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StuCo Vice President and Co-Secretaries Announced

By ANVI BHATE,
MAXIMILIAN CHUANG
and ANNA KIM

Student Council (StuCo) announced upper Georgie Venci as the next Vice President and upper Kiese Nanor and lower Aaron Joy as the next co-Secretaries of the 2021-2022 Student Council Executive Board on Tuesday. Uppers Bona Yoo and Siona Jain advanced to the final runoff election for Student Council President, to be held next Tuesday, March 9.

The newly elected Student Council Executive Board members shared their goals and views with The Exonian.

Venci focused his campaign around creating safe spaces for those of all identities, stating that “at the center of this is the trust between the faculty in the administration and the students.”

“I hope to work for the student body by making Vs [Visitations] as equitable as possible. There was a letter published in The Exonian saying that closeted LGBTQ+ students did not feel comfortable coming out with the current policy,” Venci said. “How many more kids have to say that they are hurt and made uncomfortable by a policy before it gets changed by the administration?”

Venci wishes for the next board to “have more conversations about the anti-racist mini courses and even hopefully send a team to help design the next round of courses.” Venci hopes that these anti-racist courses can be made smaller, and that such work may be integrated into current curriculum classes.

Joy's campaign was condensed into its tagline: “Let's Get Real.” Through pillars of individual empowerment, the promotion of happiness, mental health and active anti-racism, Joy promised to create tangible impact.

Joy has proposed extending check-in on spring term Tuesday nights before off-day Wednesdays (In the spring term schedule, students will have a day off every other Wednesday). Additionally, he wishes to create a space where students can submit anti-racist initiatives with the Anti-Racist Online Suggestion Box.

Nanor's platform focused on “giving voting power back to the general student population by implementing a direct democracy system” and “address[ing] problems of racism and racially charged confrontations in the Exeter community.”

Additionally, Nanor will work towards establishing a more transparent relationship between StuCo and the student body. “I would best serve the student body by making sure that there is a clear way for those who don't regularly attend StuCo meetings to be informed on the discussion taking place,” Nanor said. “Part of students' dissatisfaction with the current system is that they find it difficult to learn what's going on, and so I would push to open up new and efficient avenues of communication.”

“The biggest thing that I'd like to accomplish is to use this constitutional revision process to create a constitution that serves the interests of students today, not students 30+ years ago.

Not only does this revised constitution plan give us the opportunity to think about the ways that the old constitution went wrong, but it also gives us the chance to seriously consider what we as a school expect from a student council,” Nanor said.

Presidential candidates Jain and Yoo outlined the tenets of their campaigns.

Jain has promised to dedicate Student Council's \$30,000 budget to fulfill the primary mission of a President, which she defines as amplifying “priorities of an inclusive community.”

Specifically, Jain has outlined increased spending for Office of Multicultural Affairs (OMA) clubs and general student life. “OMA clubs and their leaders play as much a role as CAPS in making this campus a welcoming environment, perhaps more so. For student life, I plan on spending portions on perks like kayaks or community events like paintball,” she said.

As a former co-Secretary, Jain's campaign includes her previous work in Student Council. “I would best serve the student body because I'm already doing what most other candidates are running on,” she continued. “At the end of the day, I have the ideas and the qualifications to make [my ideas] happen. I will best serve the students as an ally, working to uplift and amplify voices outside of StuCo.” Jain said.

In her campaign, Yoo cited neglect of the wellbeing of primarily BIPOC students as a central issue. Yoo stated that such negligence, despite ample financial resources, inspired her \$30,000 budget plan, which dictates budget



Vice President Georgie Venci '22 and co-Secretaries Aaron Joy '23 and Kiese Nanor '22.

investments into student life events, supplies, anti-racist resource subscriptions and clubs.

If elected President, Yoo committed to adding an accountability clause to the obscure impeachment section of the Student Council Constitution to ensure the board regularly

updates the student body on financial and administrative progress. Yoo has also proposed eliminating the Vs Policy's intra-dorm relationship ban, stating that it is “emotionally threatening to the students of the LGBTQ+ community.”

Yoo's campaign has been based around transparency

and student's perspectives, as she believes the student body will cease looking to the Student Council Executive Board for leadership if otherwise. “Negligence breeds indifference,” she said.

Jain and Yoo will participate in a debate before the final runoff on March 9.

Day Students' Role in Quarantine Examined

By ETHAN-JUDD
BARTHELEMY,
JESSICA HUANG, EMI
LEVINE and GRIFFIN LI

The Academy community has raised concerns over the role of day students in maintaining a safe quarantine bubble at Exeter. As day students are the only students currently permitted to leave campus, some boarding students have criticized the laxer regulations around day student participation on campus. However, day students have noted that complete exclusion from campus would be unfair, noting that it was often not their choice to be day students.

“If it was my choice, I would say that there should be rules around day students who are coming back to campus, similar to how we can't go other places and see other people,” boarder and prep Solei Silva-Carin said. “Some day students may be seeing other people without wearing masks and social distancing which could cause them to put other students in danger.”

Boarder and lower Leonor

Coles-Vollmer found that the rules for day students were hypocritical. “I just think it's kind of confusing that day students can go in and out of campus whenever they want, but I can't go into my friends' dorms even though we're in the bubble. But for day students, I don't think it's any more dangerous to have them on campus than it is to have in person classes with faculty that also can come in and out whenever.”

Upper Liam Ahern agreed. “Day students live in separate bubbles than the rest of the Exeter community, and the people they live with may have jobs or responsibilities that make it so they have to risk exposure to [COVID],” they said. “It's just the risk of having lots of students from all different bubbles that don't have to follow the same safety guidelines come to campus everyday.”

Boarder and lower Valerie Whitten added that policy on campus might be different without day students. “I think it would lift a lot of restrictions if day studs weren't here [because] we don't really interact or even get close to

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Classics Department Confronts White Supremacy

By ELLA BRADY,
KAYLEE CHEN,
TUCKER GIBBS and
KRISH PATEL

In his forceful and prolific career, Princeton University professor Dan-el Padilla Peralta has revolutionized the world of Classics. On February 2nd of 2021, the New York Times published an article detailing the life and work of Professor Peralta, who is calling for the field of Classics to be abolished completely, deeming it inseparable from white supremacy. Classics faculty members and students at the Academy have reacted with strong opinions towards the call for the abolishment of Classics.

The article, titled, “He Wants to Save Classics From Whiteness. Can the Field Survive?”, surmises Peralta's argument that the academic field of Classics is inherently racist.

Padilla holds that the only way to rid the Classics of its racist underbelly is to destroy the field as it exists, distributing Classics

into history, language studies and area studies. Padilla posited that the Classics have spent so long as a whitewashed field, that no matter the original beliefs of the Greco-Roman world, the study of Classics holds racist values at its core. Though Padilla tracks a long history of racist organizations appropriating imagery from Classics to support their causes, Padilla argues that beyond how others may exploit Classics in a racist manner, Classics is also racist to its core.

The field itself does not yet have a consensus on the issue. Many agree with Peralta that the recent usage of Classical values and symbols in alt-right rhetoric is symptomatic of the deeply ingrained nature of whiteness and racism in classics. However, others believe that reform is sufficient, and destruction is unnecessary.

At Exeter, the Classics Department and students have presented similarly divided views. Classics Instructor Matthew

Hartnett provided a statement in response to the article on behalf of the department: “We encounter views and practices in our sources that we consider unacceptably wrong... but instead of passing over the unpalatable parts, we examine... them in order to better understand them... when they show up in other places and times.”

When asked whether Classical values were inherently racist, Hartnett wrote: “If by ‘Classical values’ you mean the values inherent in the ancient works themselves, I would argue that the majority of the texts we read serve as powerful antidotes to racist beliefs. The assumption underlying the best of the writings of the Greeks and Romans is that all human beings are joined by the common bond of mortality—the fact that unlike the gods, we all die someday—and we are all subject to the same imperative to make the best possible use of the limited lifespans we are allotted by fate.”

Hartnett believed that while many interpretations of Classics were racist, these interpretations were misuses, and Classics was not inherently racist. “The challenge, as Prof. Padilla-Peralta reminds us, is that ‘Classical values’ as interpreted by a lot of Europeans in the 19th century were wrapped up in abhorrent notions about colonialism and the inferiority of certain races and cultures,” Hartnett said. “We—not just the Classics faculty at Exeter, but teachers of the Classics everywhere—have to do everything we can to root out all traces of these misuses so that the best that the Greeks and Romans achieved, whether in poetry, philosophy, oratory, art, or whatever, can continue to inspire future generations of students and so that we don't miss out on the benefit of studying the lives and experiences of people that can help us comprehend what it means to be human—the central mission of a humanistic education.”

Hartnett outlined the

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New Dorm Announced

By ELLA BRADY, TUCKER GIBBS, ASHLEY JIANG and ANDREW YUAN

The plan for a new Front Street Commons combined dormitory and academic building have been released on ExeterConnect, as

of March 2. The new building will replace Fisher Theater, and will be situated behind the Forrestal-Bowld Music Center.

In the Campus Master Plan instituted in January of this year, it was decided that a new dorm in the place

of Fisher Theater was a “near-term recommendation,” listed as priority 5a, and a way to make up for beds planned to be lost under renovations to existing dorms. The beds in Front Street Commons will replace those lost in the elimination of Knight and Dutch

houses.

The current Dow House and Front Street House, which hold 11 and 23 students respectively, will be joined by Front Street Commons and will hold 60 beds with a combination of singles and doubles, five faculty apartments, common rooms, day student affiliate spaces as well as four Harkness classrooms.

In an effort to prioritize sustainability, Front Street Commons is designed to LEED+ Silver Standards, a green, eco-friendly building assessment. The building will reuse Dow Barn and feature various components like an insulated building envelope, a wood frame structure, improved water management systems, and Low

Flow fixtures, lowering the Academy’s carbon footprint and increasing the efficiency of natural water and lighting.

After receiving approval from the Town of Exeter, Academy commissions, and area planning boards, the plan is currently pending funding.

Students Experience Quarantine Process

By JOY CHI, SELIM KIM and HENRY LIU

Since February returners arrived on campus, 14 boarding students have been placed in quarantine. Boarders who tested positive for COVID-19 were required to quarantine in the Lamont Health Center and Wellness Center. Those identified as close contacts, meanwhile, underwent quarantine held in the Academy’s two quarantine units, located behind the Health Center, spending 14 days from the time of exposure.

Students quarantining in the Health Center were given their own rooms and half-bathrooms; showers were provided on the same floor.

Prep Matthew Clemson said his experience in the Health Center seemed more restrictive than the quarantine unit experience. “If I wanted to go for a walk, [someone]

had to come with me so I guess that’s not exactly freedom. At the same time it made sense,” Clemson said. “The quarantine unit people; they can see each other. They can go outside into the little parking lot space pretty freely... they just can’t interact with anybody who’s not also in quarantine. So they have a lot more freedom than I did.”

Designed with student safety and well-being in mind, mental health checks were also conducted.

“Every day, there was a person who was there for my mental health, who came in and talked to me for about five, ten minutes every day,” Clemson said. “She both did a couple of physical exams, and then was making sure I was eating enough, making sure that I was getting some fresh air going for walks, stuff like that.”

The quarantine units’

guidelines were less strict than those of the Health Center. During their time in the units, students are allowed to leave their rooms, go outside and use the piano room. Similar to those in the Health Center, the students were kept in individual rooms containing a bed, multiple storage spaces and a separate bathroom. Staff members wore full PPE when in contact with students. Vital signs were taken twice a day, and students were expected to be masked and at least six feet away from each other at all times.

Medical Assistant and Campus Building Attendant Meg Weiland expected the quarantine units to be open for longer in light of rising local cases.

Many rigorous cleaning measures have been put in place to keep the units COVID-free. “We approach cleaning with the same precautions as if [the students] have tested

positive,” Quarantine Unit Medical Assistant Sarah Libby explained. “Upon arrival in the QU [quarantine unit], students have a freshly made bed, clean linens, and a sanitized room. A private cleaning company has been contracted to clean the unit... additionally, we have ample cleaning supplies on-hand for the regular sanitization of equipment, surfaces, door handles, etc.”

Most students believed the QU [quarantine unit] accommodated their social and academic lives. “The room I am in is good for classes and, although it is quite small, isn’t so different from my dorm room,” lower Jackie Wood said.

Senior Josh Yu agreed but also shared his concerns about the units’ facilities. “Because two rooms share one bathroom, if it’s running at more than 50% capacity, that means two people that are supposed to be

in quarantine are now sharing the same bathroom,” Yu said. Another concern he shared was the Wi-Fi, which he noted to have dropped drastically in quality once more students arrived at the units.

Students in the units had similar exercising opportunities to those in the Health Center. “Normally, there are people that come and take us to the track and walk, but that’s very boring if you have to do that every single day,” Yu said. “I wish they would offer a larger variety of physical activities.”

Other students mentioned that the quarantine process has affected their mental health.

“I do acknowledge that the Academy was trying to incorporate ways to keep us mentally stable, like providing Happy Lamps to brighten up rooms, noise-cancelling headphones for noise and to help mitigate

stress, etc.,” prep Amber Zou said. “But there wasn’t quite a direct approach to minimizing mental health problems.”

“We all had to be watched,” Zou added. “It was usually large, loud groups of stressed-out and angsty students, which did end up adding more to my plate than taking some frustration away.”

Prep Hillary Yoon explained that psychological services were available for those who reached out. “I think most people inside the quarantine units are either too embarrassed or just feel as if they can handle things themselves,” she speculated.

Despite the restrictions of quarantining, Prep Emilia Kniestedt appreciated the Academy’s efforts in fostering a positive quarantine environment. “While being isolated is incredibly hard on your mental health, I think the Academy is doing a great job at ameliorating the time we are here.”

Interscholastic Sports Competition to Begin

By WILLIAM LU, REILLY PIERSIMONI and ARHON STRAUSS

The Academy will welcome interscholastic sporting events in the spring term, with potential COVID-19 risks taken into account. Social distancing and masking measures will be required; athletes will be provided with special masks for added breathability and security. Coaches and players are excited for the return of interscholastic competition. Many are confident that outdoor sports have not shown any evidence of increasing the spread of COVID-19.

Upper Owen Loustau, who is planning to participate in cycling, is eager to reclaim the spring season. “The cycling team wasn’t able to do much last year because we were all remote,” he said. “I was really disappointed, but many of us kept training from home. It is looking like this season will be a big improvement over last season.”

Spring sports will include the same teams as pre-COVID: boys and girls crew, boys & girls lacrosse, boys & girls tennis, baseball, cycling, golf, softball, track, volleyball and water polo. Due to increases in testing, stricter safety protocols and new athletic equipment, Muldoon predicts competitions will return.

According to Assistant Athletic Director Brian Muldoon, players will be receiving special masks with added breathability to cater towards the needs of athletes. Students are required to socially distance during all practices and games. Locker rooms will not be used and any travelling will be done with limited capacity and open windows.

Upper and crew team member Shrayes Upadhyayula said, “COVID has reduced the available roster spots and decreased the size of the teams. The number of races has also gone down and has been pushed back to later in the season.”

Many students are excited to return to the normalcy of interscholastic sports. “Once we get to start competing with other schools, things will feel a bit more normal which I am looking forward to,” upper and tennis player Teja Vankireddy said.

However, some coaches are more cautious about returning to a pre-COVID standard of sports. “We have learned not to look too far ahead until this chapter is truly under control. We are truly living a worldwide master course in letting go of things you can’t control, living moment to moment, and appreciating what we DO have,” Track Coach Hillary Hall said.



Lower Isabella Vesely lunges for the ball.

Joy Chi/The Exonian

Upper and crew team member Charlotte Pulkkinen said, “The risk of Covid-19 is very slim for me, because I won’t have any close contact with other teams, and I know my team is testing two times a week.”

Senior and track team member Helen Lieberman was optimistic about resuming spring

sports. “I ran cross-country this fall, and especially as a day student, it gave me motivation to come to campus and connect with other students,” Lieberman said. “No COVID transmissions occurred within the team, so I’m hopeful we can continue sports safely in the upcoming term. Track and cross-country have really

helped me maintain a sense of community this year, so I’m looking forward to continuing with sports.”

Throughout the past year, sports have been restricted due to COVID-19. As spring term approaches, the situation is slowly returning to the normalcy of pre-COVID times. In-person practices, as well

as competitions, are returning and athletic faculty are optimistic. The athletes share a similar sentiment; many are showing excitement for the coming term. Hopefully, this year’s spring sports can live up to the expectations of excited coaches and athletes alike.

Day Students’ Role in Quarantine Examined Cont.

staff and [faculty] on a daily basis to possibly be close contacts compared to day students,” she said. “But I love my day student friends.”

Boarder and prep Vera Aimunmondion shared sympathy for day students. “I don’t think it’s fair for them to remain off campus because this is their school, too. They deserve to be able to use the resources here to get a good, well rounded educational experience,” Aimunmondion said.

Day student and lower Rupert Ramsay noted that educational access factors into day students’ presence on cam-

pus. “The campus provides us with resources that not all of us can get at home, most of our friends are on campus, and once in-person classes begin, if day students were excluded, it would be much more difficult for us to keep up,” he said.

“Students who are against day students being allowed on-campus should try to understand that is a bit unfair to day students, most of whom work just as hard to follow COVID guidelines and really want to be here as much as any boarder,” day student and prep Elizabeth Catizone added. “I acknowledge that we

definitely have more freedom and therefore more opportunities to break rules, but to my knowledge, most day students are treating that privilege with a lot of responsibility.”

Day student and prep Natalie Welling agreed. “While a few day students may not be following the rules, the same goes for many boarders, and it’s unfair to judge the entire group of us based off of just a few rule-breakers,” she said. “I’m not sure that everyone realizes that day students make up about 1/5 of the student body, and we have just as much a right as anyone else to be here.”

Day student and senior Owen Fox cited extensive pressure from boarding students. “I feel like everyone is watching out for day students, waiting for them to slip up and do something that breaks the COVID guidelines,” Fox said. “It seems as if people think day students are the only way COVID could possibly be introduced onto campus.”

Concurrently, day students acknowledged their share of responsibility for keeping Exeter’s campus safe. “Some precautions I’ve been taking are not going to any of my friend’s (who don’t go to PEA) houses or hanging out

with them, limiting trips to the grocery store and other shops, and always sanitizing everything when I do feel it necessary to go out,” Ramsey said.

Foye said that she has made sacrifices to keep herself and others safe. “I didn’t go to the gym for three weeks before coming to campus. I had two jobs, both of which I loved and were my second homes, and I had to leave them. I do my best to only go to the store when necessary, and my only contact outside of the Exeter bubble is my family and getting gas,” she said.

“We [my family] abide by the motto ‘better to be

safe than sorry,” prep Jamie Reidy said. “We [students] must have faith in the policies set forth by our school to limit exposure, and we must also trust that day students will have integrity and act in the best interests of our community,” she added.

“It’s hard to be looked at as a burden at your own school, and it’s even harder when people can’t see day students aren’t the problem,” Foye said. “Exeter is a community, and day students are a part of that community. Just because we have different living circumstances doesn’t mean we should be removed.”

Academy Hosts First Black Family Weekend

By ELLIE ANA-SPERANTSAS, JOY CHI and CATHERINE WU

The Academy's first annual Black Family Weekend was an affinity weekend for students and parents to learn more about the Black experience at Exeter. The weekend included a Black History Month Read-in, Black Affinity Dinner and Black History Month Fashion Show.

The virtual affinity dinner featured performances by senior Adia Allison and upper Shalom Headly. "I performed 'You Were Loved' by Whitney Houston because of its positive and uplifting message, one that marginalized students really need sometimes when their voices are often neglected in PWIs [predominantly white institutions]," Allison said.

The My Black is Legendary Fashion Show on Saturday featured solely

Black models, and was organized by Multicultural Affairs Administrative Intern Danique Montique. "I created the theme for the weekend and the overall concept of each scene. I also created the music playlist. While I had a role in every part of the show, I couldn't have done it alone. Kodi Lopez and Ki Odums helped me with the slides. Siona Jain, Janessa Vargas and Dean Camilus helped with the script," Montique said.

Montique put careful thought into organizing and creating each scene. "I'd practice at home what I envisioned the scene to look like and the various formations I could create with the models in each scene," Montique continued. "While walking around campus, I'd create a playlist and listen to various songs before selecting the right song for each scene."

Models chose to partic-

ipate in the fashion show for many different reasons, ranging from culture, activism, shared experiences, new communities and more. "I loved the idea of spreading information on Black culture through a fashion show," senior Marymegan Wright said. "It seems like a really unique form of activism that I definitely wanted to be a part of."

"With all the suffering that Black people go through in this country, [the fashion show] was another way to highlight our excellence and remind us that we come from so many places yet hold shared experiences," upper Ifeoma Ajufo added.

For prep Vera Aimunmondion, "[Modelling] meant meeting a new community of Black brothers and sisters. It means being from so many different cultures but being united by our experience and representing Blackness in all its

fullness. The pain, the joy, and the beauty."

The protest scene, performed to Cynthia Erivo's "Stand Up" was one of the highlights of the fashion show. "That was deeply powerful and deeply moving and a message of love and perseverance to my people," Biology Instructor Kadeine Peterson, who modeled in the show, said, noting that it brought her to tears to watch it. "There's no celebration without the struggle, and that song really embodies that. And, when your classmates and your teachers were out there on that stage, holding those candles with the imagery of the people behind them, that was perseverance, love and understanding to other Black people, other people got the message through that."

Another favorite was the immigration scene. "I showcased my Nigerian heritage by wearing a culture dress that is very

important in my family," Ajufo said. "Dancing with Vera with the Nigerian flag was another reminder of how much pride I have for my native country."

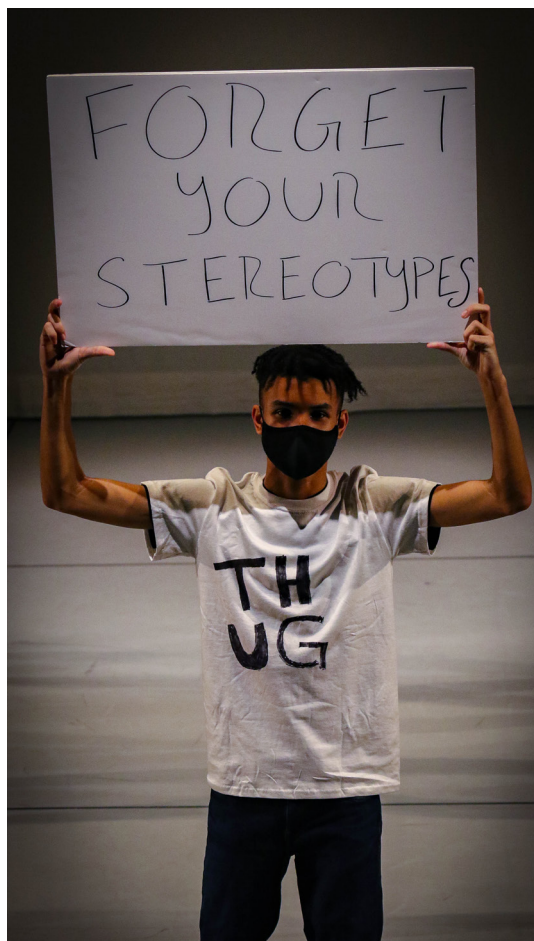
Many also enjoyed the fairytale scene. "I think it's so important for Black people to see themselves as royalty. It's really uplifting in terms of representation. We grow up as children seeing princesses and princes or royalty with white faces in the media. Black little girls and boys have had that dream too," Aimunmondion said.

"The best part of the [fairytale] scene was the ability to wear that red dress. Most of the outfits were based on popular fairytale, Cinderella, Sleeping Beauty, et cetera. Mine was not and I feel like that gave me room to create the princess I envisioned," prep Quinn Coaxum added.

In a year where togetherness has been so difficult, Black Family Weekend

created a space where Exonians were able to celebrate their race and heritage together as a community. "I found the inaugural fashion show to be such an affirming and celebratory event, and I loved the fact that parents were able to participate and cheer their students on from afar," English Instructor Wei-Ling Woo said.

"The truly beautiful thing about this project is that it celebrates Blackness while acknowledging the injustices Black people face... but, in the midst of processing and recognizing Black trauma, people tend to overlook the beauty in Blackness. And I think a fashion show is necessary... to remind people that Blackness is not something to be pitied. We can and should celebrate our Blackness as we fight against the injustices that try to make us feel ashamed," senior Zoë Baron concluded.



“Her Voice” Discussed in Athletics

By STACY CHEN,
SAFIRA SCHIOWITZ
and EMILIA
KNIESTEDT

The Academy is celebrating its 50th anniversary of co-education through the “Her Voice” series of programming, scheduled from Feb. 7 to Apr. 24.

The “Her Voice” series consists of webinars in which panelists speak on their experience as students at Exeter, their profession and more. Some, like the school-wide assembly “Her Voice in Athletics,” were open to the Exeter community, while other webinars like “Her Voice in Science & Engineering” were open to alumni.

English Instructor and Assembly Coordinator Alex Myers organized the “Her Voice” events alongside English Instructor and Dean of Faculty Ellen Wolff and Director of Institutional Advancement Morgan Dudley.

Panelists for the “Her Voice” events were chosen by Institutional Advancement and Myers. “I try to figure out whose voices and stories we haven’t heard, and how we can get a richer sense of what this anniversary means,” Myers said. “I

really want to look at why the school went coed, how it felt for early teachers and students, what went well and what did not, and how we can continue to learn from the experience.”

Myers continued, “The symposium allows for a consideration both of Exeter specific questions and the contextualization of our coeducation process within the fields of education, gender studies, race theory, and so on.”

The “Her Voice in Athletics” panel featured five Exeter alums: Kathy Nekton P’85, P’98; Susan Herney ’69, ’74, ’83 (Hon.); Linda Lanton ’74; Anne Marden ’76. The panelists discussed their experiences as female athletes at Exeter and the progress made for women in sports since their time at the Academy. Following the assembly, student athletes and current faculty shared their responses to their stories.

Prep Amelie Bunnell reflected on the perseverance of the women on the panel. “They made sure that their voices were heard, and they had to fight that, and they did it themselves. They recognized that they weren’t always given equal treatment,” Bunnell said. “With the track runners,

people expected them not to be as good as the boys, but they were doing the same workouts and same journeys. I mean, they proved themselves.”

“I want to thank those women for paving the way to get me where I am,” lower Elizabeth Lavin said. “I think things have definitely changed over time, but there are some elements that don’t go away.”

Upper Naisha Deora feels similarly. “I think these efforts have long-lasting impacts in what the community is shaped into today – where people are not afraid to speak up about where they see double standards or injustices.”

Deora elaborated on what resonated with her in the “Her Voice” in Athletics webinar. “Since I run track, what Ms. Herney said about the track team stood out to me. She spoke about how the coach at the time had no different expectations from girls than he did from the boys.”

“This mindset resonated with me and I am grateful that our current coach thinks the same way,” Deora continued.

Senior Nina Weeldreyer compared Marden’s time as a member of the girls’ crew team to her own. “So

many of the experiences both in boats and the boathouse sounded so similar to the ones I’ve had in my time at Exeter,” Weeldreyer said. “It’s so crazy how so much has changed since Ms. Marden was a student yet the core of rowing, the drive, the teamwork, and the bonding stays the same.”

Lavin believed past ideas on gender roles still influence sports teams today. “Obviously we don’t have a lot of co-ed sports, a lot of co-ed practices,” she said. “We still have a couple of sports that are just boys. Some elements of the separation between girls and guys in the idea that, ‘Guys are supposed to be stronger and better than you’ is one I definitely still hear a lot.”

“I think many people related to much of what was said in the assembly, and that makes me feel sad,” senior Maegan Paul said. “All athletes have potential to be great regardless of their gender or race, and it’s incredibly disappointing that there is still so much inequity happening on nearly every level for sports....we still have work to do to ensure that all teams are getting the same respect and

experience.”

Although the assembly hinted at the work ahead, senior Erin McCann also noted an uplifting theme of confidence in the panelists’ discussion. “I related to how the panelist all gained confidence outside of sports by playing on a team at Exeter,” she said. “I hope that girls will continue to gain confidence and a sense of community through playing team sports.”

Girls basketball and field hockey coach Katie Brule recalled her experience playing basketball in college. “In college, the packed stands faded during my games while the men’s games drew rowdy crowds, even on a Tuesday night. That was hard to see as a player and as a team, especially one that struggled for each win,” Brule said.

Brule shared her vision for the future of female athletics. “Where conversations about the GOAT [greatest of all time] aren’t a debate over Tom Brady or Michael Jordan—they’re about Serena Williams and Simone Biles, and athletes of all genders. I hope to see young girls embrace competition and aggression and speed and strength without fear of labels, simply because they love the sport,” she said.

Deora also expressed,

“My hope for girls participating in sports as a whole is that cultural and societal views will not hinder them like they don’t hinder men.”

Prep Sydney Anderson said, “I think coeducation has progressed since when it started 50 years ago. I’m sure it isn’t perfect, but I’m not worried about me being a girl having a negative impact on my education here.”

Bunnell noted that although great progress has been made, there are still more changes to be made. “Boys will just put down female athletes and say things like, ‘Oh, you’re a girl. You can’t do that.’ A lot of people make jokes like that when it shouldn’t be joked about, and then other people just laugh it off, too,” she said.

Upper Kaitlyn Flowers shared her views on the social expectations placed on women. “I want the girls at Exeter to feel like they can hang with the guys in a workout or race,” Flowers said. “There should be a camaraderie [that] would allow us to push each other to become faster and stronger. And I want to see girls approach sport with toughness, even if society has classified that toughness as masculine. That grit is our greatest asset when pushing ourselves in a workout or through various setbacks.”

Grill to Begin Delivering Next Monday



Joy Chi/The Exonian

By ANNA KIM,
LAUREN KIM and
ANDREW YUAN

To many students, Grill has always been a social center, a snack source, and a treasured hallmark of campus. Among new COVID-19 related changes, Grill will continue to run via pickup services.

To accommodate the Academy’s COVID-19 safety measures, Grill implemented changes to its selection and open hours. According to Grill Manager Scott Jeffco, Grill will be offering prepackaged products such as beverages, snacks and personal care products. Students can order items through a form from 7 a.m. to 1 p.m.

Monday through Friday. Pre-ordered items will be available for pickup the same day between 3 to 7 p.m.; smoothie and coffee services will be available for pickup from 7:30 to 10 a.m. from Monday through Wednesday.

Grill has also implemented policies to ensure safe social distancing at all times. “Masks must be always worn while in the building unless seated and actively eating or drinking,” Jeffco said.

Other policies include maintaining six feet distance, observing building and room capacity and following traffic patterns.

Many students look forward to the new

Grill pickup system. “I’ve loved Grill food since my prep year and it’s great that they’re doing this. I can sometimes be very vocal to my friends about Grill cheeseburgers and chocolate croissants being amazing,” upper Felix Zou said.

Lower Jack Quinn considered the new system to be a “good resource to be able to purchase food for later, especially when [students] are spending so much time in [their] rooms.”

Some have raised possible improvements for Grill. “One suggestion I have is to allow people to come in but only [allow] 3-4 people in at a time,” lower Maxwell Li

said. “Another suggestion would be to schedule [entry times], where preps can go at [one] time, lowers can go at another time.”

Upper Sophie Fernandez raised another suggestion to address the crowding, “Grill is only open for certain times in the day [and] it gets super crowded. To help with overcrowding, it might be interesting to try to have Grill open for more hours than what we saw this past fall term.”

Lower Emilie Dubiel added, “I think Grill could be improved if it still served hot options like mozzarella sticks and sandwiches. I know that I, along with a lot of other

students, miss the food options from grill pre-COVID,” Dubiel said.

Along with those returning to the Academy, new students this year look forward to partaking in Grill’s reopening after the quarantine period. “I haven’t really experienced the Grill under normal circumstances,” lower Franklin Chow said. “This will be the closest I’ll get for now to the real experience.”

Although many campus facilities will be re-opening or easing restrictions, the Academy and students will continue to adhere to required precautions. “It’s great that they’re taking steps to cater to students’ requests

and needs. Even though I, and many others, wish it was different due to the pandemic, these are the types of precautions we have to take. I’m glad that they’re taking steps to make things back to normal,” lower Riches Afolabi said.

“The success of this new program will be contingent upon the ability of the community to follow the Academy’s COVID safety guidelines. We appreciate the entire community’s help in enforcing and following the Academy’s COVID safety rules so we can continue to serve the community and hopefully expand on those services,” Jeffco said.

Students Break Quarantine, Social Distancing Rules

By MAYA COHEN,
CLARK WU, MICHAEL
YANG AND ANGELA
ZHANG

After the testing and quarantining period concluded, students breaking quarantining procedures shared their experiences and justifications with *The Exonian*, while others expressed frustration towards those breaking them.

In a schoolwide email sent by Dean of Students Brooks Moriarty on Feb. 3, the Academy outlined self-quarantining guidelines for students arriving in February, which mandated a 7-day quarantine prior to travelling to campus. The email specified that students should only leave their home in cases of medical appointments or individual exercise while observing the 6-foot distancing rule.

After arriving on campus, students were informed of on-campus quarantining procedures and non-compliance consequences when students signed agreements to follow the rules at the William Boyce Thompson Field House. Principal William Rawson, Moriarty and Medical Director Katy Lilly, among others, reaffirmed the guidelines during an evening webinar on February 14th.

Some international students breached rules during their travels out of necessity. “I had to board multiple transfer flights on my way here and stay in another country for three days. My parents and I were aware of the Academy’s quarantining procedures, but there was simply no way we could’ve followed them,” one international student said. “It hurts to think that the Academy failed to consider the logistical realities for people like me.”

One student testified to such necessity: “I worked at my mom’s store for a few days. As a small business, her shop has been struggling since the virus started and I had to help out as much as I could.” The same student added, “There should be more empathy for these cases, as just like how some people can’t afford to not come back to school, some people also can’t afford to sit home and do nothing.”

Other students violated the procedures to improve their mental health conditions. “For me, isolation caused a major lack of motivation, not just in doing schoolwork, but living life in general,” one lower said. “I went to my grandfather’s hometown. Visiting relatives was important to myself and my family. I felt bad, but felt it was justified because where my family lives has twice as many COVID cases as the place we went to. I think the change in scenery did me good. I felt

happy and motivated.”

Still others felt that their breach of quarantine guidelines was unavoidable. “I live in New York City, so staying at home and not doing anything, not even to get groceries, to go outside, is kind of an impossible task,” one lower said. “Living in the city means that if I just need to get some food or something, I’d be outside and I have to take the subway. And the subway is sort of a big risk for transferring COVID-19 unless you’re cautious about it. So I mean, I would say that that’s something that wasn’t entirely my fault, although I did choose to go outside as I can think of where I just trusted to see my friends.”

They continued, “I honestly don’t really have an explanation for that besides I want to see my friends. I wasn’t worried about transferring the virus just because I was pretty darn sure that I did not have the virus. I was sure that my friends did not have the virus. And if I did have the virus, somehow I knew that none of my friends had any sort of close family members who were really vulnerable or anything like that. So yeah, it was fine.”

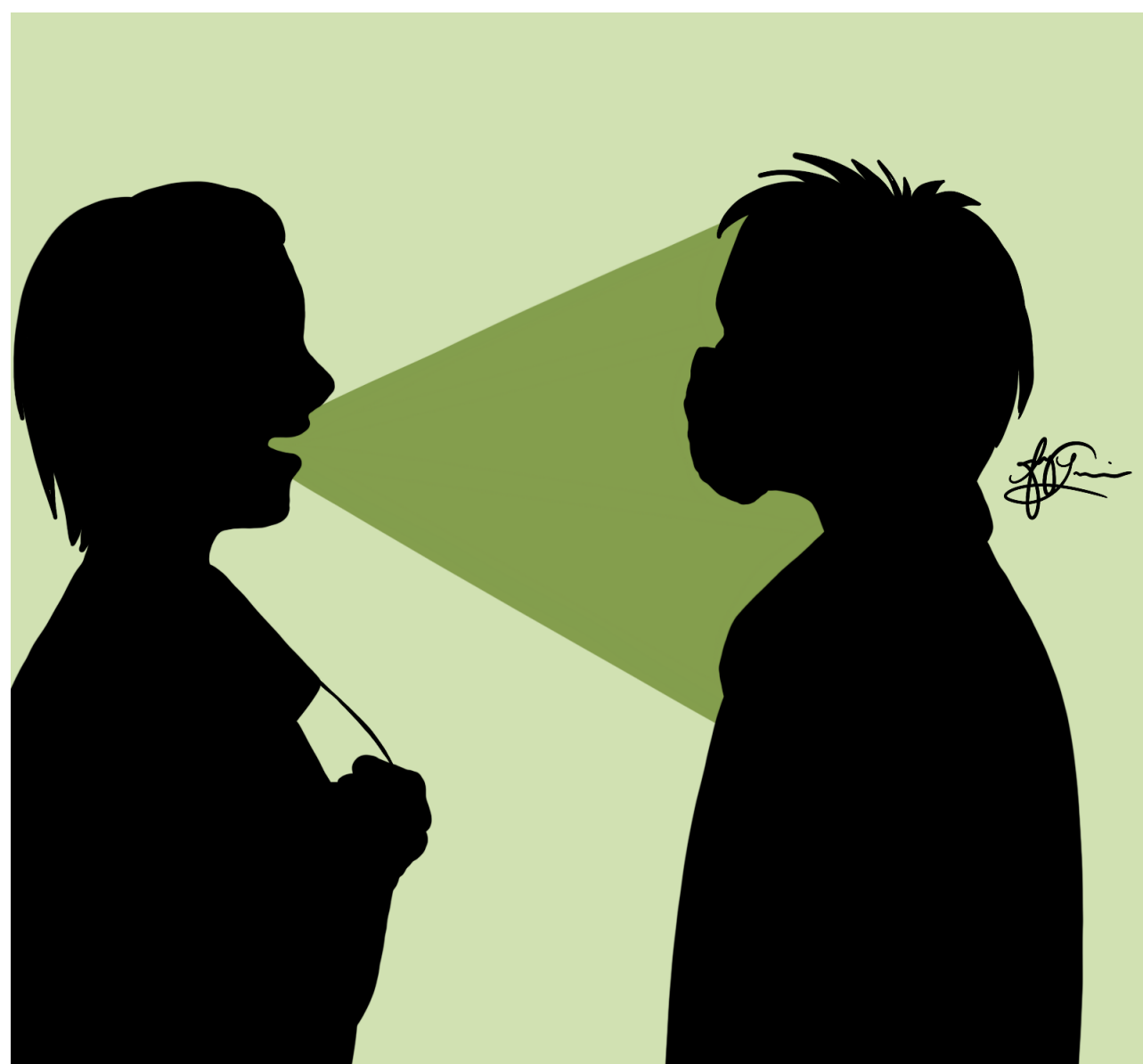
“I think it’s important to know what the circumstances were and how they went about breaking the quarantine before a judgment on the traveler can be made,” they added.

Another student, who visited the town of Exeter during the quarantine period, said, “I quarantined with a day student friend before [I came back to] Exeter, and we visited a lot of the spots I haven’t been to in a while since I am a returner and I was nostalgic for things in the local area such as St. Anthonys and Me and Ollies. We were super cautious when we were in the stores. We were careful not to stay too long or eat unmasked, and we always got the food and went out.”

They added that they made their decision to break quarantine measures after “risk-benefit analysis.” “We were conscious we were breaking the rules, but because we were doing a lot to minimize the risk and the perceived benefits were really high, we thought it was worth it,” they said.

“The reason why we broke it was that it felt to us like there were different levels of severity of breaking quarantine,” they concluded. “Going to parties versus going to a Dunkin’ Donuts drive-through. I think it’s easier to justify those really little levels even if there is the same potential end result, which is getting COVID.”

After students arrived on campus in February, some violated specific rules because they were not directly



informed of the extent of the quarantine upon their arrival. “I wasn’t here in the fall, so I was pretty clueless when I was moving into the dorm,” an upper recalled. “A friend across the hall helped me move so he naturally came into my room. It was only after watching the webinar that we knew that was actually a rule-break.”

Many disregarded the rule to make for socialization. Prior to arrival, a lower’s family went skiing, and the student frequently biked with friends unmasked. On campus, the lower gathered often with friends in each other’s rooms.

Like many, they found that eating by themselves “sucked.” Instead, they designed a “dining room” inside their dormitory. “We claimed empty rooms in the dorm and put a bunch of chairs in so we could all sit and eat in there, almost like a separate common room,” they said. “No one ever comes to check on us.”

“There’s just a lot to do at Exeter,” they added. “We only have four years here. I just want to do as much as I can, especially when I’m with my friends. People are justified in being cautious, but it would not stop me from continuing to break certain guidelines.”

When asked if they would consider breaking the rules again, they said, “Yeah. I’m probably going to go back and do it right now.”

Some students ques-

tioned the necessity for strict COVID preventative measures. “Between twice-weekly testing and the mask mandate, the chance of a community outbreak is very slim,” one student said. “Of course we should do as much as we can to minimize any potential cases, but I think that strict adherence to social distancing at school (particularly outdoors) is not necessary given that we are in a bubble, are being tested twice per week, and all wear masks.”

Other students commented on the increased punitive measures the Academy introduced for social distancing and mask-wearing violations upon students’ return to campus.

“For cases in which students have been issued dean’s warnings for simply walking or sitting together, I would argue that the drastic consequences were not needed,” one student said. “I would also like to add that faculty themselves rarely follow social distancing guidelines, as they are always seen either walking in close proximity of one another on paths or conversing within six feet of each other. At the end of the day, I think everyone hopes for an Exeter in which people [have] the freedom to hang out with friends ‘normally’ without constantly being threatened with disciplinary action.”

The widespread rule-breaking phenomenon inspired many to speak up

against this trend. “I want a senior spring like the ones I’ve grown up seeing,” senior Eli Lembo said. “I know that’s not going to pan out exactly, but I’ve been waiting for this for so long it makes me really upset to see other people ruin it because they’re selfish.”

Prep Amber Zou recounted her struggles in advocating for rule-following. “A lot of the time I think people choose not to post anything about following quarantining procedures because they don’t want to be seen as a ‘goody-two-shoes’, a ‘party-pooper’, or for being too uptight,” she said.

“People can be quite toxic when you bring it up. I have discussed quarantining with my friends who abide by the rules, but do not dare mention it to those who broke them,” Zou added.

Prep Sophie Zhu posited that seniority is a factor in quarantining. “I saw a group of ten upperclassmen hanging out, not social distancing, eating without masks on. It felt kind of weird for me as a prep to go up and be like, ‘Stop.’”

Zhu also took issue with the callous attitude of students in the quarantine units. “I’ve seen them post pictures and videos of them hugging each other, sitting together without masks, eating ice cream, and takeout. That seems really unfair to current boarding and day students,” she said.

Sabrina Kearney/*The Exonian*

“I understand their frustration,” one student said of those advocating for following the rules. “However, there should be more empathy for cases where students broke quarantine out of necessity and/or took additional precautions to avoid catching the virus. Just like how some people can’t afford to not come back to school, some people also can’t afford to sit home and do nothing all day.”

Another student questioned the effectiveness of vocally opposing rulebreakers. “I understand where they’re coming from and it’s honorable of them, but I don’t seriously think they’re gonna change anyone’s behavior by posting on social media,” they said. “I also do feel that it’s a little bit performative because I don’t think it’s gonna have any real impact on any student. It does feel a little bit like virtue signaling, like, ‘Look at me, I’m not breaking it, I’m such a good pandemic person.’”

As the campus transitions into the post-quarantine phase, upper Kiese Nanor offered suggestions for the Academy. “The administration should emphasize why there are quarantine rules to begin with. People are desensitized to the disease’s damage and no longer take the threat seriously, but even if you survive the virus, there’s a high chance that you might contract lasting damage. That’s something I don’t think people recognize.”

Classics Department Confronts White Supremacy Cont.

anti-racist initiatives of the Classics Department. “We have already done, and have plans to do, more than can fit here,” Hartnett said. “But a few examples: we are constantly evaluating the language and images in our elementary textbooks to make them better reflect the diversity of the ancient Mediterranean world; we added a course that focuses on the experiences of women, enslaved persons and migrants, and continue to discuss ways to amplify across our curriculum the voices of non-elites and marginalized groups; and we are currently organizing a panel of recent and not-so-recent alumni of color who will discuss their perspectives on the state of Classics and field questions from current students.” Total abolishment of the Classics Department was not mentioned in Hartnett’s statement.

Instructor in History Troy Samuels, an archaeologist specializing in understudied and overlooked people in the ancient world, was more passionate about Peralta’s message. “Classics is the only discipline with a value judgment in its title. Every culture and group deserves to have a classical something that we kind of interrogate up on a pedestal... the systems are not working for everybody and we need to change the systems,” he said, quoting one of his dissertations. “I am in the process of designing syllabi and having conversations with colleagues to operationalize this change. I think there are definitely conversations happening,” he continued.

Classics students have an equal amount at stake in the matter. Exeter alum Nosa Lawani ’20, conferred with his

fellow Classics alums on their thoughts while reading the piece. “[We] felt equally unsettled at both the intensity of the critique and our inability to really see his point of view in much of it,” he said. “His claim that no better system could be ‘intentionally designed’ to ‘disavow the legitimate status of scholars of color’ led us [Lawani and Calvin Henaku ’19] to reflect on our experiences as Black students in the Classics at Exeter, and the wider community of the Junior Classical League (JCL). We were both Augusti of the Kirtland Society at Exeter, and within the department’s classes and various travel opportunities, as we showed interest, our efforts were always acknowledged, rewarded and celebrated. Both of us felt that at Exeter the Classics community formed a real home on campus.”

“In our JCL experiences as well, both of us felt that there were no barriers from full participation based on race,” Lawani continued. “We were encouraged to participate and were lauded when we achieved, we never felt participation in the student government both at the state and National level, and we both felt that there was not a remarkable lack of diversity among the students we met from all over the country—especially given the declining access to the Classics in today’s world.”

Lawani and other alums were critical of Peralta’s stance. “There were almost no critiques of specific practices within the academic discipline. We all felt, both from our exposure to our Exeter classes as well as from our interactions with professional scholarship, that we

did not see a pervasive idolization of the Greeks and Romans because of their whiteness... [in the piece] I saw instead the malalignment of the discipline by the more casual use of Classical themes by people in modern political contexts, such as Trump supporters, white nationalists or Dominican dictators.”

Lower Cindy Su was grateful for Peralta’s critique. “As an Asian American student studying the Classics, it makes me feel really hopeful that there are people like Peralta that are bringing conversations and topics about race to the table, she said. “Especially now that I’m taking the Roman history course along with reading *De Bello Gallico* in 220, it makes me increasingly wonder what narratives, particularly with people of color in the ancient world or other world

powers such as China in the Han Dynasty could be missing from our image of the field.”

Current Exeter Classics student and senior Phil Horrigan agreed with Peralta that destruction was necessary. “I believe we should dissolve Classics departments around the country and distribute the teachers into more fitting areas,” he said. “Before we destroy the classics, as Professor Padilla Peralta advocates, we should [however, examine it]. If we abandon Classics now, the voices of the marginalized that are just now being examined will go back into the shadows.

Conversations will continue into the foreseeable future; I don’t think we will ever reach a point where we will sit back and say, “There, we’re done. Everything is perfect.”

Life

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Read about Senior of the Week, Noah James and his passion for helping others, 6.

» ASSEMBLY

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Senior of the Week: Noah James



James stands in the library.

Mohamed Kane / *The Exonian*

By ANDREWYUAN

Hardworking and politically-engaged, senior Noah James grew up between Austria and the United States throughout his childhood. James came to Exeter in pursuit of an academically challenging and supportive environment, but as someone who had transferred schools six times in his life, he discovered a grounding sense of community as well. “I never expected

to find a family here, to think of this campus with its intimidating brick buildings as home,” James said.

According to those who knew him, James was a modest and quiet student when he began his life at Exeter as a new lower. “I still remember the first time I met Noah,” senior Gabi Shetreet said, “Noah immediately struck me as a bit shy and apprehensive to let people know him.”

Senior Rosemary McIlroy

also recalled her first impressions of Noah: “He started out real studious. [He was] quiet, he did work and kept his head down.”

Though he was reserved when he started at Exeter, James familiarized himself with the community and established connections with his classmates, eventually forming close friendships. “Ultimately,” James said, “I’ll remember Exeter by the long afternoons in the library, my

friends pretending to work in the carrels next to mine as we trade funny stories or throw paper airplanes back and forth.”

Senior Phoebe Ibbotson commented on her friendship with James. “Some of my most-treasured memories are driving around with Noah and blasting music through my car. We were hanging out at my house and he asked me to play my ukulele and sing for him. With every song I sang, he told me how talented I was.”

While James found his home at Exeter, he also continued his academic passions. As a young historian, one of his favorite classes at the Academy was the Modern India class he took as a lower. “The class exposed me to a part of the world that I’d never learned about before,” James said. He also embarked on a trip to India with his fellow classmates and instructors. “Visiting incredible places of worship, bustling street markets, rural agricultural villages, and local boarding schools, I saw a side of the world I never [would have] imagined.”

English Instructor Erica Lazure commented on Noah’s active participation in class. “Noah is an excellent citizen—he is always well prepared, he listens carefully to his classmates and integrates their ideas into his own contributions,” she said. “[He] is an expert at finding key moments in his written work to excavate and reflect upon—his exploration of Toni Morri-

son’s *Sula* was simply dynamite in its thoroughness and application of themes, history, and literary analysis.”

James’ advisor, History Instructor Kent McConnell, agreed. “Noah has a wonderful presence in my advisory and invites others into conversations in a respectful way while willing to share his thoughts on various topics. He is a terrific role model for the younger students.”

As a member of the ESSO board, James loves serving his community. “I think my time in ESSO has taught me that I’m happiest when helping other people,” James said. “[As a member of] the Main Street School Classroom Helpers program, I’ve been working in the same kindergarten classroom for three years. I’ve gone on to join ESSO Tutoring, Games w/ Seniors, and Relay for Life. Now on the ESSO Board, I get to work with some incredible students.”

Fellow ESSO Board Member Phil Horrigan recognized James’ talent for effectively impacting those around him in the ways that they need it most. “He understands people during his service of our community, knows when something’s wrong, or knows when things are going well.”

Deeply interested in politics, James is also an active participant in MUN and political organizations on campus. As a Secretary-General of PEAMUN, James helped to plan a successful online conference, including his invitation of the former U.N. Ambassador Samantha Powers as the guest speaker of the opening ceremony. “I joined MUN my lower year because I was

absolutely terrified of public speaking,” James recalled. “I was failing miserably at Harkness my lower fall and joined MUN on a dare to get me more comfortable talking in front of other students.”

During his years at the Academy, he’s also served as the deputy regional manager of Kamala Harris’ presidential campaign, an MLK committee member and a day student representative. “On the days of the elections, we spent nearly three days watching C-Span and CNN,” upper Georgie Venci said. “We texted constantly about the election and shared results immediately.”

James wants to pursue his political enthusiasm and continue his life of service in the future. “I can see him having a future in political campaigns or policy,” Venci speculated, “as he has shown he is passionate about that.”

McIlroy agreed and added on. “I think he would work for a non-profit or in the political sector, simply because he’s a reliable worker, an organized thinker, and easy to trust.”

“I’m hoping to study International Affairs or Public Policy in college,” James said, looking to the future in which he can continue his contributions to communities of people on a larger scale. “Understanding complex international issues and gaining a firm grounding in diplomacy will hopefully give me the skills to contribute to the solutions of humanitarian challenges.”

What James is most sure of is that he will continue to help others well beyond his time at Exeter. “More than anything, I want to lead a life of service.”

Faculty of the Week: Katherine S. Hernandez

By MINSEOKIM

Growing up in New England, Science Instructor Katherine S. Hernandez often went on woodland walks with her father and learned the names of scientific tree species, like *Acer rubrum*: the scientific name of a red maple tree. She did not learn this through textbooks, but through an attentiveness to nature. Many years later, she takes similar walks with her own children, Maddie and Max, and explores the outdoors one step at a time.

Hernandez first visited Exeter while working as the Assistant Director of Admissions at her alma mater, Mount Holyoke College, and continued exploring Exeter’s community. “After three years, I just found myself really wanting more time with students, more time to build that relationship,” Hernandez explained. She eventually met her spouse, Director of Athletic Training Adam Hernandez, while teaching biology and chemistry at Tabor Academy, and they moved to Exeter together.

Currently, Hernandez serves as dorm head of Gould House and the advisor to several residents, including lower Alysha Lai. “It is always easy to speak and talk to her... She always makes sure to have one-on-one talks with us, to check up on each person, and make sure we are all doing okay,” Lai said. “Whenever we come back to campus, there is always a jar of fresh flowers waiting in our dorm rooms. The flowers always brighten up the room, and they are always very beautiful and nice to look at.”

According to Lai, Hernandez’s pets are also big stars in the dorm. “She also has one cat (who we rarely see), and two fluffy dogs who are always there to give us cuddles and kisses after check-in.”

“Mrs. Hernandez is a bit of a Doctor Doolittle. All animals love her. Our Corgi, Owen, and Puggle, Ham, are obsessed with her. Even the world’s most standoffish cat, Noodle, loves to snuggle with her.” A. Hernandez said.

Hernandez teaches biology but her enthusiasm for the subject extends beyond the walls of her classroom and dorm. Upper Lekha Masoudi recalled the first time she emailed Hernandez about a “biology moment” after finding a frog with some friends near the Academy’s tennis courts. “She replied right away (it was a Northern Leopard Frog), talked to me about frog skin-breathing and respiratory patterns, and even told me a funny anecdote about a frog who fell onto a campus golf cart over the summer,” Masoudi explained. “Ms. Hernandez is so enthusiastic about biology and really has encouraged me and helped me to find that same love for the earth and wonder for living organisms.”

Senior Caleb Richmond agreed. “Every class at the beginning of the class, she asks if any of us have had any ‘bio moments’ in our lives where students can talk about times in the past day or so just since the last class or they’ve had an experience of biology,” he said. “And so sometimes that’s animal tracks. Sometimes that’s seeing an animal. Today a girl in my bio class was talking about the chickens that she has at home laying eggs.”

Many of Hernandez’s students shared similar sentiments about Hernandez’s thoughtfulness when engaging with Exonians. “I noticed how much she really listened to her students – whether it was feedback about class, a lab we wanted to talk about, or anxieties we had about current events, she was always receptive to what the students

had to say,” senior Isa Matsubayashi added.

“Mrs. Hernandez is one of those teachers whom you know cares about you as a person,” upper Emma Chen agreed. “She always asks us how we’re doing and tries to make everyone feel included despite the difficulties of hybrid learning.”

“Mrs. Hernandez is the epitome of kindness and non-sibi. She is never without a smile on her face and is always there for her students to lend a helping hand,” senior Isabel Carden said. “Her teaching style leaves you curious and always wanting to learn more. I left class not only with a better understanding of the concepts we were covering, but also more excitement and enthusiasm for biology.”

Hernandez also seeks to strike a balance between nurturing her students and pushing them to their fullest potential. “I seek to champion them while also giving them a good challenge. I think I’ve heard Ms. Rankin say this, and I really appreciate her way of contextualizing challenge. She’ll say to her students, ‘I’m challenging you because I know you can handle this, you can do this.’” Hernandez said. “I just really liked that approach.”

“I think moments where I have felt most satisfied as a teacher [and am] most delighted are when I have a student who comes to me and says ‘I do not like biology, [or] chemistry,’” Hernandez added. “And what I see in that moment from students is sort of probably some bad experiences beforehand in the sense that it shaken their confidence, that they see themselves as unable to do this, or there’s something about their brain that makes this feel impossible for them. And I really love getting those students to a place where they feel like,



Hernandez smiles on the bridge.

Joy Chi / *The Exonian*

‘oh yeah, I can do this.’”

Other than biology and chemistry, Hernandez has interest in furthering Diversity, Equity, and Inclusion (DEI) efforts. “Ms. Hernandez understands that being an ally is a verb, not a self-proclaimed title... I’ve seen her skillfully serve as a bridge between differing opinions and world-views and gently bring folks together,” Director of Counseling and Psychological Services Szu-Hui Lee said. “I’ve bared witness to her using her power to move other white folks to better understand what it truly means to create and foster an inclusive learning environment. I am so thankful for her presence in this community.”

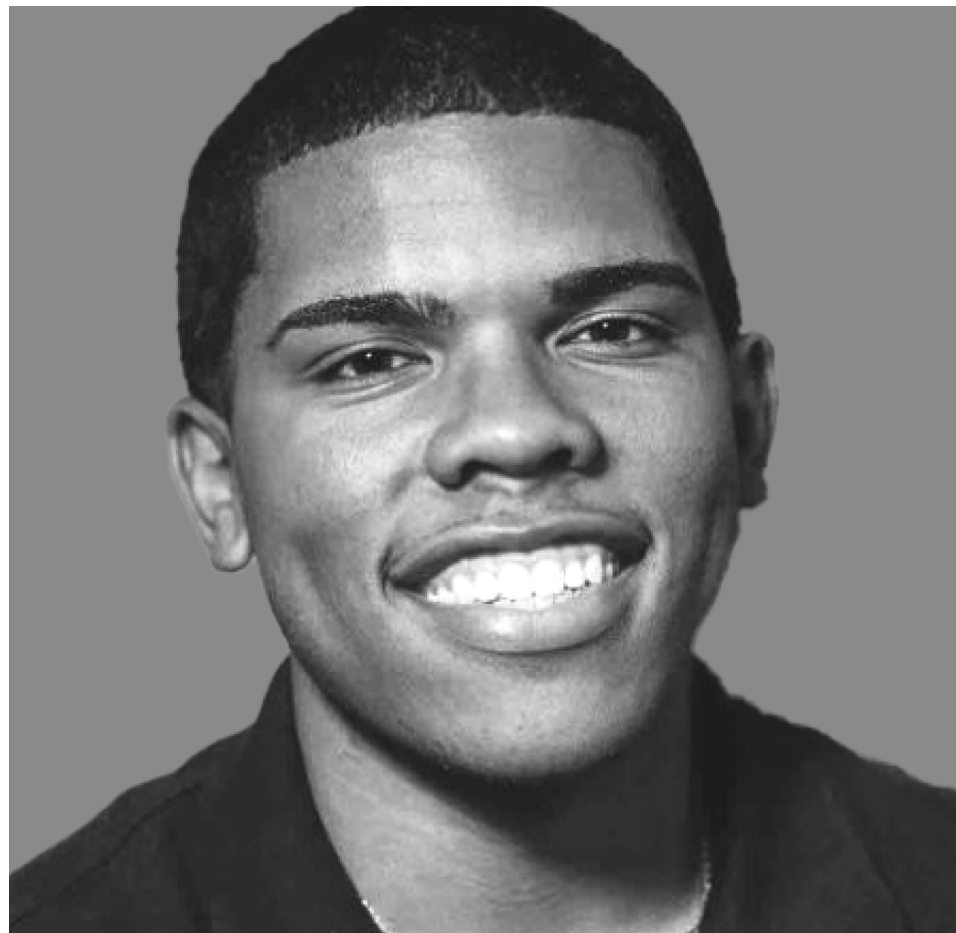
One way that Hernandez

focuses on DEI is through adapting her course curriculum. “We were learning about nutrition and digestion, which is really interesting as you learn a lot about the elementary canal and essential nutrients and minerals, but we also did a bit on food apartheid and food injustice,” she said. “That was a really wonderful conversation for students to learn about the term intersectionality, and how does intersectionality have anything to do with food apartheid? What are some of the systemic racism pieces that keep food access unequal in this country and what are some ways in which we can come at them with science and context, [which] I think is really important.”

“The article we read about food apartheid greatly enriched our Advanced Bio course, and it really help me make connections between the class and the world around me,” Chen said.

Over the last six years, Hernandez has dedicated herself to teaching science, sharing her enthusiasm for DEI work and spending time with her family while finding much passion in the process. “It is a unique joy to teach Exonians,” Hernandez said. “It’s really heartening to see my students dive right into the articles and conversations of science and topics on racism inside the science... the sky’s the limit in terms of what we can do.”

An Interview With Kevin Pajaro-Mariñez



Pajaro-Mariñez smiles.

Courtesy of Kevin Pajaro-Mariñez

By ANGELA ZHANG

First and foremost, what motivated you to pursue the career path you are currently on? Did you always know that DEI work was what you wanted to do?

My path is really interesting because this position is for working with students in the K-12 kind of sense, whereas I was originally trained intellectually and professionally in higher education. I was a resident advisor in college and I did orientation and I did a whole bunch of things that catered to the student experience, but I just thought I was getting involved, that I needed something on my resume so that I could get a job after college. And I didn't know what else I was going to do. Then I had this mentor, she was the Dean of Students at that time, she asked, "hey, did you know that this is a career path?" And I'm like, what are you talking about? Being an RA orientation leader, what can I do with that professionally? And so she introduced me to the field of student affairs. We're the people who are in different sectors of the university that folks often look to. And this is what I currently do, I'm a Hall Director. That's my original training, but in terms of what I wanted to do, I honestly thought I was going to go get a PhD and be a professor. Now that I've been working for a couple of years, right after my master's degree, I realized that I really, really value education a lot of different ways and that a PhD or a doctoral degree of any kind doesn't really have to define the work that I do.

I always knew that concepts and ideas around social justice and DEI work were always super important. I think I was trying to find my footing in what that would look like. And so that's why it's honestly pretty wild that this position came up because it's just, I feel like everything just kind of fell into the right place. And like the universe was like, okay, cool. Like here you go, here it is. So, it's been really, really awesome. The fact that my personal and professional values aligned with a position that is also prioritizing that. So I'm super excited, because I think this will set me up for a lot of awesome things in the future.

How did Exeter become your next step in your professional life? Did you ever envision this position as part of the plan?

So for this position at Exeter, one of my former bosses, who I worked with over at Andover for a part-time summer faculty position, actually sent me the job. I think she sent it to me once, actually twice. I just didn't think that I was cut out to do the work. Not because I didn't think I was smart enough or didn't have the skillset. But like my advantage point or my training has never been in K-12. The most that I've ever done is when I worked at a pre-college program at Harvard for six weeks, and then one year as an AmeriCorps college

advisor working with high school students and helping them navigate the college application process at my old high school. So those are the only two things I did. I only worked at different colleges and universities. So I was totally like, I don't know that I'm built for this, but I got sent the application to me twice, so maybe I should try it. Maybe the universe wants me to put my hat in the ring and like, I'm here now being able to talk to you during this interview. So that's how I kind of came to this work. I didn't think that this would be the way that it happened, but I'm super excited because now I know that that it's a possibility.

What does diversity, equity, and inclusion look like and mean to you?

That's such a big question, but you know, I think for a lot of people, where it stops for them is we just have to have enough representation of different people from a variety of backgrounds and we call it a day. But when I think about diversity, equity, and inclusion, I'm thinking, in what ways are we prioritizing conversations that go beyond privilege? And really talk about power: how are we really acknowledging the foundations of different places and structures that have been inequitable for a lot of different people for years and years? And so diversity, equity and inclusion for me goes beyond a symbolic gesture or a symbolic commitment towards acknowledging privilege and equity, diversity and inclusion. What are we willing to do? What are we willing to prioritize and how will our actions match up with ways that show solidarity, in ways that show commitment to the populations and the issues that we say are important. It's the action that's behind the concepts. That really showcases what our commitment to justice and liberation is.

Would you clarify the difference between power and privilege?

So when I think of privilege, the conversations around it really involve, what are people afforded without having to think about it? Then when I think of power, I'm thinking of what are the systems, the structures, and the belief systems in place that keep that privilege intact. So what things are giving me the power to be able to exist in the world in the ways that I do that other people don't? And how does that make an environment where you get the benefit, but at the expense of other people who are really hurting or get harmed on a consistent basis?

Are there any mentors or inspirational figures within your life that influence your work?

Oh man, there's so many! Definitely my immediate family: I'm thinking of my mom and dad who are immigrants to this country. They came with nothing here. I think what makes their sto-

ries and their narratives really inspirational for me is that they were resilient. They were resilient in a country that would deem them disposable, that would deem them as people who don't matter, despite having done everything to achieve what we know as the American Dream. My parents definitely have cemented the idea that thriving is important and that there's something beyond just surviving. And it's important to respect the people who paved the way for you.

Other folks who have been super pivotal in terms of mentorship... So one person that I'm thinking of who is like a mentor/big sister Heather Robertson. She's been really, really pivotal in helping me think through higher education in general, but she's been someone who's really been invested in my personal success. She's been really instrumental. And a mentor Antonio LP, he's the one who has been helping me just think about the purely professional side of things, like how do you maneuver different spaces, right? How are you going to capitalize on the skills that you have come into your work with so that you can not only manage being in the job successfully, but really thrive in it and really be successful? So, those are some inspirational figures. And then other family members, like my younger brother and my six year old baby sister, those are folks who I draw my inspiration from. And again, I think there are so many countless people to name. But those are the folks who I would say are really, really pivotal or have been pivotal in my experience so far.

You have a strong understanding of how to facilitate a sense of belonging within students. Could you elaborate on how you will approach doing so at Exeter, and why you believe such work is important in academic settings?

I think what will be really important for me as the assistant director, when I first get to Exeter, will be honestly to think about what are the students currently going through that they want me to prioritize, right? Because it's one thing for me to have a bunch of different ideas, but I think a sense of belonging can be better facilitated when someone is coming into this space, wants to know, "Hey, what's on your mind? What is it that you're thinking about? What is it that is at the forefront of what you're going through?" so that whatever ideas I bring up or whatever initiatives, whatever programming, I'm able to think about it through the lens of "These are the things that the students at Exeter are going through." So these are the things that I need to prioritize in order for me to be able to move forward in ways that will not just be productive for the relationship that I'm building with students, but also for the sake of what the institution is trying to prioritize, which is an anti-racist framework towards inclusion

and equity.

And this work is important in academic settings because oftentimes, you know, in academic environments, the focus is you have to work hard, you have to graduate, you have to get that piece of paper, but in the midst of all that, you have to think that people's wellbeing is on the line, right? Folks are navigating not just the academic side of stuff, but what about the personal side? People are figuring out how they're going to support their families, or going through different cultural shifts, value shifts. And so doing this work around facilitating senses of belonging and just the work in general is important because we have to think about the whole person. And so a person is not comprised of their accolades alone, that they also are comprised of the different experiences and things that they bring to the table. And so being able to facilitate a sense of belonging at an institution that is showing them that they're the priority, beyond just them doing well. And the institution being able to talk about academic excellence, I think goes a long way, right? Because people are complex and need support in a variety of ways.

You've worked for the Community Relations Coalition at Michigan State University, in which you maintained and strengthened relationships between the different communities in Michigan. Why do you think the building of relationships that extend beyond one's own community is meaningful?

Yeah, this is such a good question. The reason why building community is so important, and this is something that I'm thinking a lot about now, especially as I go into this role, the reason being is because in DEI work, once people build an analysis or terminology and the different jargon that a lot of the social justice dialogue has in it, people look at social justice and the things that happen as an individual endeavor, but we have to be able to build community, right? What I tell people all the time is that this work is relational. We can't do the work of DEI, we can't do the work of equity, we can't do the work of justice unless we have relationships with people, right? And we have to acknowledge that relationships with folks are often messy and imperfect, but it's out of being able to work through those conflicts and tensions, that a lot of really great things arise.

So to be able to build community beyond the one that you're in, I think speaks to the fact that you don't look at your community as the only view of the world. There are people experiencing things in real life outside of Exeter. And so if we're trying to build a vision for what justice looks like, but we only have our own in mind, we're actually not doing the work of justice because we're fundamentally forgetting about other people who don't fit within our vision. We have to be able to account for folks who are not in our immediate space, that we're not in proximity to, so that we can build a vision that is multifaceted and multilayered, and really speaks to the complexities of all the different experiences, right? With the common goal, being that we're trying to get free, or that we're trying to aim towards justice.

One of your past presentations centered on the politics of vulnerability and how people's stories are exploited as commodities. Why is this an important issue to address, and how do you think understanding this topic would be of benefit to those who learn it?

I want to name the colleague who I did this with: Trebby Ellington at University of Michigan. What the presentation was about was how when marginalized people are expressing themselves in spaces where they're being vulnerable about their experiences, about their traumas,

people in positions of privilege are assessing how meaningful that is, how worth it is, to build a relationship with them, right? So if you're a marginalized person, oftentimes you're getting the messages that like, in order to build community with people, you have to be vulnerable. You have to be willing to go there. But when you have multiple marginalized identities, you're constantly having to negotiate. If I say too much, then people are going to think that I'm someone that they need to save, or I am someone who was damaged or was broken. But then if I withhold information then I'm being passive aggressive, or I'm not trying to build relationships with people. So the politics of vulnerability is how marginalized people have to constantly negotiate the things that they do or don't talk about because that is dictating how people are viewing them in terms of how they're going to build relationships with them. And also the fact that people in positions of privilege can use vulnerability as a way to leverage themselves and get certain opportunities that other folks have to think twice about.

So it's super interesting to think about, and the reason why it's important is because we oftentimes want people from marginalized, oppressed backgrounds to be able to talk about their experiences, but then our actions don't showcase that we actually value them, or actually showcase that we're willing to take their narrative. We're not actually building community or building meaningful relationships with them. And so I think for folks who are coming from marginalized or oppressed identities, they're constantly having to figure out, do I share this about myself? Do I not share this? And how will this dictate how people perceive me? Because I want people to look at me as someone that needs saving, someone who's broken, or someone who was withholding information, because they don't care, right? I think it's just important because especially in DEI work, we really have to assess how we are asking people to talk about themselves and how we're asking them to tell their stories and what that means for them when they're disclosing something that is potentially going to be used against them, or in ways that benefit other people, but not the person who shared that information.

Can you talk about the Black Men's Reading and Reflection group you founded? What exactly is the problem of toxic masculinity? What do you think is the importance and benefit of these discussion groups?

So the Black Men's Reading Group, I created it the summer of 2020, last July. And honestly, the only reason why I made the group was because I was like, yo, I don't have a lot of friends who are men. And I'm just trying to figure out how to do that. I like to read, let's just put together a book club. I don't know, let's just try that. But what that ended up turning into was, I started to realize that a lot of the reasons why I didn't have a lot of dudes who were friends, especially other straight men was because I was socialized to not really know how to do that. And when we think about dudes being vulnerable with each other and like showing emotion, we gendered emotions to the point where men don't know how to be in community with each other without having to somehow prove their manhood. It can never just be moments of vulnerability. It always has to be something like layered on top of that. And so the book group ended up turning into, yes, let's get together as men across the gender spectrum to, you know, being a community over texts.

But then I started thinking, we should also talk about how as Black men, in particular, we need to also center

Black women and black trans women, the folks who are on the front lines, advocating for our existence and the right to be alive, but they're also the ones sacrificing themselves. And we often are the ones giving them the short end of the stick, even though they're fighting for our collective liberation as Black people. So, the book group's purpose turned a lot deeper for me in that I wanted a community with other black men. Whether they be straight Black men or Black trans men, I wanted that community, but I also wanted us to push ourselves. I wanted us to push ourselves to think about how we are going to center a different kind of masculinity in ways that also forces us to think about how we treat black women, also across the gender spectrum.

I think one of the biggest issues with toxic masculinity is that a lot of men have an allegiance or a commitment to performing masculinity in a way that is super damaging. So a lot of the fundamental things we experience as human beings; we all experience emotions, we all want to cry, we get sad, but I think toxic masculinity and patriarchal masculinity teaches us that we have to be resilient in a way that hurts other people. And so I think that through the book group, I'm learning that it's so important to be able to have those conversations and to have a space to process with other black men, because we're all longing for that connection. We just don't know how to do it because we've been separated from a natural part of who we are for so long and because of how we've been brought up culturally. I hope to also bring something like that to Exeter, whether it be in the form of a book club that students can join in: students, faculty, and staff. But I think being able to be in community over a shared text or a shared reading, I think has a lot of power in the ways that people reflect about their experiences when they have something to base it off.

What are you most looking forward to during your time at Exeter? What impact do you hope your work will have on students?

The thing that I'm most looking forward to honestly is just building relationships with people on campus. I'm a person who really is a firm believer that the quality of work you do really is based on the relationships you build with people. I don't want to ever be in a position where I think I know everything there is to know. There are people who have been there longer than me, right? Students and faculty and professional staff. So, I'm really excited to just learn and learn collaboratively with you all, with everyone on campus. What I'm hoping is that in anything that I do, that I'm being as solution or as solution oriented as I can. I don't want to ever give off the impression that all I have to contribute are ideas. I want to be able to sit in collaboration with people and really implement things that will be meaningful. So what I want my impact to be is I want to be remembered by the things that I am actively doing and not just the things that I'm able to say in different spaces, because I want my actual work and actions to back up what I say. So that that's a really, really big priority for me moving forward as I get into this position.

Is there anything you'd like to say to our readers as a newly welcomed member of the Exeter community?

Well, I think I would love to say, thank you so much in advance for the patience and the grace that everyone in the Exeter community will show me. I'm someone new coming into this space. And so I'm just really, really thankful that I have a chance and an opportunity to prove myself to everyone and to really be a valuable member of the community. I'm super grateful just to be in this space with everyone.

WandaVision: A Sitcom with Superheroes

By **NICHOLAS ROSE**
and **VIR SHRESTHA**

Spoiler Alert: This review contains spoilers revealing the plot of WandaVision.

WandaVision is Marvel's debut Disney+ show and kicked off the Marvel Cinematic Universe's highly-anticipated "Phase Four," which follows the stories of characters and their lives after Marvel's 2019 movie, *Avengers: Endgame*. Three weeks after the events of *Avengers: Endgame*, the series follows superheroes Wanda (Elizabeth Olsen), an energy-controlling witch, and Vision (Paul Bettany), a human synthezoid, as they discover that something is not quite right in their seemingly simple married life.

Initially, the show's premise is confusing with each new episode taking place in a different decade and adopting the cinematic style suited to that respective time period. The similarity between WandaVision and aspects of *Full House* and *Modern Family*, in their respective episodes, is impressive. Even amidst the changing time period, lead actors Elizabeth Olsen and Paul Bettany give wonderful performances that fully sell their characters' personas.

The series begins in a classic 1950's sitcom, full of laugh tracks and corny jokes, and follows the couple as they attempt to assimilate into their suburban neighborhood of Westfield,



New Jersey. Long-time Marvel fans did not expect this new style—and a lack of classic superhero action came with a slight sense of slight boredom. Instead of action, the first two episodes are packed full of mystery and a feeling of genuine curiosity. With all of the ambiguity and lack of context, it was initially hard for viewers to become invested in the main characters, Wanda and Vision.

The show begins to hit its stride in Episode 4, "We Interrupt this Program."

This standalone episode does not take place in Westfield, but instead follows S.W.O.R.D. agent Monica Rambeau (Teyonah Parris) after the five-year blip. Her journey eventually takes us to the Westfield paradox and it is finally revealed that WandaVision is actually a show within a show. They discover that the "Hex" that encapsulated the town of Westfield is Wanda's solution for Vision's recent death in *Avengers: Infinity War*. Not being able to handle her grief, she created her own sitcom—a separate re-

ality in which the two might live a happy life together.

Though eccentric and risky, WandaVision manages to pull off its unusual concept. Marvel, for the first time, has chosen to dive into the feelings of its characters instead of drowning viewers in mind-numbing action sequences. The show slows its pace and allows viewers to empathize with Wanda.

Although it keeps on twisting and turning in classic Marvel style, once Wanda's inner struggle and

emotions are revealed in Episode 4, we can better understand the circumstances of this unusual world. During the remainder of the show, Westfield slowly spirals out of control and tests Wanda and Vision's morals on whether it is a fight for the preservation of family or for the greater good.

Despite its slow start, WandaVision manages to fulfill high expectations with a fresh and unexpected take on a comic book show. The show employs impressive cinematography

and strikes a perfect balance between humor and sincerity. And with the introduction of new characters such as Scarlet Witch, X-Men Quicksilver (Evan Peters) and Agatha Harkness (Kathryn Hahn), the future looks bright in the Marvel Cinematic Universe. perfect balance between humor and seriousness. And with the introduction of new characters such as Scarlet Witch, X-Men Quicksilver (Evan Peters), and Agatha Harkness (Kathryn Hahn), the future looks bright in Marvel's Cinematic Universe.

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Staff of the Week: Diane Wojtkowski



Wojtkowski stands outside the HFCC.

Ethan-Judd Barthelemy/*The Exonian*

By JESSICA HUANG and LIANNAYANG

To children, families, and coworkers, Lead Teacher Diane Wojtkowski is always filled with warmth while teaching at the Harris Family Children's Center (HFCC), where she has

been working since 2008. She brings the spirit of discovery and nature to the classroom, enthusiastic to watch her students develop in the early stages of life.

While her toddler son was growing up, Wojtkowski knew she wanted to work with children. "I really have

a love for children," she said. "I love being around them and love learning about how they grow and develop, and other milestones that they hit."

"What's most important is letting them be kids and play and explore," Wojtkowski said. To

help the toddlers grow, she provides them with freedom and the ability to "experience things through play."

As an avid lover of the outdoors, Wojtkowski loves to teach her young students outside and let them interact with nature. "That's a key component that I bring into our curriculum. We spend a lot of time outside and learning through nature," Wojtkowski said.

Wojtkowski recalls taking her toddlers to the football fields this fall as part of their outdoor curriculum. "We let them out of the strollers, and we let them run around the fields and just totally be free," she said. "The kids were happy; We were happy. They were just exploring, and we found deer tracks. We were out there for probably close to two hours, and it was just such a fun day."

Wojtkowski's colleagues also have many fond stories to share about her. "[Wojtkowski's] curriculum is child-centered and nature-based," HFCC Director Mary Driscoll said.

"She challenges her toddlers to explore the natural world around them and promotes a 'nature-rich' curriculum," Lead Teacher Kim Kosow added. "On any given day you might find Diane and her students strolling along Swasey Parkway to visit the mallard ducklings that arrive each spring or taking a moment to admire our local bald eagle soaring above the river."

According to substitute teacher Nicole Pascarelli, Wojtkowski's class motto

is "not all classrooms have four walls." Pascarelli also described Wojtkowski as instrumental in facilitating engaging activities for children at the HFCC. Even when her classes can't be in nature, she brings it to the classroom, turning pieces of bark and pinecones into sensory bins for the toddlers, or teaching students to paint rocks with water. "Playing and exploring outside is a crucial part of our Reggio-inspired curriculum," Pascarelli said. The Reggio Emilia approach emphasizes student freedom and hands-on learning opportunities.

In the classroom, teacher Linda Felch admires Wojtkowski's patience. "[Her] ability to appear to remain calm and patient are remarkable," Felch said. "Even with the hustle and bustle of 10 children under the age of four and a fire drill sounding in the background, she has herself all calm and collected... she is comforting to both the students and her coworkers."

Wojtkowski also knows how to provide individualized attention when caring for each toddler, according to substitute teacher Donna Cross. "[She can be] kind, yet firm when the need arises," Cross said. "[Wojtkowski] gets down to the level of the children and [speaks] to them clearly and succinctly so that they may more readily understand what she is conveying. She encourages the children to use their words, gently guiding them out of conflict into a content, peaceful place with effortless ease."

In addition to being

a beloved teacher, Wojtkowski is also an amazing mother and wife, and lives on a farm with her husband and two children. Teacher Kim Clauson, who has known Wojtkowski for five years, commented, "Wojtkowski's family is most important to her, and she works very hard to keep everything well balanced and running smoothly." While teaching toddlers at the HFCC, Wojtkowski has also been teaching her children a plethora of skills including but not limited to farming, gardening, cooking, baking and sewing. "They are being taught the reality of where their food comes from and the hard work that goes into that. She is raising her children with strong morals and ethics," Clauson said.

"Her family takes up all of her heart, and you can tell just by the way she talks about them. She actually gets a sparkle in her eye," Felch added.

It doesn't matter if Diane Wojtkowski is interacting with enthusiastic coworkers, her adventurous family, or with curious toddlers. Each person she knows can attest to her kindness, guidance and joy for the progression of life. "For over a decade she has brought countless meaningful contributions to our community," Miranda Marchetti, a teacher at the HFCC said.

"For over a decade she has brought countless meaningful contributions to our community," Miranda Marchetti, a teacher at the HFCC said.

Teresa Blankmeyer Burke Speaks on Disability and Ableism



Blankmeyer Burke smiles.

Courtesy of Teresa Blankmeyer Burke

By LILY HAGGE, SHELA IACOBUCCI and SELIM KIM

Last Friday, assembly speaker Teresa Blankmeyer Burke took to her Zoom screen and spoke about her work with bioethics and deaf philosophy. Blankmeyer Burke began the assembly with an introduction in American Sign Language (ASL), spelling out her name with letters as well as with her name sign, a personalized sign that deaf community members use

to address themselves. By sharing her identity and encouraging questions from Exonians, Blankmeyer Burke reminded our community of the importance of representation and inclusivity.

Blankmeyer Burke is an Associate Professor of Philosophy at Gallaudet University, the world's only bilingual university where students learn in both ASL and English. There, she teaches classes that focus on deaf and disability studies along with bioethics. She also works to

present academic papers at conferences and provide her expertise at governmental hearings. In 2019, Blankmeyer Burke was invited to speak at the UN to share her knowledge and perspective on the topic of genetic alteration. The year before that, Burke traveled to the National Council on Disability in the US as well as the Nuffield Council on Bioethics in the UK.

As the first deaf person in the world to receive a Ph.D. in philosophy, Blankmeyer Burke's work discusses a range of

topics, from intersectional feminism to the ethics of gene editing. Her goal is to reframe conversations about disability, such as what constitutes disability and how we treat people with disabilities. "Asking ethical questions about deaf and disabled people's experiences can reframe assumptions about what counts as a morally justifiable decision," Blankmeyer Burke said.

With her work on bioethics and deaf philosophy, Blankmeyer Burke aims to encourage a

much-needed discussion on the topic of disability. "My hope is that my work starts a conversation on assumptions about disability, and the importance of examining these assumptions," she said. "There is an expression, 'nothing about us, without us' that is a rallying cry within the disability rights movement — I see my work in bioethics and genetics as being a part of this disability inclusion."

The assembly incorporated ideas of presence, perspective and passion. Blankmeyer Burke explained why disability needs to exist in conversation, especially when talking about accessibility. She then discussed what it meant to have different perspectives of disability, especially when asking difficult questions in the bioethics field. Finally, she spoke of passion, describing her experience of establishing an inclusive lexicon and raising the question of what exactly deaf philosophy means. Her drive was evident at every moment. "A sense of curiosity and a sense of justice motivate me as a human being," Blankmeyer Burke said. "I love learning, and I'm always curious about people's stories and how their experiences shape the way they create meaning in the world."

By the end of her speech, Blankmeyer Burke's goal of awareness and inclusion was achieved, according to students who listened in on Friday.

"I never realized how unaccommodating our world was," prep Solei Antonia said. "Professor Blankmeyer Burke's presentation really lifted a blanket from over my eyes, as I didn't realize how many things I didn't have to worry about that others do."

Prep Clara Peng agreed. "I'd say my favorite part is when [Blankmeyer Burke] was saying there's no reason

to hold back your questions. There are a lot of stigmas around asking questions around disabilities, but in order to break those stigmas, we need to talk about it," Peng said. "It's really eye-opening."

The assembly also helped students see the lack of support at the Academy for people with disabilities. "I believe at Exeter there's a lot of internalized ableism," senior and Exonians with Disabilities and Differences co-head Emmett Lockwood said. "We don't have people who are out and proud about their disabilities because, to be fair, Exeter was a school not designed with disabled people in mind. Many of our buildings aren't up to ADA compliance."

Lockwood added that Blankmeyer Burke's assembly speech highlighted the intersectionality of feminism and disability. "It's recently come to light that many of our testing criteria for disability, such as autism or ADHD are based on young boys," Lockwood said. "The female population is also not what we think when we see a portrayal of disability. It's often...a cisgender heterosexual white man... as someone who is trans and grew up not seeing myself in disabled media...it was impactful."

Blankmeyer Burke's assembly introduced a different perspective to the concept of disability that many Exonians do not often consider. Yet, students hope that this is only the beginning of opening a conversation about disability.

Lockwood noted, "We've had a deaf speaker come in...[and] we've talked about these ethical issues... But Exeter, we can't stop talking about it after this talk. How would a deaf student participate in Harkness? How is Exeter structurally not built for disabled students? That's a conversation we need to keep having."

Op-Ed

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» SOCIAL MEDIA

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» ANTI-RACIST WORK

Read Gamze Toksoz's '24 criticism of student engagement in anti-racist work at Exeter, 11.

Constitutional Change: The Solution to an Inefficient Student Council

By TUCKER GIBBS '23, PHIL HARRIGAN '21 and CHARLIE PRESTON '21

The current Student Council (StuCo) is ineffective, unaccountable, and inefficient. The solution, however, is not to ask the faculty to fix our problems, but to take ownership ourselves and overhaul our Constitution. We need to reorganize and redirect the efforts of StuCo to best serve students.

This is easier than you might think. We have all the tools to do this ourselves. In fact, a new constitution is ready to be voted on and ratified. In this article, I'm going to break it down, and hopefully, with your help, we can make StuCo work for students once again.

The first major problem with the StuCo structure is the power imbalance, both inside and outside of the Executive Board. As it stands, the co-presidents hold all the cards. Control all StuCo initiatives. Strangle any ideas they are against. That needs to change.

The remedy for this is a two-branch system in which each branch has checks on the other. In the case of the proposed Constitution, that is a strong legislature,

called the Assembly, and an Executive Board and committee structure. Now, this might sound very similar to what we have now, but its differences are key.

Direct Democracy

This Constitution will eliminate the dorm and day student representatives. As it stands, 100 representatives are elected out of a population of 1000 students, which is wildly over representative, and makes StuCo incredibly sluggish when anything needs to get done. In fact, less than half of those elected representatives even show up to StuCo meetings. The people elected to represent, on average, 10 people, are not doing so. The solution to this is simple, and it's been discussed a lot. Direct democracy.

As it stands, around 60 people show up to meetings every week. About 40 are elected, and the rest are there because, unlike many of their elected representatives, they care about what is going on in StuCo. So, why not give these people a vote? Obviously, they would still come to meetings, and additionally, they would be able to vote on proposals that will actually improve student life on

campus. In fact, more people would probably show up to meetings if they had a say in what was going on. So why not? There is no better representative for students except the students themselves. This new constitution will give any student a vote in the legislative actions of StuCo.

One of the main concerns with direct democracy though is efficiency. Practically, nothing would change. All votes would still be held during the actual StuCo meeting, which is the exact same as it is currently. The only difference would be that more people have the ability to vote. Direct democracy is the best way to ensure students who care are heard in StuCo.

Restructure the Executive

Another main hindrance of StuCo is the lack of initiative within the Executive. This is due to all the power being concentrated around the President, who is overburdened with everything from managing meetings to devising Vs policies and frequent meetings with Deans and faculty. This has to change. In a new system, the authority of the president would be spread over 3 other Executive Board

roles; the JEDI Director, the Treasurer, and the Secretary.

With each having their own defined responsibilities, no one person would be burdened with all of the power and authority of StuCo. The President would still retain the directing of committees and communication with the administration, but much of their role would be directed solely to improving student life—the primary goal of any student government. Let's look at what the other members of the Executive Board will do.

First of all, the JEDI Director. It is impossible to believe that StuCo can do anti-racist work better than the affinity groups such as ALES, LAL, AV, and others that do amazing work to advance anti-oppressive initiatives. Much of the time, StuCo takes the administration's time and attention from these clubs that will do so much more with it. For this reason, the new constitution will create the position of JEDI director, which will have the duty of having an active understanding of anti-oppressive work on campus, and be able to coordinate the resources of StuCo to aid the work the

affinity groups do.

Next, the Treasurer. As it stands currently, the Budget co-heads essentially are Executive Board level positions in all but name. Having them be elected would give much broader power to the student body in terms of the delegation of StuCo funds.

Finally, the Secretary. The Secretary will take on a lot of the administrative work the President is burdened with. This includes chairing the meetings of StuCo (essentially just making sure everyone talks in an orderly fashion), creating the agenda, and maintaining the records of StuCo.

In this Executive Board, no one person has a death grip on any aspect of StuCo, and therefore they can efficiently and effectively direct StuCo's authority as a student government to fix crucial issues. However, fixing the committee structure is required before that is possible.

Combine the Committees

There are 10 committees, each of which has at least two committee heads, very few members, and a very specific mission. This needs to and can be changed. The new constitu-

tion will combine these 10 committees, most of which have the same or similar purpose, into just two: General Services, and Student Life. This will ensure that each committee has dedicated leaders and enough members to effectively create policy and initiatives to better life on campus.

The General Services Committee will encompass Technology, Public Relations, and Policy, to create a one-stop-shop for policy creation and the administration of StuCo. The Student Life Committee will combine Mental Health, JEDI, Recreation, and Dining Hall, all of which have the same goal of improving student life, though in different ways. By being under the same committee, it can encourage cooperation and again ensure that dedicated students are managing important projects.

And that's it! With these three major changes, StuCo can be accountable by way of Assembly checks and oversight, efficient by spreading out duties, and effective by ensuring qualified and dedicated people are actually improving student life. If a Student Council that has the tools to make campus life better sounds good to you, I urge you to support the new Constitution.

You can read the Constitution in full at <http://bit.ly/ANewStuCo>

Summary of Proposed Constitution

By TUCKER GIBBS '23, PHIL HARRIGAN '21 and CHARLIE PRESTON '21

Structure

The new StuCo will be made up of two bodies: the Assembly, and the Executive Board. This will function essentially as any sort of executive-legislative system, in which the Executive Board gets its powers from the Assembly. With this new system, there will be many more checks against executive power. The Assembly will approve funding and major policy changes, and just generally direct the executive and remove officials if they do not do their job. This is a great improvement to the current system, which has no checks, and the Executive Board is overburdened with all the responsibility of the PEA Student Government.

The Assembly

The legislative part of StuCo has much more authority in the new constitution.

They will have to approve Presidential appointments, initiatives, and delegations of funds to ensure accountability and communication. The biggest difference though? Any interested student can vote in the Assembly. As we currently have it, there are 100 representatives mandated to represent 1000 students. The best way to accurately represent the students, if only 60 people show up to meetings, is just to give the people who care a vote. This is the Assembly. Class Reps will be a separate thing, whose primary purpose is to work on class events and the like.

Executive Board

Now, while the Assembly retains most powers, the role of the Executive changes very little in practice. What does change though is the officers and their roles. Now, currently, the President (or in this year's case, co-presidents) have all the power- and all the burdens. There is a Vice President, but they have no tangible power. Then, we have the

co-secs, who split the job of making agendas and taking minutes. It is clear that power is concentrated too heavily in the President.

Here's what this constitution will change:

President: It will be the job of the president to be the chief communicator between StuCo and the administration. Their purpose is to improve student life on campus through the creation of initiatives. This is super similar to their current job. However, we will remove a lot of the duties that hinder the execution of that purpose. Chief among those is removing their having to preside over Council meetings and setting the agenda. In addition, we can remove a few of their jobs such as StuCo's anti-racist initiatives.

JEDI Director: Let's talk about StuCo's anti-racist work. It is impossible to believe that StuCo can do anti-racist work better than the

affinity groups such as ALES, LAL, AV, and others that do amazing work to advance anti-oppressive initiatives. Much of the time, StuCo takes the administration's time and attention from these clubs that will do so much more with it. For this reason, the new constitution will create the position of JEDI director, which will have the duty of having an active understanding of anti-oppressive work on campus, and be able to coordinate the resources of StuCo to aid the work the affinity groups do.

Treasurer: The current position of Budget Committee Co-head is already pretty much an executive position, as they have control over minor delegations of funds. The constitution would largely keep their role the same, but elevate it to the Executive Board to ensure that all proposals considered by StuCo are financially feasible.

Secretary: There is no reason why there need to be two

co-secretaries. This constitution fixes that. It also ends the death grip the President has on the Agenda. Currently, the President and the rest of the Executive Board can ensure that no matters they do not like are discussed. That has to end and will end with this Constitution. The Secretary will have the duty of maintaining StuCo records, running the meetings of the Assembly, and ensure the constitution is adhered to.

Committees

Now let's talk about committees. Where the actual policy of StuCo is supposed to originate. As it stands right now, the various committees have few members as their mission is far too specific. Why must there be a full committee for the running of the StuCo Instagram? This constitution will combine the committees into two, making them both incredibly efficient and active.

General Services Committee: The GSC will manage

all the background aspects of StuCo, like social media management, technology support for initiatives, and policy creation.

The Student Life Committee: All of the other committees can be joined into one: Student Life. The improvement of student life is the primary goal of StuCo, and it should be treated as such. This committee will combine the planning of events, the creation of projects, and working on solutions to various problems that students face. (This committee would encompass Recreation, Mental Health, Dining Hall, and Student Life.)

And that's it! A constitution doesn't need to be a 26 page monstrosity, it can just be 7 pages. This will leave adequate ability for it to change and adapt to the changing requirements of StuCo. With this new system, we can ensure that StuCo can actually have an effect on people's lives.

The Exonian

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

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The Unbridled Optimism of Anti-Racism at Exeter

By **GAMZETOKSOZ '24**

On my first day of anti-racist work, I watched 30 grey rectangles populate on Zoom; few of us had our cameras on. Our facilitators asked us to write down an answer to a question and proceeded to split us into breakout rooms. I was the only prep, and I knew no one else in the meeting. After a minute of silence, I started the conversation, reading what I wrote down.

When I finished, no one spoke. A minute passed until someone finally chimed in. Eventually, everyone said what they supposedly wrote down, but I could tell they were improvising. The facilitators broke the silence when they brought us back into the main room. The student facilitator asked if we wanted to share any major points that came up in our small groups. More silence and blank stares behind grey screens. One person attempted to break the awkwardness. “What was the question again?” they asked.

It’s funny—these grey squares filled up my computer screen just as fast as the countless black squares had filled up my Instagram feed last spring. Most of the posts said phrases like “Black Lives Matter!” and nothing more. All of them were almost the same with a few changes here and there. It was as if they were copying each other’s homework, mak-

ing sure to change their wording just enough so that their teacher wouldn’t notice.

When I was younger, I was a quiet kid with a loud appearance. I wanted to be invisible, but as the only Black, bi-racial kid, all I could do was stand out. Whenever kids teased me and the other non-white students about our appearance or ethnic background, we would keep quiet or laugh it off. For many years, I was always met with, “It’s just a joke.” Simultaneously standing out and being dismissed for something I couldn’t control damaged my self-esteem.

I was in 6th grade when I finally confronted a teacher about the rude comments students were making. He replied “I’ll talk to the class about it. Don’t worry, I’ll keep it low-key.” As corny as that statement was, I was glad it wouldn’t be a huge episode that would be linked to me for the rest of the year. My teacher took some time during class to talk about how mean jokes aren’t funny and gave us the usual anti-bullying PSA. He then showed a video which included adults speaking about their childhood experiences.

I remember a woman who opened up about her experience. She stated how she always wanted to be white so she could fit in with the other kids and not have to feel so out of place. As soon as she said the last word of that sentence,

my class burst out laughing. The manner of laughter and comments afterward radiated pride of their whiteness. They remarked offhandedly about their superiority. Their laughing almost felt like they were laughing at me and so many others that felt the same way that woman did. They mocked our experiences and emotions. They simply didn’t understand and refused to try. At that moment, I realized that you can’t confront a topic like racism in a “low-key” way. It needs to be directly addressed and called out because, if not, it will never be taken seriously and minds won’t change.

Flash forward to last spring—almost a year ago now. I was stunned because the same people who teased me for my skin color were also posting links to donate to anti-racist causes. Maybe their favorite celebrity wrote a short message condemning racism which encouraged them to listen. Suddenly, all my former classmates were anti-racist and pointed fingers at others without questioning themselves. Why didn’t they treat my outlook and feelings with the same respect and urgency they showed on social media?

I believe the ideology of superiority based on race is rooted in biased education. At school, we would have a unit on slavery, but we didn’t get the opportunity to understand the depth of abuse of human

rights that it was. Our focus at the time was based on the building up of America and it felt like the teachers were just going from unit to unit – not trying to educate so much as to ingrain dates and instill limited information into our minds.

The work done in the anti-racist courses at Exeter has done no more than a history unit on slavery at my old school; our anti-racist courses only peel back the first layer. After the first round of anti-racist sessions, we all knew, but were not willing to admit, that the sessions had no real lasting effect on racism at this school.

It’s an endless cycle of the same routine. The people who contribute real value to the conversation are often Black students, and that forty-five minute period, more often than not, has turned into Black students sharing the pain and suffering their family endured. This term, the sessions seem to have improved, actually being more interactive and participatory, but I think the biggest problem is there is no clear result or goal for these courses. There’s no assessment, there’s no accountability, there’s no in depth curriculum. The main vague objective is, “to make the school an anti-racist community.”

The real question is how are these short classes going to lead to that? It’s an attempt, but in reality, it’s just a very

awkward Zoom meeting. We must first change what they’re aiming for. The classes should not be geared to making people less racist, but instead they should be geared towards making people less ignorant. People with racist ideologies have had those ideas in their minds for years and will not easily be swayed. If instead, the goal was to inform students and faculty about other perspectives and stories then it could build greater empathy about the experience of racial prejudice and inequity.

In our reflection, we should also be looking at all the highlights of history through the lens of what we are already learning in our regular classes. Why aren’t kids learning from a young age about the struggles distinguished Black Americans had to overcome to calculate the flight trajectories to send astronauts into orbit or become the plant doctor that found a therapeutic use for peanuts or write a Pulitzer Prize winning novel or play?

What students are constantly saying is that they don’t feel like they are knowledgeable enough to talk about racism. This conveys there isn’t enough education about racism and all of its history. Instead of having a separate course to address it, there should already be literature built into the regular curriculum about discrimination from the perspectives of the people

who lived through it.

Ted-Ed speaker and writer Chimamanda Ngozi Adichie has a talk about the danger of a single story—how when only narrative, one perspective is told, only part of the story is. When we only read books from white authors, we get a part of a scene, but not the whole picture. This is why people have such a hard time understanding the minority perspective because they heard only one side of the story.

“Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity,” Adichie says.

This school is praised for its Harkness learning method to be all inclusive of ideas and learn from each other’s points of view. Our experience, our learning and our understanding of racism could be so much more diverse if we gave more space for Black stories in class. And I’m not just talking about literature or novels; there’s Black scientists, artists, musicians, linguists, and the list goes on. History and learning from our past is what builds the future, right? Then why not do it with purpose and depth toward having a greater understanding of the human experience from all perspectives?

Just Another Day

By **DAVID CHEN '23**

The moment I saw the door to Room 6 in the orange hallway, I noticed a piece of A4 printer paper taped to the doorframe next to it telling me that the maximum capacity in my room is two people. The decorations I had from prep winter are no longer there. I took them down. No. That’s a lie. I was just too lazy to put them back up. It’s COVID—no one will care anyway. At least I don’t. Not anymore.

I’ve memorized every movement and non-movement outside my 3x5 feet window overlooking Main Street Dormitory. I’ve memorized the gentle slopes covered with thick layers of snow looking so powdery, so soft. Sometimes I wish I could just jump out of my window and land in it. I’ve memorized the barren trees asleep, unaware of everything happening in this world so cruel, so beautiful. I’ve memorized the occasional figure that will slip through one of the open windows on Main Street’s first floor. After all, every single day feels so routine, so monotonous. I repeat the same actions, in a constant and endless cycle of Zoom classes, eating and sleeping.

The soft hum of my air filter distracts me from my sleep—at night and in the afternoon during the quick shut-eye I get in the free period I have between my

8:10 a.m. class and 10:00 a.m. class. Waking up is harder than ever. My alarms quickly multiply, and dickeys have taught me to always snooze the alarm, never to stop it. Even Mother Nature is against me. My window faces west, so only in the afternoon does the sun grace me with its presence, letting in a soft glow that should be perfect for taking photos. It’s called golden hour, I’ve been told. I quickly close my curtains. I’ve gotten used to my LEDs and the blue-bottomed, beige-topped lamp that is given to every Ewaldian. The sun needs not to grace me with its majesty—other people need it more than me anyway. Focusing becomes harder, and my procrastination begins to worsen. Homework that would have gotten done at 11 p.m. during prep year gets done at 1 a.m.

My phone chimes every so often with text messages from my friends and WeChat messages from my family. Some of them complain about homework, while others remind me to send pictures of my food to make sure I’m eating well. Every other lunch I eat with my mother to quell her anxieties about my health. I will never get used to the moment she answers, propped up against the headboard of my parents’ bed. I will be stunned that she’s not at our family restaurant, until I realize that I’m both an hour ahead of Minnesota and she’s



Sabrina Kearney/*The Exonian*

having back problems again. When I Facetime her again at night, I greet my father’s eyes, hidden behind glasses, but not his smile, hidden behind a blue surgical mask. I will greet the flickering lights of the menu board, the mist of alcohol being sprayed on the tables and the

last of the leaving customers. Every time I see my parents, I worry about the growing number of cases in Minnesota, even with my parents promising to wear masks and a face shield, promising to stay behind the makeshift screens made up half-way-screwed nails, scavenged

blocks of wood and plexiglass sheets we picked up from Menards. They keep promising to be careful, as if those promises could really mean something.

Between worries about my family at home and the stress of the daily Exeter workload, my life during the pandemic

has become a blur, a mishmash of memories and information from each day. But isn’t that the same for us all? Bringing back the schedule has helped a little. I have something grounding—like track practice every day or eating dinner with friends makes me feel a little less crazy.

Thinking About Someone Besides Ourselves

By **RUPERT RAMSAY '23**

On Friday, February 18, Principal Rawson announced by email that we would be transitioning to an intermediate phase that would last from Sunday, February 21, and extend through Wednesday, February 24. During this intermediate phase, students gained access to multiple buildings including Elm, along with the Thompson Field House and Love Gym. Other ground rules were to remain in effect.

I do not think the school was ready for this intermediate phase and what follows.

We would have been better off remaining in quarantine. During the quarantine period, I observed students breaking the rules and acting irrationally. We can only move forward if students start being responsible and show they are capable of following the guidelines the administrators set in place.

On the Sunday the intermediate phase began, my friends and I were walking towards EPAC when we stumbled upon another group of lowers on the steps near the college counseling offices. The quarantine rules stated that we were not allowed in groups

with more than five individuals. I understand having six or seven people for the sake of inclusion, but there were around fifteen of them, masks down and less than six feet apart.

We all have a desire to see our friends and others in-person, but it is important to understand the severity of the situation. To state the obvious, we are in the middle of a pandemic, and getting tested twice a week and being in the Exeter bubble does not change that.

I know the rules are abundant and sometimes tough to follow. On the sidewalks, it is

hard to be six feet apart when you are passing others and there are massive puddles on the ground. I have even heard that in some dorm common rooms students are not allowed to eat food and drink, which seems unreasonable.

The problem for me is when students are not spread out, are in large bunches, or are not wearing their masks correctly. During the campus-wide quarantine, there were students who would eat in groups of ten or more and have their masks off or below their chins. Most often, they were not socially distanced either. Through not following

the rules, they were threatening the health and safety of other students and faculty.

I know it is frustrating being unable to go into each other’s dorms and certain buildings. It is also hard not being able to be in groups larger than five, but more than 510,000 individuals have died in the United States alone from the coronavirus. The administrators had the school’s best interest in their minds when they were creating the strict guidelines.

An extended quarantine would give students another chance to adhere to the guidelines in a correct manner. Al-

though it would be hard to be stuck in dorm rooms and at home again, it would remind students of the severity of this pandemic. I know it is not the same talking to friends over Zoom and FaceTime as it is talking to them in-person, but the coronavirus still exists, and as long it exists we need to be careful and cautious to protect those around us.

I do not think some of the students realize the gravity of the situation. Being able to be back on campus is a privilege, and many students are taking it for granted. Please follow the rules. Do it so we can continue seeing our friends. Do it so we can get the most out of our education. Do it so in the future we can return to something that is close to normal.

Revised StuCo Constitution

By TUCKER GIBBS '23, PHIL HERRIGAN '21, and CHARLIE PRESTON '21

Preamble

The Phillips Exeter Student Council exists as a body with two primary goals: to improve student life at the Academy and to act as a conduit between the student body and the administration. In this spirit, the following sections establish a system with one individual with the mandate of the student body, kept in check by a legislature made up of any interested student. It is with this system that the Student Council can achieve its goal.

Part I - The Assembly

Article 1 - Assembly Powers

§1. The Assembly shall be the primary body of the Student Council, which shall wield its legislative power.

§2. The Assembly shall approve major budgetary actions, confirm Presidential appointments, oversee the Committees and Executive Board, and bring forth proposals. In order to vote on policy or motions, a quorum must be present. [differentiate them]

§3. The Assembly may impeach any member of the Student Council for improper conduct, as decided by the Assembly, with a two-thirds majority vote. Impeachment shall result in the removal of the official from their position. In order to begin impeachment proceedings, 15% of the student body must sign a petition agreeing. Improper conduct may include inactivity.

§4. Any current student of the Academy shall have a vote in matters of the Assembly unless otherwise specified in this Constitution.

§5. The Assembly shall have the ability to determine any procedures or matters not specified in this Constitution. No body of the Student Council shall violate the terms of this Constitution. This Constitution shall supersede any legislation passed by the Assembly.

§6. The Assembly shall establish and adhere to the Assembly Rules of Procedure.

§7. The Assembly shall meet weekly, except during school vacations, to discuss and vote on the business of the Student Council.

§8. Any student may submit proposals to the Assembly.

Article 2 - Elections Commission

§1. The Elections Commission shall conduct and ensure the security of Student Council elections.

§2. The Elections Commission shall be led by the Commissioner, as well as a Deputy Commissioner, both of which shall be appointed by the President and confirmed by the Assembly.

§3. No members of the Executive Board may direct the Elections Commission.

§4. The Elections Commission shall have full discretion over electoral decisions not codified in this Constitution or other legislation.

Part II - The Executive Board

Article 3 - Executive Board Powers

§1. The Executive Board shall carry out the will of the Assembly and represent the Student Council in any meetings with the Administration or Faculty at large.

§2. The Executive Board may be empowered by the Assembly to act in other capacities.

§3. The Executive Board shall consist of a President, a JEDI Director, a Treasurer, and a Secretary.

§4. No Executive Board officers shall have a vote in the Assembly, except for the Vice President in their tie-breaking capacity.

§4. All members of the Executive Board shall be elected by the student body in yearly fair elections under Appendix A.

§5. In the event, a member of the Executive Board resigns, a special election shall be held under the provisions of Appendix A and serve the remainder of their predecessor's term.

§6. The Executive Board shall ensure that justice, equity, diversity, and inclusion are core tenets of Student Council actions.

Article 4 - The President

§1. The President shall be the leader of the Student Council, and represent the student body.

§2. The President shall have the power to veto actions passed by the Assembly in a timely manner, which may be overturned by a two-thirds vote of the Assembly.

§3. The President shall have authority in Student Council to direct Executive Board members and Committees to carry out initiatives.

§4. The President shall appoint Committee Chairs and delegates to Academy committees, subject to simple majority confirmation by the Assembly. The President may dismiss any Committee Chair if cause is present, subject to simple majority agreement in the Assembly.

§5. The President shall be able to form ad hoc committees, as regulated by the Assembly.

§6. The President shall actively promote and create initiatives to improve the quality of life for students at the Academy. This shall be done in coordination with the Student Life Committee.

Article 5 - JEDI Director

§1. The JEDI Director shall actively understand the actions taken by campus Affinity Groups and the administration, and communicate their efforts to the Executive Board members, Student Council. They shall also be able to coordinate Student Council's resources to aid anti-oppressive work.

§2. The JEDI Director may have any powers delegated by the President or the Assembly.

Article 6 - The Treasurer

§1. The Treasurer shall maintain the Treasury of Student Council.

§2. The Treasurer may act without Assembly approval for minor delegations of funds below 3% (rounded to the nearest whole number) of the Treasury.

§3. The Treasury shall be used to fund Student Council initiatives, support Academy groups, or other matters as decided by the Assembly.

§4. The Treasury shall ensure that 10% of the yearly budget is reserved for the next Executive Board.

Article 7 - The Secretary

§1. The Secretary shall maintain the records of the Student Council, and ensure Constitutional standards are upheld.

§1.1. Records shall include passed actions of the Assembly and the minutes of Execu-

tive Board and Assembly meetings.

§1.2. All records shall be publicly available to the Academy community and maintained in the Academy archives.

§1.3. In the event of a violation of Assembly legislation or this Constitution, the Secretary shall remedy the issue.

§2. The Secretary shall be responsible for the creation of an Agenda for meetings of the Executive Board and Assembly, which shall be publicly distributed.

§3. The Secretary shall preside over meetings of the Assembly, and provide a tie-breaking vote if necessary. They may also call meetings of the Assembly as the presiding officer.

Article 8 - Committees

§1. Committees of Student Council shall work to manage certain aspects of Student Council, and support the Executive Board and Assembly in their initiatives. Committees shall be led by Committee Chairs.

§2. There shall be two primary committees: The General Services Committee and the Student Life Committee.

§3. The General Services Committee shall have the purview of Student Council social media accounts, technological initiatives, and policy creation.

§4. The Student Life Committee shall have the purview of maintaining and improving student life for all.

§5. The Committee Chair may appoint directors and subcommittees to fulfill specific aspects of the Committee's duties.

§6. Ad hoc committees may be created by an Assembly proposal or Presidential directive to focus on specific issues for a given amount of time. Ad hoc committees may be dissolved by the Assembly or the President at any time.

Article 9 - Rules of Transition

§1. Following the election of a new Executive Board, both boards shall collaborate and manage the Student Council together for two consecutive weekly meetings. After the two-week period has elapsed, control of the Student Council shall transfer solely to the newly elected Executive Board.

§2. There shall always be a peaceful

transition of power between officers.

Part III - Miscellaneous Student Council Operations

Article 10 - Faculty Advisers

§1. There shall be two faculty advisers of the Student Council, who shall not hold any veto or voting power.

§2. Faculty Advisers shall advise the Executive Board and Assembly when necessary.

§3. Faculty Advisers shall manage the technical aspects of the Treasury.

Article 11 - Nomination of Community Conduct Committee Members

§1. The Student Council shall conduct elections to nominate eight students for the Community Conduct Committee.

§2. The election procedures detailed under Appendix A will be utilized.

Article 12 - Class Representatives

§1. There shall be three class representatives per grade, whose duty it will be to improve the student life of their respective classes.

§2. Class representative elections shall be held two school weeks following the Executive Board election, with the same procedure as described in Appendix A.

Article 13 - Amendment and Adoption of this Constitution

§1. In order to amend this Constitution, the Assembly must pass the amendment with a two-thirds majority vote.

§2. To adopt this Constitution, the following criteria must be met:

the current Student Council must approve a motion to repeal the Constitution of 1988 and adopt this Constitution by two-thirds majority vote.

A referendum open to all students must be immediately scheduled and performed. If a majority of the voters approve of the new Constitution, this Constitution shall take effect.

§3. The Constitution of 1988 shall not be officially nullified until the referendum approves of the new Constitution.

§4. A special election for Executive Board positions must be scheduled immediately under the provi-

sions of Appendix A.

§5. The passing of this Constitution also constitutes the passing of the Assembly Rules of Procedure.

Appendix A - Election Procedures

§1. These election procedures shall apply for all Student Council elections unless otherwise specified in this Constitution.

§2. Voting shall be done through an online secret ballot.

§3. For primary Presidential elections, Vice Presidential elections, elections for the Secretary and Treasurer, Class Representative elections, and CCC nominations, Meek's Method of Single Transferable Voting with vacancies equal to the number of seats for the position shall be utilized.

§3.1. In primaries, two candidates shall move to the final election.

§3.2. For the final Presidential election, the candidate who garners the most votes shall win.

§4. All students shall have the right to vote in Student Council elections, with the exception of Class Representative elections, in which only members of the respective class may vote.

§4. Any electronic system utilized shall be administered by the Elections Commissioner, with oversight from the Advisers.

§5. The Elections Commissioner shall work with the Advisers to ensure election security and the upholding of election standards.

§6. Any student who meets requirements set by the Elections Commission or the Assembly shall be eligible to run for Executive Board positions.

§6.1. Requirements shall be used to ensure all candidates are dedicated to the role they are running for.

§6.2. The requirements for Secretary shall ensure that all candidates adequately understand the Constitution, as to best perform their duties.

§7. Only members of the represented class may run for Class Representative elections.

§8. Candidates for Executive Board elections shall have public appearances readily available to their constituency, as decided by the Elections Commission.

Appreciating Isolation

By ANGELA ZHANG '23

I wake up and roll out of bed, and depending on how I feel, I'll get in some of my daily exercise before hopping on to my first class on Zoom. I grab lunch with a friend or two, and with no afternoon classes, I have a couple of hours to sit down, focus, and work on my academic and extracurricular obligations. At dinner, I unwind with friends and share a few laughs over some food. If the weather allows, we go for a walk. If not, we part ways, and I return to my room for an 8 PM class. When that's over, I finish up my work, go to some club meetings, or call with some friends or family. Then I sleep.

Obviously, not everyday is like this. There are still days where I am not as motivated as I'd like to be. I lose track of time and self-sabotage my sleep-schedule, not sure if I'm operating within any time

zone that exists in the world. Chaotic days like these still happen, and everyone has these days.

However, I am glad to say that, after the pandemic began, I am regularly having more calm and refreshing days like the one I first described. I find myself at peace more often. Spending more time alone as a result of this pandemic was not necessarily a bad thing. Although there are pre-COVID moments that I am still reminiscent of, I have come to appreciate the valuable lessons I have learned. Through the many hours I've spent alone with myself and my thoughts during quarantine, I've learned to prioritize myself and my wellbeing, valuing my own feelings and decisions above all else.

I admit I frequently reminisce about many pre-COVID experiences at Exeter. For example, walking to Hannaford with friends late at night, taking the weekend bus to

window-shop at the mall and explore books at Barnes & Noble, and going to school dances for the photos and hors d'oeuvres. Those were unique experiences that were quintessential of the boarding school life, and I often wonder if Exonians, or at least currently enrolled Exonians, will ever be able to have these moments again.

But the more I think back to those times, which I've done frequently during the months of quarantine at home, the more I ask myself if those were times I truly enjoyed for myself. While I certainly am appreciative of these memories I've created with friends, I've come to realize that I was not as present as I could have been during any of these moments. The pressure of having to please my friends and my FOMO (Fear Of Missing Out) occasionally lurked in the back of my mind.

Even when I knew I would be too occupied to have

time to go on an excursion with friends, I would hesitate to reject any invitations from them. At a boarding school where friendships are strengthened by spending more time with one another, I feared I would miss out on opportunities to form bonds if I were to ever decline an invitation. I feared my friends would find me boring and not worthy of forming a friendship with, easily replacing me with someone who was more available and fun. I feared being left behind. I was too eager to say yes to everything, forgetting to ask myself if these were things I truly wanted, or if I just agreed to it to please those around me.

While I did end up enjoying a vast majority of the time I spent with my friends, my mentality was not healthy. I failed to consider my own desires and let my irrational fears guide my decision-making.

With the immense amount of time I have spent alone in the past few months due to the pandemic, I've been forced to be alone with my own thoughts, trying to under-

stand myself. Without having friends there to invite me to events or ask me if I wanted to do anything, I had to ask these questions myself: What do I want to do? What is it that I want right now?

Through doing such, I had to understand my own desires and value my own emotions. I no longer had anyone I felt the need to please other than myself. The decisions I made and things I did were intentional in satisfying me and only me, and so I learned to prioritize my needs. Now that I am back on campus, I am able to fully engage in every moment because I have improved in my ability to consciously make decisions that I truly want to make. I understand my friends are mature enough to be respectful of my decisions, and that I would not lose any friendships simply because I might occasionally prefer to spend time with myself.

But of course, I am not attempting to use the valuable lessons I learned during these times to glorify or romanticize quarantine. I fully acknowledge the hardships it has imposed on people across

the world. In fact, I am aware of the negative effects that quarantine and prolonged isolation can have on mental health, considering that mine declined significantly during the first few months. I am incredibly lucky to say that I found a positive aspect during this difficult period within people's lives.

Therefore, I sincerely encourage you to focus on your wellbeing and seek out any support and resources that you may need. I wholeheartedly hope that during the increased time we spend alone during this pandemic, we can see the art of being alone. Being alone is a chance to truly be in touch with yourself. Ask yourself, what is it that I want? What do I want to do with my life today? Go journal, play video games, read a book, watch a movie, listen to music. Go prioritize yourself. Go do these things, so that when we are able to fully come back together as a community, we are stronger individuals, and thus, a stronger community. Take care of yourselves, and take care of each other.

Social Media Toxicity During the Pandemic

By ETHAN JUDD BARTHELEMY '23

Social media is unhealthy and breeds toxicity. I've only recognized the gravity of this truth over the past year. Change in how we interact with social media is necessary for both posters and consumers. I urge you, the poster, to have heightened awareness about the effects of your actions, and to limit the spread of potentially harmful messages. I urge you, the consumer, to greatly reduce your social media consumption, and to ultimately stop looking through your feed entirely.

I recognize there are benefits to social media right now. Many people in quarantine are alone. Social media allows many to connect with friends and family members who they would otherwise be unable

to contact. Social media fosters an online community, one which has grown exponentially during the pandemic. Short videos on services such as TikTok and Instagram Reels have proven to be helpful distractions. Right now, everyone needs a bit of comedic relief and escape.

However, it is far too easy to find yourself scrolling through a perpetual feed of other people's social media posts when you have nothing better to do. Consuming social media can cause harmful emotions, including inadequacy, isolation, depression and anxiety. The pandemic exacerbates this negativity, making it increasingly easy to breed toxicity.

Throughout this pandemic, I have seen too many posts with pictures and videos of people my age maskless at parties.

When your family hasn't been affected by the virus, it may have no effect on you. But when your loved ones have been infected, even after taking numerous precautions, these posts become destructive. Why do these people insist on putting themselves and others in danger? Why do they insist on flaunting it on social media? Why is my family the one to pay the price? These posts are a mockery of anyone who has decided to make a conscientious effort to uphold the safety of themselves and those around them.

By scrolling through social media feeds, you are essentially studying other people's lives. The feelings I mentioned earlier can often arise from looking at these posts. Socioeconomic factors heighten these feelings. Someone with financial troubles might look at the post of

someone of a higher class and begin to feel envious of that person's life or feel that their life is inadequate. The reality is that people only share what they want others to see. One post cannot reveal every aspect of their life. Thus, judging yourself based on the select image someone else wants you to believe about them is not healthy.

During the COVID-19 pandemic, which has broadened socioeconomic disparities, looking at someone flaunting a better financial status is harmful. People whose families are struggling due to the current economic climate will not stay strong through this pandemic by looking at posts from people privileged enough to be financially secure. I cannot merely tell you to stop having these feelings, but what I can advise is that you do your best to elimi-

nate what engenders them.

I doubt I can convince those who decided to act selfishly and endanger others' lives to refrain from posting records of their behavior on social media.

Aside from posts with people not wearing masks and failing to distance themselves, there are also posts in which people are actually following the COVID-19 guidelines that are still destructive. I've seen posts with non-family members on vacation posing maskless together while partying. Even if safe, these pictures are harmful and breed an environment of toxicity, insecurity, and self-loathing. It sends the wrong message to the audience. This is why I have not been surprised at the negative responses to these types of posts. I wish I could urge others to have empathy, to

help us avoid this result, and simply stop posting pictures like these in the first place.

I am aware that posting on social media is a form of expression. All I can advocate for is increased sensitivity to your audience. The pandemic is affecting everyone around the world in very different ways. The best way, in my opinion, to be more sensitive is to first recognize how fortunate your current situation is and what a privilege it is to be safe during this pandemic. Take a second to think about how what you plan to share will affect your audience. You might be fortunate enough to be able to go on vacation and enjoy yourself right now. Still, you must remember what others are going through. No one can blame you for being comfortable during the pandemic. I don't blame you or despise or resent you. But in the interest of compassion, keep it to yourself.

5 Stages of Positive: Contracting COVID-19 on Campus

By STACY CHEN '24

Phone calls from unrecognizable numbers hold an element of surprise. There's a kind of suspense when you click the green button to answer. Perhaps it's a wrong number, an advertisement for a cleaning service or the "IRS" calling for your social security number. The phone call I received on February 17 was none of the above. What's more—I thought I had cautioned against it. I had envisioned contracting COVID-19 as a simple process: test positive, stay home and return to life; the complications were unknown to me.

In 1969, psychiatrist Elizabeth Kübler-Ross developed a model in her book "On Death and Dying" known as the 5 Stages of Grief. Testing positive for COVID-19 is nowhere near the devastation faced when losing a loved one, but the mental journey of contracting COVID-19 somewhat aligned with the model of grief Kübler-Ross outlined.

My first thought after receiving the phone call was disbelief and shock. I was an active teenager without prior health conditions and

followed the guidelines described by the Academy. I showed zero symptoms and everyone around me tested negative.

Upon returning to campus, I spent the majority of my time in the Prep Annex of Bancroft, only leaving occasionally for food. I was in denial. My instructions were to pack my essential school supplies and a few clothes for an obligatory ten day isolation period. Carrying two backpacks, I rushed to Lamont Health Center. My head was cloudy with questions—all of which I had no answers for. Nurses dressed in head-to-toe cover ups and multiple masks escorted me into room 209.

I stood idle in the doorway of the nine-by-twelve beige room, giving myself time for my thoughts to catch up to me. But I was furious. I slammed my bag onto the bed and called my parents. I screamed, ranted and blamed the universe as well as my ignorance. For a second, I wanted to sprint out the door and never return.

Ten days trapped in one place loomed over my immediate future. After drowning in my words and thoughts for close to an

hour, a nurse walked in. I looked exhausted and defeated, but she only smiled. I could see concern behind her eyes. When she outlined the next ten days, I was further dismayed. In short—I was stuck in a box. She took out a post-it note and asked me to list potential close contacts. Guilt washed over me. With each name I wrote down, my heart sank deeper into my chest; it was my fault that my closest friends were about to lose fourteen days of their lives. The nurse exited her room, the door clicked shut, and I was alone once again.

I pictured hypothetical situations. What if I didn't stop for dinner at the airport? What if I never went to the public bathroom? What if I went to the dining hall ten minutes later? What more could I have done to prevent this? Why was I so careless?

As the next few days passed, my perception of time fluctuated. Mealtime brought routine, and the three meals delivered to me became markers of time. I stared at the back of Phelps Science Center and pictured myself walking the paths again.

When I showed up to my

Zoom classes, I was embarrassed. After the extreme measures the Academy set to prevent a COVID-19 outbreak, I anticipated disappointment from my peers. I was relieved to hear my close contacts all tested negative, but uneasiness for putting them in that situation lingered. My friends moved into the quarantine unit, and I convinced myself this was my fault. The nurses insisted the virus doesn't select its victims. Every time one of the girls complained about the lack of room, the feeling of exclusion, the poor food or the depressing metal that surrounded them, I glanced down and continued to hate my own reality. My actions have consequences.

My time in quarantine mentally challenged me. It hurt me. I would walk through the building to exit the doors on supervised walks, and as I walked down the hallways, I was reminded at every turn that I had carried the disease. People curved around me and darted out of my immediate path to protect themselves.

I would do the same, but it was hard to be on the other end. Slowly, the lack of human connection began

to take its toll. I started to distance myself from my window. I wanted to be free, but I couldn't bear to look outside knowing that I couldn't be there.

My logic was twisted; I thought if I was barred from the outside, I should just cut myself off completely. I didn't want to see something I couldn't have. I stopped answering calls. I stopped going for walks. At the same time, however, I felt guilty if I complained. Others had it worse; some other infected students on my floor coughed, had burning throats or couldn't taste. I was lucky.

Still, I cried as my release date neared. Days of suppressed tears fell, and my bed shook as I cried. The loneliness, helplessness and separation washed out. After the tears passed, I found relief. Crying helped remove my burden. I couldn't change my situation, but I needed to start making the best of it.

In the final days, I began appreciating the little things. The "goodnights" from the nurses, the occasional takeout meals or the fresh air of a walk. I accepted my situation. The final day, I wrote a small note to the next occupant of this room, a word of advice for their stay.

In retrospect, the experience was eye-opening. I am a firm believer that every experience brings its own lessons. The greatest was understanding that

my actions did not affect only myself. The nurses who worked around the clock to guarantee I was comfortable deserve all the love. If I mentioned I was hungry, they made me buttered toast. They brought my guitar and notebook because they wanted to make my life easier. They offered counseling options and checked on me daily.

My favorite moments were the ones where the nurses asked about my life beyond the health center. I shared my passions and aspirations. They exchanged stories of their own kids and families. They spent their days in the health center with us instead of with their own children, and I was grateful for them.

To every Exonian who called the restrictions useless and unnecessary, I hope you reflect on the weight of your words. The team of nurses, teachers and administration work tirelessly to keep us healthy. The world is larger than us. Over half-a-million Americans have died from this virus, but we forget the countless frontline workers and our friends who are equally affected. Your trip to Stillwells or your dorm party can wait. Social distancing, wearing masks and taking COVID-19 tests are the bare minimum. Let's take a step out of ourselves and consider the scope of our actions.

Hypocrisy Beyond the Screen



Sabrina Kearney/*The Exonian*

By ARHON STRAUSS '23

“Save the Amazon!”
“Black Lives Matter!”
“LGBTQ+ rights!”

Such catchphrases and messages have lost their value due to their sheer volume. Social media has actively harmed the movements they

aim to further. Such messages pop into view as we swipe; we repost them and then let them disappear. It’s a monotonous cycle, one not fit to convey the important messages we task it with.

The strength and weakness of social media lies in its ease of use. Being easy to use allows people to spread

large amounts of information quickly and with little effort, however, the speed and quantity of news frequently diminish its importance. “Attention Manipulation and Information Overload,” written by Petra Persson, an Assistant Professor in Economics at Stanford University, de-

tails the deterioration of our ability to process and act on information as more sources compete for our attention. While Persson applies this process to the average consumer, this principle is successfully applied to highlight the faults of social media.

Every story, every post, every issue is competing for our attention. As we encounter more information, we begin to tune ideas out. Actions worthy of deliberation become a “proverbial needle in a haystack.”

Because of the quantity of information we encounter, we effectively become unable to decide or act on any specific issue. Stories, which seem to be the most common form of spread, are set up so they disappear after 24 hours. The short time frame during which stories are available to view further compounds the issue, overwhelming viewers with information which is only temporarily available. Thus, it becomes even harder for viewers to actually act on any of the posts they observe.

Beyond being ineffective, social media activism is disingenuous. Exeter has become a progressive echo chamber, one which pressures students to appear more socially active than they are. Due to the large volume of conformity political claims, the average viewer often feels pressured to share worldly information

online, even if they don’t truly care about it. A performative mindset has rooted itself at Exeter, and it’s more destructive than beneficial.

Performative activism has peaked over the last year. Last June, many Exonians (alongside the rest of the nation) participated in Blackout Tuesday, where individuals posted black squares to raise awareness about the Black Lives Matter movement. It was impossible to look through Instagram or Facebook without having black squares fill your feed, but the effect of these posts was questionable at best and insignificant at worst. Exonians likely expected the cumulative impact of these actions to be significant. But the only result was a large amount of students posting without engaging in any further reading or research. Eight months later, many have not updated their resources or distributed any further plans for action. These actions were purely performative.

A performative mindset actively detracts from the movements it is meant to support, leading to disingenuous action in place of real progression towards the movement’s goals. The average Exonian is typically already aware of many liberal issues due to standard news, personal experiences and school initiatives. In fact, despite the performative nature of some students’ posts, I believe that many students, if not most, legitimately do care about the issues they champion on social media.

Exonians are busy people. Between clubs, sports and other academic requirements, we often don’t have time for much else. Time constraints created by our lifestyle often prevent us from pursuing other endeavors. As such, it is very easy to seek out the easiest way to contribute - posting on social media fulfills this urge. Making a real contribution to a social issue takes time and effort, which is exactly the problem with social media: it allows you to believe you are enacting change with minimal effort, which you are not. Instead of sharing information on social media, Exonians should be rallying, organizing and funding the causes they care about.

John Monterosso, a professor in psychology at the University of Southern California, explained social media activism as an easy outlet for social energy. Social media allows people to feel they are being supportive despite having very little actual effect. Reposting has become a means of self-gratification and online activism a form of civic self-indulgence.

The manner in which social media interacts with the human mind leads to inaction, despite our best intentions. As Exonians, we must challenge ourselves to go beyond posting and act in ways which produce tangible contributions to the issues we care about. We cannot continue to rely on social media to procure societal change; we must ensure such change by our own hands.

A Letter to Ted Cruz

By JANE PARK '24 and ANDREW YUAN '24

Dear Ted Cruz,

Does your fatherless corruption disqualify you as a senator? When you dream of your constituents freezing to death in Texas, do you weep? Do you shiver in your restful sleep? Do you mourn your fellow compatriots?

Allow us to rephrase. We are not asking you to answer these questions as a senator, a public servant, nor a father. We are questioning your basic human decency. Deep down in your consciousness, have you even grieved for Texas?

Your response to your failings? A “political mis-

take.” Mr. Cruz, this is not a mistake. This is an intentional dereliction of your duty as a senator. This is a failure. While you fled your country and your state, in the midst of panic, massive snow storms froze the state’s water supplies. While you relaxed at the luxurious Ritz-Carlton in Cancun, 4.3 million Texas residents were left without any power. As you used your family as a scapegoat for your immoral decisions, politicians across the country were doing your job for you. So tell me, Mr. Cruz, if these actions don’t disqualify you as a senator, what would? If you are not removed from your power, what does it mean for the state of our nation? If you are not removed from pow-

er, is justice still alive?

In the aftermath of your sickening actions, you shamefully disguise yourself as the victim. Using the same rhetoric of a “witch hunt” you have been using for years, you told people to stop “politicizing” this event. When your wife’s panicking texts were leaked, you demanded these leakers “don’t be a-holes.” You defended yourself so nobly, urging your constituents to “have some degree, some modicum of respect.” Have you ever treated your citizens with any respect?

Your narrative about Cancun has shifted yet again. This week, you had the decency to joke about Cancun at CPAC, laughing as you said “Orlando

is awesome...not as nice as Cancun, but it’s nice.”

Mr. Cruz, is your duty to protect your home a joke to you? Are the lives of the 58 citizens lost in the Texas snowstorm entertaining a form of entertainment? Tragedies please you, leisure at the cost of human lives amuse you and immoral actions and violations against your oath fulfill your egocentric avarice.

We are not infuriated merely at your apathetic decision to leave the country. We are enraged by your history of weakening the American democracy. Turn to just a few weeks ago, when terrorists stormed Capitol Hill. Recollect your refusal to apologize for your affiliation in such an act - one which was inhumane, unjustified, and unethical. Being a bystander and watching the scene slowly unfold is more than enough to declare you as

a proponent; what you did during that grim week was the starting point of the decline of your grip on the American public. Mr. Cruz, you must face the dire consequences of your actions.

In 2016, as you campaigned for president, your slogan was “Together, we will win.” What did you mean by together? What does winning mean to you? Are you fostering a community when you refuse to grant citizenship to immigrants? Are you winning when you, a state representative, prioritize your own desires over the needs of dying citizens? Do you gain a sense of self-satisfaction when countless innocent Americans succumb to your callous and foolish behavior?

Politics have not and should not come into adjudicating you as a person; all politics aside, you are a morally unethical per-

son who has no sense of virtue. We said it, and we will say it louder for the people in the back because everything you did has led to massive consequences stemming from your pride and ego and desire to be better than everyone. People did not elect you so you could profit off of them. People elected you because they wanted a representative they could lean on when the time comes. What a shame that you have failed to uphold your vows; what a shame that the pillar Texans used to rely on is no longer there; what a shame that the state representative fled the state in dire need of attention and assistance. What a shame, Mr. Cruz, you have disappointed the American people.

And so, Mr. Cruz, we implore you: Resign.

The Privilege of a Texan At Exeter

By WILLIAM LU '24

I left my hometown Austin, Texas the day before disaster struck. My life on campus has been untouched by the dire situation in my hometown. To be honest, I hadn’t really thought about the situation until my friends asked about my family. When they did, I told them that my parents were safe and our house was undamaged.

On February 13—the day after I returned to campus—an unprecedented winter storm hit Texas, setting a record for the coldest weather in 40 years. The freezing temperatures and snowstorms forced people to stay indoors and blast their heaters. Privately-owned power grids shut down due to their incapacity to keep up with the electricity demands, leading to rolling power outages and untreated tap water. These were just a few of the consequences.

But when the snow first fell, I remember that my mom had sent me a TikTok of my dog frolicking in the foot-deep snow — the same snow that

has trapped people inside for days on end. The same snow that caused a one hundred-vehicle car accident in Fort Worth. The same snow that’s freezing and breaking pipes. And yet, my knowledge was limited to a video of my happy dog.

I didn’t care enough. I was ignorant of the abundant resources to understand the situation, passive in my approach to news and activism on social media and only thought about rejoining my friends at school. At the same time, I’ve observed another phenomenon prevalent in previous waves of social media activism; the massive amount of students at Exeter reposting such heavy information without any substantive follow-up action has desensitized people. I am one among them. That is not to say, however, that I am not largely responsible.

People post information about the situation in Texas for face. I can only remember one day, out of the past two weeks where I have seen post after post about Texas on social media. Even on that one day, I

never observed any further action since; there has been little to no commentary about it past a repost.

Even though others might have posted for ingenuine reasons, I wonder how I swiped through post after post showing one-hundred-vehicle car accidents, power outages and strongly-worded headlines. Do I really have an excuse for being so ignorant?

There’s plenty of information out there. No one has ever stopped me from being cognizant of the situation other than myself. Every time I’ve ever witnessed anything about Texas, whether that was through a conversation with peers, social media or the news, has been an incident where truth lent its hand out to me, beckoning me to a reality of the world outside our Exeter bubble. Yet, I chose not to take it, to live in the bliss of ignorance rather than the truth of reality.

Maybe it’s the way I approach social media; I’ve looked at the Internet as a place for cat videos and Vines, but it’s also a platform for news, journalism and activism. I’ve looked at social media apps like Instagram as my place of entertainment—it’s where I go when I want to take a break.

My reaction to the situation in Texas demonstrated the real harm of a strictly “fun” mindset. By setting myself a



Avery Lavine/*The Exonian*

precedent I do not have to pay attention or think critically on social media, I even ignored my hometown while it suffered.

As I write this, it has almost been three weeks since the cold weather struck Texas on February 13. Although I cannot say for certain that there has been

no substantial commentary or action outside of social media, I am the first to provide an opinion on the situation in The Exonian. I’ve yet to have a teacher to discuss it in class, and the people who repost “infographics” do not link any resources for further action.

Is the situation in Texas too

small to be talked about? Why haven’t I seen anything more than cursory reposting? I’m at fault here too, but I wonder if I’m the only one who has overlooked such an urgent situation. If there are others who had thought like I did, we must change how we view social media as a platform.

Humor

“You want me so bad.”
- Daniel Zhang '22

“Fan behavior!”
- Daniel Zhang '22

“This is so soft. *The Exonian*
is not a soft club.”
- Daniel Zhang '22

TFW A Lower Asks You to Repost Their StuCo Poster on Instagram



Questions to Ask at the Presidential Debate

By CHIEKO IMAMURA

Here are the questions I would ask during the StuCo presidential debate (Election Committee take notes):

What campus figure would you make a marble statue out of for \$30,000?

Everyone's all about what they would do with the stuco's \$30,000 but I feel like a general consensus has been reached by the student body that we should spend it on a large hunk of misshapen rock, probably of Jack Archer (\$30,000 wouldn't be enough for DaBaby), two time Exonian Humor Editor, and modern ancient greek legend. Other acceptable answers would be: Dorothy on her unicycle, Blake/Charles with a custom neon orange beanie, Chieko as a dinosaur, or current EIC and withhold-er of walkie talkies, Daniel Zhang (for exact pose, see TFW above).

Which is your favorite path on campus?

This is really where the student body gets to see the candidates leading style. If they choose a path on the north side, they appreciate tradition and understand the everyday turmoils of your average Exonian. If they choose

one of the north side paths in the weth or EPAC quad, they also care a lot about collaboration since they all intersect at the middle of the quad. If they choose a southside path, they're a huge risk taker. They'll fully invest in everything they do, but if their efforts are to fail, the council could soon be ruined, much like my new shoes when I attempt to jump over the 20-foot puddle outside of McCConnell

Thoughts on Untrustables?

You have the people who appreciate the ingenuity behind the squishy sac of peanut butter, grape jelly, and gold wrapped in fluffy clouds of white bread, and the people who don't. Simple as that.

Where is the Hahn Room?

The president of the Student Council should know this campus like the back of their hand. This question is especially important because I have no idea where the Hahn Room is and I'm tired of seeing "Dickies!" in my inbox for missing yoga.

What will be your first order of business as president?

There is only one correct answer: Submit to Exonian Humor at exonianhumor@gmail.com.

Things Your Teacher Did at the First In-Person Class

By JACK ARCHER

1. Said something like "Some of you are taller than I expected, and some of you are... not"
2. Made a comment about how it's hard to recognize people with masks on
3. Said "can you hear me?" to the remote students while facing the projector screen, away from the microphone
4. Forgot people's names because they couldn't read their names in zoom boxes anymore
5. Made one unfortunate kid partner with all the remote students in a chemistry lab
6. Decided to have 8PM classes in person
7. Tried to talk over the ventilation fans that sound like jet engines
8. Ask the kids in the zoom meeting if they can hear well and assume its a yes when no one says anything
 - a. Seriously though P.Raw if you're reading this zooming into academy classes is like listening to Harkness in a wind tunnel
9. Put the remote students in a breakout room and then forgot about them
10. Get strangely excited about harkness tables (but hey so did I — after not seeing them for a year, I have come to realize that harkness tables are the Supreme of tables - the absurdly expensive and all-around unnecessary version of tables that give you clout and look cool but are distract you from the real problems in your life)

Election Season Haikus

By CHARLES SIMPSON

Thirty-thousand bucks.
Is it all for me? I ask.
Oh, no big deal then.

He whispered to her,
"I will hear your ideas."
Will things be the same?

One request, from me:
Give all money to
humor
Please please please
please please

One group, lost to time
One phrase harkens
back ages:
"Lol where'd FS go?"

Amour Humour - A Short Story

By SAFIRA SCHIOWITZ

That night, the Academy was a cake powdered sweetly with snow, and the girl was going to eat it. She would take it by storm, by blizzard, because she was going to turn her life around. Right then, right there, on her way back to her dormitory after eating dinner alone in the corner of D-Hall in one of those little black chairs that bring back memories of sitting at the "Oops" table in elementary school.

Why was she put there again? And why did she feel the need to sit alone in D-Hall when she could have avoided the social anxiety by eating in her room? Did she want people to feel bad for her, sorry for her? Or did she hope those around her would realize how lucky they were to have friends despite the fact that no one had anything substantial to talk about, rendering their month-long acquaintances with people

who happened to have the same lunch block free nothing but an illusion?

Anyway...

The girl adjusted her mask and turned her collar to the cold. Snowflakes bombarded her eyes like tiny warriors with tiny spears. Is it just me, or is it really hard to keep your eyes open in the snow? she thought. "Don't be silly," she whispered. She could talk to herself without looking insane since she was wearing a mask and no one could see her mouth moving. She considered this a boon granted to her by the pandemic. "It's the little things," she said to herself, feeling a contentment that lasted as long as it took the snowflakes on her sleeve to melt.

The girl rubbed her eyes with the back of her gloved right hand. Is that a shard of ice scratching my cornea, or did I just put a piece of dirt in there? Does dirt even exist in winter, or is everything just snow?

The girl rubbed her nose and coughed. If there was someone who cared to look closely at her face—well, the top part of her face, or actually just the strip of skin surrounding her eyes since she pulled her hat down below her eyebrows—they would have seen her blanch. "Are burning eyes a symptom of Covid?" she asked the night, her tone anxious, but the night did not answer. She listened to the corn-starchy squeak-crunch of her boots in the layer of fresh snow.

When the girl entered her dormitory, her heart began to pound heavily, partly to distribute blood to her dead and purplish fingers, partly because she was aflutter with anticipation. It had been so long since she had felt this way—in love.

She could not remember why she met the boy. All she knew was that, one day, when they were to meet on Zoom, he sent her the link to his Personal Meeting

Room. They had laughed together and talked about pleasant things until they were both glassy-eyed. Or maybe until the WiFi started getting bad.

Ever since then, for three months, the girl had been joining the boy's Personal Meeting Room in secret, hoping that one day a miracle would inspire him to do the same and they could be united once more.

That night was special.

That night was the anniversary of their first meeting.

That night, she decided, would be the last she put herself through the watching, the waiting, the hypnotizing glint of her computer camera's green light, the procrastinating on her chemistry homework.

She thought she saw a flash. Her muscles tensed and her palms perspired. Then she grabbed a tissue to wipe her face, realizing it looked greasy in that lighting. She waited. And waited. And waited...

7:34 p.m. ...Another flash? No, false alarm.

8:12 p.m. ...She checked the number of participants again. Still one.

9:47 p.m. ...She forgot to turn in her spit test. Jesus, it's Wednesday already? When's my history paper due again?

11:56 p.m. ...She was beginning to give up.

11:59 p.m. ...Definitely giving up.

And then the clock struck twelve.

And there was the boy.

They stared at each other for a moment.

The girl thought she could hear the snow fall.

They smiled.

They lived happily ever after until...

3. Intimacy

*The events recounted in this story are, for the most part, fictional. Take that as you will.

If I Ran for StuCo

By JACK ARCHER

Vote Jack for the best fit!

"StuCo does nothing, neither do I."

Pros:

- I will not do anything worse than all the others
- I have the drive and dedication to work into the early hours of the morning
- I have a despicable me 2 ruler
- You will help me go to college (this has always been a dream of mine)

Cons:

- I will not do anything
- I am nocturnal
- I can barely run to class let alone run student council
- I am unable to public speaking

Platform:

I am honestly willing to use whatever you give me as a platform, provided you at least give me something I can stand on easily since I am 5'8 which is slightly below average so I am in constant need of a little boost

Currently I am using my dorm room chair as my platform but it isn't a very good one since dorm room chairs function like rocking chairs with amnesia

Because of this I am accepting donations to buy a better platform. I have my eyes on the Samsung 42690 pro maximum X performance platform since I think it's a really good platform and people will vote for me if I run on it and since it is only 3 feet long I could run on it really fast which is good cause I hate physical exertion.

Please donate to me here i promise this website is not a scam I repeat it is not a scam and your're money will definitely go to where you think it goes wherever you want that place to be i swear it goes there: <https://secure.anedot.com/tedcruz>

Sports

Athletes Of The Week: Girls Basketball



Alex Singh '22 blocks a shot from her teammate.

By JONATHON JEUN and HENRY LIU

Girls Varsity Basketball co-captains and seniors Erin McCann and Molly Pate overcame a season made unconventional by COVID-19 restrictions, continuing to motivate the team and improve in preparation for their remaining games. Not only have McCann and Pate been phenomenal players, but they have also been supportive teammates on and off the field.

Both captains found their passion for the sport at an early age. “I started playing basketball in first grade with my friends on the rec

team in my town,” Pate stated. “I have played on travel teams, AAU, my middle school team, and now here at Exeter.”

Meanwhile, McCann was introduced to the sport in the sixth grade. “I didn’t really play any other sports because I wasn’t very athletic,” she said.

The two captains credit the team’s close relationship for their smooth transitions into Exeter. “I was the only prep on the team, so I had plenty of upperclassmen mentors to look up to,” McCann recalled. Sharing a similar sentiment, Pate stated, “playing sports here at Exeter has been a great way to help me transition.”

In addition to the team, Pate and McCann give their thanks to the coaches. “I have trained under several different coaches during my time at Exeter,” Pate said. “Having the opportunity to train with a variety of different coaches has been a great way to view the game from so many different angles, and I feel like I have learned so much about basketball as a result.”

As the two co-captains reflected on their past four years on the team, they shared favorite moments with the sport. Pate says that the highlight of her lower year was the match against Andover’s basketball team. “We implemented a full

court trap that Andover just had no idea how to handle,” Pate said. “This full court trap gave our team numerous opportunities for steals and fast breaks, and we ended up winning.”

On the other hand, McCann will miss the bus rides with her teammates during away games. “I remember last year on the bus ride back from Chocate, we took a wrong turn and ended driving through an abandoned construction site while blasting music and singing,” McCann said. “The sense of community you build as a team overtime that lets you laugh off mistakes or in this case, a wrong turn in the bus ride,

Ethan-Judd Barthelemy/The Exonian

is something I will always remember.”

Despite being virtual for the first half of the year, McCann and Pate have managed to keep the team well-connected. “Molly and Erin did a great job with planning activities and games for the team to play over zoom when we were all remote so we could still bond together as a team,” said lower Nur Almajali.

“Erin and Molly are often left with the task of leading the beginning of our Zoom meetings, and they come up with creative, fun, and elaborate ice breaker questions and activities for the team. One time, they took pictures of a card game they had at their house and we played it virtually over Zoom through breakout rooms,” upper Katie Sauer said.

The captains continue their support even off the court. Lower Delaney Miller emphasized their enthusiasm, mentioning, “The whole team has a group chat together, and Molly and Erin check up with us on it every once in a while.”

Sauer added, “They’ve also been executing their roles as basketball captains amazingly, as they reached out to everyone and created a team group chat, and contacted people for team uniforms. communication. Although I forgot to text Molly about my team uniform size, she reached out to me in person at practice, and I thought that it was extremely helpful.”

Even on the court, Miller

explains how “they really care about the team and our dynamic. When practicing, they’re pushing us to go beyond what we think we can do. They’re always cheering for us and hyping up the team for whatever we do. They’re super helpful and show strong leadership.”

“Both Molly and Erin lead by example. They are always working their hardest and trying to improve. To keep motivation up over break, they encouraged the team to send pictures or videos or our workouts to our group chat,” upper Ana Casey added.

Both captains are regular members at nonmandatory basketball practices, exhibiting a commitment to improving. “I almost always see them at the optional basketball shoot-around, and they text the basketball group-chat if anyone would like to join them for a run to get in shape for basketball,” Sauer said.

“They are fun to be around but take their position as captain seriously. When they show up to practice they are ready to give their all which sets a great example for the rest of the team,” upper Cecilia Treadwell said.

“It’s an honor to work with them, Erin being on varsity for a while, and having known how good Molly was last year when we were on JV together. I always thought they were great players and having them lead us and by our side makes it all worth the while,” Miller said. Having people like them makes me want to come to practice and keep doing basketball.”

Varsity Boys Hockey’s Season Thus Far

By MICHAEL YANG

The boys hockey team is ready to return to the ice after a long awaited opening of campus after the remote start of winter term. Although only a third of the hockey team was present on campus during the fall term, the team has finally come together to make the best of the end of the winter season. When asked for the plan regarding the rest of the season, head Coach Barbin explained his proposal, “For the varsity players who are now here on campus, we will add JV players to the mix and have intrasquad scrimmages combined with practices.”

In the fall, after the initial fourteen-day quarantine period, another setback followed. Prep teammate Eli Pendergrass testified, “The shutdown of all New Hampshire hockey forced us to wait an additional four weeks until we were able to get out on the ice.” Although this proved to be another obstacle for the team, they have high hopes of closing out the season strong.

Lower teammate Jack O’Brien added, “For those weeks while the rink was closed, we trained off the ice, on the track, out at hatch field, as well as ran on the trails as a team.”

Prep teammate Jack Gordon mentions his positive outlook on the current practices of the team. “We practiced nearly everyday, and had lots of time to work. I

was very pleased with how the fall played out after the original quarantine period.”

Senior Justin Fedele reflects on Gordon’s comments on the new strength and training practices with COVID-19 restrictions, “Personally, I trained in the weight room and was able to work with Coach Fish on my strength and conditioning, which was a great perk to have.”

Prep Baron Masopust summarized these new practices, saying, “It was good

to meet some of the boys, as well as sharpen our skills.”

Many players have also been strengthening their own game at home with various junior teams across the country. Masopust said, “I was practicing with an under 18 team, allowing me to play with guys that were much bigger, faster, stronger, and older, all in preparation for the hopeful season next year.”

Some of the players who lived in the New England area were given the opportu-

nity to have some interstate games, as long as players wore a mask on and off the ice, and adhered to the social distancing guidelines. O’Brien expanded, “I had practiced with a team that consisted of a few Exeter teammates along with kids from other prep schools who had their season canceled.”

Looking forward, “whether it’s a lot of the team being off campus, or the games getting canceled, the only thing that will resemble some sort of normalcy is

going to be the practices,” O’Brien continued. “For me I’m just looking forward to the ice time and getting ready for next season, even if that means playing no real games while on campus.”

Although PEA boys hockey has begun practices again, players still express their disappointment of not having a normal season, “I’m looking forward to just being able to move and play again, because it really sucks not being able to practice a sport that you love,” Fedele expresses. “I definitely like the idea of having real scrimmages with refs on Wednesdays and Saturdays, which

should make things seem a little more real.”

Gordon put it simply, “definitely looking forward to getting back on the ice and practicing.”

Pendergrass reflected on the current situation. “It’s been unfortunate that we haven’t been able to have a normal season, but there have still been options for many of us to get on the ice one way or another.”

Masopust testified to Pendergrass’s words, “Hockey is one of those special sports where you really make friendships with your teammates and you feel like brothers.”



Boys Varsity Hockey practices on the ice.

Ethan-Judd Barthelemy/The Exonian