

NEWS

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Students Return to Campus; Quarantine Regulations Violated



Senior Will Clark unpacks his room.

Otto Do/The Exonian

By **ETHAN-JUDD BARTHELEMY, TUCKER GIBBS, ANNA KIM and ANDREA NYSTEDT**

Students arrived on campus for the second half of the winter term between Feb. 11 and 13 after engaging in a mandatory pre-travel quarantine for seven days. Despite the strict quarantine guidelines outlined by the administration, not all students adhered to the guidelines.

On Feb. 3, Dean of Students Brooks Moriarty laid out the details of the Academy’s return in a schoolwide email. The at-home quarantine guidelines advised staying at home during quarantine with the exception of medical appointments.

Many students were seen breaking quarantine

in their posts on social media. “A lot of people aren’t super secretive about breaking quarantine, so they’ll post about it on social media or talk about it,” senior Alicia Gopal said.

Prep Akubah Ndubah added. “I have seen people making Tik Toks with their friends, without wearing masks,” Ndubah said. “I’m also keeping in mind that they’re in a different place and I don’t know how COVID is in their area.”

Although many students witnessed others breaking quarantine over social media, the Academy did not receive any information about such behavior. “I am not aware of any students breaking their at-home quarantine,” Dean of Health and Wellness Johnny Griffith said.

RETURN, 2

Students Attend Black Lives Matter Seacoast

By **SELIM KIM, MINSEO KIM and ELINA YANG**

Preps, lowers and uppers were invited to attend a virtual town hall for the new Black Lives Matter (BLM) Seacoast Youth Division on Feb. 8.

According to the BLM Seacoast website, BLM Seacoast’s purpose is “to dismantle anti-Blackness, fight against racial injustices and end police brutality” in the Seacoast areas of New Hampshire, Maine and Massachusetts.

“The youth chapter was created because the youth in [New Hampshire] have a voice and they really need to be heard,” BLM Seacoast Youth Outreach Director and town hall organizer Camilla Thompson said.

“In the summer of 2020 we watched the world come together in the fight for racial justice in the protest against the sense-

less killing of yet another unarmed Black man,” Thompson continued. “What we also saw was the power in the youth... we wanted to encourage that here in New Hampshire (NH), as well as encouraging a safe space... to connect with mentors that understand and find ‘hope’ within other students.”

Many Exeter students and faculty met to discuss their ideas and hopes for the Youth Division in a Zoom call before the town hall. The town hall itself was reserved for youth attendees and adult hosts, and adult participants were requested to leave after an introduction. Students from schools including Exeter High School and St. Paul’s School also attended the meeting.

“I know that sometimes with parents and educators present, teenagers hold back their true feelings,” Thompson said. “I wanted the youth

to understand that this is a safe space for them with no judgement.”

Hailing from different backgrounds, students joined the town hall for various reasons. “I feel as if I’ve been a bit too complacent with the way the world is at the moment,” upper Stella Shattuck said. “I don’t try to make any discernible changes and I want to fix that.”

“It’s honestly just like common sense for me because I’m from New York City and the movement was so big in the summer. I want to make sure that my classmates and people in the community feel safe walking around the neighborhood,” prep Sofia Novosad said.

Upper Siona Jain wanted to participate in advocacy beyond the ‘Exeter bubble.’ “One thing I wanted to work on is trying to involve myself more with my surroundings,” Jain said. “In that

spirit, I joined the town hall session to see what I could do outside of the campus walls.”

During the meeting, students discussed future initiatives they wanted to see with the Youth Division.

“I found it interesting when the group began to talk about working with the younger kids,” Exeter High School junior Sanayah Bolton said. “Reading the books to them or viewing different documentaries with them would be very impactful.”

Upper Xavier Ross agreed. “From our experiences, BIPOC history is often not taught well or at all in the NH school system, and we want that to change,” Ross said.

Students also considered COVID-19 when discussing plans. “We took COVID-19 into account a lot, acknowledging that large fundraising events (toy drives, galas, ect.) can’t really be held, but [we] discussed the fact that this does provide a good time to hold webinars to begin to bring awareness of subjects surrounding racism, implicit bias [and] racist systems,”

lower Lucy Meyer-Braun said.

Many students believed the meeting went well. “I appreciated that our discussion was quite open-ended with Camilla,” Meyer-Braun said. “She created a space free from other adults, so that our aspirations and grievances were heard, acknowledged, and validated.”

“I thought it went well, but I hoped it would center students of color voices a bit more,” Jain said. “Others can disagree with me on this, but it sometimes felt a little more centered around white voice[s].”

Jain also noted the influence that BLM Seacoast and its Youth Division can have on the Academy’s anti-racist work. “I want [the Academy] to listen,” Jain said. “Keep in mind that listening is the bare minimum, but I hope the Academy can take away how to divest from racist institutions, how to create a safe environment for Exonians, how to honor Black History Month without entirely relying on OMA to do the work, the list goes on.”

“I think BLM Seacoast

has the potential to, if ever-so-gradually, make the greater Exeter community a safer, less traumatic and more welcoming area for BIPOC students,” upper Tommy Seidel said. “Citizens of Exeter have always viewed PEA as a big part of their town, so it makes sense that students can get involved in community organizations.”

According to Thompson, the next Youth Division meetings will continue to be virtual and will be dedicated to deciding on a leadership team, setting up group chats and starting the group’s first project.

Thompson, who grew up on the Academy campus because her mother was the former Dean of Multicultural Affairs, outlined the goals she hopes to accomplish with Exeter students in BLM Seacoast: “Watching the students really find comfort in being ‘free’ to just be ‘Black’ at the [Academy]... I watched them confide in my parents who understood them not just as faculty members but as second parents, and I hope to be a guiding light to students like they were.”

Former Visiting Classics Scholar Accused of Sexual Misconduct

By **HANNAH PARK and ELLIE ANA SPERANTAS**

Former Visiting Classics Scholar and Princeton Professor Joshua Katz was recently accused of sexual and inappropriate personal misconduct with three female Princeton students. Principal William Rawson notified Academy community members in an all-employee and all-student email at 2:49 p.m. EST on Wednesday afternoon.

“Phillips Exeter Academy has received no reports of inappropriate

behavior about Mr. Katz during his time visiting the Academy,” Rawson wrote. “He did live on campus for two weeks in 2011, one week in 2014 and two weeks in 2017 as a scholar in residence. Mr. Katz had no supervisory responsibilities, and his interactions with Exeter students and faculty were scheduled as group meetings and through public lectures.”

“If you are aware of any concerning behavior on the part of Mr. Katz, please be in touch with our director of student well-being, Christina

Palmer, at cdpalmer@exeter.edu,” Rawson continued. The Daily Princetonian originally reported on Katz’s alleged misconduct.

Katz joined Princeton’s faculty as a Classics professor in 1998 and received tenure in 2006. One female student alleged that Katz had engaged in misconduct with her in the mid-2000s. Years later, Katz took two consecutive leaves of absence from Princeton University from 2017 to 2019. During his sabbaticals, he was invited by the Academy’s Department

of Classical Languages multiple times to live on campus while hosting seminars and lectures. He visited the Academy four times between 2010 and 2017, and was later invited to give a virtual presentation in 2020.

Out of the three female students making allegations, two reported emotional misconduct and one reported sexual misconduct.

The sexual misconduct allegation came from a former female undergraduate student studying in the Classics department. Her allegations were **CORRECTED, 3**

News-In-Brief

In an all student email sent at 2:48 p.m. EST on Monday, Principal William Rawson announced that former English Instructor David Weber “has admitted to hugging and kissing a student in the basement of a dormitory in the 1980s.” According to Rawson, the Academy learned of this information from law firm Holland & Knight. Weber was an English Instructor from 1970 until 2008, then served in part-time roles until 2017. During his tenure at the Academy, Weber also served as the Director of Studies and coach for the boys’ cross country team. The Academy engaged Holland and Knight in April of 2016 to investigate allegations of past sexual misconduct by Academy faculty and staff.

On Tuesday, Feb. 16, Dean of the Yale School of Architecture Deborah Berke spoke at Assembly, educating Exonians on how architectural design can be used to promote community and sustainability. Berke is the first woman Dean of the Yale School of Architecture.

News

Midterm Comments Implemented



By DAVID CHEN, JESSICA HUANG, HANNAH PARK, and ATHENA WANG

Students received midterm comments instead of

end-of-term comments this winter. Teachers made use of the additional February 1-10 break to prepare comments, which were made available via Lion Links on Feb. 8.

approval of the change, citing midterm comments to be more constructive to their learning experience compared to final comments. “The [midterm comments] allowed me to reflect and see

Avery Lavine/*The Exonian*

my areas of improvement for the remainder of the term. I like midterm comments over final comments because we can actually take the feedback and incorporate it in class,” upper Valentina Kafa-

ti said.

“It’s nice to have a reflection on what I can improve halfway through the term as opposed to the end,” lower Leyla Unver added. “[They] felt more progress-oriented than a cumulative list followed by a short list of things to improve on in the future.”

Prep Angel Guo noted the helpfulness and relevance of midterm comments to students. “I think end-of-term comments summarize your progress throughout the course and may be helpful to teachers/administrators, but unless I am continuing the class the following term then I don’t really use them much,” Guo said.

Additionally, some students found midterm comments helpful to gauge their performance in their classes. “It’s sometimes hard to tell how to improve or where I stand with a teacher, so having them write constructive feedback was helpful,” lower Michael Chen said. “[End-of-term comments] let you improve for terms to come, but different teachers can have different teaching styles and different ideas for how students should do things.”

Some students were concerned about the quality of the comments prior to receiving them. “I think some teachers run out of things so say [or] repeat comments for a multitude of students as they have only known their students for a few weeks,” Guo said.

“The fact that students and teachers don’t really get to interact much and have that face to face interaction can already make it difficult for students and teachers to connect. When you add less time spent together on top of that, I can definitely see some teachers running out of things to say,” senior Hojun Choi said. “Especially since it’s

difficult to really show your personality on Zoom, I definitely feel like connections formed could be weaker.”

Choi added, “In the end-of-term comments, teachers can often comment on the progression of a student whereas, with midterm comments, the time simply doesn’t allow that to happen. However, I was still pleasantly surprised with midterm comments as they were still thoughtful, helpful, and relatively in-depth,” Choi said.

Some teachers also saw midterm comments as a way to provide students with feedback on their learning thus far. “Midterm comments provide an opportunity for students to know how they are doing in the course and which areas they could improve,” Chinese Instructor Ning Zhou said.

Other teachers were unsure of having midterm comments in the future due to limited time. “These comments [were] very demanding and time intensive making them challenging mid-term,” Science instructor Sydney Goddard said. “They were doable this term because we had time off.”

Science instructor Townley Chisholm agreed. “A teacher only has so much time. If we are required to write mid-term comments then something else must go,” he said.

Despite challenges posed by time constraints, Chen hopes that midterm comments will continue in the future. “Personally I’ve found that at the end of the term, there can be too many things to say, so teachers will give a more summary-like comment, less focused on tangible advice for improvement. I would very much like the Academy to do this in the future,” Chen said.

Theater Department to Host *Our Town*

By ANNA KIM, JANE PARK, and VALENTINA ZHANG

The Office of Multicultural Affairs (OMA) and the Theater Department announced the Advanced Acting Ensemble’s spring production of Thornton Wilder’s Pulitzer Prize-winning play, *Our Town*, on Feb. 3. Participation in *Our Town* fulfills both a physical education and a course requirement.

Uppers and seniors auditioning for *Our Town* submitted a video clip of themselves reading lines of the Stage Manager, a character who will be played by Exeter Summer Director Russell Weatherspoon. The cast list was announced on Feb. 5.

According to Theater

Instructor Sarah Ream, the auditions process omitted the Theater Department’s conventional blind-casting policy, instead implementing a “race-conscious” casting process to represent a “large, racially-diverse cast playing racially diverse characters.” The course also plans to engage libraries, external speakers, and the Exeter Historical Society to explore the history of the town of Exeter and “make whatever changes to that history we want in order to arrive at the town we want to create.”

Ream added that recent OMA events also inspired her to conduct *Our Town*. “I have been very moved by the programming that the Office of Multicultural Affairs has done this past year on issues of racial eq-

uity,” she said.

Ream recalled attending an OMA program about the town of Exeter last fall. “I was struck when I listened to that conversation by how your connection to this town can really matter depending on race,” Ream said. “I began to think, what would it be like if we really had a town where everybody had a stake in the community, regardless of race, and what would that look like and how could we have gotten there? And so my thought was to take a play like *Our Town* and to be race-conscious rather than race-blind.”

“I’m very mindful of the fact that my perspective is necessarily limited as a white woman,” Ream said. “I want to approach this whole project with a lot of

humility and a lot of interest in finding out about the history of the area. [I want to] both give students a chance to learn about New Hampshire history, but not make them responsible for teaching it.”

Senior Louis Mukama, who was cast as Dr. Gibbs, praised OMA and the Theater Department’s “race-conscious” approach to the play. “It shows that the school is listening. The events and themes of *Our Town*—the circle of life, companionship and marriage, mortality, etc.—are universal and their portrayal should be as realistic and relatable as possible. Our school, our town, our state, and our country are not monolithic. *Our Town* is a commentary on America and, to be true to life, it necessarily

must have a diverse cast,” Mukama said.

Upper Amelia Tardy, an ensemble member, agreed. “We should try to always have diverse casts. I think that because there is such a lack of diversity in the world of theater and television and movies, it’s common for characters being played by BIPOC actors to be confined to only focusing on their race or the discrimination they face. Of course those stories are important, but it can be harmful to the viewers and actors to only focus on that.”

Upper Shalom Headly, who is playing Joe Crowell, noted his past experience in majority-white casts. “I think it’s always weird being in a play where you’re one of, like, three people of color be-

cause there are going to be some things that you experience as a person of color in an all-white setting that are just uncomfortable, [and] that might feel scary.”

Mukama shared his excitement for joining the play. “I dropped a class and forgoed Track and Field because I thought it was a tremendous opportunity for growth,” he said. “The play will define my senior spring.”

Ream reflected upon the message she hopes the play will send. “It’s a reminder that we are all part of a community that, regardless of gender or race or sexual preference or any of the markers that sometimes divide us, we all have our humanity in common.”



Ethan-Judd Barthelemy/*The Exonian*

Returning to Campus Cont.

Many students believed that it was irresponsible to defy the established quarantine guidelines. “I kind of understand people [that don’t feel comfortable] staying in for like a whole week. My mom needs to go out a lot. It’s only one week, so it shouldn’t really be that hard. I don’t see why you would break quarantine unless it’s an emergency,” senior Nick Pham said.

“Breaking quarantine

puts yourself and others on campus in danger as well. I get that staying cooped up so long can get boring, but I think it’s worth it when we’re thinking of the safety of the campus,” upper Catherine Uwakwe said.

Lower Sinna Oumer from New York noted, “I spend most of my time inside my house when at home, and when I do go out, I avoid leaving the car or touching anything

that hasn’t been sanitized or come from the car. On campus, I do my best to eyeball the six-foot distance and police it for at least the interactions I’m a part of, if not the people around me.”

Minseo Kim, a lower in South Korea, is also being cautious. “I try to wear a mask around my parents too just in case or spend time in my room, or they wear a mask, but it’s been very safe and I’m enjoy-

ing the time I’m spending with them at home before I’ll have to go back to Exeter until the end of the school year.”

Upon arrival to campus, four students tested positive for COVID-19 and are currently in isolation. The first stage of on-campus quarantine will conclude on Sunday, Feb. 20, after which further decisions on campus activity will be made.

CCC Candidates Announced

By COLIN JUNG and SAFIRA SCHIOWITZ

Following the conclusion of Community Conduct Committee (CCC) elections, which ended at 6 p.m. EST on Feb. 16, Student Council (StuCo) announced lowers Ophelia Bentley, Daniel Han, Drew Smith, Andrew Horrigan, Jack O’Brien, Henry Liu, Lexi Pelzer and Asha Bryant as the CCC nominees. Nominees will progress into the interview stage of the selection process, where four members will be chosen for the CCC.

Bentley’s goal is to promote empathy and equity within the CCC. “Empathy is one of my guiding principles and is one of the most important things in the CCC,” Bentley said. “I understand the CCC has a history of [being] discriminatory

towards students of color and students on financial aid.”

Similarly, Liu’s main goal is to “make the CCC more equitable towards POC and general minorities while showing empathy and taking cultural factors and mental health into consideration on a case by case basis.”

Horrigan’s campaign advocates for restorative justice rather than stringent punishments. “We must shift the interests of the CCC to how we can help those in the community rather than how we can hurt them,” Horrigan said.

“Searching for ways restorative work can help heal the harm caused by infractions is important to me,” Bryant said.

Horrigan added, “I also want to make Exeter safe-

er by making sure that the academy stays true to their promises of becoming a safe space for people of all race, religion, sexualities and genders as well as making sure matters like sexual assault, if they are to arise, are properly dealt with and not swept under a rug to make sure justice is done.”

Most candidates utilized social media, particularly Instagram, to campaign. However, some candidates disagreed with the usual campaign methods of posting campaign posters on social media. “The constant spamming of posters is a trend we should stop at Exeter,” Horrigan said. “I also think myself and other candidates should refrain from pressuring other students into reposting their posters. It’s simply

post the poster of someone who they agree with let them do it on their own volition.”

Han agreed. “I don’t believe that plastering posters with your ‘platform’ everywhere should be or is a viable way to demonstrate your character,” Han said. “Campaigning is done way before any election is announced... Students remember the kindness you showed in everyday interactions, or the ways you may have been supportive around the table in class.”

Regarding aspects of the Committee that the candidates intended to change if they were elected into the position, Horrigan wanted to “change the stigma of the CCC.”

“For many, it sounds like the deans and admin-

istration are the judge, jury and executioner in most matters. But I ask, how will a punishment help someone who is struggling with addiction, mental health or whatever it may be?” Horrigan expressed.

Each CCC candidate had a unique reason for running and background. Others, like Bentley, have experience with debate and public speaking. Still others have had either personal experiences with the CCC process, or have been privy to their friends’ cases.

Han falls into the latter category. “I’ve seen myself grow so much through these processes and I’m very proud of how far I have come,” he said. Han added that the Committee members provided him with “the tools for introspection and growth,” and that he wants to repay the organization for what it did for him.

All nominees felt happy and grateful to their supporters after learning they were to move to the next step in the CCC member selection process. “I’m a bit blown away as there were so many incredible candidates and I am incredibly thankful that the student body chose to elect me,” Bentley said.

“I feel confident as I know that the committee will make the best choice for the school and I believe I have some real attributes to bring to the CCC,” she continued.

Bryant shared similar thoughts. “I acknowledge the level of trust Exonians are putting in me by allowing me to move onto the interview stage,” she said. “It would be amazing if I was able to have a more active role in bettering the overall well-being, safety, and happiness of our amazing Exonian community.”

Former Visiting Classics Scholar Accused of Sexual Misconduct Cont.

robored by eight Princeton alumni, who stated that the woman’s relationship to Katz seemed unprofessional in nature.

“[The student] said at the time that she felt like she was getting very emotionally attached to him ... it seemed it was really weighing on her,” a close friend of the student said to *The Daily Princetonian*, recalling multiple instances of unconventional student-teacher behavior.

The summer after the student’s third year at Princeton, the student confided to her friends that the relationship had turned sexual.

Another female Princeton student, whom Katz met through his mentorship group, alleged

that Katz had engaged in emotional misconduct by violating her personal boundaries.

While enrolled in one of his classes, the student received an email from him asking her out to a dinner during the exam period at an upscale restaurant that she “interpreted as a date.”

The second female student alleged that Katz had also made romantic advances towards her. The student recalls Katz repeatedly offering her unsolicited mentorship and attempting to befriend her with gifts and dinners at expensive restaurants, where he paid the bill.

The student said this early relationship, which she described as “gas-

lighting,” put her in a “very difficult position” and caused her “considerable distress and anxiety.”

When she attempted to confront Katz about her discomfort with their relationship, he informed her that such relationships were normal during his time at Yale University. The Yale Handbook for Directors of Undergraduate Studies prohibits any “sexual or amorous relationship” between a teacher and undergraduate student.

The student recalled that “there was no quid pro quo, no attempt to proposition me, and no physical assault.” She said she felt “unsure” about what could be done due to the University’s

lack of institutional support.

The summer after the student graduated, she reported the incident to another professor. After multiple interviews about her experience, she followed up nine months later on the status of her complaint.

She was informed the case was “closed” and that a note had been placed on his file.

Katz later visited the Academy in 2011 as part of the Academy’s Visiting Scholar program. During his two weeks on campus, he gave eight lunch seminars and two public seminars. “So successful was [Katz’s] visit that the Department made the commitment to invite at least two classical

scholars every year thereafter.” The Academy’s Visiting Scholar’s page previously stated. The website page has since been updated to exclude this statement.

In 2020, Katz published an op-ed in the *Quillette* opposing anti-racist reforms at Princeton proposed by Princeton faculty members. In particular, Katz spoke against a proposal which would establish “a committee composed entirely of faculty that would oversee the investigation and discipline of racist behaviors, incidents, research, and publication on the part of faculty,” cautioning that such a committee would stifle free speech and academic inquiry. In the same op-ed, he charac-

terized the Black Justice League, a student-led activism group at Princeton which no longer exists, as a “terrorist organization.”

Katz later published an op-ed published in the *Wall Street Journal* entitled “I Survived Cancellation at Princeton.” In his op-ed, Katz refused to revoke his “blunt words” and expressed hope that his thoughts would “trigger a much-needed discussion.”

When contacted by *The Daily Princetonian*, Katz did not respond to requests for comment on the allegations. His attorney, former student Samatha Harris, declined to comment on the allegations.

Academy Hosts Lunar New Year Dinner

By ANVI BHATE, EMI LEVINE, JENNA WANG, and CATHERINE WU

This year, Lunar New Year fell on Friday, Feb. 12th, the second day of winter term returns for on-campus students. The Academy and Asian affinity groups planned many different events for students to celebrate the New Year despite the restraints of the pandemic.

Both Elm Street and Wetherell dining halls served Asian food, including chicken chow mein, spring rolls, fried rice and dumplings. The Chinese Student Organization (CSO) held a Zoom scavenger hunt and watched the annual Chunwan festival together. In previous years, the Academy served Asian food at the dining halls, including hand-made dumplings from Exeter parents.

CSO member and lower Tony Cai reflected on past Lunar New Year celebrations at the Academy. “...the entire D-hall was decorated with lanterns and red lights. I was a bit surprised, but at the same time moved by the thoughtfulness of the Academy, offering me the warmth of Lunar New Year even tens of thousands of miles away from home,” he said.

According to senior and CSO member Scarlet Lin, CSO celebrated the previous Lunar New Year with a hot-

pot dinner and coordinated a trip to Andover.

Many Asian students discussed how they celebrated Chinese New Year in past years at their own homes. “I would say my favorite part of Chinese New Year was when we, as a family, gathered in front of the television and watched the Spring Festival Gala (Chunwan). To be honest, it’s not even that good, especially these several years, but I think what it symbolizes here is the sense of family and good wishes,” Cai noted.

Students also expressed their hopes for Lunar New Year this year. “I’m hoping to feel the same sense of community with the students as I do with my family,” upper Yvonne Jia said. “The [A]sian affinity clubs have definitely helped tremendously by providing the Asian identifying students with a community. I can speak for myself and others by saying we all really appreciate everything the leaders of those clubs do for the student body... I’m still hoping for a red envelope though.”

Senior and CSO co-head Christina Xiao commented on what she looked forward to seeing this year. “I’m hoping that we can still connect and celebrate over Zoom as energetically as before, and that the gift bags bring people happiness!”

Some students were unable to attend the celebration planned this year due to traveling, but for the students who were on campus, many felt content with the way the Academy organized the celebration. “I liked having some sort of Asian food on campus, it was great to see that Exeter was recognizing it [the holiday]. The food was also decently good... I know it’s hard for DHall to plan special events and being in a pandemic doesn’t help so it was really nice that Exeter did something... I was satisfied,” prep Jonny Chen said.

Prep Jane Park was pleasantly surprised with how the Academy was able to celebrate such a big holiday, while still maintaining COVID guidelines. “One downside of the Lunar New Year dinner was the lack of representation of some Asian countries like Korea but knowing that Lunar New Year is more prominently celebrated in China, I believe the dining halls did the best that they could with what they had,” she added.

While most students appreciated the Academy’s efforts to make the Lunar New Year celebration resemble the traditional holiday as much as possible, other students noted a few small details the Academy missed. “I think it’s definitely nice that they put up quite a lot of decorations,



Avery Lavine/*The Exonian*

but I have noticed some decorations that weren’t hung in the conventional way,” lower Jolie Ng said. “There are [were] decorations with the

word 福 (fortune) printed on red paper and traditionally people would turn the paper and word upside down to hand, because the Chinese

character for upside down sounds the same as the character for arrival, so it would then symbolize the arrival of fortune.”

Life

» FOW

Read about our Assistant Director of Equity and Inclusion, Danique Montique.

» SOW

Read about Senior of the Week, Kenneth Elsmann, and how he dances to his own beat.

» MATTER MAG

Read about the science behind the Physics Club's victory at the US Invitation Young Physics Tournament

FOW: Danique Montique

By SAFIRA SCHIOWITZ and JAQUELINE SUBKHANBERDINA

Admired by students and faculty alike as a supportive and hard-working presence in the Office of Multicultural Affairs (OMA), Administrative Intern Danique Montique spreads laughter and authenticity wherever she goes.

After graduating from the University of New Hampshire (UNH) with a dual degree in Political Science and Justice Studies, Montique arrived at Exeter as a new OMA intern this fall. Montique has made a significant impact through her work as the OMA intern by managing the OMA Instagram page, supervising and guiding OMA proctors, organizing cultural events and providing support to all PEA students and members of the Academy community.

Montique was a student proctor at the UNH's Office of Multicultural Student Affairs and this sparked a passion for creating spaces for students to shine. According to Montique, the role gave her the foundation for meaningful work centered around identities that she now shares with the PEA community. "PEA offered me the opportunity to continue working in such spaces as well as watching students grow and develop

into wonderful human beings." Montique said.

In her short time at the Academy, Montique's impact has been notable, both virtually and physically. She can be found building relationships with students over Zoom drop-ins, delivering educational content through OMA's digital presence or even interacting in-person with the PEA community at cultural events.

Montique said that one of the many highlights of her work at the Academy so far was a poetry reading event by English Instructor Willie Perdomo, hosted by the OMA office. "It was my very first time interacting with the PEA community in-person and it was a pleasure to watch students and Mr. Perdomo share their art," Montique said.

Those who work closely with Montique in the OMA office commented on her remarkable work ethic, kind and welcoming attitude and her love of having fun. "The OMA Team first welcomed her when she moved into her apartment on campus back in August and since then she has been an integral part of our office," Dean of Multicultural Affairs Sherry Hernandez said. Hernandez described Montique as "an incredible liaison between our students and our office."

Despite having little

opportunity to interact with students and adults beyond virtual platforms, Montique has been able to impact the Exeter community. "I think her impact will be felt even more as we start to do more things in person," said Associate Dean of Multicultural Student Affairs Camilus Hadley.

Montique swiftly became a key and distinctive figure on the OMA team, having already formed deep connections to many students through her leadership over the OMA proctors. "She is deeply committed to the well being and growth of students and she has the gift of being extremely understanding and relatable to students," lower and OMA proctor Kodi López said. "She is also very enjoyable to hang around and loves to have fun."

Senior and fellow OMA proctor Emily Kang agreed. "Ms. Montique is a super sweet and supportive mentor who is always there to help me. She is committed to helping students out and is very fun to hang out with."

Both López and Kang noted Montique's dedication to organizing the My Black is Legendary event, which will take place on Saturday, February 27 at 8:00 p.m. EST. The two-day celebration "consists of celebrating our Black students and their families

over dinner for the first night and a fashion show for the second night," Hernandez detailed.

Lower Ki Odums expressed that Montique makes her feel comfortable and welcomed as an OMA proctor. "She is a super straightforward person that has a wonderful sense of humor," Odums said.

Upper Mali Rauch recognized Montique's devot-



Montique smiles.

ment to her job. "She is incredibly welcoming and kind, without excusing insensitive behavior," Rauch said. "I admire that she expresses herself authentically, and does not censor herself in her position with the Office of Multicultural Affairs."

Faculty who work alongside Montique in the OMA office have also had many positive experiences with her. "She has a lot

of creativity, but she also has this ability to get a big project done," International Student Coordinator Jennifer Smith added.

"Regardless of the task, she's going to produce great work. I've been really impressed by how she manages various tasks," Camilus said, "She's just an overall gem of a person. We're lucky to have her on the squad!"

has kept inclusivity, both for dancers and for the Exeter community, as one of his central goals. Elsmann hopes his dance has set an example that the field holds space for everyone to have fun and succeed. He's motivated to encourage people to embrace themselves.

"He always made In-Motion fun and inviting," according to upper and fellow In-Motion co-head Siona Jain. "He's probably one of the tallest people I know, but also the least intimidating because of his warm personality and easygoing nature... He truly makes the environment of Exeter lighter and happier."

Jain recalled when Elsmann brought out an umbrella on tempo to match the choreography of Raindrops by Alexander Chung. "To say that rehearsals were hilarious while trying to work the umbrella is an understatement... [his work] speaks to his commitment and the light-heartedness he took every try with," Jain said.

In-Motion has also been a space where Elsmann has amazed others with his leadership. Abbot resident Chris Rogers said, "[Dance] assemblies are some of the best we have, and Elsmann really leads the way for his group."

As co-head of the Badminton Club and Abbot proctor and student listener, Elsmann has spread his wisdom to others at the Academy in many other ways. Nathan Sun '20, current Harvard student and former Abbot resident, recounted Elsmann's kindness. "He would help other people

in my room, so I kind of experienced firsthand his good job with walking through the problems and reasoning why it works... That's not really easy to do, to explain the reasoning and logic, and it shows the deep amount of thinking he puts into them."

"He is one of the hardest workers I know, and in the dorm he is always open if someone has a question on something," Rogers added.

Elsmann's care has reached far beyond his formal positions, and has also been reflected in the close relationships he made at Exeter. "He has a lot of emotional intelligence, where he can listen to others and help out... Especially in the empathy department," Sun agreed. "The walk [to Dunkin' Donuts] is really nice because it provides a change of scenery... and it's a triple-win studying with [Kenneth] and being productive."

"We once had a very time going to the mall together and trying on various Halloween masks," senior Sarah Kennedy said. "He cares very deeply about the people he's around and the things he's involved in. Without him, my Exeter experience would be totally different because he has been such a good friend to me."

When asked about his advice for younger students, Elsmann thought for a while, smiled, and then said confidently: "don't take yourself too seriously, and don't put too much pressure on yourself to be the exact type of person that you set your mind to be."

By MINSEO KIM and ANGELA ZHANG

You'll always find senior Kenneth Elsmann building Exeter's sense of community. As a cornerstone of the Academy, Elsmann has wielded his power of connection through his kindness and humor.

Elsmann was born in Baldwin, New York, and has always been light-hearted. When asked why he decided to attend boarding school, Elsmann jokingly responded that when he saw some dorms had pool tables, he knew he needed to come. More seriously, he added that "I could learn a lot from the experience."

Indeed, Elsmann has grown at Exeter from a passionate student of Mathematics to a budding scholar of Applied Mathematics. "My favorite math class was 321 with Ms. Girard," Elsmann recalled. "She was very passionate, and that excited me to be there."

Exeter has encouraged Elsmann to hone more than just his skill for Mathematics. "I want to know what's going on behind the scenes of a particular topic," he said.

Elsmann's growth has also extended beyond the classroom; he has developed and practiced his ability to positively influence others. He became more involved with dance after arriving at the Academy although joining dance was a spontaneous decision. "There were so many opportunities at Exeter. I might as well take advantage of it and start something new," Elsmann said.

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has kept inclusivity, both for dancers and for the Exeter community, as one of his central goals. Elsmann hopes his dance has set an example that the field holds space for everyone to have fun and succeed. He's motivated to encourage people to embrace themselves.

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Exeter Clubs Bring Home Wins



MUN concludes a great day at the YMUN conference.

By STACY CHEN, SHEALA IACOBUCCHI, and ANNA KIM

Despite being off campus and learning remotely, clubs are still participating in (and dominating) online competitions. Interscholastic conferences in which students meet and demonstrate their hard work on a given subject are longtime staple of Exeter extracurriculars. Now, through Zoom and preparation adjustments, these conferences continue, giving students the opportunity to compete and win in the ways they know best.

Recently, Exeter's physics club won the US Invitation Young Physics Tournament, a prestigious physics competition rooted in a debate style format, for the third time in four years. Each team was given multiple problems, and each problem was experimented

on and culminated in a 10 minute presentation. After the teams presented their problems, opposing schools had an opportunity to ask questions that, as upper Neil Chowdhury said, "challenge one of our fundamental assumptions."

While the virtual format created some difficulties, the team was able to complete experiments remotely and discuss the results together to create presentations.

Upper and team captain Alexander Morand said, "There were so many good moments and successes for the team... camaraderie all through the day of the competition is what led Exeter to win. Each team challenged us through lines of reasoning we did not ourselves adopt, yet we emerged confident in our physics after every round because of our thorough preparation and exposure to debate from Harkness

classes."

Upper Alex Ecker participated in the tournament as well. "We were able to explore what knowledge we do know from the past and apply it practically to the different problems in order to come up with cool solutions

and explorations into the actual topics themselves," he said "Like always, we're all really excited and interested in the field of physics. So it was... a lot of fun to meet over Zoom, and go over the problems and different ideas that we had together."

Lower Haakon Kohler recalled the helpful preparation zooms run by co-heads Nahla Owens and Phil Horrigan. "We did a lot of prep beforehand, both in the weeks leading up and the night before."

Online competitions have offered another outlet for students to continue with their extracurricular passions and connect with their peers. Though the gatherings have taken a different form this year, the enthusiasm and community they encourage have remained strong as ever.

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Physics Club celebrates a day of hard work.

Matter Magazine: How The Physics Club Rose to Victory

By ACHYUTARAJARAM

Exeter Physics Club competed in the 2021 US Invitational Young Physicists Tournament, snagging first place in astounding fashion: by 1 point! It was the third time in four years, a feat that you might have read before, either in this very newspaper or on Exeter's website. That's not the story that I want to tell here. Instead, I take a look at the comprehensive science used to create Physics Club's winning solutions.

Although four problems were given, I take a look at two:

1. Lava Lamp: Edward Craven Walker and David George Smith invented the Lava Lamp in 1963, and it soon became a fad, remaining popular throughout the 1970s. Investigate, both theoretically and experimentally, the physics of lava lamps.

For Lava Lamp, we focused on the motion of

particles of "oil" within the "water" of the lamp. We noticed that convection in the lamp drove all particle motion, while the temperature-density relationship spurred the bubble of wax to float and sink at specific intervals. Fourier's law of heat conduction, a mathematical model for temperature gradients and heat conduction systems at thermal equilibrium, was an important foundation for determining the cyclic movement of the bubble of wax. As experimentation

was impossible, we used data from several research papers to verify our understanding of the phenomenon.

Pictured below, the result of a simulation done on the location of the lava lamp bubble. In the words of the wise Neil Chowdhury, "I really love how lava lamps rise and fall like the stock market."

2. Joseph Henry's Rocking Motor: In 1831 Joseph

Henry invented the first electromagnetic motor, or as he put it: "I have lately succeeded in producing motion in a little machine by a power, which, I believe, has never before been applied in mechanics—by magnetic attraction and repulsion." Read Henry's article and reproduce his experiment. Clearly explain how it works using Henry's reasoning, and then using modern electromagnetic field theory. Next, design and build a solar-powered electromagnetic rocking

motor optimized for pumping water in an arid rural area.

For Motor, we were unable to work in a lab, and therefore unable to create the physical motor. Instead, we focused on theory, and learned how the principles of electric fields and electromagnetism applied to the motor. Specifically, Henry initially believed that the switching polarities of the rocking motor (as it formed an electromagnet) powered its actions. Through the modern lens, however, there is a key facet missing in this explanation—the inductive nature of the centerpiece of the motor. This aspect allows for a smooth transition between polarities, meaning that the motor can move constantly without snapping between the sides, which would cause unnecessary wear and tear. In any case, the motor functions through an electromagnet that tilts from side to side, making contact with batteries that flip the polarity of the motor, resulting in its characteristic "rocking" motion.

This same type of study was done for the other two problems, and the team was well-prepared when tournament day finally arrived. Indeed, on Jan. 30, Exonians brought home victory for the Academy once again.

SOW: Kenneth Elsmann



Elsmann stands tall on the Academy paths.

Indrani Basu/ The Exonian

An Interview With Roxanne Gay

By SAFIRA SCHIOWITZ

Roxane Gay '92 was the keynote speaker for the 31st annual Martin Luther King Jr. Day. During her speech, Gay spoke on her own Exeter experience, the tokenization of Black voices and how an institution can be truly dedicated to anti-racism. In an interview with staff writer Safira Schiowitz, Gay expands on those ideas and talks about other work that she has done, such as her TED Talk, "Confessions of a Bad Feminist."

You mentioned in your MLK Day presentation that your Exeter experience was "tolerable" and that you didn't "know if it was worth it." Can you elaborate on that?

High school is not great for anyone. Well, that's not true. There's some people who love high school. Never trust them. Some of the reasons were not related to Exeter and some of them very much were. And I think that you pay a high price for some of the challenges that you tend to face in high school. And so is it worth it? I don't know, but I do know that I got an exceptional education and that part was certainly worth it.

Students of color are often obligated to spearhead diversity, equity, and inclusion initiatives and conversations. How do you think institutions can support these students without tokenizing them?

I think for one, don't put the onus of changing the culture of inclusion on students and expect them to do the work, expect them to raise all of the issues that a campus might be facing. It's really an undue burden and it's unfair. Institutions should be able to do that sort of assessment themselves while also being open to hearing student feedback in addition to that self assessment, and all too often, that's simply not the case. And students are left with the responsibility of raising awareness, of doing the work of teaching and addressing what's needed, and then having to follow up time and time again because the institutional memory is all too short. So I just think it's an unreasonable thing to expect of students who are also supposed to be studying and doing well in school.

How do you think people who, as you put it, "cannot be diversity trained," should be addressed?

It just depends on the context. That's a broad thing to address, but I do think that there are people who are unreachable. Rather than exhaust ourselves in trying to reach people who are unreachable, I think that our efforts are better spent reaching people who are open to change and who are willing to acknowledge that problems exist.

You talked about how creating anti-racist institutions requires financial commitment and creativity. What do you think the Academy and/or its donors can invest in to make Exeter more anti-racist?

Certainly more faculty of color and recognizing that diversity is not just black and white, that there are all kinds of diversity.

Really, how open is the campus? And I think a lot more effort and energy could be spent on retention, which is I think in many ways a bigger issue than recruitment. How do you get people to stay at an institution and want to stay at the institution? I think resources should be spent to answer that question and to realize that some of the things that institutions can do to retain faculty and students for that matter are actually not that complicated. They're certainly not that expensive.

How would you define success in the context of anti-racism and gender equality? In other words, what does a community, country, or world that is successful in being anti-racist look like to you?



A portrait of Roxane Gay.

I think success would be that we get to talk about other things, [that] people of color no longer have to raise these issues because they are not issues. Students of color can focus on what their actual interests are because students and faculty of color in these institutions often have to become the experts on diversity and inclusion, which is a field in and of itself. It's certainly not my area of expertise. And yet I am asked to talk about it time and again. I think when students of color can attend an institution or join a company or whatever, and not feel like they are being singled out, not feel like they are the only one or one of the few; where they feel genuinely welcomed into that community and respected not despite their differences, but because of their differences, we will achieve something.

In your MLK Day presentation Q&A session, you said that having "a fancy education does not mean you know anything." What do you think is the

best way or setting for people to learn how to confront their biases and how to be anti-racist?

I think the best way is to admit what your biases are. So many people spend so much time saying that they're not racist when you probably do harbor some racism and they're so defensive that they don't even want to consider the ways in which they might be racist. And so I think everyone needs to stop acting like being called racist is as bad as actually being racist and really engage in self-reflection.

How can we create urgency for the threatening of our shared humanity?

I think that we have to

have to empower people in these organizations or institutions to be able to speak up, to be able to say, "that's a problem." And to also expect that they shouldn't have to call out racism every single time. Again, that puts the onus on them, instead of doing amazing creative work, to have to sort of be a racism police officer. And nobody actually wants to do that. It's not fun work. It's not intellectually interesting. So that's an example. There are tons of examples of people who put millions of dollars into projects that never seen the light of day, because they're extraordinarily racist or abelist or homophobic or whatever. And when you only have heterosexual middle class or wealthy white men making decisions, there are a lot of blind spots. There are a lot of things [that] are going to [be] overlooked because they simply don't

Could you elaborate on what you mean by "racism is expensive"?

Racism tends to cause people quite a lot of money in organizations, quite a lot of money because they tend to miss out on really great people and really great talent because of racism. There's actually a few studies that have been done about the costs of racism and in general inclusion and diversity and benefit and institution. You get far more substantive intellectual discussions when you draw from people from a range of experiences. And when you only have one type of experience, one type of person in a group, there are so many

What aspects of our current world hinder feminist and anti-racist movements? How do we move forward?

I think that education goes a long way. I think that it's upon us to educate ourselves about issues that we don't know everything about and that's okay. But I do think that it is up to us to address our ignorances and to do so without relying on marginalized people to do that education for us, or to point us in the right direction. And Google is right there and it's a generally useful resource. There's just so much information available. And I think that more people need to allow themselves to access that information and to do the work and to dig deeper. And of course, ask questions. Sometimes you do need to ask questions and that's okay, but make sure that you have answered the obvious questions before you ask questions that are meaningful and substantive and that someone that you would benefit from someone else's expertise instead of sort of hunting it down yourself. I just think education, education, education, and taking upon yourself responsibility for that education.

In your TED Talk, "Confessions of a Bad Feminist," you discussed how people should take the step of refusing offers to work for businesses and corporations that have not supported or have often discriminated against marginalized people. How should society support the people who are brave enough to stand up against institutional prejudice?

There shouldn't be detrimental consequences for standing up. Whistleblowers shouldn't have their lives blown up for stepping forward and saying this is a problem. And I think people should be supported when they call institutions out. And unfortunately that's not the case for more often. And so then people become very wary of stepping forward and doing something and that never helps anyone.

Is there a question you wish interviewers would ask you but never do?

I'm always just interested in the kinds of questions that people ask me and in general people ask me good questions. So, yeah, I'm fine with the questions that I'm asked. I wish people would recognize that I contain multitudes. And so I can talk about lots of other things. And so I wish people would ask me about the craft of my writing and things like that. So I don't have a desperate desire for specific questions.

You said that you would not describe yourself as an activist. Why not?

Because I think that there are actual activists out there who are putting their bodies on the line every single day. I'm a writer and I certainly have my heart in the right place. And I certainly try to do what I can, but am I out there every single day, marching, protesting? No, I'm not. I do what I do, and I'm very proud of the work that I do, but I believe that activists deserve to be recognized for what they do. And I think it's important to not minimize what they do by just calling everyone who writes about social issues an activist.

have the range to accommodate it. And we could do better.

The murder of George Floyd and other Black people by police has sparked global outrage. How can we ensure that movements and demands for change do not lose momentum?

I think that we have to resist fatigue over these kinds of issues. We have to remember that the fight is just beginning. There's a lot of work to do. Also I think it's important to acknowledge progress. So often people overlook actual progress because there's so much work to be done, but I think it's really hard and overwhelming to want to continue to fight when you think, "Okay, now it doesn't matter what I do." And of course it matters what you do and you can contribute to change. I think it's important to acknowledge what we accomplished as much as it is to acknowledge what we have ahead of us.

OpEd

» **HISTORIC PARALLELS**

Prep Arhon Strauss urges consideration of the 1929 Stock Market Crash when dealing with Coronavirus' economic effects.

» **REBIRTH**

Senior Ree Murphy explores the implications of coronavirus for high school seniors.

» **BEING HAPPY**

Lower Otto Du urges us to find happiness during the COVID-19 pandemic by doing what we love.

Lowerclassmen Need to Speak Up

By WILLIAM LU '24

Just this past week, the Academy announced another case of sexual misconduct, where law firm Holland & Knight revealed to the Academy that former English Instructor David Weber admitted to "hugging and kissing a student in the basement of a dormitory in the 1980s." This is certainly not an isolated case; in the past ten years alone, the community has witnessed countless cases filed against the Academy.

A quick glance at The Exonian's archives shows that the Academy has made no long-term, substantive change to fight sexual assault. Anything that the Academy might dub "progress," has been for the sake of appeasement. This is my first year, and when I hear about these instances, I begin to understand a darker reality of the culture on campus.

The perpetuation of normalizing behaviors that lead to sexual assault, however, is a problem that occurs on a

nation-wide scale. When the average age of exposure to pornography—for children of all genders—is just eleven years old, the objectification of women is taught to children. Children are malleable, and because it is unlikely for them to fully grasp the ramifications of viewing said explicit material, this generation is no less likely to refrain from harmful behaviors than previous ones.

This problem, likewise, exists within Exeter. I have been on campus for less than a whole term, and in just that short time, I have been asked "would you f*ck that girl?" on multiple occasions.

This is a multifaceted issue, but it should not be dismissed simply because of its difficulty; we have already seen the harmful effects realized in the status quo. Maybe we don't have the power to change anything at a societal level, but has that ever stopped our community from holding ourselves to higher standards?

At Exeter, we pride ourselves on our esteem in aca-

demia. Why should we treat toxic culture differently compared to other subjects that we hold an excellent standard to? The frequency of modern instances of sexual assault at the Academy reflects a lack of effort on the entire community. The reason why such offenses happen in the first place is that the perpetrators are comfortable in their environment. There should not be a single place where anyone is comfortable committing such an offense.

In The Exonian's 142nd Board final issue, former Editor-in-Chief Anne Brandes wrote a chilling op-ed titled "Reporting on Exeter and Sexual Assault". Her article shed light on not only the frequency of sexual assault on campus but also the experience of a normal student discovering the darker side of our school's history. Brandes noted that this topic has already been reported on countless times before her arrival, and yet, the same tragic story appears on the paper and in our emails.

As Brandes stated in her op-ed, the campus needs more transparency at the administrative level for sexual assault cases which, unfortunately, has not been realized yet.

This has only allowed the Academy to act in the name of appeasement. Without such publicity, it is near impossible to hold the Academy accountable for all reports. I wonder, how many cases are filed then tucked under a rug after the Academy "mediates" and provides "financial compensation?"

This practice effectively silences those who are underprivileged. The problem here is that only those who are financially privileged can refuse a bribe. Those who are not are then forced to choose between justice and economic stability.

What we see in the status quo is not transparency. The emails that we receive debriefing some cases of sexual assault are far from what the community deserves. As Brandes wrote, "I don't think

it's right that new students have to be gradually clued into, or experience, Exeter's culture of sexual assault to understand it exists.

At the Martin Luther King Jr. Day (MLK Day) Keynote, speaker and alumna Roxane Gay shared something that struck me. She said, "A lot of times people think that excellence and acknowledgment are antithetical, but they are not. And quite frankly, you cannot be excellent until you have an ongoing acknowledgment."

Without transparency in the Academy, the public will not be able to understand the scope and systemic legacy of the issue at hand.

Gay's words are critical because many of the lawsuits we see today are from actions from years past. The Academy's legacy exists, and it will inevitably be resurfaced, as it should. The Academy needs a running acknowledgment that they not only intend to react well but expect that these important stories will appear.

At the same time, we cannot simply consider these in-

stances as something solely from the past. By doing so, we would assign less weight to our own behavior.

Brandes highlighted the urgency required from students, too: "My experiences as a journalist at the Academy will leave with me in May, and so will the experiences of my co-writers when they go their separate ways. Survivors will leave, too, and the Exeter experience—and trauma—will hang with them. I worry for the new students we leave behind."

I can only speak for myself, but, too often, I think lowerclassmen do not feel they have the grounds for speaking on a topic such as sexual assault. If we wait until we are on the verge of graduation to speak up, how will we hold the Academy accountable? I'm calling on my fellow lowerclassmen to push for a change in the administration; to provide a public and organized list of reports and to stop mediating sexual assault lawsuits in hopes that victims will no longer be silenced in the future. Change takes time—if we don't start speaking up now, it will be too late.



Over 200 students protest Exeter's history of mishandling sexual assault

The Exonian, 2019

Beyond Black and White: The Movement the Media Hides?

By JAEHYUN PARK '24

The stock market is a constant gamble that preys on the vulnerable. Those who most often find themselves at a loss are the armchair traders—the ones who do trade from the comfort of their own homes, but have less experience. Sadly, many amateur traders like these often lose large sums of money in mere minutes.

In late January, users from the social media site Reddit in the subreddit Wall Street Bets (WSB)

attempted a series of short squeezes on stocks like Gamestop (GME) while simultaneously catching the spotlight of media outlets across the internet. However, promises of wealth fell apart when the main site used for trading Robinhood was not able to pay out those cashing out looking for a quick buck causing GameStop's stock to plunge more than 60 percent, causing traders to lose money. This wasn't the first time the Robinhood has been featured in the news due to poor

management. Last summer, a 20-year-old college student committed suicide after finding out about his \$730,000 debt which, when in actuality he had a positive sum of \$20,000 in his account.

Such financial ruin appear to be the consequence of unrealistic media portrayals of winning big in the stock market like in the movie The Wolf of Wall Street and The Big Short as well as through internet get-rich-quick gurus like Gary Vee, they entice the gullible with promises of

high-class lifestyles: fast cars, nice clothes and lavish vacations on private islands in Europe.

With all the representation in various forms of media the stock market is taking in new investors at a rate never seen before. Internet get rich quick gurus promise that with their help you can get there yourself, these forms of media romanticize the idea of investing and help to paint the stock market in a false light. Although we often see the positives of the market, we neglect that the stock market is a complete gamble and, more often than not, those without sufficient experience end up severely in debt. We neglect that with a shift of world events stocks can crumble and even the smartest on Wall Street can lose millions.

This is, without a doubt,

another example of predatory capitalism marketing to the gullible. Juul advertisements to kids got them addicted to nicotine. McDonald's Happy Meals have entrenched unhealthy fast foods in many homes by targeting kids with cheap plastic toys. And now Robinhood's marketing to teens and young adults is causing teens to enter a nuanced and complicated world with expectations of simplicity with big pay out. Young people entering the stock market world are incredibly impressionable. As young investors are often inexperienced, they take at face value the information that they may get from a guy on the internet who barely knows better than him.

When things go south, these young investors often don't have access to the resources that would help

them properly diagnose their situation. By making the stock market seem like low-risk and like video game, Robinhood believes the real-world consequences for the unfortunate.

What can Exeter as well as other schools do to prevent our students from falling down this rabbit hole and ending up in debt? I believe the answer lies in our health classes. Teaching kids young the dangers of predatory marketing and false information can help avoid making the mistakes that would lead to serious financial loss. Instead of taking internet quizzes to find out what our personality type is, Health Classes should structure more in the concrete; helping students with real dilemmas that they may face in real life.

A Letter to the Students Breaking Quarantine:

By ANNA KIM '24

Thank you for posting pictures and videos that flout your disregard for rules. Thank you for being so open about your lack of social responsibility. I am returning to campus on Feb. 13, and I am terrified for not only my safety, but also for the safety of our community. I urge you to think beyond yourself. Think about our faculty and low-income students.

For those of us who elected to return to campus in the next few days, our quarantine, as instructed by Dr. Lilly, started seven days before our arrival dates (2/4-2/6). According to Dean Moriarity's email sent to all students on Feb.

3, quarantine entails staying at home, not participating in any activities outside your home and having no visitors, only leaving for medical appointments, and only going outside for exercise with a mask with 6 or more feet of distance. Considering the behavior I have witnessed on social media, I'm afraid that these guidelines have not been heeded. I've already seen too many posts which explicitly neglect the rules outlined by the Academy. How many more students aren't following quarantine precautions in private?

Academy guidelines are here to protect our community. According to the CDC, you can test negative and then test posi-

tive later in your infection. In a potential scenario, you could be exposed right before arriving on campus, say, on Feb. 12, and test positive after Exeter's strict quarantine ends on Feb. 22 (10 days after exposure).

We must think of the adults in our community. Consider faculty who live in our dorms and don't have an option to reside off-campus. An anonymous faculty quotation in an Exonian article published on Sept. 12 highlights their worries of safety. "I disagree with the Academy's decision to reopen. I have a family with young children, and the deleterious behavior of COVID-19 with the many unknowns make it very risky to be exposed to so

many people from so many parts of the world," they said. A sufficient quarantine is not only for our own health. Faculty families who will be living with us during this uncertain time are at a risk of their health, and we have a responsibility to make sure to do everything we can to limit the potential COVID risks for them.

We must also think about the students who need Exeter because it provides equity in ways their home may not. For those students, they experience many disadvantageous factors such as a lack of steady internet, uncertainty about housing and the need to work to help their families.

The Association of Low-in-

come Exonians (ALIE) published a piece in The Exonian on Oct. 29, stating, "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." Coming to Exeter is a privilege, but some people need the Academy's resources more than others. Let's think about them. When you violate quarantine, and increase your chances of being infected COVID, you are simultaneously increasing the chances of a potential campus closing—which would have dire effects for low-income students.

I urge you to consider your teachers and friends heavily before stepping outside for unessential reasons. There is no perfect plan to combat a pandemic, thus, we must be vigilant in our adherence to the Academy's guidelines. I also hope that those arriving in March will see the importance of adhering to the quarantine procedures and the larger impacts their choices have on the Exeter community. While some people have already embarked on their travel plans, this should also serve as a reminder that we need to be extremely cautious during our on-campus quarantine. Please—is it really my job to call you out for your selfish behavior?

College Board Does Not Care About Its Students

By ANGELA ZHANG '23

The College Board does not care and has never cared about its students. Their cancellation of SAT subject tests and the SAT with essay only further emphasize their lack of concern for high schoolers around the world.

Upon the sudden cancellation of the SAT Subject Tests, already registered students in the United States were unfairly left with no other options. Months of studying and preparation immediately went down the drain. This is not to say, however, that students were not genuinely learning and were only focused on taking the test, but, rather, it highlights the fact that the SAT Subject Tests were regarded with such high importance in the college admissions process that students would dedicate extra time, money and effort for the sole purpose of doing

well. It was also the only option for homeschoolers or students with limited or no access to Advanced Placement curricula, the College Board's sister program to the SAT Subject Tests.

As for the SAT with an essay option, it was a chance for talented writers and quick thinkers to showcase their ability to write a cogent essay without an editor within 50 minutes. It allowed students to add flair and distinguish themselves among others, but, now, every single test taker is virtually the same—all subject to the same, exact multiple choice questions.

The immediate disposal of the tests, despite all the previously mentioned information, suggests the College Board had no trouble whatsoever overlooking the concerns students would be left with upon test cancellations. They didn't even allow registered students to take the tests and then mark the end

of the SAT Subject Test era. They just suspended the tests right in the middle of the school year.

The College Board disguised this disregard for students by claiming the cancellation was to "simplify and reduce demands on students," especially amid a pandemic. Some students fell for this false empathy and were overjoyed they had one less test to worry about, one less source of stress.

But do not be misled. The College Board did not cancel the tests for the sake of the students, but rather, for the sake of its own business. The pandemic is just a convenient way for them to make themselves appear considerate.

From 2016 to 2019, SAT Subject Test registrations went down by 8%, and it only further decreased in the past year considering pandemic conditions. This was the perfect opportunity

for the College Board to scrap a not-so-profitable program and give rise to AP Tests.

In highly selective college admission processes, AP Tests are major factors for consideration. They're also more profitable for the College Board at around \$95 per test in comparison to around \$26 per SAT Subject Test. Therefore, it's highly predictable that the College Board will push for greater proliferation of AP classes and thus increase AP Test registrations, generating more revenue along the way. The stress due to SAT subject tests might have been relieved upon test cancellations, but this will only amplify the stress due to AP exams. Students will be forced to scramble and stack their classes with more AP programs and take more tests, given that there is no other testing option.

But it's not as if this is the first time the College Board

is demonstrating their business-oriented, unempathetic approach. During the 2019-2020 school year when the pandemic first hit, the majority of tests had to be moved online. Students around the world were forced to take AP Exams at the same time, which compromised the health and ability to focus of international students who essentially became nocturnal. Many students were unable to secure stable internet connections or attain proper testing environments. The merciless 5 minute time slot at the end of the test to allow students to submit answers was an utter failure, requiring many students to sit through another round of tests again. The monthly SAT Subject Tests were cancelled again and again, but the College Board still led students on and allowed for future registrations, just for them to be cancelled again at the last minute. The fact that the College Board

allowed any of this to happen is a reflection of their true priority, which is not the students, but its business.

This was true pre-pandemic as well. The College Board has always tacked on additional fees for nearly every service, whether it be a rush score report or an exam date change, making it difficult for low-income students to afford the same services as others. They then earn more money by selling personal data to colleges and scholarships that flood student email inboxes with spam.

As a company, it is clear the College Board continuously relies on exploiting students' anxieties about standardized tests and college admissions to generate revenue. They were never interested in helping the students. It was always about their personal interests, their business, and their money.

Returning to Campus

By ARHON STRAUSS '23

Exactly one year ago from the time I'm writing this, I was at Capital Thai with my Mock Trial team. We gathered around a combination of 5 tables passing food, enjoying each other's company.

Today I sat in my room from dawn to dusk staring at my computer screen, only leaving to microwave my Cup Noodles. It is a stark contrast—almost a depressing one—and definitely a necessary one. The danger surrounding COVID-19 needs no explanation. However, the Exeter administration's regulations regarding it can be confusing and feel overly-restrictive at times. I know this term in particular feels especially constraining with early check-in, the near-complete elimination of common areas and the lack of almost any in-person interaction. I can see the basis

behind these rules, but making them so limiting has led to behave in ways, which are more dangerous than before.

I think most Exonians understand the danger of COVID-19. After all, no one wants to get sick. No one wants to spread the virus. No one wants to get sent home. Yet students still break the rules. I see a disregard of quarantine procedures in their stories, their posts, their group chats. And it almost seems worse than violations from last term despite the harder regulations. Why is that?

Well it boils down to our lives for the last two months. Students have been living off campus, with little human interaction and the load of the full Exeter curriculum. Support systems through clubs, dorm life and in-person socialisation were either gutted or simply did not exist during that to month span. Now students are back on

campus and are told not to meet in common rooms with or be around people, which sometimes live feet away from them.

Given this context it makes sense that a large portion of the student body would seek these in-person interactions in spite of the rules. And since they can no longer meet in common rooms, agora or dining halls the obvious and most-hidden choice is their rooms. From there it is a slippery slope because if you are in their room why shouldn't you eat? Why should you wear a mask if you are so close anyways?

Why follow any of the guidelines if you aren't wearing a mask? It is not too hard to understand the development of this mindset. Essentially by making the regulations extremely restrictive, the Exeter administration has created an environment in, which students that want to socialize can only do so through

these clandestine activities. And those activities tend to be worse than eating or meeting in a common room that was allowed last term. Of course this logic does not apply to every student and is not to imply that violating the rules is ok, rather it is to explain the mindsets of some of the students I have observed in the short few days I have been back.

Now the strict quarantine is only supposed to last a week before returning to "November" levels. Just going back to fall term procedures is not enough though. As Exeter begins to open more common space, group activities should be made more available than last term. Doing so serves a purpose. First, having group gathering spaces and activities helps our community mesh naturally. Second, supervised activities will provide the community with the opportunity to socialize,

while ensuring all activities adhere to current guidelines. The administration should open areas like the theatre, gym and academic buildings, as they are relatively large and open. Regarding activities, the Friday "gym day" should be extended to be on multiple days of the week as it provides a social and physical relief from academic life. Additionally, putting it on multiple days should help to reduce congestion and create a more COVID safe environment.

The Exeter administration's plan is without a doubt reasonable, yet it fails to take into account the context of many students' situations, which has led to the exact opposite of the administration's goals, to keep our campus covid safe. Of course there would be no issue if all Exonians followed the guidelines for the current 1 week plan. Yet, such a scenario is an impossibility. Exeter students are still teenagers and realistically are not going to be great practitioners of self control. Additionally, holding every Exonian accountable would be impossible

because faculty cannot monitor everyone and the school cannot track students, install cameras or completely block off campus.

In a perfect world students would be responsible and the administration would be effective at monitoring, but we do not live in a perfect world. As such the plans implemented by the administration should have dealt with the reality that students would not want to follow very strict rules even if they were for a short time. A more effective approach would have been the two week soft quarantine from fall term as it gives the students just enough to be satisfied and has been proven to work.

The administration's current plan to lift restrictions while better nothing is not nearly enough and I hope that an even more open experience is available by spring term. All in all the return plan attempted to accomplish too much and has actually made campus, or specifically dorms more prone to COVID-19 spread than in fall term.



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Humor

“Be the μέν to my δέ.”

—All single Greek students.

“ULULULULULU.”

—Anonymous Classics Teacher

“The preps are nicer to me than my upper friends :”).”

—Otto Do '22

Why Classes Should Begin With Icebreakers: The Story of My Toy Pigeon

By DOROTHY BAKER

I love icebreakers. Not only does the class get to postpone Harkness (especially exciting when you “skimmed” the previous night’s homework), but we get to learn that Chieko has a sixth finger (she doesn’t, but it’d be cool if she did) or that Charles Simpson can stick his tongue behind his uvula. Typically icebreakers are only done at

the beginning of the term, but I am an advocate for consistent classmate bonding. I want to know where you’d hide on campus if The Purge was real; what vegetable you’d be in another life; what reality TV show you want to be on and why it’s The Bachelor. Your favorite ice cream flavor? It’s very telling of someone’s personality when they say vanilla. Jack Archer, I’m looking at you.

During break, I made an investment at my local toy store. The elderly clerk that owns the shop was so excited to finally sell one of their wind-up “Peppy Pigeons”. The Peppy Pigeon is a plastic, concerningly realistic looking bird with the ability to walk and peck after one crank of its wing. The wind up/crank is similar in mechanics to a Hot Wheels car, except it is a bird.

I was tickled with excitement for the resumption of winter classes. The “tell me one thing you did over break” question-- the most anticipated icebreaker of the term-- was about to have some real pizzazz. I conjured up this whole plan to present my Peppy Pigeon and make all of my Zoom-mates jealous of its peck; Show and Tell was about to make its revival from kindergarten. But you

know what happened when classes resumed? We went right into learning! No time for Pigeon’s debut.

~~~~~ / ( \* . \* / )

^ That was me flipping the virtual Harkness table.

My English teacher, bless his heart, gave some time for PP to shine. He (Peppy Pigeon) gave a few tweets to the Zoom camera before our poetry analysis. If it weren’t for that moment of heed, I don’t know how I would have it through the day. Dependency is scary, and in what other context could I show off my toy? Display-

ing him in the common room would be weird; my dormmates might have even thought that Langdell had a bird problem due to Peppy’s deceiving looks. The virtual classroom was the only place for him to shine.

Anyways, a final message to teachers: allow time for icebreakers, or, at the very least, time for fake ornithology observation. You never know what your student will learn about one another. Geometry can wait. Peppy Pigeon can not.

## Ranking The Five “Other Prohibited Activities” in *The E Book*

By CHARLES SIMPSON

There are five items listed under “Other Prohibited Activities” in our beloved E Book. All of them have unique qualities, but in this editor’s opinion, they are not all of the same quality. Below you will find my ranking, from worst to best, of these five prohibited activities:

### 5. Weapons

Weapons are nothing about which one should joke, even if they are referring to those little flowers on clowns’ lapels with which they squirt an unassuming victim with water.

### 4. Tobacco, Nicotine, and Vaping

While the use of these substances may have been cool back in the day, we know now thanks to those ads everyone skips that vaping turns your hands into eyes and your mouth into an exhaust pipe or something. Either way, just stick with murder or theft if you need a thrill.

### 3. Gambling

Vegas baby! Now this one’s worth the risk. Even if you lose the ability to go out past eight on the weekends, you could win big! I’m talking millionaire money baby! I’ve said baby too many times.

### 2. Technology

Now since we’ve all read the E Book, I assume we all know to what this is referring. Building giant

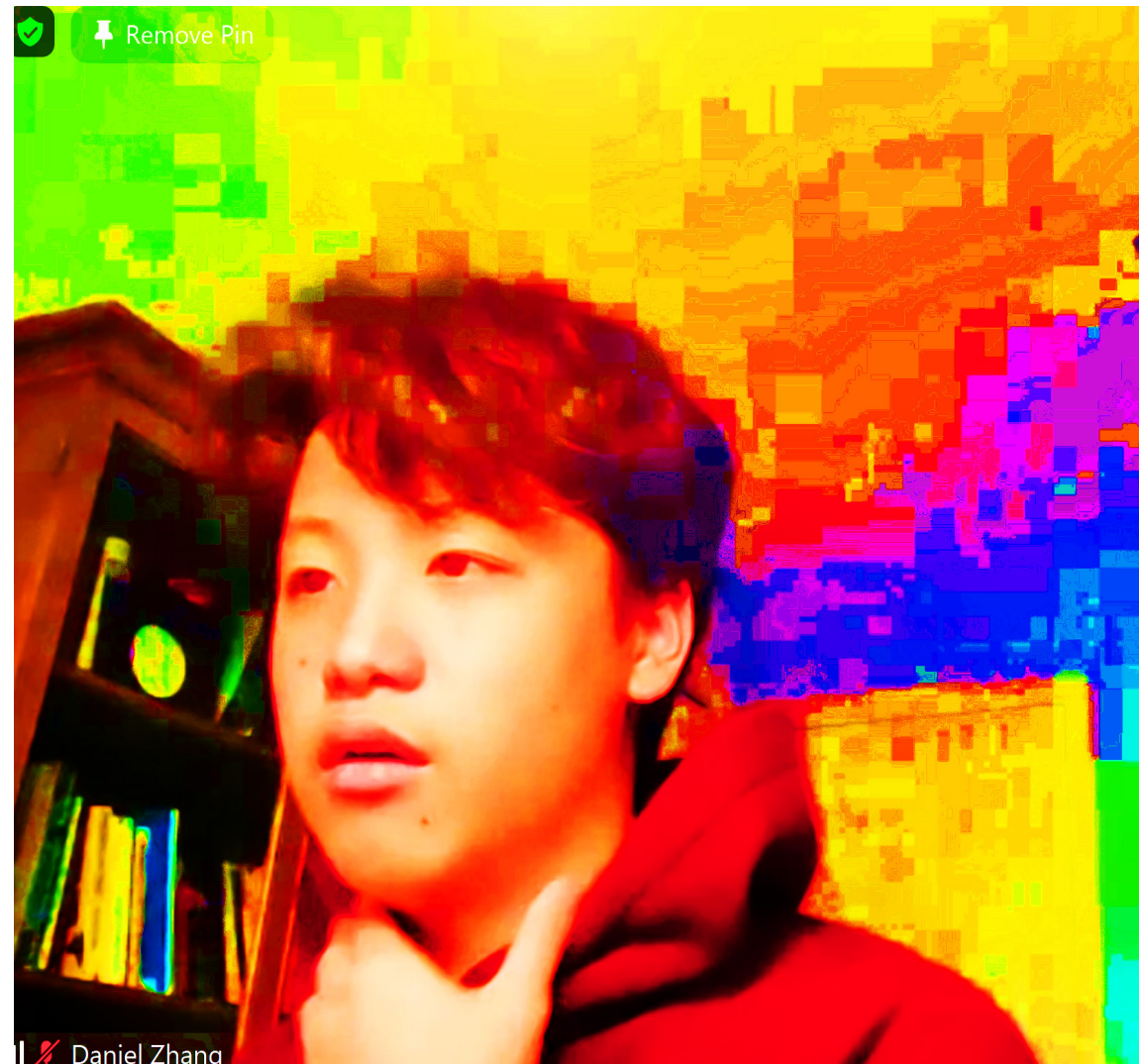
robots to take over the campus! Apparently, this is something we should not do. I’m not encouraging anybody to build giant robots, but you would have my respect if you did. Unfortunately, you could face serious “disciplinary repercussions” (whatever that means), so it may be worth it to put away the 20’ by 20’ circuit boards.

### 1. Flammable Materials

At last, number 1. The Grand Finale. Now we all know that fire is cool. It just is. I completely understand why there are rules and guidelines against certain activities pertaining to flammable materials; it’s risky business, but I’ll be darned if it doesn’t pay off. Fireworks? Sign me up. Relaxing candles? Sign me up. Accidentally setting off the sprinkler system and ruining peoples’ hard work? Well... everything takes sacrifice. Flammable Materials easily takes the top spot.

\*Disclaimer: Neither the author, nor the Humor Page, nor The Exonian condone the above activities in any way. If you considered doing any of the above things solely because I said they were cool, shoot me an email because I’d like to sell you my 2005 Mazda3 for 450,000 dollars (it will instantly make you cooler by a factor of 1100 kilogallons).

## TFW Two People Start H\*lding H\*nds on V-Day



by Daniel Zhang

## Zoom Box Bingo

As we spend more and more time on Zoom, patterns begin to emerge. Your highly observant, analytically-gifted humor editors have compiled the most prominent trends into the only format that can demonstrate their repetitive tendencies to you mortal minds: Gambling. Each class, peer into the zoom boxes littering your screen, and see if you can spot the enough of the phenomenon below to achieve a coveted bingo.

|                           |                             |                |                                                  |                                        |          |
|---------------------------|-----------------------------|----------------|--------------------------------------------------|----------------------------------------|----------|
|                           | <b>B</b>                    | <b>I</b>       | <b>N</b>                                         | <b>G</b>                               | <b>O</b> |
| Musical instrument        | Ceiling fan                 | Dhall box      | Dead inside stare                                | LAMP                                   |          |
| Poster of a musical       | Teacher talking while muted |                | Whiteboard                                       | Someone looking directly at the camera |          |
| Masks on a hook           | Unmade bed                  | Your face (ew) | College flag (congrats! ...I hope)               | ...@exeter.edu                         |          |
| Someone in the background | Your Bandwidth Is Low       | Library Cartel | Lévoit filter noise                              | Photo wall ✨                           |          |
| LED lights                | real/fake plant             | Country Flag   | someone wearing the same thing two days in a row | Someone drinking                       |          |



# Sports

## Atheletes Of The Week: Girls Varsity Hockey



Captains Alyssa Xu '21 and Rachel Shu '21 pose for a photo with their teammates.

Instagram/@exetergirlshockey

By MICHAEL YANG

On the cusp of charging the ice, Big Red Varsity Girls Hockey is thrilled to be days away from returning to training. Senior Captains Alyssa Xu and Rachel Shu, along with head coach Sally Komarek, kept the team motivated and connected as they battled out the remote winter term.

Shu began playing hockey at a young age. “When I was 5 years old, I begged my parents to learn how to skate. From then on, I fell in love with hockey because of the competition and excitement it brought to my life,” Shu said. After learning that she had been appointed captain, Shu said, “Words can’t describe how excited I was when Coach Komarek called me last spring to tell me that Lyss and I would be the captains this year.”

Xu, meanwhile, had a different introduction to the sport. “I was at my friend’s house and she said she had to go to practice, so I tagged along. When I got home, I

asked my parents if I could play, and they were shocked because they thought it was a boys’ sport.” I ended up getting gear and forgot to buy socks and a jersey, so I looked like a robot when I first started playing,” she said.

Both captains found teamwork to be at the heart of their hockey experience. Shu said, “I love being part of a team where we all push each other to be the best we can be. My hockey teams over the years have become a family to me. Most of my longest and closest friendships have been made through hockey.”

Xu spoke similarly. “I played at a competitive level and continued to play because of the many opportunities that came with playing. Along with the many life skills gained from hockey like how to work as a team and understanding responsibilities, hockey also brought me to come to Phillips Exeter and opened many doors for college.”

Both captains reflected

on their growth playing for Big Red. “When I got to Exeter, I had to step up and get more comfortable with becoming more offensive,” Shu said. “My confidence on the ice grew tremendously here and honestly has made my game a lot better.”

Xu agreed. “Hockey at Exeter has allowed me to learn so much from fellow teammates as well as coaches, everyone on the team has a unique set of skills from shooting to leadership style and it’s been great learning these skills from teammates and bringing them to teams outside of Exeter.”

Xu credited Komarek with her success at Exeter. “Coach Komarek has been great with weekly challenges and fun activities to do in small groups as well as an entire team,” Xu said.

“Rachel and Alyssa are both incredibly passionate hockey players, great teammates, and they each use their strengths and leadership styles to the advantage of our program... Alyssa

and Rachel are both selfless and humble in their leadership, and are extremely well-respected and trusted by their teammates,” Komarek said.

Xu and Shu’s teammates agree. Lower Anjali Frary said, “There are many ways to be a leader, and Lyss leads by doing - she works hard and demonstrates grit. Rachel comes across as reserved, yet strong and steady, mentally and physically. She puts her all into hockey.” Upper Victoria Quinn expressed similar thoughts.

“The captains, Lyss and Rachel, are the kindest and most supportive people ever!” Senior Seo Kwak added, “Great people, I love them a lot.”

Lower teammate Sami Smith also described Shu and Xu’s leadership and dedication. “They have had a very positive and leading attitude that has been emitting good energy to the whole team.” Smith continued, “I am really going to miss these two so much.”

Keeping the team con-

nected was a challenge that the captains tackled over the quarantine period. Over the remote period, the team stayed connected through various activities. “We had a lot of Zoom meetings to keep in touch, including workout or yoga Zooms, trivia nights, and team lunches,” lower teammate Eden Welch said.

Prep Caroline Shu expressed gratitude to her sister. Shu said, “My sister and I have been doing many off-ice workouts that correspond with our performance on ice.”

Komarek looks towards the post-quarantine period with optimism. “Once we get through the initial quarantine period we will be able to practice and have competitive scrimmages against ourselves. I’m looking forward to getting on the ice with this group and working on our skills, cohesiveness, hockey IQ, and to continue our development. We will be live-streaming these competitions and this will be a great opportunity to showcase what we’re

working on as a program.”

Overall, the team is ready to get back to work. “I am just looking forward to almost all of the team finally being together,” Shu said. “We’ve been talking through screens for way too long.”

“I’m super excited to meet all the new players in person and reconnect with past teammates,” Xu said. “I also really look forward to skating in the rink again as I stayed home in the fall and haven’t been on campus in almost 11 months.”

“It has always been a goal of mine, to be that leader on the team that brings everyone together to embrace our love for the game. Even though the captainship doesn’t make or break my love for my team and hockey, it definitely is the cherry on top. The pandemic has made this year very hard and upsetting,” Shu said. “But, luckily, this team is so loving and supportive. Their smiles and enthusiasm each day have made this hard time so much easier.”

## What are you looking forward to for the rest of the year?

“Coming back to campus in March for the first time since last March!”  
-Henry Liu '23

“Being able to see friends and meet new people.”  
-A.B. '23

“Graduation!”  
-Emma Reach '21

“I’m looking most forward to playing softball and having the team back together!”  
-Alex Singh '22

“Constantly being told to be six feet apart.”  
-Anonymous '22

“Good weather. You can embellish that a bit.”  
-Taraz Lincoln '22

“Wentworth end-of-year traditions.”  
-Eli Brotman '21

“The outdoor hockey rinks.”  
-Seo Kwak '21