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Phillips Exeter Academy
Exeter, New Hampshire

The Exonian



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

Post-Summer Conversations, Exeter Implements Anti-Racist Policies

By OTTOD0, AMYLUM,
ANDREALUO and HANSI ZHU

In response to racist incidents shared by PEA students on the Instagram account @BlackatExeter, administrators and individual academic departments worked during the summer to implement anti-racist policies and practices.

Principal William Rawson highlighted the changes that have been implemented since his June 29 letter to the community. "I can't begin to do justice here to all the work done by Director of Equity and Inclusion (DEI) Dr. Stephanie Bramlett, by Dean of Faculty Ellen Wolff and by other administrators, staff and faculty," he said.

"For my part, I was particularly interested in getting the two new positions posted, which has occurred," Rawson continued. "I have been working with the new trustee DEI Task Force, as has Dr. Bramlett. I met with faculty of color and student leaders to discuss a variety of issues raised in Black@Exeter and in other correspondence. A lot of time was spent by Dr. Bramlett and others to plan for the anti-racism work that we intend to do this year. We are moving forward with a new bias response reporting form."

The Classics Department faculty reflected on their previous cultural portrayals of the languages they teach. "A lot of people think of the Ancient Greek and Roman world as

being this all white world, but it actually was quite diverse. We haven't done as good a job as we can in representing that diversity of the ancient world in our classes," Department Chair Matthew Hartnett said.

Additionally, Hartnett noted that the department reworked several of the narratives in Ludus, the department's introductory Latin textbook. "Most of the stories in there are told from male characters, so Mr. Langford rewrote some of the stories and even created a whole new story that's told from the point of view of a female slave," Hartnett said. "Additionally, we want to make sure that slaves aren't always depicted as being passively related to whatever actions are happening, but instead giving them some agency."

Members of the Science Department were encouraged to devote a substantial portion of their professional development to Diversity, Equity and Inclusion-related work.

Science Instructor Kate Hernandez explained the personal work she carried out this summer: the creation of a "cultural competence" document for instructors, in particular. According to Hernandez, "It's an opportunity for all of us to develop a skill of recognizing when a well-intended comment may have had an unintended impact. It references common or potential microaggressions and why those might be problematic or harmful. It gives folks a path forward."

Reacting to the stories shared in



Felix Yeung/The Exonian

SUMMER, 2.

Reconsideration of Academy and Race Continues Fall Term

By OTTOD0, AMYLUM,
ANDREALUO and HANSI ZHU

Building upon conversations held this summer, academic departments plan to continue their antiracist work throughout the fall term. After coordination between the Office of Multicultural Affairs (OMA), the Director of Diversity, Equity and Inclusion (DEI) Stephanie Bramlett and the Dean of Students Brooks Moriarty, Exeter's schedule now includes a weekly anti-racist block, hosted for the first time last Thursday.

Panelists of the first webinar included Bramlett, Principal William Rawson, Moriarty, Dean of Multicultural Affairs Sherry Hernandez and Dean of Faculty Ellen Wolff. During the meeting, they highlighted particular departments' work from

their summer discussions, as well as school-wide work to be done.

This work will be supported by a new Principal's Discretionary Fund, announced by Principal William Rawson on June 29. "I have a particular interest in supporting efforts to increase the number of Black and other faculty of color, and funding will be required to support those recruiting efforts," Rawson said. "Which initiatives will be supported from the new discretionary fund, versus the operating budget or endowed funds, remains to be determined as we move forward."

Racism was also the theme of the first school Assembly on Sept. 15, which featured psychiatrist Dr. Nicole Christian-Braithwaite. At assembly, Christian-Braithwaite explained the lasting trauma that results

from microaggressive racism. Christian-Braithwaite also served as the keynote speaker for Faculty Week and will work with groups such as the Academic Advising Committee, the Community Conduct Committee, the College Counseling Office and the Student Listeners Program to support anti-racism initiatives throughout the year.

Student Council Co-Presidents Charlotte Lisa and Senai Robinson plan to share the Council's initiatives during the Anti-Racist Work Block this coming Thursday. "We are working to come up with a very specific conversation about the major problems Black Exonians are currently facing on campus and possible, tangible solutions to those problems," Lisa and Robinson said.

Departments are also engaging in

continued work specific to their disciplines. The Department of Counseling and Psychological Services (CAPS) has initiated a search for a new counselor, following the retirement of former counselor Constance Morse. "We are being intentional about how the counselor can increase the diversity and clinical expertise of the existing fabric of our team. We will work hard to continue to expand our representation of identities," Director of Psychological Services Dr. Szu-Hui Lee said.

Similarly, Hernandez said that OMA will work to be intentional in individual and organizational self-examination, challenge racist policies, introduce an International Student Orientation reflection and require anti-racist training for Academic coaches. OMA will also be offering Zoom "drop-in" hours.

A major focus for OMA will be on student support. "The OMA Team will be identity-informed practitioners, supporting students at the intersection of their identities. This

includes being driven by data to help quantify the present issues and track for change," Hernandez said. "In an event when a student has come forward to discuss their experiences with racism... we have gathered other related faculty, advisers [and] deans to further surround the student with support."

Dean of Faculty Ellen Wolff described the critical role the new Assistant Dean of Faculty will have in creating a more diverse faculty body. "One of that colleague's primary responsibilities will be recruitment and hiring, with an emphasis on cultivating a diverse candidate pool... I am thrilled that we will soon have an assistant dean who can partner with us (and an assistant director of equity and inclusion) to redouble our efforts," she said. "We need to do better, in both hiring and retention."

Wolff and Bramlett are also convening an anti-racist teaching collaborative open to all faculty. "It's going to be a kind of think tank or idea generator, a resource and a conduit

RECONSIDERATION, 3.

NEWS IN BRIEF

Student Tests Positive for Coronavirus:
Assistant Principal Karen Lassey confirmed to The Exonian that one student has tested positive for the coronavirus. The student reported to the Health Center with symptoms last night. Another student from the same dorm unit reported similar symptoms. Though this second student has tested negative, they are being treated as a presumed positive. 17 close contacts have been quarantined, all separate from the two students in question.

Community Conduct Committee (CCC) Announces New Committee Members:
Tasmiah Akter, Toby Chan, Zander Galli and Alexandria Westray have joined the Community Conduct Committee.

Details of Kaminski Case Revealed in Affidavit

By ANNEBRANDES, EMILY KANG, FELIX YEUNG AND DANIELZHANG

Trigger Warning: This article contains graphic details about sexual assault. Phillips Exeter has a number of resources for survivors in the Exeter community. To access these resources, please click here. Additionally, if you find yourself distressed by any details, please seek confidential help at the National Sexual Assault Hotline: (800) 656-4673. The following article was originally posted on The Exonian's website, Aug. 25.

The Exonian urges the Exeter community to respect the privacy of all anonymous individuals in the article below. Please do not attempt to use details from the article to identify individuals or con-

tact them. They/them pronouns are used to protect anonymity.

Former Mathematics Instructor Szczesny Kaminski was arraigned on August 24 on three charges of Class A felonious pattern aggravated sexual assault and three charges of Class A misdemeanor sexual assault against an anonymous Academy student, who enrolled at Exeter in the fall of 2013. The Brentwood Circuit Court gave The Exonian access to the arraignment and to an affidavit by Exeter Police Department Deputy Chief Michael P. Munck, which revealed details concerning the case.

Kaminski's interactions with the student began in their prep year. He taught the student math on three occasions: their prep fall, prep winter and lower winter terms. In

an early class, the student recalled, Kaminski gripped their thigh. After having trouble with math in the spring term of their prep year, the student received tutoring from Kaminski. They worked in Kaminski's classroom with an open door; after a while, he began to draw hearts on their papers.

In the middle of the semester, the student's tutoring moved to Kaminski's residence, where he abused the student three times during the spring term. Over the summer, Kaminski instructed the student to keep in touch with him through their Gmail, instead of their Exeter emails.

In their lower year, the student faced a disciplinary hearing for plagiarism, and Kaminski stepped forward as their faculty friend. Kaminski's support in the hearing

KAMINSKI, 2.

News

» DASHBOARD

Phillips Exeter Academy tracks coronavirus cases using dashboard. As of Sept. 24, Academy reported one positive coronavirus case, 3.

» PROTOCOLS

Exonians grapple with coronavirus protocols, including social distancing, and find new ways to connect, 3.

Details of Kaminski Case Revealed in Affidavit, Continued

led him to become a “part of” their family. The student’s parents felt “indebted” to Kaminski for his guidance, according to County Attorney Patricia Conway.

Over the course of the next few years, the family communicated frequently with Kaminski over the phone and email. Kaminski also visited the family in their out-of-state home—traveling to theme parks with the student—and accompanied the family on a trip overseas.

Kaminski’s sexual abuse started during preparation for the discipline case and continued throughout the student’s lower and upper years. The last incident of abuse was believed to be in the spring of 2016, when the student went to Kaminski’s house for help. According to their mother, the anonymous student said that Kaminski had “taken a lot from [them].”

In the fall of 2015, the Dean’s Office received a report of Kaminski coming and going from the anonymous student’s dormitory at odd hours. Kaminski frequently drove this student to music lessons in Boston, and he tutored them privately within his own residence at 74 Front Street. The Academy received more reports of suspicious interactions between Kaminski and the student in 2016. Notably, faculty members reported an incident where the student had been late to check-in. Dorm faculty later discovered they had been at Kaminski’s residence.

The Academy opened an investigation in 2016, and the student’s parents were notified. The student’s mother reportedly stated that they “trust[ed] Kaminski and [were] not concerned.” Two anonymous deans met with Kaminski and discussed boundary issues; Kaminski was warned not to be alone with the

student and not to drive them anywhere.

The student denied all allegations against Kaminski over the course of the investigation, and their parents expressed a desire not to have the concerns investigated. Detective Patrick Mulholland of the Exeter Police Department still described concern over these interactions and the possibility of grooming. The Academy issued a second warning in April 2016, requesting that Kaminski discontinue private interactions with the student.

On May 9, 2016, a month later, Campus Safety received reports that the student was seen walking to Kaminski’s apartment. Kaminski was later seen driving the student home. Campus Safety reported this incident to police. Mulholland raised to the student’s parents that Kaminski’s disregard of employer warnings was another sign of grooming. The parents continued to regard Kaminski as a family friend.

In a letter sent out to the wider Exeter community yesterday, Principal Bill Rawson wrote that “the Academy placed Mr. Kaminski on written notice that certain actions would result in his termination” after the conclusion of the 2016 investigation. Kaminski’s encounter with the student at his home and decision to drive the student back after the administration’s written notice did not result in his termination. Rawson was not Principal in 2016.

The then-Dean of Faculty “made contact via email” with Kaminski about his breach of Exeter’s warnings; the affidavit does not state whether Kaminski received additional discipline for violating this warning.

In the student’s senior year, Kaminski created a Math 999

course—a small, seminar course for which instructors do not receive additional pay. He insisted to the Department Chair and Deans’ Office that the anonymous student be part of the course. Though the Dean’s Office debated allowing the course to go through, administrators allowed the student to enroll. The student graduated in 2017.

This January, police in another state notified the Exeter Police Department that a male faculty member at PEA had sexually abused a student.

Detective Evan Nadeau, now a state trooper, notified the Academy on January 23, 2020. PEA identified the faculty member described in the report as Kaminski and placed him on administrative leave.

During Phillips Exeter’s internal investigation, Kaminski sent multiple messages and voicemails to the anonymous student and their family. He urged the student to help block the investigation and asked them to delete recent messages.

Kaminski sent this message to the anonymous student on February 19, 2020. Brentwood Circuit Court

Kaminski sent this message to the anonymous student on February 19, 2020. Brentwood Circuit Court

In one voicemail, Kaminski told the student that disclosure would be “terrible for both of us.” “I’m being punished in multiple ways. I will most likely lose a job. PEA has a policy of disclosure, and I do not want my name to be plastered everywhere,” he said. He left a similar voicemail for the student’s mother.

Over the span of seven years, a number identified as Kaminski’s exchanged 2,123 iMessages and 16,864 iChat messages with the student.

Kaminski sent this message to the anonymous student’s mother on March 29, 2020. Portions of the message are redacted to protect the privacy of the student. Brentwood Circuit Court

Kaminski sent this message to the anonymous student’s mother on March 29, 2020. Portions of the message are redacted to protect the privacy of the student. Brentwood Circuit Court

With no identifying information, the Exeter Police Department’s investigation stalled during PEA’s internal inquiry. On March 13, however, Nadeau received an email from the anonymous student’s attorney, disclosing their and Kaminski’s names. EPD reopened the investigation and again alerted the Academy. Exeter ceased its independent investigation in response, as per the Academy’s Memorandum of Understanding with the department.

After interviewing former students, faculty members and administrators, the EPD concluded there was probable cause Kaminski had committed three counts of sexual assault. Kaminski was arrested on August 24. Kaminski was fired by the Academy in April; the Exeter Police Department asked the Academy not to disclose this firing until Kaminski’s arrest.

Ann Malabre ‘81 gave The Exonian a statement on behalf of the Phillips Exeter Alumni for Truth and Healing (PATH) advocacy group. “Along with the rest of the Exeter community, PATH is dismayed by the news of the recent arrest of Szczesny Kaminski on charges of sexual assault and concerned for the individuals involved. We underline our stance that the Exeter community will be strengthened by the Academy’s acknowledgement and

accountability toward the harm that has occurred to sexual misconduct victims,” she said. “We believe that Exeter has a responsibility to create pathways for healing, consistent with its charter to instill the highest morality, seeking reconciliation and remedial actions with alumni whose lives have been inextricably altered by their harmful experiences.”

This morning, Judge Polly L. Hall of the Brentwood Circuit Court set cash bail at \$50,000 for Kaminski. He must have no contact with the student or family, not possess any firearms or weapons, refrain from the excessive use of alcohol, sign a waiver of extradition, surrender all passports and have no unsupervised contact with any unrelated minor under the age of eighteen. He will be released pending trial if he meets these terms.

At the bail hearing, defense counsel Amy Spencer said that Kaminski was not a danger to the community or a flight risk. Spencer also noted that Kaminski suffers from severe hypertension in her argument.

Conway argued against bail. “He assaulted [them] not once, not twice, but over, and over, and over again. For years. This was clearly calculated... He didn’t stop, even after being warned twice by administration, knowing he was being watched by faculty members,” Conway said. “He is a predator. And he is clearly and presently a danger to our society.”

Campus Safety: (603) 777-4444
Exeter Police Department (EPD), Non-Emergency: (603) 772-1212
National Sexual Assault Hotline: (800) 65604673

Post Summer Conversations, Continued

numerous @BlackatExeter posts, the English Department released the following departmental statement:

English Department Anti-Racism Statement

The Exeter English department acknowledges the harms expressed most recently in the @Exeter Instagram posts. Structures of racism and inequity have affected both policies and practices, and past calls for change have not led to sufficient results. The department is committed to full participation in our overdue national and institutional reckoning on race and equity by listening to the ideas and stories of faculty and students present and past to develop a targeted agenda for addressing harmful structures and habits in the year ahead. Our efforts will aim not only for immediate progress, but also for the sustained and constant work necessary to fulfill our institutional commitment to becoming an anti-racist school and our departmental goal of creating classroom communities in which BIPOC/Queer students feel welcomed, included, safe and celebrated.

Our response to the Black@Exeter posts and other recent calls for greater commitment to antiracist work have included these initial steps this summer:

Reading of Black@, Queer@, Asian@Exeter posts by all department members and opening discussions with particular attention to the Black@Exeter posts.

Full-department participation in a September 2 discussion of the Black@Exeter posts and systemic anti-blackness. This discussion was facilitated by Dr. Aretina Hamilton, Associate Director of Equity and Inclusion at Interlochen Arts Academy, who will continue to work with the department as an independent outside expert and facilitator.

Participation by over half the department in summer anti-racist education and professional development.

Adoption of a departmental policy eliminating the n-word from class discussion.

Our ongoing efforts will include, at a minimum, the following:

An open forum series beginning in fall term to hear student ideas, stories, and feedback. An invitation for collaboration with student and faculty

affinity groups.

Ongoing professional development for all department members with the goal of cultural competency and elimination of classroom practices or habits that center whiteness and marginalize any students or student groups. Progress towards these goals will become part of the review process.

Examination of our hiring and retention practices to increase the number of BIPOC faculty in the department.

More deliberate departmental discussion and sharing of pedagogical and curricular practices that will foster a trusting and equitable environment in our classes.

As referenced in the above statement, the English Department released their first formal n-word policy, prohibiting its use by all students. “Students will receive this policy along with all the usual first day of class English policy sheets,” English Instructor Courtney Marshall said during the Academy’s Anti-Racist Vision webinar. English Instructor Mercy Carbonell noted that similar policies have been discussed over the years, including one crafted by Director of Equity and Inclusion Dr. Stephanie Bramlett. However, none of the previous policies came into practice.

In the wake of the @BlackatExeter posts, many of which specifically called out English teachers for their ambiguous n-word policies, Marshall emailed English Department Chair Nathaniel Hawkins, proposing a new department-wide statement to forbid students of any race to say the word. Though there was no in-person discussion, English faculty voted and ultimately approved the statement through email.

“I thought, ‘Is it at all possible to craft the policy as a part of our attempt to be anti-racist?’” Marshall said. “This policy is one way we can reduce harm.”

For a number of years, certain instructors—including Carbonell—have read a formal land acknowledgement in their classes. Carbonell noted that, though this kind of statement is not required by the department, “it should become a practice for all educators/public speakers.”

Carbonell shared the land ac-

knowledge she has used since 2017. Written by Isabella Shey, it reads as follows: “We would like to acknowledge the Squamscott/Penacook peoples who were the first peoples of this land. We would like to honor their ancestors, descendants and future generations for caring for this area and allowing us to be here today.”

However, Hawkins said there is no plan for a required statement acknowledging the native land on which the Academy is built. “Personally, I respect any teacher’s personal acknowledgement or statement. But I am not in favor of a departmental policy mandating for all teachers a political or moral statement not directly related to English.”

History Department Chair Kent McConnell said he and his colleagues reworked their syllabi to decenter whiteness, while Mathematics Department Chair Gwyneth Coogan said her department worked on paring down materials to create more space for different voices.

“I believe that we were all ‘called in’ by the Black@Exeter posts, whether our name appeared in the text or not. I hope that the posts encourage all of us to affirm the Black students in our classes, our dorms and our teams so that we can make a safe space for all,” Coogan said. “However, it is our own responsibility to make these changes. Students should not have to be our teachers.”

Modern Language Department Chair Evelyn Christoph shared that her department worked on empowering students through new selected readings. “French and Spanish teachers... revised readings to represent a wider array of cultures apart from traditional, centralized focus on France and Spain,” Christoph said.

The Health and Human Development Department committed to dedicating one of their three units for new students to anti-racism, cultural competency and identity. “In addition to that, we try to tie in DEI topics in units where we can and it is appropriate,” Department Chair Michelle Soucy said. “For example, when discussing COVID-19 we included an article about health disparities.”

The Athletics Department affirmed their commitment to anti-rac-

ism. Many of the athletics faculty were on vacation this summer, but the Director of Athletics and Physical Education Jason Baseden shared plans for department-wide discussions this fall.

According to Department Chair Hannah Hofheinz, the Religion Department “is deeply committed to being anti-racist in our pedagogies, our curriculum and also in our interactions on campus.” Specific initiatives and curricular changes are to be announced.

The Art Department developed a new anti-racist curriculum and launched an exhibition this summer which focuses on identity. Department members also read Ijeoma Oluo’s So You Want To Talk About Race, which has helped them have more productive discussions on cultural competency and inclusion.

As a result of their work, the Art Department made an addition to their departmental student policy. “The Art Department is committed to maintaining an Anti-Racist curriculum, and artwork that depicts or celebrates racist ideology will not be tolerated,” the statement reads.

Music Department Chair Kristofer Johnson shared that the full-time music faculty drafted ten commitments to anti-racism over the summer, which will be reviewed by the larger music faculty this fall. Some of these commitments include: engaging guest artists and composers from Black and Brown musicians; programming greater diversity of repertoire for individual musicians’ study and performance ensembles; and supporting the creation of an affinity group for student musicians of color to highlight their voices and address their experiences. The department will publish a department statement about music and race later in the term.

Counseling and Psychological Services (CAPS) participated in professional development training around issues of equity and inclusion. CAPS also helped to bring training on trauma informed care to faculty and student leaders in order to better tend to the social emotional needs of the students.

Members of CAPS were also intentional about reading the @BlackAtExeter posts throughout the

summer. “We are paying attention, listening, and reflecting. We had department wide conversations about these stories and discussed how we can individually and as a department better support our students,” Director of CAPS Dr. Szu-Hui Lee said. There is now a feedback form on the CAPS page on Exeter Connect where students can anonymously submit feedback about their experiences with CAPS.

Of the many policies shared by the departments during the Anti-Racist Work block last Thursday, the n-word policy, in particular, has generated student responses.

To many students, an official policy like this has been long overdue. “I think them setting it as a rule now is the bare minimum because it shouldn’t have taken a whole Black Lives Matter movement for them to be like, ‘Oh, we shouldn’t say the n-word in English class,’” upper Ijeoma Ajufo said. “It should’ve been common knowledge.”

The policy also provoked some to think carefully about potentially harmful interactions in the classroom. “I was intrigued by the fact that they said that nobody can say it,” upper Marina Williams said. “But then I was thinking about how there might be teachers that say, ‘Let’s have this Black person in our class say it,’ and that kind of singles out the person, so I guess it’s a good thing that nobody can say it.”

In addition to departmental work, the Board of Trustees has also published a new Diversity, Equity and Inclusion statement, which commits to creating and supporting a diverse student body. “Diversity and inclusion are critical to sustaining and strengthening our tradition of excellence in all aspects of life at Exeter,” the statement reads. “Fostering an experience where all participants feel they can bring their full selves forward is not merely aspirational. It is fundamental to our educational mission and method.”

“It was a busy summer,” Rawson concluded, “and I hope the comments I made during opening assembly convey the urgency and determination with which we intend to pursue our anti-racism work this year.”

Exeter Tracks Coronavirus Cases Using Dashboard

By MOKSHA AKIL and TINA HUANG

For community members both on- and off-campus, the Academy's COVID-19 dashboard has become a go-to source to track active coronavirus cases. The dashboard tracks active cases, as well as the number of individuals in quarantine or isolation.

"The dashboard allows us to share openly with both the internal and external communities what conditions are on campus with respect to our reopening and the pandemic throughout the term," Assistant Principal Karen Lassey, head coordinator of the dashboard, said. "It provides a space for parents, students, alumni, employees and the general public to see a visual representation of our testing protocols and the results of that testing over time."

The community learned of its first active case through the dashboard on Tuesday. One student has tested positive thus far, with another presumed positive. A total of 16 close contacts of the first case were identified and are currently in quarantine. Prior to students' arriv-

al, one employee and two students tested positive.

"Both students will continue to be cared for and isolated at the health center. Dr. Katy Lilly and Dean Carol Cahalane, as the Dean on Duty, initiated our protocols for positive cases, which included identifying and testing close contacts of the two students," Lassey said.

The dashboard gathers data from four testing sites, including the Lamont Health Center, which uses rapid on-site testing and can have results within 15 minutes. "That's primarily used for people who report symptoms and who are in close proximity to those who report," Lassey said. Students also participate in COVID-19 testing at the squash courts, conducted by the Cambridge-based Broad Institute and CIC Health.

"We will be testing roughly 20% of the student body every week for the rest of the term," Lassey added. "That will happen throughout each week that we're not doing the large scale testing." Random student testing will also be conducted by Broad and CIC.

The dashboard additionally re-

ports pre-travel tests required for students and tests taken by employees prior to students' arrival. Lassey described the testing for the employees as similar to the students. "There's a different company that came in and did the testing before you all came back for all employees," she said. "And then similar to the students throughout the rest of the term they will be coming in and testing 20 to 25% of the employees every week."

Peer schools, such as Phillips Academy Andover, have instituted similar dashboards. Andover's dashboard reports one positive student case and two positive faculty cases.

Upper William Park appreciated the dashboard's simple interface. "The graphs are pretty easy to read and it explains what the numbers are showing," Park said. "It makes me have some peace of mind knowing that I can actually go online and look at the stats myself, rather than having to get information by asking other people."

Upper Indrani Basu shared her appreciation for the Academy's handling of the students' return. "Just thinking about all of the col-

lege campuses that are experiencing big increases in positive results, it's really impressive," Basu said. "Out of all the students tested [before arriving], we only had two positives. It's kind of comforting, especially being a new [student] and having doctors as parents."

"It's good that [the school is] being transparent and making sure everyone is doing what they should be doing," Basu continued. "Giving us masks, the posters with the protocols, the emails—it's a lot for them and could be cumbersome,

but I'm really grateful because it gives us the opportunity to be here and experience the campus."

Preps, lowers, and upperclassmen who chose to study remotely for September will be allowed back to campus on October 3. Around 500 students are expected to return, more than on previous arrival days. "We'll be testing the preps and lowers the same way we did with the seniors and uppers," Lassey said. "Hopefully, we will keep our positive test numbers low."

	EXETER	ANDOVER	DEERFIELD
STUDENTS			
positives*	1	1	0
tests administered	1496	705	3477
positivity rate	0.20%	0.26%	0.00%
FACULTY AND STAFF			
positives*	0	1	
tests administered	703	2312	
positivity rate	0.14%	0.04%	

* post-arrival to campus

Avery Lavine/The Exonian

Exonians Grapple with Virus Protocols

By JEANNIE EOM, BRIAN SON, DAVID CHEN, TUCKER GIBBS and CLARK WU

The coronavirus pandemic has led to a host of health and safety guidelines for Exeter students, faculty and staff alike. Though these policies keep students safe, they have also raised new challenges to day-to-day life. The Student Guidebook, last updated Sep. 4, states that adults and students must remain six feet apart, whenever possible. In addition, masks are required at all times, and most activities are virtual.

Students reported slow adjustment to new day-to-day patterns. Upper Toby Chan noted, for example, that "getting used to the arrows and one-directional staircases" has been difficult.

Additionally, maintaining six feet of distance on paths and at meal times has proven tough for some students. "[Distancing] does seem to have been the hardest of the guidelines to

follow," Dean of Health and Wellness Johnny Griffith said. "[But] there does seem to have been improvement in that regard."

Griffith noted that faculty reminders, given to accidental rule-breakers, have been effective. In addition, Dean of Students Brooks Moriarty recently patrolled campus in a golf cart to ensure physical distancing. However, these measures only go so far; to ensure the safety of others, administrators said, students must be responsible and proactive.

The Music Building, one of few places to house certain instruments, has introduced protocols to ensure student safety while allowing practice room use. On the schedule posted outside of each room, teachers leave thirty minutes between available time slots for disinfection and air flow. According to Music Department Chair Kristofer Johnson, students have largely respected the policies. "Students seem to be conscientiously spraying the disinfectant to be sure that surfaces will be safe to touch for the next musician," he said.

Athletes noted that masks have made some sports more difficult, while others have seen negligible impacts. All sports programs require the wearing of masks, but "as a cross country runner, at least, they have not diminished the quality of my training much," upper Bradley St. Laurent said. "Although I know that may be a different case for other sports."

The pandemic has also resulted in broader impacts for student life. Assistant Director of Student Activities Kelly McGahie stressed that, this term, being flexible has to come first. Few major events can be organized ahead of time as pandemic circumstances may change rapidly. "For that reason, I can't hire people. I can't make plans or spend money. We need to see where we're at," she said.

Additionally, bonding and recreation typically done in-person

has had to migrate online; casual opportunities for engagement have also been replaced by more formalized online events. For students' first weekend on campus, typically a vibrant time, the Student Activities office organized a speed-friending event. The event was designed to offer students, new and returning, a chance to engage with one another in an online environment. "This makes it less intimidating," McGahie said. "Assuming it's the weekend at school, and new students had to go to a big dance without knowing anyone, they probably wouldn't want to come." Last year, Student Activities hosted a similar event in person.

According to McGahie, students enjoyed the speed-friending activity both times it has happened. "Based on the feedback we got both of those sessions, [students] seem to like it. I also heard separately from a lower who had heard that some of her upper friends had done this, and she wanted to know

when they were going to do it," McGahie said. "I know that Mr. Caldwell did speed friending with the preps, and they also really liked it."

Though student recreation poses unique challenges this term, faculty and staff have come together to devise new ways to connect. Matt Carboni, a Campus Safety officer, noticed students on skateboards or just sitting in a circle. "They looked quite bored," he texted McGahie. "So I arranged to have the corn holes and Frisbees put back down so that students could kind of self-selectively get together around these games."

While the guidelines can be tough, many believe that they are well worth the sacrifice. "COVID guidelines make social activity more challenging everywhere," upper Kira Ferdyn said. "[But] I absolutely feel like the challenges we're facing are worth the reward of being able to communicate in person and spend time on campus."



Exonians distance outside of Webster Hall.

Courtesy of Exeter Communications

Reconsideration of Academy and Race, Continued

for ideas about how to be an antiracist educator," she said. "It's going to ensure that that focus pervades all of our thinking about teaching this year."

Though the Assembly Committee did not meet over the summer, assembly coordinator Alex Myers worked with ESSO Diversity club adviser Augustus Toyin and Bramlett to plan a diverse lineup of speakers.

Myers described his focus on making assembly responsive and informative for students on campus. "How do we make assembly relevant to Exonians' lives today? How do we inform the community about important topics?" Myers asked.

The Art Department opened submissions over the summer for the Lamont Gallery exhibition "Critical Joy," which focuses on the diversity of the Exeter and art community. The exhibition is already open and will remain available for the remainder

of fall.

As a department with an international staff, the Modern Languages Department largely consists of immigrants. Chair Evelyn Cristoph announced that the department will be starting a podcast to share the stories of immigrant faculty, in an effort to empower students of color. "[Spanish Instructor Diego] Ardura will be heading a podcast project for colleagues to tell their stories, both in the language of the country they left and the language of the country they now call home," Cristoph said.

On Feb. 1, Principal Bill Rawson sent an email to the student body announcing an investigation of the Academy's ties to slavery. History Department Chair Kent McConnell, Head of Archives and Special Collections Magee Lawhom and former History Instructor Cameron Brickhouse were appointed to steer the project, which has now been paused

due to the pandemic and Brickhouse's departure from the academy.

According to McConnell, "the project is ongoing but its efforts have been greatly hampered with the closing of archives across the country due to the COVID crisis. Additionally, Ms. Brickhouse left the academy, so a search for her replacement is taking place. Once things open up concerning historic materials, the project will get underway again."

Classics Department Chair Matthew Hartnett noted the lack of diversity of the department's instructors. "We're not in the position to add another teacher to the department at the moment, but, when the opportunity comes, we will do everything we can to bring in a faculty of color," Hartnett said. "However, we can't just wait for candidates of color to come to us. We have to be proactive and go find them, so we've already begun networking and preparing for when

we do hire."

In the afternoon activities block, the Music Department has offered new classes that cover a more diverse range of topics than previously offered. "Offerings that particularly expand opportunities beyond our current curriculum are the Electronic Music Composers' Collective, Music of Protest, Music Research and Critical Writing, Music Theater Workshop, Contemporary Music Listening and Ensemble Leadership," Department Chair Kristofer Johnson said.

Some students noted that the Academy's webinars felt unproductive. "I wish we could have actual conversations instead of having them talking at us," upper Ifeoma Ajufo said. "In [Langdell], we're doing a dorm meeting where they're gonna try to set up activities that we can do for antiracism. What the whole school can do is have conversations

within each dorm or in familiar groups like sports teams."

"I'd rather talk about it with my classmates and see how they feel. I feel like there's a lack of an actual community conversation and more of a lecture," upper Juliette Ortiz added. Other students noted that, due to limited time, many questions went unanswered.

However, upper Nathan Zhou felt that the webinar sparked productive conversations. "I watched it with guys in the dorm, so it was good because for some things we could call each other out about it," he said.

The Academy will continue to work towards becoming an anti-racist school. At the Anti-Racist Vision webinar, Wolff reiterated the Academy's commitment to this goal. "Racism, trauma and equity are the lens with which the faculty will be conducting their work for this year."

Life

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Senior of the Week: Renee Bertrand

By TINA HUANG and BRIANSON

"I came into Exeter with a plan of 'how to be the best Exonian'— that included being varsity captain of the soccer team, being the president of Model [United Nations] and president of Business Club," senior Renee Bertrand said. "Now, I do none of those things, and I haven't since prep year." Throughout her time on campus, Bertrand's interests have grown well beyond her original goals. And she has made her presence felt in her four years at Exeter.

Bertrand first visited the Academy in her eighth grade year. "It was almost this utopia," Bertrand said. "I must've toured [the school] during faculty meeting. We came to Grill and there were all these kids talking and laughing and having fun."

But Bertrand had to present a Powerpoint for her parents to let her attend. When she enrolled as a student, Bertrand's utopia became a little more real. "The other kids here were like me. We weren't all super geniuses. We had our own strengths and weaknesses," Bertrand said.

As a prep, Bertrand approached her studies with a fiercely independent mindset. "I didn't really know how to ask for help," she said. "I didn't have the study skills yet. I was kind of a loner. I didn't really want to make friends. I just wanted to get out and go to Harvard."

However, with some advice from Amen Hall then-seniors, Bertrand's perspective soon shifted. "They were really there for me and helped me change my mentality," she said.

As a result, Bertrand began to evaluate her activities and goals. "I had to reassess what I wanted to do in high school and what I was passionate about," Bertrand said. "Now, I'm really happy with what I do, and I don't think I would have been if I kept going with the activities I started with."

On campus, Bertrand leads multiple clubs related to community service and social justice. Bertrand currently serves on the Exeter Student Service Organization (ESSO) Board as Children's Coordinator, overseeing all 36 children's clubs. Bertrand, who grew up in a majority-white, upstate New York community, hopes to provide kids of color with more resources to succeed. "I want to get as many kids who are in the same situation as I was," she said. "People of color who feel isolated in their community and really want to learn, I want to get as many of them into places like Exeter as possible."

Bertrand has also been an active contributor in the Office of Multicultural Affairs (OMA). "Some of my favorite memories have been in OMA, and the faculty there are wonderful," Bertrand said.

Senior Dillon Mims remembers meeting Bertrand through mutual friends at OMA. "That alone is usually enough to create a pretty strong affinity for someone in my book," he said. "And since then, I can't count the number of times she's made me burst out laughing while we were hanging out in the OMA." Mims also worked alongside Bertrand in the Exonian Encounter Committee, through which, he said, "I've been able to observe her passion for community and event-organizing in real-time."

Bertrand acknowledges that her large workload can be challenging at times. "I'm not going to lie. Leading affinity groups is hard because not only are you looking after students who are in your club, but you're also making greater change in the Exeter community."

But Bertrand insists that doing this work and taking the initiative to lead affinity groups is what she loves to do. "One of the reasons I decided to come to Exeter was for its diversity... especially its thriving Afro-Latinx community," she said.

Bertrand is also an active symphonic musician, having played the French horn for six years. "I didn't want to major in music, but now I hope it will be a part of my life for a long time," she admitted.

Her friends, in particular, love her live performances throughout the school year. "She can play the French horn like no other," senior Zoë Barron said. "I miss going to her concerts and shouting her name at the top of my lungs when she walked into The Bowld. She is so dedicated to music... I can't wait to see what she accomplishes in the future."

Barron has known Bertrand since early on at Exeter. "I can't say when I met her or when we became friends. I just remember her being a constant in my life at Exeter," Barron said. "We used to sit at the same tall table in Elm for breakfast every weekend, where we would talk for hours. One time she made me laugh so hard I started crying, and I probably looked out of my mind, but I didn't care because we were having such a good time."

"She is always two steps ahead of the game," Barron added. "I know that when I feel overwhelmed, I can turn to Renee, and she'll always make me feel better... While it's not fun



Senior of the Week Renee Bertrand pictured in front of J. Smith.

William Victor / *The Exonian*

being run over, it felt good to have a companion through the difficult times."

Mims recounted a similar experience with Bertrand, particularly during his upper winter. "I'd say that what absolutely solidified our friendship were the hours and hours we spent working together on our 332s in the winter," Mims said. "She is also incredibly genuine, open, and honest. She is not afraid to tell you the truth straight-up, and I've always admired that about her."

In her classes, Bertrand's warm-hearted personality inspires those around her. Physical Education Instructor Rebecca Lietz, who taught yoga to Bertrand for two years, noted her dedication and enthusiasm. "[Renee's] courage in the class was contagious," Lietz said. "She exemplified leadership by being kind and courteous to newer yoga students... Whenever Renee was attempting a newer or more difficult pose, she persevered with grace. Being able to laugh when she fell out of crow and having the ability to get back on her mat and try again showed her humility and grit!"

Over the past summer, Bertrand had an internship at Big Brothers Big Sisters of America, a non-profit pairing children of color with adult mentors in the Columbus, Ohio area,

where Bertrand currently lives. Additionally, Bertrand volunteered as a camp counselor at an at-risk children's center. "[The center] gave kids of color a solace. It was a place to go to during COVID and the Black Lives Matter protests," Bertrand said. "Helping others, doing community work, doing social justice work, are my main passions... I'm excited to continue doing them at Exeter and in the future."

Since her first trip to the Academy in eighth grade, Bertrand has grown as a student, leader and friend, with the school's motto of non sibi always on her mind. "I value other people's opinions so much more than I did before. I'm also more passionate about what I do; I really love school, and I love Harkness—that's why I'm here. I think Exeter has developed that passion for communication, for helping others, on an individual level."

Though she loves Exeter, Bertrand also recognizes its demands on her and her peers of color. "In my life and in my friends' lives, a lot has come up because of COVID. We've gotten closer, but it's more than each of us can handle," Bertrand said. "The school constantly asks a lot from its students, and with COVID and Black Lives Matter, the school needs to recognize what students are going

through."

"There's a lot of unsaid burden that comes along with [being a student of color], and there's a lot of mentoring you have to do for younger students."

In her years at Exeter, Bertrand has become more aware of the racism she and others students face, noting the campus's lack of resources. "You have to be there for so many different individuals because there's not enough support on campus. In that way, I've kind of taken on this mentorship role for some students," she said.

As she enters her last year at Exeter, Bertrand will continue to be a leading voice on a socially distanced campus still reckoning with its history of racial injustice. "I just had such a rough prep year that I can't imagine another student going through that; I can't imagine another student feeling that sad, that lonely, that unheard," Bertrand said. "So, the reason I'm on campus, the reason I'm here and not at home with my family, whom I love very much, is that I want to make Exeter better for other students. It needs to be better, it can be better, and it should be better."

"We claim to be the best school in the country, but I need to see that for myself."

Masked, Unmasked: Students Weigh In

By JEANNIE EOM

In the span of just a few months, wearing masks and social distancing have become the new normal. The Exonian took a look at how necessary mask-wearing has changed how students engage with one another.

From a public health standpoint, students seemed to unanimously agree that mask-wearing is necessary and in the interest of the community. "I feel really comfortable about wearing masks because it can [reduce the risk] to me that I don't get the virus," upper Jimmy Wu said. "It's also a good way to give other people the comfort of safety and know that you're not the one starting [a transmission chain] if you are the one with the sickness."

As the flu season draws near, the wearing of masks may be doubly useful. "I think, from a human health standpoint, masks are great," upper Garrett Paik said. "It will prevent people from spreading common flu or the cold, not just the coronavirus."

"Having lived through the pandemic since March, most of us have gotten pretty used to wearing masks on a daily basis," senior Keara Polovick added.

Although wearing masks has become its own custom, keeping up

with the guideline on-campus has been a little challenging for Polovick. "During the day, it is not too bad, especially since we are in our rooms during a portion of the day doing classes online," she said. "However, I do find playing sports or doing active activities make it a little tougher."

As athletes begin official training this week, some have found mask-wearing to be unexpectedly difficult. "I would say it gets pretty difficult for cross country because we have to run with the masks on, and it gets pretty hot during the day," Paik said. Though Paik does not typically mind wearing masks on a daily basis as the weather remains dry and cold, running does bring a different experience.

A word of advice from Paik: "You have to make sure to brush your teeth often."

Though wearing masks is a strict rule on campus, some have found it to be just a tad annoying. "Once my mask is on, it's a little annoying, but it's fine. If anything, it's putting on the mask when I'm leaving the room," upper Jacob David noted.

While David does not participate in high-intensity sports, there are other difficulties that come with wearing masks. "From a distance, I may think someone is one person, and it ends up

not being that person," David said.

Though the situation is not a big deal to David, he stressed that things can become a little awkward. "Some people try to elbow bump me now, and it's just really awkward. I don't know who started elbow bumping people on campus but waving is fine for me," he said. Now, David mostly waves at those he sees on the path.

Social interactions like this have been an obstacle for many students, albeit to varying degrees. "It's hard not being able to see peoples' whole faces, especially because I usually greet people by smiling. You have to be more intentional with your greetings now," Polovick said.

This dilemma is amplified when students meet teachers they have not seen before. "I definitely think having teachers I haven't had before on Zoom for the first time in the spring, and now in the fall, I don't feel as if I'm having as strong a connection with them," Polovick said. "In class, I would talk with them, but since I only see my teacher online, when I see them in person [wearing a mask], I don't recognize them that well."

Wu shared this newfound challenge. "If they're wearing a mask and they're far away from me, it's quite hard to recognize them," he said. "While six feet is not a big problem,

you always have to come face to face to interact with people."

Wu finds that wearing masks on campus is not a significant annoyance, though, within dorms, it can get to be a little more work. "It becomes bothersome at times [in the dorm], especially when we go to the bathrooms or in the hallways," he said. As a consequence of that, Wu said: "I would say that I try to stay indoors more often due to the new circumstances." This habit is also shared by David, as the effort often becomes a hindrance. "I would choose not to go fill my water bottle up if I have to put on my mask," David said, offering an example.

However, wearing masks is far from a problem for most. "Honestly, it's not that bad, most of the time I don't notice it," senior Veronica Choulga said. "Sometimes I do when it gets a little too hot or [I] have glasses on, but it's not as bad as I thought it would be. I'm usually too busy or distracted to notice, so it's not a huge burden."

The mask-wearing guideline has even become an opportunity for Choulga. "I always admired the fashion behind masks," she said. "I remember, a year or two ago, I was quite jealous that it wasn't really common practice to wear masks in

the U.S. as it was in Asian countries, so in a way, I'm kind of glad because it opens up more areas for fashion and different ways of expression."

Paik is also a fan of fashionable masks. "I got this one fashionable mask for twenty bucks from this really small studio in New York City called 'Friend of a Friend' studio," he said. "They make some really cool stuff. Mine is this custom denim mask lined with blue, and it's really cool." Despite having the option to wear it out, Paik does not wear it often as disposable masks make the effort just a little easier.

"I do have to say, I'm going through an insane number of masks," he said.

The pandemic has also led to some mask innovations. "Now, they're making it so that it's easier to breathe through, while being relatively safe," Paik said.

As students adjust to the new normal on campus, they are finding new ways to interact within the guidelines. "People started doing elbow taps and virtual hugs, where people pretend to do things in the air," Wu said. "It's quite awkward actually." Still, Exonians are exploring new ways to connect, all while keeping themselves and each other safe with their public mask-wearing.

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Presidential Elections: Raise Your Voice

By **MARINA AVILOVA** '22

“I don’t care about politics. I just don’t think it affects me.” If there was ever a time that this sentiment made no sense at all, it would be right now.

This year has been a test for the government. It highlighted the defects of our healthcare system with the pandemic, outlined the flaws of our police system, forced us to grapple with the systemic racism in modern American society and made underlying disparities more apparent than ever. Worse still, the Trump administration has proved itself inadequate at solving these problems.

Ignoring the Nov. 3 elections is the dreaded epitome of “knowledge without goodness.” Now, more than

ever, is a time for us to rethink our political lives as Exonians and step into the arena if we don’t want things to get even worse.

Exeter is generally a liberal space. But that doesn’t mean everyone on campus is forced into becoming some liberal activist. The varying levels of political activity both from teachers and students show, of course, that believing in an idea doesn’t necessarily mean striving for it. The same can be said about Republicans on campus. We don’t have to be involved in politics. Regardless of what they are, however, Exonians should act if they care.

Granted, Exeter is an independent organization and the next president will not abolish the Harkness meth-

od. However, if Trump is re-elected to a second term, we would have far worse things to deal with. Even more people would die from COVID-19 while Trump glosses over the situation. Marginalized identities would face further persecution. Climate change would continue to be disregarded. After the recent death of Ruth Bader Ginsburg, his re-election would guarantee a new conservative justice on the Supreme Court, cementing a hard-right majority. His unconstitutional attacks on vital legislation like Obamacare would see the light of day. Donald Trump’s second term will cost lives.

But it doesn’t have to happen.

Although Biden may be more center-leaning, and though progres-

sive Democrats might not be his most enthusiastic supporters, it is still important to do everything we can to prevent Trump from keeping the wheel. This is in no way a magical solution to all the challenges of 2020. The Democratic Party, however, under the leadership of Joe Biden and Kamala Harris, promises to fight for healthcare access, criminal justice reform, environmental action and loads more. To at least have a hope, we need to spread the word, to engage in canvassing and, if eligible, to vote.

The pandemic does hinder student voting processes. In-person voting on Election Day might not be an option as of now, since students aren’t allowed off campus yet. The official website of the town of Exeter

says you are eligible for mail-in votes if “you cannot appear at any time during polling hours at my polling place because an employment obligation requires you to remain physically at work or to be in transit to or from work from the time the polls open until after the time the polls close.”

If the current state of things does not change, voting may be difficult, but please exercise your right if you can. There are many of us who cannot yet, but stand eager and waiting to do so. If you are one of those people, you still have a voice. Talk to the people you know. Talk to the people you don’t know. Talk (and vote!) like the future of this country depends on it—because it does.

Are You at Risk?

By **JEANNIE EOM** '22

For many students, Exeter is a second home. A place with missed friends and beloved faculty, the home of that community so many of us would use to define the “Exeter experience.” Exonians flew in (and will presumably fly in) from all corners of the world for many reasons, despite virtual classes. And while every individual is directed by their own circumstances, the year for community during an otherwise humdrum quarantine summer is probably a big reason why.

The news of the first positive COVID case on campus fills me with dread, but not surprise. By nature, a residential institution with students from more than thirty foreign coun-

tries will obviously pose a challenge for those trying to contain the virus (much love to Dr. Lilly and the Health Services team). So long as everyone follows the strict safety measures set to the beau ideal, the hazard can stay relatively low. Maintaining a thousand teenagers within strict lines and rules is quite an extraordinary feat. By the same token, some will unfortunately have to conclude the term at home, hoping to come back in January to see their friends again. We are on a tightrope, it seems—and the path ahead looks difficult.

What does our tightrope look like? Let’s imagine all of the hundreds of students on campus walking on the same rope. We are in it together, after all. While all students are treading on one rope, if everyone

were to walk with high caution and a degree of balance, this community could be setting an exemplary precedent during the pandemic. It simply takes one person, however, to double, triple, or quadruple the number of infections in a matter of days, a detriment to not only the closed community around us, but to the town of Exeter. Without proper caution, many of us could fall off that tightrope and bring the town of Exeter with us. It is a momentous and exigent factor in operating school in this particular setting.

Exeter’s population density is more than 1200% higher than that of New Hampshire, which also happens to be greater than the national average. While Exeter may not be as compact as what we typically

deem to be “dense,” most numbers and statistics don’t quite matter once the spread of the virus begins. However, what is not out the window is the fact that Exeter residents are on average 45, with a large concentration in their 60s to 80s. Now, the influence this disease could have on teenage students is often a matter of numbers, less than of life. Even as this virus spreads to more and more young people, the elderly remain the most at-risk demographic. And, demographically, this may make an outbreak in Exeter somewhat worse than in other places. Now, consider that 50% of these people have families with minors. With a virus that does not discriminate (it takes even the quintessential tough dude), our coming back must scare a lot of peo-

ple, and any argument that Exonians fuel economic activity feels not quite right in comparison.

As in all public health crisis cases, there is not an ubiquitous set of guidelines that will satisfy everyone. Exonians travel onto campus for varying reasons, and these discussions are, in many cases, not up for discussion. There are a host of contributing factors that affect the decision to depart home, and it is near impossible to adhere to everyone’s desired standard for reopening the Academy. But while we’re here, it’s important that we all walk that tightrope together carefully.

Should Exeter Have Reopened?

By **ANGELAZHANG** '23

After six long months, Exeter finally reopened its doors to students from around the world—with strict restrictions, of course. Simultaneously, college campuses have also reopened, while others stay closed for the rest of the year. The reopening of schools, naturally, has become a contentious topic. After all, COVID-19 poses a significant health risk to wide swaths of the general population.

The New York Times completed a survey in early September, showing a 36,000 case increase in coronavirus patients on college campuses. While not all these cases were a direct result of campus reopenings, and were likely contracted elsewhere before the start of school, the results go to show that campuses have become a new hotspot for the virus.

This isn’t surprising news at all. Schools and health officials have known this risk to be real, and surely, they have been working tirelessly ever since early summer to mitigate the potential consequences of a known risk.

With that being said, I believe Exeter made the right choice in reopening. This belief is not at all a dismissal to the health risk. In fact, if Exeter hadn’t proven itself responsible in controlling the situation, I would not support its reopening. The Academy invested in many health resources and protocols, spent a great deal of time rewriting student guidelines and daily expectations and seems to have a plan for nearly every event that could happen, including the recent positive test. To see that plan, we need to revisit the Academy’s earlier response.

For example, on Sep. 10, the Academy completed a round of testing that had two indeterminate results. Staff consequently administered rapid antigen tests that came back negative. The two cases continued to be treated as positive cases until their second PCR tests turned

out to be negative, and 13 people in close contact with them were immediately identified and tested. There were quarantine facilities in the Health Center for such individuals.

Even now, with a positive case on campus (to be expected), the school is rapidly identifying and quarantining close contacts. I admit I was worried at first; I am lucky enough to not personally know someone with the virus, so with someone on campus testing positive, the reality of the virus just got, well, much more real. However, there isn’t mass hysteria, and no one is left in the dark. The school is doing everything it can to control the situation and is transparent in its notices to families. This calm and collected response reassured me my health would be taken care of once I return to Exeter in October.

Some believe the health proto-

cols and campus restrictions are still not enough to ensure 100% safety, which is completely valid. That’s why the freedom of choice is so important. I trust families made decisions in their best interests. Those who would rather continue virtual learning, are concerned for their safety, are immunocompromised or have travel restrictions can choose to experience Exeter virtually. At the same time, there were families that needed Exeter to reopen. The current plan, though imperfect, tries to accommodate both groups.

Not every student has access to an organized learning space, stable internet connection or a quiet environment at home. Some families did not expect their children to be home for so long and are thus unprepared for or do not have the resources to support their children’s extended stays. Virtual learning is also a

completely different ballgame than in-person classes, and many students find themselves unmotivated and struggling to keep up. The financial, emotional, physical and mental difficulties students may experience at home should not be overlooked. Being in a proper school environment, having access to more resources and being away from potentially stressful familial issues undoubtedly aids many students in finding a sense of normalcy during these difficult times. That, and simply being at Exeter, will also help improve the educational experience of the many Exonians who thrive on campus.

Reportedly, there were also a handful of students who considered withdrawal from the Academy if it did not reopen. Tuition is certainly not inexpensive, and some students did not believe a completely virtual educational experience would be

worth the charges. Student athletes would also be missing out on opportunities to train and play for the Academy if it did not reopen. Especially for those seeking to be athletes at the collegiate level, access to training and sports teams is an important factor in deciding if a completely virtual experience with the Academy would be worth it. It’s a good thing we reopened, or else we would alienate and possibly lose members of our Exeter community.

Overall, I believe the majority of students still look forward to their return—and for good reason. Being physically present at Exeter is undisputedly a critical component of the Exeter experience. Campus serves various purposes for each student, and, granted strict and trusted health protocols are implemented, the reopening of Exeter provides many benefits to all families.



Upper Danielle Sung standing in line.

Teja Vankireddy/*The Exonian*

Editor's Corner: Notes on Awakening



Otto Do/The Exonian

By FELIX YEUNG '20

*keep your helmet, keep your life, son
just a flesh wound, here's your rifle
crawling up the beaches now—*

And sitting here, in this room of bleeding silver, I feel the wings buried but / there nonetheless, lodged deep in that space / between my shoulder blades. I sit in a den that is not mine—a shrine to a creature who bears my face but is not me. This is a room of closets and opaque glass, of *The Boys' Book* and needles snapped in half because knitting is “a woman’s game.” At its center is a nest of monochromatic light, lines of white circling—choking—one another. The light careens towards my broken glasses, diffracting into hues only I can see.

I want to avoid danger, avoid fear, / avoid excitement, these the very triggers that prompt / my wings from their resting place deep inside. But my queer rage consumes me, my grief for the bird that, with the flip of a page, becomes a box again. Why have we not reclaimed the locker room: homosocial lair of homosexual nightmares? I seethe.

Let us enter the chapter, William Kentridge says. Let us into the rooms that are supposed to be ours! Give us our

tongues, the ones wrenched... from our mouths. Give us more than Second-Hand Reading, life filtered through the eyes of gods. Let trees grow from our broken backs—let the demon inside each of us, condemned by our teachers, our fathers, become new Gods to replace the ones of old. I rage, for I know I am alive but have no tongue to declare it. *I thought I was growing wings— / it was a cocoon.* I thought I was surviving—it was dying. But I am. I breathe. The artist helps me see reality again.

And my wings flutter once more: in fury, in tragedy, in flight.

*something med school did not cover
someone's daughter, someone's mother
holds your hand through plastic now—*

And sitting here, where no stars hang in the cloudless night, I trace a line that gravitates toward shadow. Around my eyes. Beneath my overcast hair. Where my nose grooves into my cheeks. The dark accentuates the light. I draw back my curtains, cast white light into the pitch-black of 4:02a.m. Hong Kong.

Art is a conversation between the artist and the viewer.

In the building across, someone hears my call. She casts white light into pitch-black, too. The woman pulls a knife from her drawer, dices 4:03a.m. scallions. Or are they stalks of lemongrass? I look down, for it is me I must draw in this assignment. At least, the me others perceive. But what do I know of how others perceive me, except what I know of how I perceive others? Isn't everything a conversation between the viewer and the viewed? I glimpse at her face, looking for myself in it.

I think of Fahrelnissa Zeid. *I place my model a distance away,* she says, *so I cannot see all the details, to gain a general view, to see the presence of the person and perhaps their soul.* I want to capture this moment, of two lights, accentuated by darkness. Instead, I trace myself on the page, finding darkness that makes my features real. *I don't think there's a big difference between a portrait and an abstract. Because one could make a hundred portraits and every time it would be different. Because it is not a photo. It is the soul,* Zeid says.

The timer goes off. 4:04a.m. No, my drawing is not a photo of myself. And, yet, it is alive. The portrait moves in memory, one line with beginning and end. It is my ode to wonder, to sonder. A glimpse into a moment I will never live again. A portrait of me, her and all the

shadows in between.

*with you I serve, with you I fall down
watch you breathe in, watch you breathing out*

And sitting here, beneath a weeping fig tree, I soak in rays that penetrate the leaves. The air hangs still. On Victoria Peak, the sounds of the city ebb and flow, cycle like the water of a fountain. They form a chorus behind the voice, made mechanical, that rings from my computer. *I think that there's this very peculiar quality that monuments have—of being completely invisible,* Kara Walker says. *The larger they are, in fact, the more they sink into the background.*

Well, here I am, on a living monument. Victoria reaches for her mountain from the burial ground at Frogmore. Queen (or not?) of my people. I am not Black, not white—something in between, or something else entirely. But Kara Walker helps me see reality again, awakens me to the monument that I am on.

I see a British flag, planted by protestors last October. We were traded from colonizer to tyrant, from White to Red. Stripes to Stars. And I mourn for my people, who seem not to realize this fact. Who have chosen one or the other. *Whomever cannot tell him-*

self the truth about his past is trapped in it, is immobilized in the prison of his undiscovered self, James Baldwin writes. *This is true of nations. Cities, too.*

Then, the shame comes. The shame of leaving, of flocking across the Pacific to that broken(?) country on a broken(?) hill I once believed to be Heaven on Earth. Of flying, *swimming,* across the *global waters which disastrously connect Africa to America, Europe and economic prosperity.* The shame of being a child of no city: an immigrant not meant to stop and a resident not meant to stay.

But maybe this is where I am alone, where I am alive. Maybe this is where I discover that life is tragic, and therefore unutterably beautiful. In this space—between continents, between cities, between peoples. Maybe this is where I become.

*only twenty minutes to sleep
but you dream of some epiphany
just one single glimpse of relief
to make some sense of what you've seen*

Excerpts from James Baldwin, Fahrelnissa Zeid, Kara Walker, C. Dale Young, Denise Levertov, William Kentridge, Taylor Swift

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Humor

“That’s what I need. The eternal med leave.”

—Noah James ‘21

“The river ate my sock.”

—Anonymous

“Coronavirus gave me a mullet.”

—Felix Yeung ‘21

New Upper Digs Tunnels 6 Feet Underground to Socially Distance

By JACK ARCHER

As October rolls around, upperclassmen begin to navigate Exeter’s new way of life in the first weeks of school. Many are discovering strange strategies that help them cope, as well as unlikely locations which provide a moment’s calm and a couple seconds to peel off a sweaty face mask and rub the unrelenting acne beneath it. Some of these strategies are stranger than others, and one place in particular didn’t exist last school year.

New upper Mol Ratte has found a novel way to get around the school. On his forays through campus, whether it be a journey to D-hall for a vegetarian snack (Mol actually refers to himself as a herbivore) or to South Side for a walk in the woods, not once

does he break social distancing protocol. He has yet to meet another soul venturing down the paths he frequents. Never does he have to make an awkward hop onto the grass to stay six feet away from someone going in the opposite direction. Mol has yet to lose his way and meet the same fate as so many new uppers before him: having to double back. Mol knows his way around his paths—as he should—because he made them.

Since the start of school, Ratte has been burrowing six feet under the ground, digging an intricate tunnel system under Exeter’s campus that can take him anywhere he needs to be.

When he descends into his subterranean highway, Mol is always six feet away from everyone, and with no one in sight, a mask isn’t necessary. Armed

with his trusty industrial shovel, no spot on campus is unreachable, as long as he has a couple hours to get there.

Students in Ratte’s dorm expressed feelings of confusion and reverence toward their peer. “Mol’s chill, but he kinda scares me,” said one upper with a look of consternation on their face. “That kid built an entire tunnel system under campus in, like, a WEEK.”

When questioned about his unusual method of transportation, Mol smiles and shrugs. “Digging is almost a family tradition,” he said. “My dads and brothers do it all the time, but Mom was never into it.”

Mol certainly doesn’t look like a champion excavator. He’s on the shorter side, but somehow looks lanky. A copious amount of

hair obscures his ears. His only distinctive quality is a cheery buck-toothed grin.

Some of Mol’s peers have stronger feelings regarding him. “If I’m being honest with you, I’m scared of that kid,” a prep said, quietly. “I eat with him a lot, and I’ve NEVER seen him drink water. He just eats like seven plates of vegetables. I think he might be a little deaf, but he swears he has the best hearing in his family. If you get a chance, watch him carry his shovel. He holds up upside down! I’d bet my lanyard that kid doesn’t dig with the shovel. I think he might use his—oh, hey Mo, what’s up!”

According to Ratte, the process of creating his paths has had its challenges. “The other day, I was minding my own business, digging a new tunnel, and then I ran straight into a dead body.

Those markers they put on trees? They’re not markers. Turns out they’re headstones. I might be the only one on campus who knows what John M. Stone ‘82 looks like,” he shuddered.

“My biggest disaster happened on the first day of classes,” he added. “When I was clearing out a tunnel under D-Hall, I wasn’t paying attention and cracked open a huge pipe. I didn’t get a chance to read its label clearly, but I’m pretty sure it said ‘Water Main’ or something. Anyway, water spills into my tunnel, flooding it completely! Man, that was annoying. I had to dig a whole reservoir to hold all that water, which is probably still under Elm Street. It was lucky I was right under D-Hall though, cause I was able to head up there and grab a nice glass of Tropicana Orange Juice.”

8 Reasons Why the Custodial Staff Hated Packing Your Room

By ADAM TUCHLER

1. You play hockey, so naturally your room reeks of sweat and low GPA.
2. You are filthy and never empty your trash before breaks.
3. You don’t regularly change your bed sheets/do laundry.
4. You don’t have a filing system so your room looks like a failed paper factory.
5. Why do you keep that under your bed
6. You have too many anime posters on your wall.
7. You assembled your couch inside your room, so it doesn’t fit through the door.
8. Your “interpretive sculptures” required a meeting with Dean Moriarty.

10 Ways to Flex in Zoom Class and Canvas Discussion Boards

By ADAM TUCHLER

1. Use the word “juxtaposition” (always works).
2. Answer every question the teacher throws at the class as if you are having a one on one conversation with him/her/them.
3. Write solely in antiquated language on each discussion board regardless of the class.
4. Be a math shark and post the homework 3 days in advance.
5. Use people’s names in class.
6. Never mute yourself because you know you are gonna speak again in 20 seconds.
7. 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.
8. Use Notability for all of your math homework.
9. Post your homework on OneNote before class starts.
10. Disagree with anything anyone says at any time.

Top 7 Things to Do During Zoom Class

By ADAM TUCHLER

1. Homework for that class.
2. Write listicles for the humor section.
3. Talk to other friends who may or may not be in class at the same time.
4. Browse Amazon for harmonicas.
5. Play Among Us with your friends in the same class.
6. Attend college info sessions to demonstrate interest.
7. Post next week’s math homework on the discussion board.

“Man, I feel kinda sick, I should go to the Health Center”

The Exonian:



Educators Discouraged by Prospect of Third Online Term

By SONNY FITENI

Exonians aren’t the only ones lamenting the loss of campus presence. Several members of our institution’s faculty have taken our absence very hard, and as the future of distance learning hangs in uncertainty, some members have made plans for the worst.

Disappointed by the thought of never joining his students around the Harkness table again, educators like Phillips Exeter Academy founder John Phillips have turned to alternative avenues for fulfillment. Phillips, age 264, explained that his decision to move from founder of a prep school to aspiring Soundcloud rapper was the result of an “overdue career change.”

John Phillips, now stylized as Jawn Phillips, hopes to leave his mark on the rap game with his new old-school style and fresh face. Swaggering over to the Bowld Music Center in a waist-length dress coat and breeches, Jawn assured listeners that he would carry on certain hip hop mainstays. “Don’t need to ask why I always wear red,” he notes.

Celebrating his induction onto the XXL Freshmen list as the “hottest thing on three legs,” the Andover-born rapper has given himself the self-professed moniker “King of New England.” No living rap-

pers have contested this claim, and Principal Rawson has yet to respond.

Last Thursday, Phillips sat down with our podcast news team 50 Minutes to share some of his story. Here is an excerpt of that transcript:

Thank you for joining us, Jawn. Could share what was going through your head when you made this transition at such a late stage in your career?

I don’t think—I do.

Who inspires you?

Kendrick.

Can we expect any surprises from your album?

Let me just say, when the kids hear Lionel [Mr. Hearon] hop on these adlibs, it’ll be like the Academy Building burned down a second time.

Is there anything you want to tell fans at home now?

Sons, if you work hard enough, Hennything is possible.

Thank you for joining us, Jawn.

Goodday to you, too.

Not to be confused with Grammy-nominated musician and lead singer of the Mamas and Papas John Phillips (who refused to return the Exonian’s request for comment), Jawn Phillips explained that his Billboard promise lies in

his unconventional sound. Ahead of his first studio album, singles like “Canst thou bring me to the party?” have been hotly teased on LionLinks.

When asked in class if anyone had actually listened to the self-titled EP released last Friday, students groaned. “Put it back on Tuesday—the administration had to take that from us, too?” When teachers clarified that they were referring to our founder’s musical endeavors and not a cherished tradition which had been repeatedly moved around the week so as to become insignificant, one student chimed in that “as long as it’s not that new Nav I’ll give it a chance.”

Now, having made his way onto the coveted “CXLII Newsroom” communal Spotify playlist, Jawn Phillips reflected on the fame other educators could find if they are willing to take the leap. “My brother Sam-I-Am Phillips is down in Essex writing some cookbooks. Y’know something for the summer, something for the kids.”* When asked if he’d consider shouting out “Green Eggs and Ham” on a future single, the New England rapper was quick to shoot things down. “It’s juvenile, not for my city.”

*Samuel Phillips is actually John Phillip’s nephew

Sports

» REMOTE STUDENTS

Exonians participate in Academy athletics around the world, 8.

» BOYS' WATERPOLO INNOVATES

Boys' Waterpolo finds new ways to stay in shape and together throughout pandemic, 8.

Remote Students Participate From Afar

By GEORGI VENCI

Sep. 14 marked the beginning of all athletics for the hybrid fall term. This included physical education, club sports, in-season sports and the debut of training for off-season sports. Uppers and seniors who have returned to campus have started in-person training, while preps and lowers will soon join them in early October. In the meantime, remote students have been participating in a combination of online workouts and Zoom meetings with their teams. These remote students, even those participating in a team, are registered for the newly-created Fitness and Wellness course.

Given the circumstances, the new system has had to take on a very different approach than past years. Instructors in physical education have had to change their program to accommodate online learning for students who are learning remote-

ly. Every student enrolled in a physical education (PE) course is connected with an instructor from the athletics department through Canvas, where instructors can post workouts, diet pointers and other information that an athlete would normally receive from a coach. Athletes can also report and submit what workouts they have done, as well as post any questions or comments for the coach. The PE instructors have also created an extensive library with pre-recorded workouts for students to follow along at their own pace. Live workouts have also been taking place over Zoom to encourage students to maintain their workout regimen and stay connected with instructors.

Some classes have been using an app called STRAVA, an internet service used to track exercises while also incorporating social network features. This allows athletes to track and report any recent activities and

workouts throughout the week. Students are held to an honesty code when asked about their respective workouts and exercise at the end of each week. "Zoom and Canvas hands a lot of responsibility to our athletes and students," coach Avery Reavill said.

Remote training comes with some unexpected upsides, however, one of which is personal growth for the remote participants. "With so much responsibility comes independence, which I think is a valuable experience," Reavill said.

Another positive is the flexibility that comes with using Canvas workouts. Upper Lindsay Machado, involved with off-season Cross Country, Girls' Swimming, and Girls' Water Polo teams noted that "the advantage of a Canvas workout is that your schedule becomes much more flexible. I can create a day that works for me and my classes."

Interscholastic teams have

been using a similar system. In-season and off-season sports have been meeting in-person and over Zoom, conducting training sessions and engaging in various workouts. Each sport has a Canvas page, which functions in a similar way as the PE courses. Coaches and teammates are able to stay connected for training and other team building events, despite the offset of having teammates who are learning remotely.

Some students spoke to the difficulties of completing online workouts. "I haven't been setting aside as much time for workouts as I would on campus," lower Caleb Yu said.

Fortunately, the captains of interscholastic teams have been working to keep the team connected and motivated. Lower Henry Liu, involved with in-season Boys' Water Polo, said that "staying in touch with captains and teammates has made being off-campus and off-campus workouts a lot eas-

ier."

Yu expressed similar gratitude. "It feels really nice to know that everyone's in the same boat and supportive of each other."

In the spirit of equity, most workouts posted by the Athletic Department include modifications for if a student cannot access certain equipment. "We do our best to provide workouts free from open space and equipment requirements," Reavill said.

"The department really has made the best system for athletics given the circumstances," Liu said.

Machado expressed a similar appreciation for the effort her captains and coaches have put into creating an inclusive team environment. "Coaches, captains, and athletes are all doing the best they can. I appreciate that they're thinking of those of us away from campus."



Exonians play distanced games.

Courtesy of Exeter Communications

Boys' Waterpolo Adapts to Pandemic Constraints

By HENRY LIU

The pandemic has caused Boys' Water Polo to lose an important aspect of their sport: the water. Limited access to the pool has forced the athletes to adapt to new practice methods. While many of Exeter's interscholastic teams have had to change up their training regime, Boy's Water Polo, in particular, has had to make major changes to how their workouts and practices are conducted.

The athletes have had to switch to creative methods of workouts in order to replicate the aquatic sport on land. Senior Josh Yu described some

of the innovative methods that the team is currently implementing into their practices. "We do drills on land, such as passing from a kneeling position or target practice shooting. We also go to Hatch Field and play a modified version of handball using the field hockey nets, known as 'land polo,'" he said.

The team has also incorporated cardio and lifts into their training. As senior Nick Garey pointed out, "We cannot use Downer for lifts yet, so Coach [Shaun Fishel] has set up a rudimentary weight room near the stadium that we train in. We do team runs and workouts

with Coach Fish."

These team workouts are done with careful attention to the social distancing guidelines. "We are sanitizing hands, balls and other equipment. Staying six feet apart at all times is a priority, and Coach [Don] Mills is giving us ten push-ups when we aren't as a punishment," senior Aren Mizuno said. Mizuno noted that wearing masks while working out is a bit like "altitude training."

"The team is trying their best to stay socially distant and sanitized to keep the other members of the community safe," Yu added.

Even with no games planned for the season, the team is still motivated to train hard. "The team dynamic is really what motivates us. Even though we don't have a season this fall and many seniors won't play polo in college, we keep the intensity up with friendly competition and a focus on preparing the younger guys to take on leadership roles next year and come back better than ever," Garey said. "Our team's culture has always been one of relentless intensity, and we see this virus as just another challenge to overcome."

Coach Avery Reavill maintained a positive outlook on

the rest of the season. "I'm looking forward to working with the teams to create a competitive environment," he said. "We'll eventually have the chance to scrimmage within our squad and I think that will bring a lot of energy to our practices"

"I'm personally very excited for the preps and lowers to join us, as they are the future of our program," Garey added. "I hope to pass down to them the same passion that seniors impressed upon me when I first joined the team. This is a special team, and they will have to carry the torch sooner than they realize."



Phillips Exeter's vacated pool located in the Love Gym.

Courtesy of Exeter Communications