

» NEWS

The Exonian investigates disparities in academic rigor, 4.

» LIFE

Read about Dean of Multicultural Affairs Sherry Hernandez, 5.

» OP-ED

Upper Mali Rauch writes about the election and healthcare access, 9.

First Class Mail U.S. Postage
Paid Mailed from 03833
Permit Number 78

Phillips Exeter Academy
Exeter, New Hampshire

The Exonian



“The oldest continuously running preparatory school newspaper in America.”

CAPS Presentation Criticized for Decentering Racism

By TARAZ LINCOLN, SOPHIE RAŠKOVÁ and ANYA TANG

The Academy’s Counseling and Psychological Services (CAPS) team recounted personal observations and experiences regarding the intersection of race and psychological services during Oct. 8’s Anti-Racist Work block. Students voiced criticisms regarding the session’s de-centering of anti-Black racism, citing two specific segments of the webinar: the first when one of the counselors shared a personal story of being stereotyped as a conservative based on wearing a bowtie and being white, the second when the same counselor condemned students’ usage of the word “townie.”

Lower Yasmin Salerno felt that the counselor’s comments de-centered discussions about anti-racism. “I do not see how

the bow ties, the word ‘townie,’ and classism towards townspeople relates to an anti-racist seminar,” Salerno said. “I am not sure why a conversation that should be about how Black students are treated in Exeter is being centered around these other things.”

Although the counselor, Dr. Chris Thurber, clarified that he did not mean to compare his own experiences with that of Black and Indigenous people of color (BIPOC), students criticized his decision to share the story at all during a time-constrained format expressly focused on anti-racism.

Quoting the opening sentence of his personal statement, Thurber emphasized: “The abusive and violent treatment of Black, indigenous and other people of color by white European Americans makes any personal story from me trivial

by comparison.”

Lower Isidore Douglass-Skinner felt the seminar was targeted more towards white Exonians. “It was insulting. I didn’t feel like it was made to support people of color,” Douglass-Skinner said. “I felt like it was a feel-good seminar for white students, just to reassure them. It didn’t feel like the organizers had listened to what people of color wanted.”

“[The presentation] seemed like it wasn’t really capturing the essence of what the anti-racist block was for,” senior and StuCo co-Secretary Phil Horrigan said. “The focus of that CAPS meeting was all over the place and not ideal.”

Senior Zoë Barron said the Thurber’s comments de-prioritized students of color. “It is disrespectful to use an anti-racist workshop as a space

COUNSELING, 3.

Negleys Awarded to History Students

By INDRANI BASU, ALIA BONANNO, EVAN GONZALEZ, LILY HAGGE and AMY LUM

The Carter Administration’s funding of the East Timorese Genocide. Black social and economic development through the Harlem Renaissance. American media’s response to the Spaniards sinking the *USS Maine*. These are just a few examples of winning topics from this year’s batch of Negley Awards.

This year, Negleys were awarded to eleven students instead of the typical three to six. Prizes were awarded to final essays from HIS420 in addition to HIS430.

In their final term of the year long United States history sequence, HIS430 students spend a month writing a comprehen-

sive 10-15 page research paper on any topic of their choice, a graduation requirement colloquially known as the “333.” A relatively shorter essay is also due at the end of the U.S history winter term course HIS420, colloquially known as the “332”. Recipients of the prestigious Negley Prize were selected this year by a committee of history instructors after an extensive and rigorous review.

Uppers Jasmine Xi and Emma Finn, and seniors Max Tan, Cooper Walshe, William Vietor, Jeffrey Cui, Dillon Mims, Osiris Russell-Delano, Alicia Coble, Tommy Gannon and Jacob Feigenberg were awarded the 2019-2020 Negley Awards for their HIS420 and HIS430 final research papers.

According to Negley Committee Chair Meg Foley, the selection process for a Negley Award winner begins with his-

NEGLEY, 2.



Students socially distance in front of the Academy Building.

Teja Vankireddy/*The Exonian*

Changes Considered for Annual Prizes

By TINAHUANG, ANDREW YUAN and VALENTINA ZHANG

The History Department’s Sherman Hoar and Blackmar Prizes, announced this week, were awarded with new criteria due to the coronavirus pandemic. Early Cum Laude Society inductees will also be announced soon, most likely by Nov. 1. This year’s inductees may be selected with new but unspecified criteria, according to Exeter Cum Laude Society President and Math Instructor Jeffrey Ibbotson.

Early Cum Laude induction is typically given based on grade-point average to graduating seniors in the top five percent of their class. In previous years, inductees were announced in early October. Ibbotson noted that, though a change has been proposed, it has not been voted on by the Cum Laude Committee. The Committee will meet for the first time today, and Ibbotson

did not specify what the possible change would be.

“There has been summer work done on a proposal for changing the selection criteria for Cum Laude membership,” Ibbotson said. “The group will be voting on this soon, and I hope that we will have the membership decisions made sometime in the coming week.”

In previous years, the Sherman Hoar Prize was given to students who received two flat As and one A- in the U.S. History sequence. The Blackmar Prize was given to students who received three flat As. However, due to last spring’s Pass/Fail grading system, only fall and winter term grades were considered this year. This year, the Sherman Hoar was given to students who received one flat A and one A-; the Blackmar was given to students who received two flat As.

“The prize recipients are typically determined by asking

the Dean’s Office or the Registrar for a spreadsheet of student names who met the graded criteria for each prize,” History Instructor Sally Komarek said.

Established in 1900, the Sherman Hoar Prize was named after Sherman Hoar, Class of 1878, who was a Congressman and United States District Attorney for Massachusetts. Hoar was the great-grandson of Roger Sherman, who co-drafted the Declaration of Independence and the U.S. Constitution.

The Blackmar Prize was established in memory of General Wilmont W. Blackmar, Class of 1864, the captain of the Union Army’s 15th Pennsylvania Cavalry. Blackmar fought in the famous battles of Antietam, Chattanooga and Chickamauga. The History Department remembered him as a Congressional Medal of Honor recipient and for being present when Robert E. Lee surrendered to Ulysses S. Grant in the Civil War.

Blackmar Prize Recipients:

Aslani-Far, Audrey
Brandes, Anne
Cowles, Anneliese
Cui, Jeffrey
Finn, Emma
Gallagher, Sam
Gannon, Tommy
Griffin, Ellie
Guite, Graham
Herman, Zoe
Hess, Oliver
Kelley, Marcelle
Kennedy, Sarah
Lawani, Nosa
Lazorik, Olivia
Liu, Brian
McNulty, Stephen
Noori, Ayush
Outwater, Coral
Owens, Nahla
Preston, Charlie
Vietor, William
Wang, Jason
Yeung, Felix
Yin, Audrey

Sherman Hoar Prize Recipients:

Abelmann, Emilio
Cai, Lucy
Choi, Erin

Crossman, Ailla
David, Jacob
Fedele, Justin
Fujisawa, Lisa
Guo, Thomas
Huang, Sarah
Iacobucci, Anna
James, Noah
Kish, Alexander
Kruger, Yona
Lisa, Charlotte
Lockwood, Kai
Marion, Anna Rose
Masamura, Haruka
Masoudi, Lekha
Matheos, Thomas
McCann, Erin
Mikofsky, Croix
Mims, Dillon
Nicholls, Sarah
Pettit, Ryan
Pitt, Gavin
Puchalski, Jack
Rivera-Janer, Isadora
Sun, Lucy
Tan, Max
Tang, Kilin
Turner, Matthew
Wainwright, Maggie
Xi, Jasmine
Yoo, Bona
Yu, Tony

News

» LAMONT POET

Lamont Poet Ilya Kaminsky reads virtually, answers questions through Zoom, 3.

» CONTACT TRACING

Participation in Exeter's contact tracing app by students and staff examined, 4.

» SPORKS

Environmental Action Committee provides students with sporks to reduce waste, 4.

Bennett Fellow Uche Okonkwo Reads at Assembly



Senior Oliver Hess sits in his dorm room.

Courtesy of Communications

By ELLABRADY, OTTOD, JEANNIE EOM and EMMALIU

This year's George Bennett Fellow, Uche Okonkwo, was introduced on the virtual Assembly stage last Tuesday. Okonkwo will reside on campus for this academic year as she finishes her first short story collection.

Every year, the Bennett Fellowship Committee selects a George Bennett Fellow from hundreds of applicants to bring to campus, honoring an author or poet looking to develop their writing. The award provides a stipend for the school year, along

Okonkwo, the author of a short fiction novel *The Girl Who Lied*, looks to utilize this opportunity to both finish her short story collection and explore novel writing.

Bennett Fellowship Coordinator and English Instructor Todd Hearon said at the Assembly that "the fellowship has only continued to grow in national and international prestige until I can say it with no bias at all, that it is one of the, if not the absolute best fellowships being offered to young and or emerging writers at a crucial formative time in their careers each year."

Okonkwo, Nigeria and draws heavily from her life in her fiction. "I'm always worried about how my family will react when they read my writing... I try to be truthful to my emotions, but I can fictionalize the details," Okonkwo said at a question and answer session after the assembly.

Additionally, Okonkwo attempts to bridge cultural differences through writing. "We all live within different cultures and the cultures that we live in [are like] islands... I need to learn [about] some new cultures that I'm trying to adopt," she said. "Having moved from Nigeria, there are a lot of new things that

I've been exposed to since coming to the United States... [Writing gives] me a new lens with which to think about some of the things that [have] happened and still happen in Nigeria and also the things that are happening here that I'm having to learn about."

During the assembly, many students lauded Okonkwo for her navigation of topics relating to mental health. Okonkwo said that many of the scenarios that she has written into her novel come from observing the people around her. "I've been in positions where I've been able to see other people go through [tough situations]. Where I come from, people with [mental health issues] get set aside and discarded. This is one of the things that I was trying to look at with this story," she said. "Who deserves help, and who doesn't?"

Okonkwo hoped to elicit more compassion for people with mental health issues, however big or small. "Everybody deserves and everybody deserves support. That's where the story is trying to go," she said.

Additionally, Okonkwo noted that she wants to give hope to her readers. "There's just so much in the world to be sad and wary of... I try to think of ways to give hope, but not false hope, ways to show that there's work to be done, work that's worth doing," Okonkwo said. "This [is the] message that I'm trying to include in my writing: to be honest about the struggles, but also to paint the picture of a hopeful future."

For her in-process short story collection, Okonkwo is concentrating on revision. She plans to send her work to publishers in a few months' time.

After finalizing this collection, Okonkwo plans to take advantage of the remaining months by beginning a longer narrative, a writing form she has yet to try. "I plan to focus on trying to start working on a novel," she said. "For someone who's used to writing short forms, the thought of trying a novel is really scary."

Okonkwo has loved literature since her youth, reading romance and crime novels while a teen. However, she never planned to go into writing. Though she has made it her profession, Okonkwo said that she would not recommend aspiring writers to rely on their writing for an income. "That's too much pressure to put something on writing. I've always had other jobs, whether it's editing or freelance work," Okonkwo said.

Because Okonkwo does not have to worry about working during her fellowship, she has spent her time reading African authors. "As I moved into early adulthood, I started to discover African writers," she said. "Chinua Achebe, Akwaeke Emezi and Ngũgĩ wa Thiong'o are some of the authors I've revisited."

As students engage with writing over the next year, Okonkwo will be available to assist them. Students can reach Okonkwo at uokonkwo@exeter.edu.

Negley Winners Discuss Pieces, Cont.

tory teachers anonymously submitting outstanding papers for consideration. A few members of the committee then read the papers, and winners are chosen on a basis of style, scope and quality of research.

Foley said that the Committee adjusted their selection standards in a few ways to accommodate COVID-19 distance learning. The most significant change was that rather than only accepting 430 paper submissions as they had in previous years, they asked teachers to submit exceptional 420 papers as well because they were "written in more equitable circumstances."

Foley said that this accounts in part for the increase in prize winners this year, though she noted that, "...we have no specific number [of winners]. I think over the last several years, it's been as low as three and maybe as high as six or seven... so we did have more this year than in previous years, but of course, we were accepting nominations from two terms."

Due to COVID-19, students were sent home for spring term and had to write their 430 papers off-campus. While students could not check out books from the Phillips Exeter Academy Library in person, the Library provided many online databases and other outside resources for students to use for their research. Due to this support, some students' found digital ways to conduct their spring research.

However, senior Jacob Feigenberg described the difficulty of staying focused at home. "It made me less productive just cause I was at home with my siblings...when I would be at Exeter, if I had a huge history paper like that, I would probably spend more productive time in the library," he said.

Students also experienced unusual circumstances that wouldn't normally occur at school. "The last week of school, my power went out. It was actually out for a few days...So I

actually turned in my paper late, [so I was] kind of writing in the dark," Feigenberg said.

Upper Jasmine Xi described how she kept herself motivated away from campus. "You're not writing it for a grade or anything, you're honestly just writing it for yourself. And I really just wanted to write a paper that I would be proud of," she said.

Exonians covered a diverse array of topics in their research, spanning across the globe and across the 20th century.

Walshe investigated American interference regarding the construction of the Panama Canal for his HIS420 paper *The Canal Heist: How the United States Stole Panama*. Walshe said he's always been interested in the Canal and its significance to modern day trade. "Panama was controlled by Columbia at the time," Walshe said. "Columbia wanted to remain in sole control of the land. In my research, I found compelling evidence that the United States prompted a rebellion among the Panamanian people against the Columbian government. It was remarkable to me that the U.S. would incite a rebellion for their own gain."

Cui wrote his HIS430 paper *No Nobler Nor More Ambitious Task: The Carter Administration's Involvement in the East Timor Genocide* about the Carter administration's financial ties to the East Timorese genocide, an atrocity perpetrated by Indonesia on East Timor in the mid-1970s. "There were a lot of conflicting articles," Cui said. "Some said [Carter] committed horrible war crimes in Nicaragua... others said he ended the conflict between Israel and Palestine and did a lot of anti-nuclear proliferation. Because of this, I wanted to see some of the structural causes behind the more controversial bits of his presidency."

Vietor's HIS420 paper, entitled *Remember the Maine: How America Responded to the Sinking of the USS Maine*, analyzed the role of Catholicism in the

American public's reaction to the sinking of the USS Maine, one of the catalysts for the Spanish-American war. "I didn't know that I was going to focus on the religious perspective," Vietor said. "Scrolling through [and] reading some of the papers [in the library] led me to... what I thought was the biggest influencer, which was religion."

Xi researched the atomic bomb for her HIS430 paper *The Atomic Bomb: A Question of How, Not If*. Xi explored the events leading up to the creation of the bomb and the debates President Harry Truman's cabinet had before the decision to use the atomic bomb in warfare. After extensive research, Xi reached the conclusion that there wasn't a question if America was going to use the bomb on Japan, it was more of how they were going to use it on Japan: "Ultimately it was decided that the atomic bomb would be used against Japan without prior warning and as soon as possible," Xi said.

Gannon's HIS430 paper, *Saddam Hussein: How the US Created its Own Worst Enemy*, covered Saddam Hussein and his drastic change from one of America's allies and financial beneficiaries to one of America's greatest enemies. Gannon wanted to write about "something that...highlighted America's sometimes misguided foreign policy when dealing with authoritarian regimes."

In his HIS420 paper *Jazz and Duke Ellington: The Innovation of Music a Key to Racial Unity*, Tan explored the ties between jazz and growing widespread acceptance of Black culture through the lens of Duke Ellington. "I do focus on Duke Ellington in terms of his rise to popularity, and how that promoted the integration of clubs in Harlem and of radio shows," Tan said. In his research process, he noted an interesting shift in the way jazz was portrayed nationwide. "By reading periodicals in the *Boston Globe* and *New York Times*, I was able to study the

change in the perception of jazz. I was able to use these articles to document a shift from jazz growing from being perceived as inferior compared to classical to being well respected," he said.

Russell-Delano wrote his HIS430 paper *Legacy of Black Empowerment: The Harlem Renaissance about Manhattan's renaissance of Black culture and how the Harlem renaissance propelled the social and economic advancement of Black citizens through art*. "The goal was to highlight the unseen triumph of the Harlem Renaissance," he said. "It was an in-depth view of the Black psyche, and how the Harlem Renaissance helped it to evolve within America." Osiris reviewed pieces by prominent Black artists such as James Weldon Johnson and Zora Neale Hurston, and how their works affected the development of social justice.

Finn's HIS420 paper, entitled *Cigarettes As A Civil Right: Big Tobacco's Systematic Exploitation of African Americans and the Civil Rights Movement From 1943-1970*, covered the influence of cigarette companies in the Civil Rights movement. While working in a lab, Finn read a paper that discussed how Black patients, in general, have the highest rate of morbidity from tobacco related diseases. She found this "really disturbing and... was wondering why there wasn't... a larger scale rejection of tobacco, especially because tobacco in the early days of the U.S. and the colonies was... so intimately related to racially based slavery."

At the center of Mims's HIS430 paper *Guilty Until Proven Innocent: How Police, Prosecutors, and Press Sent Five Innocent Boys to Prison in the Central Park 5*, a group of boys who were wrongfully convicted of a sexual assault accusation. He was inspired by Ava DuVernay's Netflix documentary *When They See Us*, and chose to highlight the legal handling of the case, which serves as a

reminder of America's racially prejudiced criminal justice system. Mims described his surprise at "how the police and the prosecutors were able to manipulate the boys into their confessions... and that was something I didn't completely understand until I did in-depth research."

In order to evidence for her HIS430 paper *Phyllis Schlafly and the Army of Housewives: How the Equal Rights Amendment Was Stopped*, Coble said she watched "a lot of [historical] morning shows, which is kind of cool because [she] could just sit back and watch [Schlafly] do her thing." She wrote about Phyllis Schlafly, a white conservative activist who worked to block the passage of the Equal Rights Amendment, a bill that would have made it unconstitutional to discriminate based on sex. Coble describes the difficult process of having to understand and research a movement so contrary to her own beliefs. "It was interesting to do research on someone that I don't agree with, but then be able to recognize how she succeeded," Coble said.

Feigenberg wrote HIS430 paper *The 2008 Financial Crisis: Forty Acres, A Mule, and \$150,000 in Debt* on the consequences of Wall Street actions on everyday lives. Targeting the causes of the crisis and the goals that led up to the crisis, Feigenberg ended up focusing on the history of home ownership in America. "A lot of lending companies were giving loans to people who didn't necessarily qualify for them," Feigenberg said. "[It] was a part of a government initiative to make home ownership more equitable... [but] that kind of effort ended up backfiring and actually made that disparity worse. There were a lot of people in disadvantaged communities getting more houses, [but] they couldn't really afford the loans. So when they actually had to pay the bills, they couldn't, and it all came apart."

This year's Negley Awards recognize a wide scope of topics and interests among the eleven winners. Mims offered his advice to future writers of the 333: "Choose something you love, and everything else will fall into place."

Lamont Poet Ilya Kaminsky Teaches with Fables

By LINAHUANG, AANYA
SHAHDADPURI, JACQUELINE
SUBKHANBERDINA and HANSI
ZHU

Lamont Poet Ilya Kaminsky entranced with the cadence of his voice and the power of his stories as he spoke to the Academy last Wednesday and Thursday. At times whispering, at times almost shouting—but always looking directly at the camera—Kaminsky spoke about a country plunged into deafness and a people torn by grief.

Born and raised in Odessa, Ukraine, formerly a part of the Soviet Union, Kaminsky arrived in the United States in 1995, when he was 16 years old. Five years later, Kaminsky became the youngest writer ever to receive the Academy's George Bennett Fellowship. At Exeter, he completed his first chapbook, after which he completed his studies at Georgetown. The author thoroughly enjoyed his time at the Academy, praising Exeter as having "a great intellectual environment."

Lamont Poet Committee member and English Instructor Todd Hearon remembered that, when Kaminsky was a Bennett Fellow, he was stopped by security while jogging around campus in the early morning hours. "Security said, 'Who are you and what are you doing,'" Hearon recalled, "and Ilya held up his hands and simply said, 'I am a poet!'"

Now, Kaminsky is the author of several award-winning books, including *Dancing in Odessa* and *Deaf Republic*. *Deaf Republic*, published last year, deals with townspeople of Vasenka and the hand-sign language they invent in a rebellion of deafness.

At a question and answer session last Thursday, Kaminsky defined poetry as a medium to "wake up the senses" through the use of imagery. "How can you find language to express the daily joy of making tea for your loved one? How can you as a poet express the injustice happening in the street right now, and yet you're making tea for your loved one?" he asked.

English Instructor Mathew Miller appreciated Kaminsky's unique writing style. "What impresses me a lot is his work is once new and old at the same time," Miller said. "It's like hearing a song that's new, but you feel like you've heard it a hundred times before. It's beautiful because it has a deep resonance with tradition and a sort of timelessness."

This quality of Kaminsky's work may stem from his belief in poetry as a form of connection through time. "[Poetry is] a window in which you can open up a door you can open and walk, so I'm connected to not just you but [also] the first time human beings began to speak and use language," he said.

As a refugee from Ukraine, Kaminsky noted that poetry—and art itself—must be tied to human need. "What is the relationship between the human in us, who says that must be said, and the artist in us, who wants to say things in a way that it's memorable?"

Kaminsky's ability to weave together the human and artistic aspects into a work of art was clear to Hearon. "To Kaminsky, poetry and poems have an urgency about them; they speak into and against a particular time," he said. "They are implicitly and sometimes explicitly acts of protest, because an act of creation is an act of protest."

During the session on Thursday, Kaminsky was asked about the process of becoming a writer. "I think it takes a bookshelf to make a writer. Go read a little bit," he said, the shelf behind him overflowing with books.

Kaminsky's advice on reading centered emotions and the expression of these emotions. "When you don't feel like having feelings, go read a book," he said. "You want to recognize on what page, in what paragraph, in what sentence, in what word, your heart is broken."

In the poetry reading on Wednesday, Kaminsky fully brought out such emotions through his expressive reading, informed by his belief in reading the poem as if still writing it. "Many types of poetry came to us not written down, but [instead] spoken as spells, spoken as love songs," he said. "If you can come back through the writing process, if the poem can be written again by the voice, then it is interesting."

English Instructor Sue Repko felt a strong distinction between hearing Kaminsky live and reading his work on paper. "There's very much a physical presence that I think is already on the page, but it just kind of explodes when he's reading his own work," Repko said.

"He kind of read in the same cadence for most of his poems; he had this very strong rising and falling with his voice that I thought was like a desperate wail," upper Anika Tsai said. "It linked his poems together



Poet Ilya Kaminsky poses for a photographer.

Courtesy of Ilya Kaminsky

and gave the expression of kind of desperation, a sense of wanting to do something but not being able to."

Kaminsky, who is hard-of-hearing, often uses images to provide meaning to a scene, such as when "snow" stands for silence in *Deaf Republic*. "Those are moments when I can make the reader start, when the reader can participate in the shared language such as snow which appears over the novel in different contexts in the book," he said. "The reader learns something new about the world they think they already know." When Kaminsky forces a reader to pause, he creates a moment of silence. To him, silence is an invention of the hearing, which can make the hearing reflect on what they have just received.

"Kaminsky manages to evade the sense of sound completely, where we don't hear all this violence, we just know that it's there," upper Shantelle Subkhanberdina said. "That sense has fostered a greater appreciation for the material for me because you could tell it was just very, cleverly and beautifully crafted, for sure."

Miller added that Kaminsky breaks past the traditional confines of writing. "He just makes these odd associations in his work, which are brilliant. It makes the language fresh again, new again," Miller said. "And I think that's sometimes what happens when English is not a writer's first language. They are more open to seeing it in new ways, to break away from the rules that have been drilled into them."

Through his poetry collection *Deaf Republic*, Kaminsky poignant-

ly manages to narrate the aftermath of a young boy's murder. Subkhanberdina described her views on the way Kaminsky chose to structure his story. "He definitely has a very distinctive voice because a lot of his poems read like short stories or mini-narratives. You get the impact and open-ended ideas that a poem offers while also getting a rich story at the same time," she said.

Repko highlighted her appreciation of Kaminsky's ordering. "There is a poem... called Lullaby. In the midst of this war, this insurgency, there is this arrival of this child. And I love the way this is placed in this text, where I think it's just really powerful and grounding, but then soon enough you get back to everything that's going wrong," Repko said.

Tsai felt *Deaf Republic's* use of the implicit was powerful in describing the death of the boy, Petya. "Kaminsky only mentions the silence from the gunshot, but he doesn't explicitly state, 'The boy got killed,'" she said. "Just by describing what's going on in that square, he provides so much emotion that he doesn't even have to say it outright."

"[Kaminsky's writing] throws the reader into his world, which contrasts to those authors that explain their world to you. For him, it's almost like, 'If you get it, you get it,'" upper Dilan Cordoba said. "One thing I'll take away from the book is how unapologetic and convinced he is."

Kaminsky invites readers to interact with the events of *Deaf Republic* through the "townspeople," described as "'we' who tell the story."

"It strengthens for the reader the conscious knowledge of looking at the story through a townspeople's eye instead of your usual removed and uninvolved narrator," upper Emma Chen said. "It almost makes the responsibility for the reader heavier, and the reader feels the weight of inaction."

Lower Ale Murat acutely felt the empathy-inspiring writing of *Deaf Republic*. "When I'm reading about Sonia and Alfonso, I'm with them, living through those moments, and I'm feeling the suffering that they're suffering," Murat said.

Miller highlighted Kaminsky's impact on the world of poetry. "He's such a, again, a generous soul. And then to come out with this book that is also so generous, with its leanness of lines and its spareness, and yet it's so full at the same time, is one of the most impressive things," Miller said.

"There's an aura of mystery around any work of art and at the heart of every work of art," Hearon added. "There is an enigma, something you'll never be able to untie. And that's part of its beauty; it's like the horizon—every time you step toward it, it steps away from you."

Like the last poem of *Deaf Republic*, Kaminsky ended the Thursday session by asking Exonians to consider the relationship of his fable of Vasenka to the current world. "It's a fairy tale; it's a dream," he said, describing the political unrest of his poetry collection. "I hope the dream does not become reality. It's up to us to find out if it will become reality."

Counseling and Psych. Services Criticized, Cont.

to defend 'townies,' neglecting that these townies are the same people who shout racial slurs at us when we cross the street, the same people who have blocked the sidewalk with Trump flags and the same people who have caused us students harm," Baron said. "I want to know why we always come second. Sitting behind a screen and being lectured at about 'townies' without being able to respond feels a lot like being silenced. This is not what we worked and pushed for."

CAPS members were aware of some student criticisms submitted through the Zoom seminar's chat question and answer function; Thurber noted that he had not directly received any expressions of concern, but said Lee had relayed some student concerns that fellow faculty had communicated to her.

Thurber went on to apologize for his comments at the seminar, saying that his intent was "to share personal experiences."

"I understand that some people were hurt by the things that I shared that diminished the importance of their own experiences," he said.

"[Mentioning that] helped to provide context within which I felt I could share some of my experiences, again, that highlights the intersectionality," Thurber added. "I was equating my experience being misunderstood as being Republican for wearing a bow tie to an experience. When somebody says, 'We know you're going to vote for Donald Trump,' or 'We know you voted for Trump the first time around,' 'Are you going to vote for him again?' I'm deeply hurt."

"It hurts to be thought of as someone who supports such a destructive social message. And my goal as a clinician has always been to empathize with my clients."

In spite of the criticism about the "townie" phrase during a session designed to focus on anti-racism, members of Student Council (StuCo) released a statement pledging to ask its members to not use it anymore.

"We'd [the StuCo Executive Board] like to publicly acknowledge that we were called in during Thursday's anti-racist block on our use of the term 'townie.' We will commit our-

selves to stop using the term and to learn about its classist connotation, and we implore all members of council to do so as well. However, while the message on the term's classism was necessary, it was given at the wrong place and time. As an anti-racist presentation, we feel the message about classism appealed more to the sentiment that white people's oppression is ignored and deserves recognition even though racism and other forms of systemic oppression is only now a focus."

Student Council co-Secretary Siona Jain commented on the Student Council response: "When we were talking about what our initial thoughts and reactions were, we strongly agreed that we should denounce using the term 'townie.'"

"However, [we] also agree that it felt out of place, and it felt like we are extending far too much empathy towards white people because of their hardships, even though it doesn't seem like they're being held accountable as often as they should be in terms of anti-Black racism," Jain continued.

CAPS designed and pre-

sented the anti-racism seminar independently, with guidance from Dr. Stephanie Bramlett, Exeter's Director of Equity and Inclusion. "We are the people that designed [the seminar] and created the content," CAPS Director Dr. Szu-Hui Lee said. "We consulted [Dr. Bramlett] about the framework that we came up with, our takeaway and that we were going to use personal narratives, but she was not part of the designing."

The seminar featured personal narratives as a method for creating change through individual reflection. "It can be daunting to think how an individual person can make change, so we boiled things down to a micro level, into a personal way of trying to change lives, through reflection that we all experienced individually," CAPS counselor Marco Thompson said. "We talked about how personal narratives could show how to make big changes as a community when we work together, doing small things, one step at a time."

"We wanted to go beyond what you can already learn by a website," Lee said. "It can be vulnerable to stand in front

of all the students and all the faculty and share something so personal, but it was a risk that we were willing to take, because I think we owe that to the students and to the adults."

Lee reminded students that feedback is appreciated. "As a department, on our website we have a survey that's put out," she said. "We want to hear from students, their stories and their experiences working with us."

Following the seminar, StuCo contacted Lee to schedule a meeting on CAPS' Anti-Racist Work block. "We're working on scheduling a meeting with Dr. Lee to discuss both the calling in of Student Council, because we were called in, and also the content of their anti-racist block," Horrigan said.

Moving forward, students expressed the desire to center Black voices. "I wish that they would have more Black speakers to share their truths about the Academy and how they handle race," Salerno said. "While the ability for people to have discourse with opposing views is important, right now, we should be bringing forward more Black voices who have historically been silenced."

Tracing App Downloads Stall

By DAVID CHEN, TUCKER GIBBS, ANNA KIM, SELIM KIM, ERIN SACKKEY and CLARK WU

Student concerns and confusion ensued after the Academy's recent implementation of the SaferMe contact tracing app.

In an all-school email on Oct. 7, 2020, Director of Information and Technology Scott Heffner instructed students to download SaferMe. The department selected this application for its automated contact tracing system and its protection of users' medical and location data. As of Oct. 22, the Lamont Health Center

has not had to initiate any contact tracing; that being said, the application is logging contacts and is ready to use when needed.

Downloading was required for all on-campus students, approximately 460 of which have downloaded the app in the past two weeks. In contrast, faculty and staff were given the choice to download. Heffner shared that just under a hundred of the total 872 Academy employees have enrolled in the application, though many are working from home. His department plans to incentivize employees to download the app, with details forthcoming.

Students who have installed

SaferMe stressed public health benefits that come with the app. Several of them felt an obligation to other students to become part of the contact tracing network.

However, a significant portion of the student body is still untrackable; while some have neglected to download the app, others raised concerns over the app's functions. Certain students were uncomfortable with the prospect of their location being monitored.

Mike Steere, co-founder of SaferMe, clarified that his company had taken measures by design "to limit the contact data for administrators to a number of occurrences and approximate time and distance,

with no location." Only necessary location data is stored and used in contact tracing.

Steere added that the application follows the European General Data Protection Regulation, one of the most stringent privacy laws in the world. "We also tightly control administration access and gain individual user consent," Steere said.

Others raised issues with the application's accuracy. Prep Colin Jung noted that the application displayed his location as the middle of the Atlantic.

Prep Advay Nomula found the application to be cumbersome on the user's end. "The application drains a lot of battery. It tracked my location 29 times in 3 hours, and I didn't even keep my window open," he said.

Steere shared that instances such as Nomula's are fairly normal: "People should expect the app to use some battery," he said. "The app does need to perform regular scans to be effective and to help keep the community safe during this period."

Despite concerns, many students recognize the usefulness of the app. "It's important for us to be able to tell who's a close contact and who's not," upper Kira Ferden said. "I just feel like it's my civic duty to the school."

Several students shared their worry about the lack of participation in the SaferMe network. "COVID-19 is a very serious issue," lower Isabella Vesely said. "Something as simple as not clicking 'download' should not be the reason why we get an outbreak."

Online Class Rigor Examined



Senior Caroline Huang studies in her room.

Teja Vankireddy/*The Exonian*

By JESSICA HUANG, ANNA KIM, ANDREA LUO and ELLIE SPERANTSAS

The implementation of synchronous and asynchronous class meetings to accommodate online learning has posed significant challenges for faculty and students at the Academy.

Synchronous, required all-class meetings, and asynchronous blocks, assignments to be completed anytime in the Eastern Standard Time day, have been adapted to better accommodate students learning in different time zones. Some members of the community argue that, with a decrease in overall class meeting time, the academic workload has decreased, while others argue that it has become far more unpredictable.

The online fall term has forced teachers to grade students whom they have never met in person before, leading

departments reevaluate their grading system and expected workload for online learning.

"We are experimenting this term with a new weighting system for grading that we hope is better suited to the realities of distance-learning," Classics Department Chair Matthew Hartnett said. "We have [also] cut back on the amount of material we are expecting our students to be able to cover over the course of the term."

These changes are meant to mitigate some of the difficulties students face when learning a language through inconsistent Zoom meetings. "It can be challenging to maintain consistently high levels of student engagement in an online environment, especially with the asynchronous work," Hartnett said. "The shorter class period has posed some problems for us, as well as the longer spans of time between synchronous meetings,

which are particularly deleterious to language acquisition."

The Science Department has also been forced to adapt to asynchronous and synchronous classwork. "Our main challenge was to find a way to deliver a lab experience. Some teachers made videos of themselves performing the labs, while others are performing their labs 'live' during a synchronous session," Science Department Chair Albert Leger said. Recently, science teachers have also taken the opportunity to hold in-person lab activities as health restrictions allow.

Several other departments have also adapted their curriculums, teaching methods and assigned formats to accommodate online learning. "[The Modern Languages Department] had been looking at slowing the pace of teaching for some time. The online academic program has nudged us to finally do it,"

French Instructor Viviana Santos said.

Despite challenges of online learning, Santos was "pleasantly surprised at how engaged students are."

In the Computer Science Department, "teachers have had to work to come up with new assignments and strategies to make classes function well in this environment," Computer Science Instructor Sean Campbell said. "I have not been able to replicate Harkness in Zoom. Online classes don't allow for a seamless conversation."

As classes approach their mid-term METIC discussions, faculty will consider student feedback to continue adjusting to the unique challenges of online learning, including reevaluating homework expectations and synchronous activities.

For some new students, the transition to Exeter has been a "relatively smooth journey," according to prep Vedika Amin. Several preps said that the workload feels manageable and that the current schedule works for them. Others noted the increasing strain asynchronous work puts on their homework time.

Reaction to the new schedule, with its combination of asynchronous and synchronous formats, has been largely positive. Some students mentioned that the combination of asynchronous and synchronous blocks helps them get outside and meet friends, while others said they use it to get ahead of other classwork.

However, others had some qualms. "The asynchronous blocks are pretty much just more homework," prep Lucy Will said. "The discussions that we would have had in class just turn into homework."

Lower Jesalina Phan concurred. "Asynchronous work varies depending on the teacher, but some teachers will give the night's homework, then the asynchronous classwork, then the next night's homework," Phan said. "All the work can build up and result in three

hours of work for one class."

Similarly, upper Lekha Masoudi felt that in-class review has been cut short, and she gets "a lot of extra major assessments that can feel like a lot at times."

Though asynchronous classes have posed challenges for many, some students are grateful for the less restrictive schedule. "It's nice because we have bigger breaks and it's more comforting. There's more chances to do homework, relax, and not stare at a screen all day," lower Veruka Salomone said. "I use it to do other homework or sleep in."

Students learning remotely noted that the schedule has placed constraints on their sleep schedules, making online learning more challenging. "It's really hard to try and go to sleep immediately after night class and have nine hours until the next morning class, especially with daylight saving when I will have classes till 3 a.m.," upper Emily Wang, who is studying from Australia, said.

Upper Keona Edwards did not feel an increase in workload and attributed it to the implementation of asynchronous blocks, which offer "more free time in a day compared to previous terms."

While there are differing opinions on asynchronous blocks, most students noted that they are enjoying their synchronous classes on Zoom. "Zooms are pretty productive, and there's not much time wasted," lower Lily Hage said.

Many students like the resemblance to Harkness classes on campus. "I enjoy having synchronous classes because it is as close as you can get to being in person," Phan said.

While the new schedule has caused numerous challenges, students are taking it one day at a time. Masoudi concluded, "It's much harder compared to spring term since we have much more homework and asynchronous work, but overall it could be worse."

Committee Gives Out Sporks

By TENLEY NELSON, KRISH PATEL and HANSI ZHU

The Environmental Action Committee launched the Exeter Sporks initiative in September to combat the rise in single-use plastic waste on campus due to pandemic regulations. According to Manager of Sustainability Warren Biggins, the initiative seeks to give every Exonian a reusable alternative to the single-use plastic utensil packets currently provided in the campus dining halls.

Senior Sadie DiCarlo started Exeter Sporks over the summer, after learning about the impact that the COVID-19 pandemic had on environmental conservation. "Normally, it's nine million tons of plastic that leak into the ocean ev-

ery year. And then, with the pandemic, the amount of single-use plastic has increased 300 percent," she said. "This idea came to me just because it's such a small thing. It felt like something that a lot of people could get behind, and it doesn't make that much of a difference in people's lives, but it makes a huge difference as far as pollution goes."

In order to bring her idea to the Academy, DiCarlo reached out to Biggins and Sustainability Educator Coordinator and Science Instructor Andrew McTammany. Biggins was especially on board. "I love when a student takes the initiative to identify an issue on campus and propose a solution—and I thought it was really impressive that Sadie was conceiving this initiative over her summer

break!" he said.

Biggins directed DiCarlo to the Cushing Family Environmental Government Fund, from which she received a \$2,000 grant to buy sporks. Students will receive these sporks from their dorm heads throughout this month.

Looking forward, DiCarlo hopes that campus dining halls will ultimately eliminate the usage of single-use plastic utensils. "Someone [on the Environmental Action Committee] suggested just putting [plastic utensils] out of the way, and then hopefully if you have to go looking for them in the dining hall, you're not going to use them as often. And then we're also working on little signs to put out [that say,] 'Do you really need this?'"

"I just want people to hear that they should use their spork. [It can] make a gigantic difference, but only if everyone's doing it. It's a really small thing, but we would eliminate 9000 single use plastic utensils from the dumpsters every day, which would be amazing," she added.

As part of the first wave of students that received sporks, upper Nicole Craighead appreciated the effort to reduce single-use plastic at Exeter. "It was a good first step in making our community more sustainable because plastic utensils can't be recycled, so in relation to the other disposable items in the cafeteria, [they're] probably the least sustainable," Craighead said.

Other students applauded the initiative not only for its positive impact on sustainability, but also for the convenience of owning a personal dining utensil. "Any time I wanted to eat [before Exeter Sporks],

I had to go to the dining hall to get the disposable ones, and I had to open a new one every single time, so it's actually really nice that we have these," upper William Park said.

Prep Aria Scannell, who brought a reusable bamboo fork to use at dining halls prior to the launch of the initiative, added that she had noticed the issue of plastic waste early on during the year. "I didn't know that we were going to do sporks then, and so I just felt kind of bad about all of the plastic, because [my mom and I] are both kind of self-conscious about the environment, and I just wanted to bring [the fork] in to try and replace it a little bit."

McTammany reiterated the community's role in making Exeter Sporks a success. "It highlights this idea of collective action," he said. "[When] the school decides to do something collectively, you can actually have a larger impact you would as just an individual."

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

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

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

Dean of the Week: Sherry Hernandez

By JEANNIE EOM and ASHLEY JIANG

When Interim Dean of Multicultural Affairs Sherry Hernandez was younger, her identity as an immigrant meant that she had to mature much quicker than her peers. “As an immigrant, I had to navigate and straddle two different worlds: the world that was my home where my parents wanted me to strongly hold on to tradition and Filipino values, and also America, which was outside of my home,” she said.

Throughout this period in her life, she learned to figure out her values by herself and found that she had to lend herself the emotional support she needed on her own. “I navigated both a role as a student and as a caretaker for my brother, who I helped watch while my parents worked long hours,” she said. “There was a lot of responsibility that was given to me at a young age.”

Hernandez’s childhood experiences reflect her current passions. “Much of how I approach my work stems from my hope to be that adult in students’ lives that I wish I had,” she said. “I do not underestimate the power of compassion, empathy, belonging, and care. I believe in those things, and the work that I do has an abundance of those attributes.”

The position of the Dean of Multicultural Affairs, though, is not without challenges. “In this work as Dean of Multicultural Affairs that grapple with activism and social justice, there will be continuous and ongoing barriers, and it will sometimes feel like I don’t see any change,” Hernandez explained. “There is progress and there is also what feels like a step backward. The work entails the ability to acknowledge the growth and the intention of progress in tandem with what feels like a regression at the same time, and it’s a hard thing.” But at the end of the day, Hernandez sees positive progress and change spreading at the Academy, which is what continues to propel her work.

Before joining the Office of Multicultural Affairs, Hernandez previously worked in the College Counselling Office and on the college admissions side reviewing applications. Though she found college admissions to be gratifying, Hernandez found that her experiences were largely transactional. “It was valuable work, but I knew that I wanted to be in residence with the students to build longer relationships with them.

Inspired to turn to form those student connections, Hernandez first joined the Exeter community. “I have loved



Interim Dean of Multicultural Affairs Sherry Hernandez.

Teja Vankireddy/*The Exonian*

it ever since because of the relationships I was able to make through tuning in to and learning their stories,” she said.

International Student Coordinator Jennifer Smith recalled first meeting Hernandez. “It’s a funny story!” Smith recalled meeting Hernandez for the first time. “Our daughter was about 6 months old at the time and had just been baptized. The church assigned us another young family to be our ‘baptism mentors’ to guide us through the program. We met this family over dinner one night and the mom, Cathy, told me at dinner that her sister Sherry had just accepted a job at PEA in the College Counseling Office.” Reaching out to welcome Hernandez to campus led to a plan to get lunch, and Smith said “the rest is history.” “Dean Hernandez has a way of making people feel like you’ve known her a long time, and we had so much in common. It’s really hard not to like Dean Hernandez! She makes you feel listened to, valued and she is a lot of fun too!”

Smith recounts a memory from a Sunday of Labor Day Weekend in the lasts of the summer. “Dean Hernandez was involved in our initiatives in OMA on a voluntary basis from CCO,” Smith explained. “I remember her volunteering to come and help welcome new international families to Inter-

national Student Orientation (ISO). It was pouring rain and she showed up anyway, smiling with rain boots and an umbrella—willing to do anything, including taking students on golf carts in the weather to show them their dorms!”

Senior Sarah Kang had previously had Hernandez as a college counselor before the transition to OMA took place. “Every single time I’ve met with her or if I’ve ever needed to talk about very personal things, she makes me feel very comfortable and very validated in what I’m saying,” Kang said. “During our college counseling meetings, I had to reveal some pretty personal things, and [Hernandez] was really empathetic about it. It was really great to have a teacher that I can relate to and someone who could also understand where I was coming from and empathize with me.”

Upper Siona Jain felt similarly about Hernandez’s knack for understanding. “Upon meeting [Dean Hernandez], you can instantly tell she is kind, caring, and truly there for her students.” Hernandez, along with Asian Student Activities coordinator Wei-Ling Woo are both advisors to Asian Voices, a club Jain is involved in. “She is always there if you want to talk afterward and she gives all of us something to think about during every AV conversa-

tion,” Jain explained.

Jain also spoke from her experience in OMA as a proctor. “She is always looking for improvement of both OMA and Exeter and she consistently asks proctors how to create a better space for students,” she said. “I think she’s going to do a great job as dean because of her connection to the students.”

OMA proctor and lower Kodi Lopez recalls Hernandez’s enthusiasm and understanding of Latinx culture. “[Dean Hernandez] stuck out as a positive, vibrant faculty member who was seeking to make the best event possible that celebrated the book *LatiNext*, Mr. Perdomo, and Latinx culture,” Lopez explained. “Dean Hernandez was kind and welcoming and was respectful and understanding of Latinx culture. She taught me the works of how to plan out programs and encouraged and cultivated my ideas for growth.”

“Dean Hernandez is an absolute gem. She is so warm and kind, always willing to listen to the stories and voices of students,” OMA proctor and senior Iliana Rios said. “I am so grateful that we have her. She cares so much about everyone and will never fail to put a smile on your face.”

When asked what the “ide-

al Exeter” would be, Hernandez describes an environment of diversity. “The ideal Exeter to me would be a more diverse adult community, not just faculty, but also staff members,” she explained. “Students should not feel like they are constantly having to navigate structures that were not built for them. Hernandez wishes for an Exeter where all students feel like they are supported and reflected in all aspects, “whether it be the space that they see pictures of themselves, role models from the Academy that look like them, a curriculum that tells the stories of their ancestors.” Her hope is to make everyone feel that they are valued and that their stories are being heard.

Hernandez’s core value that directs her work each day is the hope that she can be an adult on campus who can lend support in the critical role of finding oneself throughout the high school journey. “Being present for the students and honoring them, affirming them with all their identities, celebrating them, sitting in the discomfort sometimes, helping manage a lot of the feelings that come with the Exeter experience, and just being present with them while they navigate the adolescence to early adulthood journey, is so fulfilling and rewarding for me.”

Book Review: Being Mortal

By LINAHUANG

Primum non nocere, the Latin for “first, do no harm,” is the quintessential oath of physicians. Although the phrase’s origin is uncertain, it stands as a promise from physician to patient that the doctor standing above you with a scalpel or prescribing another round of chemotherapy has your best interests in mind. It is a pivotal oath for a physician to whom patients entrust their illnesses, bodies and even livelihood. Ultimately, it is an assurance against the infliction of additional harm.

But in today’s society of

medical breakthroughs and impossibilities (landing on the moon, making smallpox obsolete, CRISPR-Cas9, etc.), this mission has been twisted around into something resembling, *last, you will have done everything in your power for this patient, or perhaps, always, you will believe that there is always a human-manufactured, complicated, paperwork-laden solution.* Atul Gawande’s *Being Mortal* confronts the relationship of medicine to quality of life, of physicians to patients, of hope and pain, and, ultimately, what it means for us to be mortal.

Mortal: the definition in

the OED is inextricably tied to death, described as “one who is destined to die.” The definition of mortal is also tied to humans, us. But this inevitably of death is little talked about in medicine. “I learned about a lot of things in medical school, but mortality wasn’t one of them,” Gawande begins his book with. Instead, knowledge was the key pursuit, and a belief permeated that “the purpose of medical schooling was to teach how to save lives, not how to tend to their demise.”

Gawande cautions us against this one-sided view because the lives at risk, those whom physicians need to

save, are also the ones in demise. In *Being Mortal*, he tells the stories of Lazarooof, a patient who underwent an operation in a fight for survival and who afterwards became paralyzed; Alice, who, undergoing the onslaught of old age, loses her privacy and control in efforts to mitigate her frailty; and many others.

Gawande shares these hard stories not out of a desire to evoke panic at our current situation, but to spark thought and change. “What goals are most important[?]” Gawande suggests to ask. “At some point... it becomes not only right but also necessary for a doctor to deliberate with people on their larger goals, to even challenge them to rethink ill-considered priorities and beliefs.” Gawande de-

scribes his own father, a surgeon with a spinal cord tumor who was still able to pursue the joys that mattered to him by confronting the truth of his situation and considering the hard choices ahead.

“Mortality can be a treacherous subject,” Gawande writes. “Some will be alarmed by the prospect of a doctor’s writing about the inevitability of decline and death. For many, such talk, however carefully framed, raises the specter of a society reading itself to sacrifice its sick and aged. But what if the sick and aged are *already* being sacrificed—victims of our refusal to accept the inexorability of our life cycle? And what if there are better approaches, right in front of our eyes, waiting to be recognized?”

Senior of the Week: Phil Horrigan

By DANIEL ZHANG

At the edge of Route 88 with the cross country team, cut and bruised; in the Latin Study, the Academy building nearly empty on a Friday night; at 1 a.m. in Room 16 of Soule Hall, under presidential campaign posters—senior Phil Horrigan finds and builds community wherever he goes, leading with empathy, kindness and sometimes funny jokes.

Horrigan grew up in Washington, D.C., fitting considering his interest in national politics and current events. Teachers at his middle school encouraged him to apply to Exeter. “I kind of goofed the other high schools I was applying to, because they asked me: what’s your first choice of high school?” Horrigan recalled. “And I said Phillips Exeter instead of their school. But it worked out!”

In his first term at Exeter, Horrigan recalled struggling with his new workload until he discovered “the very fundamental truth that you’re not supposed to do all your homework.” “You don’t need to leave Exeter knowing how to dissect a fetal pig,” Horrigan said. “But you need to leave Exeter knowing how to think about dissecting a fetal pig.”

In his first year, Horrigan quickly found community in all different corners of campus. Soule Hall, where he is now a proctor, became his natural home; after getting his “*ss kicked” by Latin, he joined the Kirtland Society. Late night pillow fights at overnight Model United Nations conferences introduced him to upperclassmen mentors.

Thomas Wang ’19 met Horrigan at his first MUN conference. “I was like, ‘Oh. Wow. This kid’s kinda weird,’” Wang said. “I mean, he was a prep.” But over the weekend they roomed together, Wang came to know him as “an absolute monster on the dance floor.” Upperclassmen from MUN like Wang, Dhruva Nistane ’19 and Mark Blekherman ’19 became lifelong friends.

“Besides being a powerful MUN delegate, Phil was always fun to be around in Soule,” Blekherman said. “We even wanted him to be proctor when he was still a rising upper. I was so excited when I heard that he became a proctor in Soule and a co-president of MUN his senior year.”

“They made sure I was okay. There’s this phrase, you know: ‘this is my prep,’” Horrigan said. “You hear that a lot here. They took me in—that’s just what a pillow fight does.”

Horrigan also first began distance running in his prep year, joining winter track, and later cross country. “It sucked. I was so slow. I was so slow. I was always the slowest person on the team when we started,” he recalled. “I just got my *ss whipped into shape, which was super fun. It was super rewarding to train with those guys and to feel yourself getting faster.”

Distance running has left Horrigan with a thorough sense of endurance and perseverance. “There’s this word ‘gumption’ that’s really funny that I tossed around today on a run, because a coach said it to me once, and I think that’s what cross country has done for me,” he said. “It’s given me the will to keep going and to not be afraid to understand that in the moment it might suck, but the gratitude later is going to be immense.”

“The thing itself blows,” he said, laughing. “But once you’re over that finish line, you’re like, ‘Holy sh*t.’”

“Phil’s humor, on good days, makes easy runs a real pleasure,” teammate Varun Oberai said. “His thirst for adventure

always takes us through unbeaten trails and sometimes people’s backyards.”

Teammate Tommy Seidel found Horrigan “inspiring” as well. “Phil is a specimen of a human being,” he said. “On warm

Horrigan’s cuts as “glorious”; teammate Garret Paik opted for “nasty.”

In the spring of his upper year, Horrigan successfully ran for Student Council (StuCo) co-secretary, a campaign he said

co-head of the Republican Club. “It’s just much, much more exciting than Dem Club. Oh my god, Dem Club is just quoting the New York Times left and right. It’s so freaking boring,” he said (he conceded that Dem-

though there’s some communal suffering to be said about the facilities. And then cross country is the strongest community on campus because it’s both, we have a cult figure in our coach and we have communal suffering—we run for a sport.”

Horrigan concluded with the third—achievement. “If you can somehow keep them on a high of accomplishment, you can create a victory community. The problem is that’s really hard to do.” He paused. “Don’t say Mock Trial.”

As a leader, Horrigan is known for going out of his way to help younger students learn. “My favorite memory of Phil was last spring when he encouraged me to join a MUN conference, now one of my favorite events on campus,” lower Holden Quaresma said. “Phil quickly taught me and I had a great time; when I needed accommodations, Phil made them for me without second guessing. He answered all of my questions and gave me extra advice. Phil is one of the most supportive people I have met on campus—he is a great leader and co-head who helped me find some new activities I enjoy. He helped me when he had no reason to, and is one of the funniest people I have met thus far.”

Lower Matt Dame was also encouraged by Horrigan to find different communities on campus. “Simply put, Phil Horrigan cares tremendously about those around him. He will help you when you need it, and he will push you when you need it,” Dame said. “As a prep last year with absolutely no connections, Phil happily introduced me to people in Soule and went out of his way to get me involved in ESSO, Student Council, and numerous other clubs on campus. It is clear that Phil truly wants all those around him to succeed and will gladly do everything he can to make your life better.”

Fellow MUN co-head Stephen McNulty praised Horrigan’s ability to make dense, information-heavy meetings into lighthearted ones. “Phil has this crazy way of diffusing stuffy, formal meetings into laid back conversation,” he said. “It’s fun to watch, because usually our board meetings will end up in some three hour discussion on Phil’s latest tea from the paths or a dissertation on the origins of the Golden Branch. It’s the exact right combination of ‘chill’ and crazy enthusiasm, and I think I speak for the entire MUN Board when I say we love it.”

Friends noted that Horrigan habitually puts others before himself. “Phil is always happy to stop and talk if a friend needs him or pick up the phone even if it means sacrificing his own sleep,” Oberai said. “Also, the guy just does not sleep.”

Looking toward the future, Horrigan hopes to see the communities he’s built “be continued by someone”, see the student body “come together more than it has in the past” and to call Principal William Rawson “Bill” at least once. “I mean he reads every Exonian,” he considered.

In his four years on campus, Horrigan has found a home, and now works tirelessly to give back to the communities that have defined his time here. To students beginning the same journey he started four years ago, he leaves behind a few pieces of advice. “Do a lot of exploring until you find something you could be passionate about,” he said. “Go to upperclassmen’s rooms, even if they don’t want you to—eventually they’ll get used to it and let you stick around.”

“And—call your dorm home. There’s a difference between when you say, ‘Let’s go back to Soule’ and when you say, ‘Let’s go back home.’”



Underclassman Phil Horrigan next to bookshelf.

Courtesy of peamun.org

fall days at cross country practice, staring down his powerful sweaty back and watching the muscles ripple beneath his skin motivates me to run more than anything the actual captains can say or do.”

Seidel praised him for being “one of the few upperclassmen I know that can perfectly balance leadership and humor.” “His competitive spirit pushes everybody on cross country to be their best yet he’s always funny and approachable,” Seidel said.

“Phil was chided the other day for only talking about politics when we run, and I had to point out that he brings much more to the team than just that. Besides setting a strong exam-

started from “anti-authoritarian grumbling, which spiraled into this... thing.”

However, he now takes great pride in his role. “We’re more or less anti-authoritarian for a good reason, because [the Academy] is not doing enough to dismantle racism on campus that has been constant for 200 plus years,” he said. “I wouldn’t jeopardize being able to work on that by screwing around. I don’t think StuCo is the best instrument for change, but if it can make any change at all, then it’s worth not destroying right now.”

“I have so much respect for him for what he did with StuCo,” Wang said. “The thing about Phil is that he brings heart

ocratic Club does more “actual” campaign work than Republican Club). “But I’m constantly challenged at Republican Club on what I think. And that helps me solidify what I think.”

Now a leader in the same communities that welcomed him as a prep, Horrigan works to foster camaraderie and compassion within his clubs. “I spent a lot of the summer trying to figure out how to build communities,” he said. Horrigan has identified three key methods:

“I’ve done a lot of thinking about this, and it is communal suffering that brings people together,” he said, pointing to the close bonds between Kirtland



Senior Phil Horrigan with mask.

Ethan-Judd Barthelemy/The Exonian

ple as a competitor in races, Phil is always the last man standing when the team explores off-trail,” cross country coach Brandon Newbould said.

“He is undeterred by swamps, ice, thorns and brambles, and frequently returns from training sessions with the greatest blood loss,” Newbould continued, an observation almost universally noted by cross country teammates. Seidel described

to everything that he does. He’s one of very, very few people who can really say f*ck the system, I’m going to do what I want because I think it’s important.”

Beyond just student politics, Horrigan is an attentive and observant follower of current events, frequently tuning into podcasts like “Pod Save America” and “The Axe Files.” Despite describing himself as “a little left of liberal”, Horrigan is a

members (“Who suffers more than classics kids and their GPAs?”). “I don’t want to have people suffering. That’s sh*tty. But at the same time, if I don’t submit them to grueling conditions, how do I create bonds with them?”

The second, Horrigan claimed, was the “cult figure.” “That’s what you’ve got going to some extent with Soule Hall with Mr. Sain,” he said. “Al-

Willie Perdomo Gives Reading

By MOKSHA AKIL

As a part of the celebration for Hispanic Heritage Month, the Office of Multicultural Affairs organized a reading with English teacher and published poet Willie Perdomo. Students came together under a tent and drank hot chocolate, chai and coffee while listening to Perdomo's writing.

When Interim Dean of Multicultural Affairs Sherry Hernandez asked Perdomo to read his work with the students, he was glad to share with the school's affinity groups and the community at large. "I was honored when she asked me," he said.

Hernandez hoped to honor Latinx faculty for Hispanic Heritage Month. "We wanted an event that would bring

our community together that would celebrate, give space and honor our Hispanic and Latinx members in our community," she said. "We have incredible faculty and staff in our community, one of which is Mr. Perdomo."

Perdomo read from the most recent anthology of poetry that he edited, *LatiNext*, and his own book, *The Crazy Bunch*, which both have themes of culture and more specifically, hip-hop. These themes are part of the reason why OMA chose Perdomo. "The purpose of the event was to not only celebrate members of the Latinx community but to give Mr. Perdomo a chance to share his work with students, talk about his journey and how his heritage and culture influences his writing and everyday life," OMA Administration Intern Danique

Montique said.

The theme of culture was appreciated by the students. Upper Juliette Ortiz explained how listening to a Latinx poet reminded her of home. "I love being able to show my support when that representation Mr. Perdomo provides makes me feel more at home at Exeter," she said. "Mr. Perdomo is an incredible speaker and has a way of engaging the audience, especially with his more lyrical and rhythmic poems."

Perdomo's style of poetry incorporates hip-hop elements that people found very engaging. "I found it to be really eye opening," upper Kira Ferdyn said. "The poetry employed many different and compelling elements and it was cool to hear the different styles used throughout the pieces."

OMA Proctor and upper Siona Jain agreed with Ferdyn. "I think everyone loved Mr. Perdomo's speaking style, and his intersection of hip hop and poetry. She continued on to say that this was part of the reason why the students received the reading very well," she said.

During the reading, students also learned about Perdomo as a person. "I would like to think the event was more for learning about who Perdomo is and what he values rather than just the skill of writing," senior Senai Robinson said. "I enjoyed hearing his perspectives and views and the whole night was enjoyable because it was his honest and powerful work."

OMA will continue to organize events like these for the community, Montique said. "We will...host events that [celebrate] and [uplift] PEA

community members and their unique identities and contributions to society," she said.

Montique also believed that the event was a great success based on a survey sent to participants. "I hope the event was a great opportunity for the PEA community to come together and celebrate the Latinx community here as well as our very own faculty member," she said. "Sometimes we forget the superheroes in our own homes and towns and I just wanted to remind folks that we have faulty members here doing amazing things."

Students were able to learn about Latinx culture, how to incorporate rhythm into poetry through Perdomo and learned about Perdomo himself, however he wanted the students to appreciate more than this. Perdomo concluded, "[I hope that the students got a] sense that identity, memory, and political views can be explored, but not detached, from art."

Rewriting the Narrative Premieres in Lamont Gallery

By HANSI ZHU, ELLA BRADY AND MAYA COHEN

Rewriting the Narrative: Student Voices, a new exhibit in the Lamont Gallery, features artwork and narratives by fifteen Exeter students and recent alumni that celebrate the strength in their diversity. The central themes of the exhibit are identity, community and the power of representation. Although all of the works are physically installed in the gallery, viewers are only able to admire them virtually via slideshows, exhibition guides, and videos on the Gallery website. Other events include hands-on workshops and four student artist talks in November.

Rewriting the Narrative is one of the exhibitions under Critical Joy, a suite of three multimedia exhibitions that will be on display in the gallery throughout the rest of fall term. In addition to *Rewriting the Narrative*, the suite features *Unity in Color*, a photography project about intersectional feminism by Brooklyn-based artist Jasmine Solano, and *High Contrast*, a virtual exhibition of drawings and sculpture about social

identity by Massachusetts-based artist Gordon D. Chase.

According to Gallery Manager Stacey Durand, Critical Joy differs from past exhibitions because whereas the gallery normally showcases established and emerging artists from around the world, all featured artists are current students and alumni. "Like everyone, we in the gallery had to make some changes while we reimagine how to create and share exhibitions virtually," Durand said. "This year we postponed our scheduled exhibitions and instead decided to create a place with student voices at the forefront."

To compile the pieces for *Rewriting the Narrative*, the gallery reached out to current and past students who have worked previously with the gallery and whose work incorporated the relevant themes to provide their art and stories. Some of these works were made in art classes and some were created by students on their own.

Many artists who took part in the exhibition were inspired by current events. Senior Christina Xiao described how she incorporates her reality into her art. "I think in every piece of artwork

artists produce, we are putting down a message of who we are at that very moment, even if the audience comes away with a different interpretation. Our choices of subject, color, medium, and shape are influenced by our present selves, which are impacted by the current events around us," Xiao said.

Alumna Isabel Hou explained the meaning her art has in the context of recent events. "I think about the events of the past year—a global pandemic, the fight for racial justice, amongst a slew of other headlines—and I remind myself that the world is bigger than my self-conscious artist's mind. I remind myself of what [my] piece means to me and what I had hoped it would mean to others," Hou said.

Upper Sabrina Kearney shared a similar experience. "To me, [art] is both taking in your surroundings and creating something from your surroundings," Kearney said. "So I'm observing the current events that are happening around me, and I'm forced to process that in my own way to show my perspective on it... It's almost like you're creating something

that will last in this point of time based off of these events that are going on."

Another theme that students considered in their work was diversity.

Upper Danielle Sung talked about how art can be used to express many voices within a community. "I think that's especially relevant to Exeter because it's clear that we all have our own stories to tell and our own voices that we want to project, whether it is through visual arts or speech or writing and the variety of voices that we have in our community, and because we have those voices, I feel like it creates this power that we hold as a community and as individuals with diverse identities," she said.

Senior Ursie Wise's painting was conceived as a memorial for Kalpana Chawla, the first Indian American woman to go to space. "I wanted to memorialize her in a way that I felt was meaningful. Beyond that...I wanted to create a piece that celebrated not only women in STEM, but women of color in STEM... To be a woman that has gone to space, it means that you're pioneering something

that is traditionally not something that people who share your gender identity have done. It means ... rewriting the narrative," she said.

Sung shared her hopes for the Exhibit's representation of diversity. "I hope this exhibition doesn't focus on one identity... but by looking at the exhibition as a whole to know more about the strength in our diversity, and I hope it highlights our views as artists and as students," Sung said.

Kearney noted the significance of the exhibit. "I'm really happy we're having this exhibition this year because I think it's really important to show student work, and, since we have such a great platform on campus to showcase the arts, it's really great that we're using it for this *Rewriting the Narrative* project."

Hou reflected on the importance of art, especially in the midst of the current social climate. "We turn to art in times of trouble and in times of need," she concluded. "We need art now more than ever. Works of commentary, works of protest, works of solidarity—everything helps. It's all an expression of self, a marking of who we are in this time of chaos."



The Lamont Gallery, Exeter's exhibition space for art.

Courtesy of Communications Department

Matter Magazine: The Science Behind the Virus

By LINA HUANG

COVID-19 has currently clocked 39.8 million cases and 1.11 million deaths. Still ongoing, the pandemic is one of the sources of too much pain and hurt. The cause of the COVID-19 pandemic is a single virus, denominated severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

SARS-CoV-2 belongs to a class of viruses known as coronaviruses for the crown-like shape of their outer spikes. This class of viruses are thought to cause a third of all common colds in humans due to shared properties that increase infection, mutation rate, and replication. The SARS-CoV, another coronavirus,

caused the 2002-2003 SARS epidemic in China.

Like other viruses, SARS-CoV-2 is enveloped in a lipid membrane stolen from the infected cell. Inside the virus lies the genetic material, which is single-stranded ribonucleic acid (RNA) for all coronaviruses, including SARS-CoV-2. Once the virus infects a cell, the injected viral RNA is then used to make mRNA, which may be translated by ribosomes into protein.

The outer membrane of the virus contains a marker, S-glycoprotein, which is used to bind to the angiotensin-converting enzyme 2 (ACE2) on human cells, allowing the virus to infect the cell. The ACE2 marker is abundant in the lower neck and lung area

of the body, accounting for the spread of SARS-CoV-2 through coughing and breathing. However, the marker is located everywhere throughout the body on arteries and veins, and physicians have seen COVID-19 damage the kidney, liver and spleen.

The mechanisms by which SARS-CoV-2 uses ACE2 to infect cells is still not fully elucidated, but it appears that the human cell participates in allowing the virus in. After attachment of the virus, the human cell exposes amino acids (the constituents of proteins) which open the human cell's membrane so that the virus membrane can merge with it. In this way, the two membranes combine, allowing the virus to release its genetic

material inside.

Furthermore, the genetic material—the RNA—of SARS-CoV-2 is concerning because of its high mutation rate. The enzyme RNA-dependent RNA polymerase is provided by the virus, and the enzyme's tendency to mismatch base pairs accounts for this mutation rate. More alarmingly, SARS-CoV-2 is able to recombine its genetic material with other coronaviruses, giving rise to different versions of the virus which may be more devastating.

The structure of SARS-CoV-2 is particularly of interest for scientists because it allows for COVID-19 testing. Molecular tests diagnose COVID-19 through detection of viral RNA. The sequencing of COVID-19 RNA has

allowed scientists to identify those sequences characteristics of COVID-19, which the test is based on.

Lastly, understanding the biology of the SARS-CoV-2 virus provides important knowledge for the development of vaccines. Currently, there is no effective vaccine approved for COVID-19, and measures to confront the virus, including ventilator use and antibiotic and antifungal treatment, are currently targeting the symptoms instead of the virus itself. For the most part, vaccines rely on stimulating the human immune system to recognize features of SARS-CoV-2. To develop vaccines that can do that, we first must understand these characteristics of the virus that causes COVID-19.

» ACCOUNTABILITY

Staff Writer Maxine Park '22 pushes for an America that holds itself accountable, 8.

» AFTER COVID

Marina Avilova '23 cautions about the dangers of a fully digitized world, 10.

» ALIE

The Association for Low-Income Exonians argues against delaying students' return, 9.

Holding America Accountable: Columbus and Breonna Taylor

By MAXINE PARK '22

In recent years, radical activists have sought... to replace discussion of [Christopher Columbus'] vast contributions with talk of failings, his discoveries with atrocities and his achievements with transgressions... We must not give in to these tactics or consent to such a bleak view of our history. We must teach future generations about our storied heritage, starting with the protection of monuments to our intrepid heroes like Columbus... Last month, I signed an Executive Order to root out the teaching of racially divisive concepts from the federal workplace, many of which are grounded in the same type of revisionist history that is trying to erase Christopher Columbus from our national heritage. Together, we must safeguard our history and stop this new wave of iconoclasm by standing against those who spread hate and division.

This sounds like something straight out of *The Onion*. But no, the URL is appallingly clear: whitehouse.gov. Words from our president himself.

President Trump releases a statement each year heralding “Columbus Day.” Unlike his predecessor, who urged the nation to consider the tragic consequences of Columbus’ voyage for Native American communities, Trump has acknowledged nothing other than Columbus’ apparent “heroism.” Trump has heralded Columbus’ “intrepid” contributions to the Western world, time and time again.

This year’s declaration goes one step further: he advocates eliminating education and programs that acknowledge the effects of racism in both our past and our present.

What, then, is this “holiday” meant to celebrate? Is it Columbus Day or Indigenous Peoples’ Day? Do we honor the man who is (incorrectly) credited for America’s discovery, or the millions of Native Americans who

suffer today from the consequences of his actions?

Our President has demanded the former and tried to impose his view on the entire nation. In his pursuit of “patriotism,” Trump distorts truth and comfortably advances a flawed, glorified master narrative.

The issue of justice in America is fundamentally an issue of accountability. President Trump, like many other Americans, refuses to hold Christopher Columbus accountable for his actions. And in doing so, he reinforces a dangerous definition of patriotism for the American people: one that relies on the rejection of accountability and the erasure of our country’s violent, morally questionable origins. Now more than ever, we must consider the consequences of such a definition—consequences that extend not only to our perception of the past, but also to the future of racial equality in America.

Trump demonstrates his willingness to sacrifice truth for personal comfort. When he claims that he is “root[ing] out the teaching of racially divisive concepts from the federal workplace,” he hampers our country’s duty to accept responsibility for a history of undeniable injustice. What are “racially divisive concepts?” Ones which expose the difficult story of race in America? In truth, avoidance of this responsibility makes our country even more racially divided.

Three weeks ago, a Jefferson County grand jury ruled not to charge anyone with the murder of Breonna Taylor. Innocent and unarmed, Taylor was shot six times by officers and died at the scene. While the bullet of detective Myles Cosgrove was confirmed to have been the fatal shot, the issue of accountability for her death is not so simple.

Perhaps, if the judge who granted the no-knock warrant had read the document completely and realized that it was inappropriate given the circumstances, the police might have



A statue of Columbus in New York City.

Courtesy of NBC News

approached her at a reasonable hour, or not at all. Perhaps, if the police had recognized she had a visitor in her home, they would not have executed the no-knock warrant. And, perhaps, if the police had not sent the ambulance away that was stationed near her home that night, Taylor might have received medical attention early enough to survive.

While a single officer’s bullet technically killed Taylor, everyone involved in this chain of events is ultimately accountable for her death. But in a cruel twist of irony, the series of bad judgments that led to Kenneth Walker’s entirely reasonable assumption that he should defend Taylor, led to no one being held accountable for Taylor’s death. Fundamentally, this is the issue that allows systemic injustice to persist: since so many people are responsible for maintaining a racist, classist, sexist society,

nobody is held accountable. If everyone is responsible, then should no one be held accountable? Is this really what we want to teach the young children of America?

When we think of accountability, we often look for a single person or group to hold responsible for an issue. This perception of accountability is, in itself, irresponsible. To address systemic racism in America, each of us needs to recognize the uncomfortable truth of how we contribute to this unjust system. And to address systemic racism in America, we need leaders who will force Americans to face such responsibility, not leaders who run away from it and encourage us to do the same.

Donald Trump is not a patriot—a true patriot understands that their mission is to improve their country. By telling us to focus only on our country’s “sto-

ried heritage” and not the lasting consequences of Columbus’ imperialism, he is telling us not to improve our country, but to mask and foster its deficiencies.

Christopher Columbus and Breonna Taylor’s legacies lie on the opposite ends of the spectrum of accountability in our country. One is raised as a hero where he should not be, while the other is forgotten without ever seeing justice. Ultimately, it is the truth alone, however painful, that can address America’s divisiveness. We must acknowledge Indigenous Peoples’ Day, and we must not allow Breonna Taylor’s case to pass. We must examine the systems and stereotypes that allowed these events to occur. The current Black Lives Matter movement has become perhaps the largest movement in U.S. history. If we cannot hold the nation accountable now, we never will.

Trump, Biden and the Debate That Never Was

By ARHON STRAUSS '23

Debates have been a part of the American electoral cycle for almost two hundred years. Let’s begin with a bit of a history primer. They started in 1858, with a series of seven face-to-face debates between Abraham Lincoln and Senator Stephen A. Douglas—you probably have read some of their debates in history class. Their debates came to define the 1860 cycle and substantially move public discourse.

Debates, however, were not seen again until 1948, with a radio transmitted debate between Harry Truman and Thomas Dewey. But in came another lull. It was not until the 1960 televised debate between Richard Nixon and John F. Kennedy (which some credit for Kennedy’s close victory) that they finally became a mainstay in the elec-

tion cycle.

A couple initial takeaways: (1) debates can substantially impact election results; and (2) they can and have changed platforms before. Now, in light of the current pandemic, the second presidential debate was supposed to face another change—a transition to Zoom.

The planned change of venues from an in-person debate to an online platform is fundamentally different from previous alterations, some argue. Past evolutions were always made to improve the quality of the debate—we went from closed audiences to radio to television, expanding accessibility with each platform shift. This one, however, was made for the safety of all involved parties: the viewers, the presenters and even the candidates. Some, unsurprisingly, weren’t keen on this change. But it’s not as if the change wasn’t justi-

fied—we are learning by the day that “safety first” is the right model. This should be obvious, but health is always an important factor in decision making.

Please remember, though—this change wasn’t just tangentially related to vague health concerns. Yes, COVID-19 rates in the U.S. are still some of the highest in the world, and we’re nowhere near flattening the curve. But that didn’t stop us from hosting the first debate with social distancing protocols in place. The deciding event here, of course, is that, after the debate, President Trump tested positive for COVID-19, and many rightly felt that in-person debates would be unsafe. Hosting a debate would quite literally mean gathering an in-person audience around a known positive case. It would be wildly dangerous.

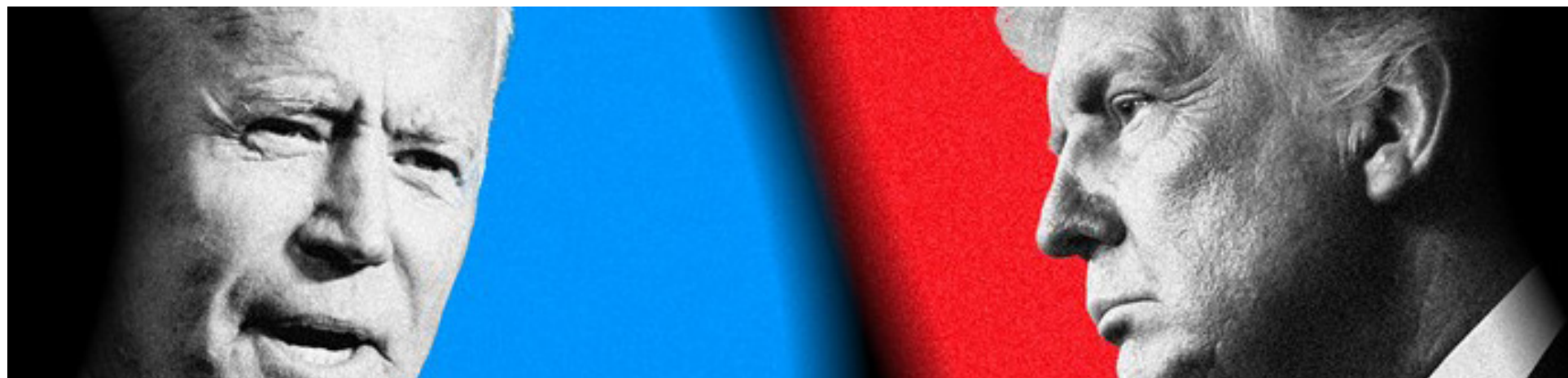
A virtual debate is not optimal by any means. As anyone who’s ever tak-

en Zoom classes knows, virtual platforms are plagued by issues from lag to audio failures to video failures. Additionally, it generally makes communication more difficult for all parties. In spite of their shortcomings, though, Zoom and other digital video calling platforms have proven themselves to be effective communication methods relevant to many facets of our everyday lives.

Nevertheless, President Trump refused to attend the online debate. His campaign said in a statement that they would not participate; he would supposedly be COVID negative by the time it would be held. They went on to say that an online format was unnecessary and suboptimal. On the contrary, the fact that President Trump would not be infected (an uncertain claim at that) does not eliminate the risk of COVID-19 spread.

Additionally, it is not as though President Trump cannot attend the Zoom debate; he simply does not want to attend because it is online—unless there’s a more sinister political motivation. His choice completely disregards his duties as a candidate in the modern election cycle: to share his positions on various issues to the American public.

As a candidate and a President, Trump has consistently ignored basic norms set to help bolster healthy public debate. He shuns the news, attacks his opponents viciously and has rejected virtually every precedent for candidates or elected officials. Refusing to come to the debate is simply another extension of his prior behaviour. He had an obligation to the American people—open discourse with his opponent—and failed to keep it. Sure, we have a “third” debate tonight, but I’m still waiting for the second.



President Donald Trump and former Vice President Joe Biden.

Courtesy of NBC News

The Low-Income Case Against A Later Return

By THE ASSOCIATION OF
LOW-INCOME EXONIANS

We write to you as ALIE, the Association of Low-Income Exonians. In an email sent to the parents—but notably not the students—the school disclosed that it is considering extending the winter break into February and subsequently shortening the spring break to a week on campus. This solution may suffice for typical Exonians, but it is a disastrous and worrisome possibility for our low-income population. It presumes that all families have the ability to provide an adequate space for work. It presumes that families have on hand the resources to manage an extra child in the household—the extra food, more expensive electricity bill. It mocks as a vacation what will inevitably require students to go to work.

Beyond those usual financial insecurities that low-income students face any year, taking Exeter away from us during a pandemic has significant health and safety consequences. Creating longer and longer stays away from the Academy creates bigger and bigger COVID risks, as low-income students are forced to work, have parents that cannot work from home, have to share rooms with plenty of other people and live lives that simply cannot be quarantined. In effect,

the school's current COVID tactics make many presumptions on the home lives of Academy students and, in doing so, ignore the ones that desperately need this campus.

Simply put, having a supportive and functional working environment is a luxury not always afforded to low-income students. Low-income students may not be physically able to find a space where they can work alone, given siblings and living situations. To this end, multiple members of ALIE have expressed that they struggle with permanent housing. Some are moving between hotels and family member's houses—one member splits time between three homes, and in one of these places they, their three siblings and a parent all sleep in one small room. There is no privacy in motel rooms or tiny, city apartments. In the spring, this problem could be mitigated by working outside, but are we really going to force our low-income students to work outside in the middle of winter?

Functioning internet is not a guarantee either, nor are many other amenities that one needs not even to work, but to survive. Thus, students are compelled to return to work in order to help their families get by in these troubling times. Suddenly, one's studies have to take a back burn-

er; this is simply unsustainable at a school like Exeter.

Low-income students are far more likely to be going home to a higher COVID-19 risk than their peers. In ALIE meetings, we have discussed the factors that will increase students' risks of contracting COVID-19. Several members expressed that if they were made to stay home longer than the initial Jan. 3 date, they would likely need to go back to work at home, mostly in retail or food-service jobs. This would, in turn, increase their contact with other people who are often not taking safety measures.

Having to work is also an added stress factor that disadvantages students who cannot spend all of their time and effort focusing on schooling from home. Some others noted that there would be students returning to homes with siblings at public schools without the resources to be safe and to parents whose jobs require them to be in-person. Should they or their family members get sick, low-income Exonians often have limited access to health care and do not have the time, space or job security required to quarantine. It is impossible for many low-income students to control these risk factors for COVID-19, which may only make it harder for them to return to campus safely once the school

permits.

The Academy has proven over the past weeks that it can provide a safe campus relatively COVID-free to students during a global pandemic. And, even amid a second wave of the virus, Exeter has more or less pulled it off thus far. Cases have been steadily climbing nationwide since August, and the school has shown that, even so, it can operate with minimal cases and keep students safe.

A returning Andover student let us know that Andover's re-opening plans for the fall kept vulnerable populations of their student body in mind. Along with the initial ninth and twelfth grade boarders invited to campus in early September, students who identified as low-income or special needs were able to write a petition to be invited onto campus early. A handful of lowers and uppers at Andover were invited to campus through this process. Exeter did not provide any accommodation to students like these.

While canceling the December return to classes was undoubtedly a practical choice, pushing that break back until February is not. The Academy should keep these vulnerable students in mind while planning winter term and commit to providing an option for students in need to return on the original

Jan. 3 return date.

Some people may say that the Academy had already succeeded in providing a term of remote instruction last spring. We need to be wary of how we talk about and evaluate the previous spring term and the ways we look back on the start of COVID-19. It is tempting to say that, since we did it before, we can do it again.

ALIE needs to say that spring term was not ok. It was incredibly taxing, and it is unacceptable to ask students—especially disadvantaged ones—to do it again.

Learning from home was catastrophic to the mental health of low-income students and their families. The Academy did what was right in keeping us at home when we had so little information. The entire world needed to halt. This time is different. It is unsustainable to continue to ask students to spend long periods of time schooling (especially graded schooling) at home, where everyone begins with such unequal footing. The plan to return to campus needs to be supportive of youth from every quarter—and must not expect those with less means to “push through it.” ALIE urges the school to at the very least provide an option for students to come back to campus in early January or, better yet, stay over the break.



Phillips Exeter Academy in the snow.

Courtesy of Seacoast Online

The Exonian

ANNE BRANDES
Editor-in-Chief

FELIX YEUNG
Managing Editor

ISA MATSUBAYASHI
Business Chair

MAEGAN PAUL
Chief Digital Editor
Operations Manager

NEWS EDITORS

Jeffrey Cui
Bona Hong
Noah James
Emily Kang
Daniel Zhang

LIFE EDITORS

Emmanuelle Brindamour
Morgan Lee
Ella Malysa
Mary Timmons
Jason Wang

OPINIONS EDITORS

Dennis Kostakoglu-Aydin
Stephen McNulty
Dillon Mims
Emmanuel Tran

SPORTS EDITORS

Sydney Kang
Charlotte Lisa
Ginny Vazquez-Azpiri
Cooper Walshe

HUMOR EDITORS

Jack Archer
Sonny Fiteni
Sarah Huang
Adam Tuchler

HEAD DESIGNER

Otto Do

LAYOUT EDITORS

Daniel Cui
Allison Kim
Minseo Kim
Avery Lavine

HEAD COPY EDITORS

May Chen
Kilin Tang

HEAD PHOTO EDITORS

Will Victor

PHOTO EDITORS

Piya Bryant
Teja Vankireddy

HEAD ART EDITOR

Sabrina Kearney

GRAD ISSUE MANAGER

Veronica Choulga

SENIOR COLUMNISTS

Emmett Lockwood
Jonathan Meng
Ryan Xie

FACULTY ADVISORS

Ellee Dean
Erica Lazure
Avery Reavill

ADVERTISING

Joshua Lum

OPERATIONS

William Clark

SUBSCRIPTIONS

Jun Lee
Keara Polovick

ACCOUNTING

Cooper Walshe

OUTREACH

Brandon Anderson

SPECIAL PROJECTS

Alexis Ramon
Ursiel Wise

The Web Board staff members are listed on *The Exonian's* website: www.theexonian.com.

To subscribe to or advertise on *The Exonian*, contact exonianbb@gmail.com or call 603-777-4308. A subscription to the paper costs \$90 off campus and \$150 overseas.

The Exonian welcomes Letters to the Editor sent to the care of exonian@gmail.com.

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

Exeter and the Open Door

By ALLISON WHELAN '24

We all received the flyer in our emails. “Today is the 33rd Annual National Coming Out Day” filled the subject line. Below that, a flyer. A flyer representative of Exeter’s treatment of LGBTQ+ people: doing enough, but with room of growth.

The flyer advertised different LGBTQ+ groups on campus, such as the Gender-Sexuality Al-

liance and confidential affinity groups. The flyer also advertised a door on the quad, to celebrate all who have come out—and all who will. So what’s up with the door?

Exeter is definitely doing more to celebrate students of the LGBTQ+ community than most American high schools. On the first days of school, we all had to announce our names and preferred pronouns. In many of

my classes, students freely discuss their sexuality or have pride flags hanging behind them. In some classes, my peers identify with they/them pronouns, and teachers respect them. Exeter encourages students to be themselves, and to identify with who they truly are.

Yet, this could also be doing the bare minimum. I’ve read through @queeratexeter on Instagram, and many students re-

port discrimination and shine a light on the darker aspects of our community. A letter to Principal Rawson, published in *The Exonian* last spring, describes how a student’s intra-dorm relationship feels “illegal” at times. Exeter seems to be putting the effort into change, but it’s evident that it still has some way to go.

In general, Exeter seems to care about its students much more than the average high school. Most public schools wouldn’t be putting the effort in to make all students feel loved and included. It wouldn’t put the

effort in to change and improve. Students seem to, in general, feel accepted and loved. I can’t speak for everyone, but most of the students I know feel safe at Exeter.

Was National Coming Out Day celebrated enough? Yes, I think so. For a high school, or for any institution, Exeter is very inclusive. Could they do better? Yes. If there are ever students that don’t feel completely safe, they could do better. Exeter handled National Coming Out Day well, but they can always do better.



The Pride Flag, often used to celebrate National Coming Out Day.

Courtesy of iStock

Remember Healthcare Access at the Ballot Box

By MALIRAUCH '22

I have gone to the same primary care physician for over thirteen years. When I walk into Steeplechase Pediatrics at age sixteen, I am the tallest patient by feet watching cartoons in the lobby. I have never been to a doctor’s office without zoo animals painted on the walls. Every year, I drive an hour to Rodeo Dental, a themed dentist’s office nestled between a Fiesta Mart and a Goodwill, with slides and an arcade in the entrance.

When, after years of depression and anxiety, I finally got an appointment with a psychiatrist, my mom and I had to drive over two hours each way three times. Even with insurance, we paid hundreds out of pocket for these fifteen minute apiece visits, all to receive a 10mg prescription and vague diagnosis. Three times now, my birth control has been

switched to new medications without warning because my insurance ended coverage of the old one. When I broke my wrist in third grade, my dad wrapped it up with an Ace bandage, and we waited three days for the swelling to go down before giving in and visiting the ER. And each time I board a flight to school, I lose medical insurance coverage as soon as I leave the state of Texas.

I grew up with CHIP, the children’s branch of government-sponsored health insurance, and, in a couple of years, I will be transferred to Medicaid. For context, both of my divorced parents are public school workers—my mom teaches music at an elementary school, and my dad is an assistant principal at an intermediate school. Their incomes never pushed us far over the National Poverty Level (NPL), putting my family of six under government health care

in Texas. That last part is key: in the current Medicaid system, states partner with the federal government to cover patients. The U.S. government matches state funding to a certain point, and then gives each state large control over how to allocate these matched funds. For me, this means that, while I slip just under the line and receive CHIP coverage in Texas (where kids my age are generally covered up to 133% of the NPL), if I had lived here in New Hampshire I would have been covered even if our income was 318% of the NPL.

The healthcare system is already a mess, and, even with my current coverage, my mom makes countless phone calls every month trying to negotiate coverage for me and my siblings. Just this year, CHIP denied us dental funding and forced me to wait until at least November to get my painful wisdom teeth



2020 election, he has promised to place new caps on Medicaid, which would cut how much the federal government will match the state’s money to begin with. Worse still, he also wants to switch to a system of block grants, which would give states a set amount of money each year with few guidelines on how they spend it.

States like mine would be even more likely to play fast and loose with the rules under Trump’s plan. Joe Biden’s plan is not Medicare for All. He is

us are disappointed by that. He does, however, want to remove the cap on federal matches and make it so that no family spends more than 8.5% of their income on premiums.

We all have our reasons to care about this election, but I beg you not to forget Medicaid, Medicare and CHIP. There are millions of people like me who already have to fight for care, are at risk of long term illness due to financial insecurity and cannot handle more cuts and restrictions.

A World After COVID: The Dangers of Digitalization

By MARINA AVILOVA '23

It’s inescapable. After the pandemic, not everything will be in-person. New aspects of our society will be virtual—for good. Even before the pandemic, the economy had already shifted in favor of online platforms such as Amazon, and many workplaces had already implemented more digitally accessible structures. What’s more, working and learning from home have become more normalized than ever. For better or for worse, we have given our personal information to more and more establishments, like delivery services, social media companies and search engines. We can’t escape the Internet.

We ought to tread carefully, though—making further efforts to fine tune the digitalization of schools and workplaces will lead to a burnt-out and divided world.

We find comfort in rolling out of bed and directly going to a virtual class. We do not find comfort, though, in staring at a screen for eight hours, trying to smile through the last discussion of the day. Even if the latter is a

necessity for now, it can’t be permanent. If we were all forced to log on and feign joy through an 8p.m. class in a post-pandemic, non-socially distanced world, the mental and physical state of people everywhere would plummet. Zoom is no permanent solution.

We even have a term for the feeling—Zoom fatigue. Undoubtedly, it will exacerbate already widespread anxiety and depression and foster a sense of disconnect. We cannot forget that staying stationary at a screen for long periods of time is in fact bad for you.

But to illustrate what I mean, let’s imagine a world permanently changed by COVID, permanently more digitalized.

In such an overly-connected world, people will crave real-life interaction more than they ever did before. One might argue that seeing other people over Zoom even amplifies this need. A perpetual lack of face-to-face contact drastically reduces the “happy hormones” in people’s systems, to put it crudely. Aristotle puts it more elegantly—“Man, by nature, is a social animal.”

A hyper-digitalized future

Individuals participate in a Zoom call.

also poses significant equity issues. Those who had a chance to work remotely before the pandemic will have no trouble carrying on. People in the service and health industries, however, will not be able to transition to the new world, and a society tailored to virtual interaction will undoubtedly disadvantage them. And people without internet access? Many won’t be able to access our main venues of communication and news. This is already a problem, and if we proceed carelessly, it’ll be a major problem, particularly outside America.

It’s also worth remembering that not every country could participate in our digitalized world. “If left unaddressed, the yawning

gap between under-connected and hyper-digitalized countries will widen, thereby exacerbating existing inequalities,” the United Nations Conference on Trade and Development Technology and Logistics Director, Shamika Sirimanne, says.

She’s right—countries with low internet access will not be able to participate in the new world’s economy. Perhaps that problem is somewhat inevitable, but what do we do? A way to fix that would be to work on spreading Internet access throughout the world, but is that our first priority right now? A better way to concentrate our effort and money would be on protecting people’s fundamental rights, health and living conditions.

Sabrina Kearney/*The Exonian*

The world is becoming increasingly digital, which is a great sign of newfound accessibility for many. It was like this before the pandemic, too, but the concept has become more popularized by necessity. You can watch a Stanford lecture at 9p.m. and take a walk through Louvre an hour later. That’s a great thing. But putting emphasis on expanding those possibilities without acknowledging that our technology can rip us apart too is a mistake.

The virtual landscape evolves on its own, and it is our responsibility to make sure that it doesn’t hinder our health and wellbeing—as individuals and as a global society.



Humor

“He gets terrible grades, is kind of a douchebag, doesn’t say hi to me and I’m in love with him”

— Prep

“We can use a tripod or an eager prep.”

— Adith Reddi ‘21

“I beg thee.”

— Adam Tuchler ‘21

WANTED: Student Who Stole Academy’s Pizza Truck and Drove It Down the I-95

By JACK ARCHER

When preps look at you one day, with eyes full of wonder and eight plus hours of sleep, and ask, “When did it all go wrong?”, I believe this is the moment we will point to. Yesterday, in the early hours of the morning, it happened. The moment we all thought might come, the catastrophic oversight that nestled in the back of our minds.

Someone drove the pizza truck

away.

“It’s gone,” Said a lower through teary eyes. “I watched him! I was on my way to Weth for breakfast, fantasizing about pizza as we all do on Monday, Wednesdays, and Fridays, and the truck — or the Serotonin Center, as I used to call it — flies right by me, and, and turns onto Water Street. That’s when I knew we were doomed.”

With such an important monument of campus gone, the admin-

istration immediately contacted the Exeter Police. This led to a high speed car chase through the quaint new england town of exeter, which was somehow still less disruptive than the trump train. “At the very least, it left us with the taste of pizza in our mouths instead of gasoline and impending doom.”

The student at the wheel of Exeter’s most prized possession hurtled down the I-95 highway, with the entire Exeter Police department, the Exeter Fire depart-

ment, and at least two campus safety golf carts in hot pursuit. Meanwhile, back on campus, the community was left to deal with this sudden tragedy.

“Why the pizza truck?” Screamed a distraught Upper. “Why not the Goel Center? Or the entirety of the library archives? Or Abbot hall? Why couldn’t that maniac take Abbot?”

At noon, the news broke that the rogue pizza truck had escaped the police. Campus lay empti-

er than ever, devoid of life and missing about half of the oil it usually contained on wednesday afternoon.

Now, here we stand, as the Menelaus stood when they found that Helen had been stolen from them. How will we go on? What happens next? As always, these days, who knows. At least we have each other. And the vegans. Maybe we just do whatever vegans at Exeter do.

4 Ways to Flex in Zoom Class and Canvas Discussion Boards

By ADAM TUCHLER

1. Never mute yourself because you know you are gonna speak again in 20 seconds.
2. Whenever the teacher says something profound, make an expression that shows you are thinking about what the teacher is saying. Then make a confused look and try to ask a profound question back at the teacher who will then ignore it because it is irrelevant and/or he/she/they do not know the answer.
3. Use Notability for all of your math homework.
4. Disagree with anything anyone says at any time.

Preps when you call them a Harkness Warrior for the first time



By MAEGAN PAUL

PEA Word Search: COVID Edition

W C F H I D D A F V D C E Q B
 T H E E F B P Z S O P N A J Y
 Q O S P Q F P U Q W M G L C T
 Z C D A O X Y P U K B M H A S
 E O S F Y S F P I N H I Q I R
 C L P I Z Z A T R U C K F V I
 K A O L V K Q F R K V I T S F
 P T S T R R S R E D W F N W R
 N E V E Y K S N L D G A Z Q E
 G M R R C C B L A Q U R S V B
 X I C P Y R W B U J L F W R M
 G L U T E N F R E E P E N N E
 O K S A M R S Q Z A M H G O V
 Z L S Y Z U P H C X A C R V O
 E T C Z M S A T R Y K V F I N

» WRITE FOR THE EXONIAN

The Exonian is Phillips Exeter Academy's student newspaper; join us by writing for the Editorial Board, coding or maintaining our website for the Web Board or maintaining our financial health through the Business Board. Reach out to any member of the Board, including Editor-in-Chief Anne Brandes, for more information.

Boys' Basketball Reflects on Robinson '13



Duncan Robinson '13 at a recent game.

Courtesy of USA Today

By HENRY LIU

A little over a week ago, Miami Heat starter Duncan Robinson '13 played in the 2020 NBA Finals. Unfortunately, Robinson and the Heat succumbed to the Lakers in game six, finishing the series at 4-2. As expected, Robinson's ability to perform at such an elite level after graduating from Exeter is a true inspiration to all Exonians, but especially the Big Red Boys' Varsity Basketball team.

A New Hampshire native, Robinson took a postgraduate year at Exeter. While at the Academy, Robinson led the team to the 2013 NEPSAC Championships. His dominance earned him the MVP of the tournament. The high school star moved onto play for Williams, a Division III team. Again, Robinson led his team to the division championships, and he won DIII Rookie of the Year. His prowess was

recognized by the elite University of Michigan basketball team, where he received a full scholarship and played until 2018.

Robinson went undrafted in the 2018 draft, but the Heat saw his potential and picked him up for the summer league. After an impressive performance there and in the NBA's G League, the Heat signed him to a legitimate NBA contract, and from there, it was off to the races.

Robinson's a sniper. Whenever the ball leaves his hands, no matter the distance, players should start running in the other direction. Due to his uncanny ability to drain three pointers, he set a Miami Heat record for most made threes in a season. This ability was a driving factor in the Heat's memorable run as a fifth seed making it to the finals.

When asked about the impact Robinson has had on the basketball program at Exeter, everyone agreed that the team culture

he created is a massive part of Exeter's current program—and is even the reason some of our players came to Exeter in the first place. "While Duncan wasn't the main reason I came to Exeter, he was definitely a reason. I say that because he helped build a culture around Exeter basketball that still stands today," upper Josh Morissette said. "Winning isn't everything, but it's the relationships we are able to make. He helped with that, and I would say from what his team built and installed in the basketball program made Exeter stick out to me."

Even now, Robinson is very involved with the basketball players, joining Zoom calls and sharing his experiences and advice. "One of the coolest things that happened this summer was our team having a Zoom call with Duncan and some other successful basketball alums from Exeter," upper Andreas

Lorgen said. "He spoke about the importance of being in the present and perseverance, and I think the call inspired the whole team as a group."

Especially in the current state of the pandemic, motivation and inspiration to keep competing and training hard is important. Senior Lucas McEachern looks up to Robinson as a role model and inspiration. "I definitely think his work ethic and philosophy conditions us to keep pushing," McEachern said. "Everyone is affected by these circumstances, so this is the time to keep working and rise above, or make excuses and fall behind. We can't wait for the world to get better for us to resume our progress, that's not how he, nor we, will get anywhere."

Morissette shared a similar thought. "I think that watching him helps push us more, but I also think the love for the game we all share pushed us through

these hard times. We all want a season, we want to play, but we aren't guaranteed that," Morissette said. "He talked about making everyday count, and that's what our coaches are saying to us. We aren't guaranteed a season, but we are guaranteed the next day, and that's our mindset right now."

No matter which Exonian you talk to, you will receive a consensus that Robinson is one of the biggest stars to come from Exeter and is truly someone to look up to. He is a living example that what I want to do is possible, and it's one of those situations where if he could do it, why can't I?" McEachern said. "And I don't mean just on the basketball court. He is one of the most humble people out there, which says a lot considering the quick rise to fame he experienced. I know he is a model for our team, and it is exciting to have him on our side."

COOP'S SCOOP: HOW MUCH CAN PRAW BENCH?

- » "He can bench more than his body weight." — Connor Chen '21
- » "I don't know, but from the way he swept the stage during Pep Assembly, he must be hitting the gym."
— Aren Mizuno '21
- » "165. He played lacrosse in high school, so that must transfer." — Brandon Anderson '21
- » "100. He always looks built." — Hayden Giles '22
- » "At least 3 cows." — Wynter Sands '19
- » "He could def deadlift 70 lbs. on a good day." — Sofia Morais '23
- » "Deadlift 55 lbs. or a ten-year-old child on his back." — Claire Fu '23
- » "I feel like he could go off and get to probably 150-200 lbs." — Georgie Venci '22
- » "Lundy's two dogs." — Joy Chi '22