 they will ask once more. At 7:57, they will begin to vibrate in their seats with anxiety. At 7:58 a curious squeak will escape through their clenched teeth. At 7:59 they may ask to use the bathroom, and then run away as soon as you open the door. At 8:00—well, no one has tried to keep a prep past 8:00, as the Academy prides itself in the safety and wellbeing of its faculty. Preps actually care about

following the rules, and we find it abhorrent.

5. Preps do not understand the distinction between "optional" and "required." Success in the Academy is largely dependent on knowing what you absolutely have to do, and what is only "highly encouraged." The rule is simple: if attendance is not taken, then there is no reason to be there. The fact that the preps consistently attend these optional meetings and optional workshops for "extracurricular enrichment"—and, even worse, actually show up on time—is indisputable proof of their naïveté. Pathetic.

Such is the nature of our complaints. This list is certainly not a

comprehensive one, but we feel that it captures the gist of the matter. When a prep asks us what we mean when we say with contempt that "that's such a prep thing to do," in all likelihood they were flaunting one of these five traits. For over two hundred years our predecessors have allowed this anomalous species, a species so unlike our own, to poison and befall the Academy's integrity. We will tolerate it no longer. We ask for the administration to peruse this letter and take appropriate action. We appreciate your time.

Yours sincerely,  
The Classes of '22, '23, and '24

# Tips For a New England Winter

By BLAKE SIMPSON

November is in full swing and that means we will very soon part with these idyllic days leaf crunching and bearable sweater weather. As soon as we least expect it winter will begin. Fortunately I have a few tips for making the winter less dreadful and

inconvenient, and perhaps even fun!

## Tip #1: “Find” an old pair of snowshoes

Do not pay! There are snowshoes everywhere! Find a day student and ask if you can “hang out” in their attic, and when they aren’t looking snag as much winter gear as you can

possibly find and run. Don’t look back.

## Tip #2: Reroute the sun

I’ve seen a lot of movies, and I’ve read a lot of books. I’ve also taken quite a few classes, and watched a lot of TV. If I know one thing, and one thing only, it’s that if you get a big enough piece

of tin foil and fly it to space, and then put a mirror on your window—the sun will heat it up and either warm your room or make your window really hot. This is by far the most effective means of staving off the cold.

## Tip #3: “Find” a radiator

Anyone who’s spent enough time in the Academy Building knows that there are quite a few good radiators that could easily fit in most dorm rooms. Technically I can’t suggest that you steal (active voice) a radiator, but as an impartial, unbiased journalist I have no opinion on the matter of it being

found by you (passive) in the Academy building.

## Tip #4: Move

I hear Antarctica is nice this time of year.

I hope at least one of these tips will prevent you from eating your roommate until at least January.

# The Last Article

By JACK ARCHER

He fills his final article with jokes about being sleep-deprived, about failing all his classes, about moving EP back to Tuesday, about preps not knowing what that last joke means. It’s got witty words, subtle stabs at society, elegant

explications of Exonians, and like some alliteration stuff. It’s a listicle, obviously, because he knows now that the average reader either has just enough attention span for ten short lines, homework to do for the next format, or is just glancing at the humor page but actually wants to do the crossword. This last article

is probably the best thing he’s ever written. A slice of his soul siphoned into sentences. His greatest joys, his deepest fears, buried in the school newspaper. A solid B+/A-. He’s happy with it. He hopes it makes them laugh. He puts it into the spreadsheet and sinks a little in his chair. After two long years, it’s over. He’s

happy with them. Every article he’s ever published, he’s kept, not because he’s organized or anything, but because he hasn’t hit google drive’s fifteen-gigabyte storage limit yet. Once he’s out of space, they’re totally gone. But right now, he’s feeling sentimental. He browses through his collection of attempts at

humor, some decent, some garbage, some clearly written on very little sleep. He smiles and remembers. He makes it back to the first humor article he’s ever submitted, in the winter of his prep year. Reading it, he stops and stares. He laughs, and laughs, and laughs.

How fitting, that his final

article is a word for word plagiarism of his first. He’s still an exonian, as he was four years ago. He’s still a humor editor and nothing more, like those before him were, like those after him will be. Who can blame him, if the jokes still make them smile?

# Common App Word Spill One

By DOROTHY BAKER

*Preface: This is an actual excerpt from my very first common app draft written at 2:00 a.m. Let it be known all of this was scrapped and instead repurposed for the humor page for our final issue with the current 143rd senior board. It has been a pleasure editing for you all.*  
-Dorothy Baker

I have this large, blue shirt with a cartoon chicken’s face splattered across the front. It was part of Royal Farm’s Chicken Palooza: a Baltimore gas

station chain’s promotional effort to increase sales of fried chicken. It’s a staple of mine and every other Baltimorean’s wardrobe.

I brought this shirt with me when I first entered high school. I was in rural New Hampshire studying amongst the keenest minds of the twenty-first century. I played soccer for my life in Baltimore and brought the same middle school skill set to Phillip Exeter’s JV soccer program. I was admittedly the worst on the team, but my lack of ball control was only revealed during games when the team was already winning by a margin of five or more.

One day, for a reason I’ll never understand, the varsity coach invited me to come practice with her team. I was wearing my Royal Farm’s attire and shaking, feeling much like the chicken who was about to be slain and memorialized for a cartoon “paloozical” gain.

After letting shot after shot in, the coach called a team plus Dorothy meeting. I knew they were about to interrogate my athletic background.

“Is that a chicken on your shirt?”

“Oh, see, I’ve actually been playing my whole life, I’ve just never played

goalie—wait, what?”

It was that day I realized I stuck out in many more ways than just another uncoordinated soccer goalie. It was also the day I decided my mission at this new school would be to culture everyone on Chicken Palooza and my interconnection with Baltimore’s niches.

I bounced around from sport to sport for the next two years. As a 6’2” girl, I received many introductions from the basketball and crew coaches, both of whom were muddled when I decided that my real calling was squash. I wasn’t very

good at that either, but as a sophomore, I wanted to form an identity that was more than the chicken shirt.

The squash team was full of calculated, chiseled players that came to practice an hour early only to stay an hour late. For people so driven in their craft, it confused me that they warmed up in silence. Despite the technical work I put in, it was unlikely that I would be able to reach the same skillset as the rest of the team. I wanted to contribute more than my unfruitful volleys, so I took it upon myself to assume the role

of the pumper-upper. I knew I could get the team hyped if I sprinkled in a little of my EDM with the more, but in my opinion worse, popular rap and a dash of contemporary blues for our cool down. With that, “Squash Mosh: The Playlist” was born. I inserted Squash Mosh to our warmup run everyday for weeks. At first the seniors questioned who I thought I was blasting my tunes as a sophomore, but after listening for less than a minute, they realized I had promise and dubbed me: DJ Dorothy.



# Humor’s Last Words

By HUMOR EDITORS

Dear humor consumers,

Thank you for joining us on our trek to tears (the funny kind). In our tenure as editors, we have established: a new vein of school-publication crossword in the country, lengthened our listicles, a new climax of Exonian parent concern, and (along with the Anya-Tang, the honorary humor editor of the exec board) the shortening of assembly hall to the [REDACTED]. We mourn our blown opportunity to create the “most likely to be a sigma male” superlative. To compensate, we will be awarding this title in our final write. Congratulations Chieko. We also use this space to air out our grievances; specifically when for the first time in seven years, April Fools fell on a Thursday and exec pulled out of Humor’s front page proposal. Also, humor has far too few pages. If the humor page to irrelevant page ratio of any given week’s Exonian issue is below 9.5:1, that’s not an A and kind of unacceptable. Thank you to my grandma who texts me after every article gets published. You rock. (back to third person writing): None of us made Early Cum, but that’s fine cause we’d rather be Late Cum. It’s been an honor. Farewell.

**B**arles “the lower” Simpson and the humor seniors (Jack, Dorothy, and Chieko)

# Chieko's Crossword Corner

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56						57							
58							59						

**ACROSS:**

- 1. Sports Editor; call 774-312-3627
- 9. Former English teacher, moved to Germany this summer, is very missed in OMA, AAB, and AV
- 14. New feature of our school newspaper (hint: what you're doing now) abr.
- 16. Country shaped like a boot but exchange L for P
- 17. Just Exonians. Never Again Gathering Near You
- 18. "SO BAD FOR YOU! ABSOLUTE DISMALITY. EXTREME AGGRESSION" + Main St. senior day student affiliate
- 19. Don't call her the main character of Frozen
- 20. Hoyt upper enthusiast of fungi
- 21. Accustom (someone) to something, especially something unpleasant.
- 23. An international independent standards organization that helps businesses, governments and other organizations understand and com-

- municate their impacts on issues such as climate change, human rights and corruption.
- 24. "Peace, Love, Happiness"
- 25. Amateur Instagram influencer with poetic passions; spends more time in Goel than a dorm, plural
- 28. Alas, Son Sings Prime, Only Literal Grass Rise, Sanctimonious
- 30. An individual article or unit, especially one that is part of a list, collection, or set.
- 31. Last Exonian Interlaced Yacktopus Arms, Metamorphosis
- 32. Old Tuesday (then Sunday then Friday) night tradition that's long gone by now. Church nights with candles and knuckle cracking
- 37. Boy's name of Hebrew origin meaning "fruitful, fertile, productive"
- 38. A way out, especially of a public building, room, or passenger vehicle.
- 40. Senior twins in Hoyt and Webster,

- last name, first initial Web, first initial Hoyt
- 44. Just As Opinions Play Yesterday
- 45. A large flat adipose tissue layer nestling on the surface of the intra-peritoneal organs
- 46. Day students dive them, vin diesel crashes them, etc.
- 47. Sexiest senior alive. One part of alendrah
- 48. Unit used to measure the electrical resistance of a material
- 49. Japanese airline, same as 19 across
- 52. Czech occupational name for a grower or seller of plums
- 53. What you are if you buy a house. Govt. trying to encourage more people to become these
- 56. Have I Only Glowed Lost?
- 57. Tonight the seniors will feast [resembling a type of male monarch]
- 58. Has a Filipino flag outside his window, helped put up great Soule Scenery
- 59. It's my last crossword and so I bid the Exonian -----

**DOWN:**

- 1. Last name rhymes with "can't get ready" senior in McConnell, a crossword extraordinaire and coffee addict
- 2. A castrated bull used as a draft animal.
- 3. Out in Boston ripping cello like a boss. Merrill Senior who also pretends to be a lawyer sometimes
- 4. Your Nursing Agency
- 5. Lit cylinders at grad!
- 6. AV cohead who takes on the streets of NYC
- 7. Has the shortest hair on the Editorial Board
- 8. College sports - A
- 9. Instagram of Class of '20 AV cohead, dancer, from hawaii, former Merrillite
- 10. (Free from living germs or microorganisms; used to be paired with Merrill to signify the lack of romantic appeal) - e
- 11. Move one's hand to and fro in greeting or as a signal. present participle
- 12. Opine in Span-

- ish
- 13. On Young Nebulas Graduation Will Shrink.
- 15. Playfully quaint or fanciful behavior or humor describing a buddy
- 22. What you get after a mid day slumber and imprints on your limb
- 23. You just lost the ----
- 25. Upper in Merrill OMA proctor and Transitions CoHead
- 26. Slang for ok
- 27. Put this unit over minutes and you get a unit for speed
- 28. And Everyone Nives Hey I Many Hill Happy Likes
- 29. A downtown area in Varanasi district in the state of Uttar Pradesh
- 31. Pop queen of break my heart and can levitate Last name - A, First name
- 33. Impartial + N
- 34. This unit of time is measured in love
- 35. A South Korean-Chinese boy band based in Seoul, consisting of nine members. hit songs include growl, miracles in december, XOXO

- 36. What is engraved in graves and to the 143rd board :(
- 39. Abr. a message of gratification
- 40. Merrill Senior with bootyful hair who lives between Goel and the Newsroom
- 41. Senior in Amen, cohead of ESU. Acts
- 42. If you wear a kilt tomorrow this is you
- 43. On Neurons Do Verge Gravity On
- 44. An ordinary, unimpressive, or inept person. Bradley is the mayor of this ville
- 46. What Exonians should be doing this weekend to support our teams
- 48. Oh My Kafka Alike
- 49. Performing with Siona Dec 10 & 11 #seniorprojectpromo
- 50. Not Even Gonna Lie
- 51. Association for Rural & Small Libraries
- 54. Organisation internationale de la Francophonie
- 55. New York Stock Exchange abbreviation for Western Asst Inflatn Lkd Opts & Inc Fd