

Phillips Exeter Academy
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The Exonian

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NEWS

Read about students' opinions on StuCo's 30K budget, 4.

LIFE

Read about Health Instructor Brandon Thomas fulfilling his childhood dreams, 7.

OPINIONS

Read lower Nicholas Rose's call to action for NASA to increase awareness about their space programs, 9.

Siona Jain Charts Vision for 2021-2022 Tenure

2021-2022 Student Council President Siona Jain sat down for an interview with News Editor Hansi Zhu on her reflections from the election cycle, vision for the next year and hopes for the new board.

First of all, what are your opinions on the use of social media for expressing support for candidates in this year's election process?

I think that in the past, social media has been a very easy way to spread knowledge about your campaign and just encourage support, and get your face out there for people to see. I think because this election was purely on social media [and] it wasn't in person, you weren't going up to everybody, asking for their signature and explaining your campaign. There were a lot of opportunities to throw words around that you might not have the courage to do in-person,

purely because it's a lot harder to say something to someone's face. So I know that both Bona and I had a really tough time over the past two weeks, almost three weeks.

We were dealing with people in our DMs, our comments, and over every social media platform. And I know that we both had to take time and delete the app [Instagram], turn off our accounts, or put our phone away for entire nights. I think social media was necessary to use because of our remote students, but I would like to see Exeter students just become more compassionate and kinder over social media. And I know this goes for both Bona and myself. We also need to hold ourselves to that and yeah, I think it really hit a low over the weekend when we saw people publicly calling us out saying that we didn't do the work that we claimed that we did, or attacking our characters or comparing us to



Ethan-Judd Barthelemy/The Exonian

2021-2022 Courses of Instruction Announced

By MAXIMILIAN CHUANG, WILLIAM LU and CATHERINE WU

The Courses of Instruction for the 2021-22 school year featured an exciting array of new courses in the English, Exeter Innovation, Health, History, Mathematics, Modern Language, Music, Science and Theater and Dance departments. Most notably, the History, Theater and Dance and Mathematics departments aimed to extend the Academy's Diversity, Equity and Inclusion (DEI) work with the addition of courses HIS515: LGBTQ History, THR207: New Voices, New Stories: Exploring and Performing Contemporary Plays and MAT40J: Mathematics of Social Justice.

With the appointment of new Music Instructor Eric Schultz, two new music courses, MUS205 and MUS590, were added to next year's course catalog. His position as Director of Electronic and Emerging Music drove many of the changes that the Music Department has already seen this year, including the addition of the Emerging Media Composers Collective course, which will be renamed to Modern Music Making next year.

"Dr. Schultz is incredibly excited to offer the new courses of Musical Structure and Songwriting [MUS205] and Music Recording and Mixing [MUS590]. We feel that these courses add variety, breadth and depth to our music curriculum," Music Department Chair Kristofer Johnson said.

The Music Department has also implemented eligibility changes to MUS077: Concert Choir—Concert Choir is no longer available to preps. According to Johnson, "This will provide new 9th grade students a common choral experience in the Exeter Choral Union in their first year while making Concert Choir an opportunity accessible to more singers. We feel that this change can provide a more equitable audi-

tion experience and encourage more students to be a part of the choral program over time."

MUS011, previously known as African Drumming and World Percussion Ensemble, was renamed to Global Rhythm Ensemble. New Music Instructor Director of Bands and Jazz Marcus Rabb hopes to expand the course by offering Caribbean music through a steel drum ensemble. "The name change reflects the broader focus of the music that students will explore in this group over time," Johnson said.

Many courses were added as part of the Academy's DEI initiatives.

In the History Department, newly added course HIS515 was created to inform on LGBTQ+ History. "Like other departments endeavoring to carry on the work of DEI and anti-racist initiatives, the History Department is working on curricular changes that enhance these institutional priorities while fostering student inquiry on a variety of subjects across time and throughout the world," History Department Chair Kent McConnell said.

In the Theater and Dance Department, courses THR201: Solo Performance and Stage Presence, and THR207: New Voices, New Stories: Exploring and Performing Contemporary Plays, were added. "These are courses created to reflect the direction we're headed as a department," Theater and Dance Department Chair Lauren Josef said. "We have several new members of the department, and we are shifting to better serve the student body, as well as making it clear and visible that we are working towards becoming an anti-racist department."

But to accommodate these courses, others, including THR200: Theater for Social Justice, and THR302: Playwriting, have been removed. "Looking back at the last five years of enrollment, these classes haven't run so we decided to try something differ-

ent," Josef said.

In the Mathematics Department, MAT40J: Mathematics of Social Justice, will also be added to further increase DEI work within courses. This course will discuss mathematics relative to public policy and inequity.

Additionally, the Mathematics Department added the new sequence MAT31X/32X/40X to compliment the original MAT31X/40X/41X sequence. After the fall term, the original 31X class will split into two groups enrolling in either MAT40X or MAT32X.

PHY440: Applied Physics, will be added to the physics elective offerings. "It is only one term long, so it is good for students who want to do a little more physics after the introductory level, but might not want to devote a whole year to Advanced Physics. Also, the math requirement is not as high as that for Advanced Physics, so it is accessible to more students," Science Department Chair Albert Leger said.

The course CHE455: Building the Modern World: Chemistry of Smart Materials and Devices, will be removed. "The faculty is incorporating many of the ideas/concepts from CHE455 into the Chemistry 300 and 500 sequences so that more students learn about these topics rather than just a small group who takes an elective course," Leger continued.

A name change was implemented in EPS450 from Earth Systems to Earth and the Climate Crisis. According to Leger, this update was implemented to reflect the importance of addressing climate change.

CHI570: Readings in Post-Imperial Chinese Literature, will be removed and replaced by CHI580: Chinese Through Digital Media, in the Modern Language Department. Regarding the removal of CHI570, "We decided it was time to update it," Chinese Instructor Ning Zhou said, "in order to maintain a

thriving Chinese language program, one that will generate additional interest from our core students."

"We also seek consistency with other course offerings within the Modern Language Department, since both French and Spanish have digital media courses. Chinese teachers discussed the subject matter in 570 and decided to redesign the course, changing the focus from literature to 'Chinese Through Digital Media,'" Zhou continued.

As for French electives, FRE550: Francophone Theater, FRE552: From Folly to Reason, and FRE553: Great Novels, will be removed. They will be replaced by FRE554: Humanism, FRE555: Change Makers, and FRE556: Studies in Francophone Cinema, since these courses alternate year to year. "We limit the number of courses offered in a given year so that enrollment will be easier to manage. If we were to make available our full array of advanced courses every year, inevitably some of those courses would be canceled due to insufficient enrollment," Modern Language Instructor Katherine Fair said.

The Exeter Innovation course offerings also saw their yearly changes. Exeter Innovation is a program that enables teachers to propose courses which do not fit into standard categories. Courses run for two years in Exeter Innovation, after which they must be approved to be switched into Integrated Studies. This year, EXI539: From Bessie Smith to Beyonce: A History of Black Women Performers in America and EXI569: Leadership in Sports and Beyond were removed, and four new courses, EXI309: Social Stratification: Identity, Power, and Systems, EXI515: War, Identity, and Nationhood, EXI525: Latinx History and Culture in the U.S. and EXI545: The Intersection of Science, Health and Race in America were added.

"We are very excited about the four new Innovation courses and we hope students are, too. These courses harness a lot of the energy around providing curricula and learning opportunities that reflect our school values," Director of Studies Scott Saltman said.

Finals Week Schedule Altered

By REILLY PIERSIMONI, EMILY LEVINE and ATHENA WANG

In previous years, the Academy has implemented a special schedule for finals week to accommodate the increase in major assignments; this term, finals week will remain consistent with a regular school week, similar to the fall term.

During finals weeks of a normal school year, students had fewer classes per day and were given longer blocks of time for each class to accommodate testing. The schedule had more free blocks and formats specifically for biology, chemistry, physics and English.

The change in schedule was "made to give classes as much class time as possible within our reduced format schedule," according to Dean of Academic Affairs Laura Marshall. Due to the ongoing pandemic, classes now only meet three times a week through a hybrid of Zoom and in person instruction.

Many students expressed appreciation for the new finals schedule. "I would imagine it being less stressful for people, just because it seems like any other week," upper Emma Chen said. "Since the schedule is one familiar to people, there's likely also less stress about missing an appointment."

Upper Zara Ahmed agreed. "I think having a down-sized environment for the testing itself will relieve a lot of students of that biggest pressure, and hopefully alleviate some of the stress

at the end of the term," she said.

"Due to the new weekly schedule, our classes meet much less often than they did last year, so it makes sense that the administration would want us to be able to have as many class periods as possible," Ahmed added.

Senior Joshua Lum believed the modified schedule did not affect his classes. "Honestly, I don't really think the finals format changes all that much. Teachers have already planned everything beforehand anyway from previous terms," he said. "It hasn't really affected me at all."

"I wouldn't say the workload necessarily decreases, but I definitely prefer this format just given the amount of flexibility it offers me," senior Scarlett Lin noted.

However, not all students were fond of the irregular finals format. "I preferred the final blocks because I only had to focus on a few finals per day, but now I might have to go to classes whose finals are already finished," upper Allison Kim said.

"I've noticed that a lot of my teachers are front loading work, perhaps because they'll have less time to grade over the short break," Kim said.

Additionally, prep Jane Park expressed worry over her workload towards the end of term. "Given the arduous workload at Exeter and the difficulty of exams/assignments, I am expecting to cut down on a lot of my extracurriculars in order to simply keep up," Park said. "Considering that there is

politicians as high school students in a high school government election.

And that definitely felt like a lot. And I know that Bona and I called each other on Sunday night and we were both just crying, like: this has gone too far. I can't think about anything. I can't do my schoolwork. I'm having trouble opening my phone. Because I know that every time I do, I'm going to open it up to 16 messages saying like: 'you know, you shouldn't have done this, or you shouldn't have done that, or you were wrong for this, or you entirely didn't fulfill this promise during a COVID year.' And so we talked for like two hours and we were just saying, you know, what if we push a Co-Presidential ticket, and unfortunately we got shot down by the advisers on a Constitutional basis. It was unconstitutional, but I think that it says something about how polarizing social media this year alone, that we, the candidates, came together to really try and come up with a solution.

But essentially I just think that social media has its good moments and its bad moments and its bad moments were incredibly apparent this time around.

How did it make you feel just to see this all happen over social media?

I think I definitely felt just emotionally exhausted. Like, this thing has taken three weeks. The first week was putting in our candidate statement and creating a poster. I was up late at night trying to make my poster look somewhat aesthetically nice, make sure I had all the ideas I wanted to down. And I was working with my mom—she's amazing, and she helped me design all my posters. That whole week was a lot of exhaustion just in terms of getting my things together and creating this video, doing all that work. And then the second week was just pure exhaustion as well. I also wanted Bona to make it to the primaries because I felt that we would both do really great as leaders.

So we were just working hard trying to get posts out every single day. And then obviously this week, it got to be a little too much. I think every single day I had trouble. As soon as there was a call-out, I had trouble just getting out of my bed to get my homework started. Like I know on Sunday, specifically, both Bona and I said that we didn't want to leave our rooms because we felt as though a lot of people on campus hated us, which is a really damaging feeling to have as a high school student. We're going to be here for another year, and we obviously didn't want to feel that way. So I was in my bed in my room for most of the day, just flipping through Instagram.

These past two were definitely my lowest points mentally at Exeter. I really just hope we don't see this again and I'm going to definitely make it a priority for next election season to potentially push for a Co-Presidential ticket to perhaps make this less polarizing and include more diverse perspectives and I'll also encourage more guidelines for social media, because the way we were feeling as though everyone hates us meant we just didn't want to leave our rooms, leave our beds or get started on our homework. That's not something any candidate should have to go through purely to run for a Stu-

dent Council position because they just want to do something better for the school. They shouldn't have to feel that way

I'm really sorry that you had to feel that way, but I really hope you know that there are so many people on campus that do support you and you can tell too, because there was so much support out there for both candidates. Well, thank you for sharing. Next, talk to me about how you plan to use the \$30,000 thousand budget.

I have several ideas. The first is obviously OMA (Office of Multicultural Affairs) stipends. That's something I've been talking with OMA leaders all year about, in informal settings and formal settings, and with Principal Rawson. I think ALES (the Afro-Latinx Exonian Society) came out with their letter for compensation many years ago, and the administration just has not taken it upon themselves. I wish I did more, but I advocated for compensation too; , but they still are against it, or are, at the very least hesitant about it. And so I wonder how Student Council can use our budget for something good within this school. So I do plan on first conversing with OMA leaders and discussing, do they want compensation from us? And how much would be good for the OMA clubs?

I plan on getting it to the entirety of the OMA clubs, so just getting it to all of AV (Asian Voices), ALES, YBS (Young Brothers Society), Transitions, whatever it is, and they can decide how they disperse it, whether be to their leaders, to their events. That's not something for me to decide. That's not something for Student Council to decide. That's not our place. And so I hope to hold those conversations over the next couple of weeks and use a portion of the budget for that.

I don't have a specific allotment plan because I don't want to limit the amount of money that we spend on something purely because I did not allot it out. another idea I have is obviously for recreational student life, because, as we know, this year has been one of the most taxing years for the Exeter community, and I know that a lot of preps, particularly, didn't have the chance to experience things that we got to experience like WinFo (Winter Formal), Back in Black. And there's no way to really bring them back in a COVID safe manner, so I'm hoping to, if anything, better student lives with the use of either material goods, such as kayaks for the river, or even just planning out different events. That's gonna be a portion of the budget.

Other portions will go to student initiatives. I know that we just passed a Marketplace Craigslist that was organized by four students on campus, Nick, Alexander, Kevin, and Charlie. So at the end of the year, when you have things you wanna throw away from your dorm, rather than just contributing to the amount of waste that we have on campus, you can then sell it to your friends.

I'm also planning on using a portion to work on ideas Bona proposed, with obviously her pioneering and leading if she's interested. I know that I love and support of the her anti-oppressive proposals, but I would love to work with her and support her

in her goal because I know that she did want to bring some anti-racist organizations, actual resources, to campus. As you know, we can't invest in other organizations—the school shut us down all summer because of that. We tried many times, but I would love to see how much we can actually join in in our efforts, because I do think that she has amazing ideas in terms of bringing—I believe she said this—resource bookshop—I'm forgetting the exact term with it—and bringing that to campus. So I'd love to see that happen.

I just essentially want to use that money to better Exeter student life, [and] make sure the students who are putting in the mental and emotional labor on a daily basis on this campus, and are forced to do that because of the administration that's very ineffective, are having better compensation for that. I want to make sure that students in general have a more inclusive community, and I believe that money can be used for that. So I essentially want to stop hoarding. It's my goal.

And I know that this last year has been a crazy one in the sense that we weren't allowed to start spending until about November when we had a full Council and that's when we could spend more than \$200. Before that, we could only spend \$200 max, which as, you know, \$200 doesn't go a long way.

Before October, from March when we were elected until October, we couldn't spend anything because we were just not allowed to. Executive Board doesn't have a lot of power in that sense. From October is when we had our Budget Committee heads finally come into their spot and then they could decide if they wanted to spend. I also don't think there was enough publicity on that, which I also plan to change. And so... from December 2nd or something like that to now, we've been trying to get the word out more about Budget, and so we've passed a couple of proposals here and there.

Essentially, this year has been a lot of delay and I can't deny that we'd been extremely ineffective over Spring because we weren't allowed to meet. So we lost an entire term. We lost another term though, just like elections, as I'm sure you remember, like prep and lower rep elections, all the Committee Head applications, everything that happened over fall term. So we really had maybe a month, two months and a half, where we really had control over Budget to do something with it and we were off campus. So I don't know, I'm excited to see what's coming up Spring Term. I mean, a lot of the budget is currently allocated to committees, and only a portion of it has been spent on student initiatives.

We're gonna try and publicize that more, but in terms of committees we're excited to see more dorm funds are allocated, more money for things like—Rec. Committee thought of this event: a car smash where you get a used car. And literally just like, as a venting mechanism with Mental Health Committee, where they're probably going to have students smash a used car. And then things like Bonfire for E/A, sometime in spring term or sometime over the next couple of weeks. I'm excited to see what they'll do with it.

And I'm excited to keep working on making sure that budget is a little bit more transparent because I know that there's a lot of issues with that.

Do you have a plan set in place on how you're going to get the budget more accessible to everyone?

Yeah. So first I'm going to, at a start of every term, write a very full and clear email to every single club head detailing the exact amount of the budget and how much has been used, what it's been used for, and explaining, "This is the process, fill in the form because it's on our Canvas."

It's accessible to everyone, but I know that people don't check—for example, like nobody's going to go to the Student Council Canvas and look at Files and look at the proposal. So I'm going to actually put it in that email. I'm going to also create a link to it in our PEA StuCo Instagram. And then every time a bunch of proposals are passed, every time money is spent, every time that's allocated, I'm going to require that class reps and our Student Council Instagram posts about it.

This is something that's entirely on me and entirely on the Executive Board that we didn't work on with PR committee this year. So I don't want the blame to be on them. we didn't ever explicitly tell them to post about the budget being spent or allocated to committees. That's something that I feel the student body should have known. The full Council knew, but nobody else did. I also want to work with grade reps, to make this a requirement for them to post about that. And I think that should hopefully make this a little bit more accessible, for more people to know about this. And I think that's really the biggest deal—getting publicity out.

I think that in terms of accessibility, we haven't turned down a proposal in a really long time. And the only reason why things might get turned down is because Council doesn't vote in favor and that's something we're also changing right now. Charlie [Holtz] just proposed a new amendment where Budget Committee can spend 5% of the current budget and that's their threshold without a Council vote. And what that means is they don't have to bring it to the full 100% Council to vote on your proposal for things like uniforms or club food or whatever. Only they can decide and they can immediately just say yes or no. And that just streamlines the process, you know, like in the past uniforms for POMs where that was taken away because people didn't agree on spending some \$300 on POMs uniforms. That's such a small thing for a club that could really help out with just extra school spirit. And so with Charlie's amendment, we're going to essentially increase the amount of money that they can spend without a full Council vote. That should hopefully streamline the process a little bit more.

That's great to hear. What do you plan to do for the anti-racism issues within the community?

One of the things that we've been doing is working with JEDI. We have an amendment in the constitution where we requiring an anti-racist

workshop or training with council every single term. What we plan on doing with that is to have our class reps do class community events that are a lot more focused on anti-oppressive work. Perhaps doing one of those "walk the line" events like Exonian Encounters does, and making sure that we create more inclusive class environments. I think that's where Student Council really has its role. I'm doing that within dorm reps as well. During last night's meeting, we had an entire anti-racist train session. We split up every group by committee heads, dorm reps and class reps. Tina and Janessa, amazing people that they are, wrote out this entire training session with Dr. Bramlett's help.

We all facilitated a group, though last minute I had to take a step back due to election stress, and essentially just said, okay, this is an issue. We provided them with a scenario. What's the root cause of this? How can we help this? What's an event we can do to better this inclusivity and this environment on campus? So that's part of the work that we're doing. I think another thing is in terms of diversifying the curriculum and continued appointment. Those are two things that I've been working on this year. As for diversifying the curriculum, we did get shot down since Exeter really prides itself on its teachers being able to teach whatever they want, while I think there's some beauty in that, I also think that teaching whatever you want shouldn't mean that you have full liberty to teach only texts from white male authors, for example. I'm going to work with policy, JEDI, and whoever else wants to work on this project to change that for next year.

For continued appointment, there's already a committee setup after working with Dean Wolff, who has set up a committee to change our tenure system, which basically protects a lot of our old white racist faculty and encourages a lot of our new faculty of color to leave this campus. It's a whole review process. I'd like to make the knowledge about this work more public, and I hope to open up the conversation with more students.

Another idea is just in terms of CCC. We've already started restorative justice training sessions this year, but I know that Dean Breen is still doing a lot of court work in terms of looking at past issues of racial bias and of this year, just looking at restorative justice in terms of COVID or whatever infractions that it is. I'd love to work more with them.

I know that Seth and Senai have been really in the thick of it because they were both on the executive board and on CCC. This is definitely an idea that was also brought up by Bona and both of us ran on similar ideas in terms of CCC work, so I'd love to see how I can work with her on that.

For anti-racist work in general, bringing students into rooms is the biggest thing that I want to focus on. I don't want to create an open forum and Student Council and basically say, you can come to us. I don't want to do that. I want to publicize, open up conversations, and reduce the amount of student initiative where students have to start all the conversations and council later joins in.

That shouldn't be the order. I hope to lower the work students have to do to simply saying yes I want to be a part of this conversation - a conversation Council has already started without being prompted. I also hope to make StuCo as available as possible to OMA without forcing them to attend more meetings. One way to do this is by sending an OMA newsletter to all members and leaders with conversations we intend to center our term around. In that newsletter, we can say, if your club has met to talk about this topic—for example, affinity housing—we'd love to hear your perspective. This newsletter will also detail when we're having meetings with Principal Rawson for OMA clubs to join and will let OMA clubs know how we can support them—through publicity, funding etc. It's a difficult balance though—making sure we reduce student initiative but also making sure we don't reach out to the same people every time about anything DEI related. I don't have a perfect system, and I'd welcome any additional suggestions. Supporting other student groups is not something we've done in the past.. We've been trying to change that this year, but I don't think we've done enough. I really don't think so. I would love to expand past even just ALES and AV and focus on also smaller OMA clubs, for example, and if they want, bring them into rooms where they might not be able to easily get into such as with Principal Rawson and other trustees purely because we are an organization on campus that has the privilege of being heard.

Besides just policy work, besides the budget work, a lot of this has to do with us reaching out to student leaders, student groups and proctors, and making sure that they have the chance to be in this room instead of us. Why are we always the ones that they first turn to about the schedule, or that they first turn to about anti-racist workshops? Student Council has not been doing this work. We have not. The schedule is something that affects so many students and you need people with diverse backgrounds to really inform, especially during a quarantine time, how that schedule should look like. That's something I've been trying to do this year—literally move us more from the picture and bring in other groups with the privilege that we hold.

I wanted to talk a little bit about bringing OMA leaders into conversations. You mentioned in one of your candidate platforms about removing the burden of representation from OMA leaders, but we were wondering, how will you alleviate the burden of representation by essentially creating more meetings that OMA leaders have to attend to, and to speak to authority figures on campus? Some students have raised a little bit of confusion about that.

I think the burden of representation pertains to always having them come to us and kind of saying, 'reach out to us,' or Principal Rawson saying, 'you should always reach out to me.' That in itself is an open method of communication, but it doesn't foster a relationship and it places the burden on the OMA club leaders to always have to reach out for support. I don't want

to have to impose upon the work that they're doing and impose upon the events that they're doing in a sense that I'm not going to always come up to them and take it over.

I want to publicize a lot of the work that they're doing. There's definitely different clubs holding different events, shows, and fundraisers consistently. Their work can be easily publicized by the Student Council Instagram. So I'm hoping for more support in terms of what Student Council can do for these different clubs and making sure that we support them.

Instead of turning to just OMA leaders, I'd love to collaborate with broader club members, and minority students not part of these affinity groups. That means that we don't just turn to the leaders themselves, we turn to the clubs to create open spaces..

Affinity housing is something that we've had on the table for this year that we've been trying to talk to Principal Rawson about. The Student Council has not been having those conversations. We are not a group that is as invested in it as other groups have been in the past. I think that making sure that we ask for opinions is important.

I recognize that a lot this sounds like creating a burden of representation by bringing OMA leaders and members into those conversations. What I'm trying to emphasize is that we want to make it a choice, and we want to create an open space for it to be possible if they want it. We are having a conversation with Principal Rawson on some event in the country, and we publicize it on our Instagram or in a term or monthly newsletter. We want to say, "do you want to be part of this? Do you want to share more of your ideas on this project?" Hopefully what this will do is create an open space for possibility, because right now it's not possible for a lot of students who are part of OMA clubs, OMA leaders, or students in general, who are concerned about these issues to really get into those spaces with the deans, with Principal and with the trustees. This should hopefully reduce student initiative, so you shouldn't have to prompt or organize those conversations. At the same time, it will reduce the burden of representation because we won't reach out to specific people, and it'll create conversations with more diverse perspectives. Comparatively, the Student Council Executive Board is reached out to on a weekly basis.

While I don't want to force anyone to get into the spaces, and that's something I'm really much trying to stay away from, I want to create open possibilities for people to join those spaces. I don't want to make Executive Board meetings closed, because that's been the case in the past: it's that a lot of these meetings are very closed, with just the executive board, the deans and Principal Rawson. I think by opening those spaces up, you allow students a chance to take on this work if they want to, but you don't force them to. You simply inform them that you're doing this work, and that you're trying to create this conversation and that should hopefully alleviate the burden of representation, but also do what I've been

trying to do all year—to create more open spaces for collaboration.

I see. You mentioned opening up the conversation to more people, but how are you going to be able to reach out to those people? Especially if there are people in minority groups who aren't part of the affinity groups or just OMA groups specifically, how will you ensure that those voices are also heard if they need to be?

A lot of it is just publicity about these conversations. Most people didn't know that we were meeting with Principal Rawson to discuss continued appointments, or most people didn't know that we were meeting with Dr. Bramlett to discuss diversifying curriculum or anti-racist workshops. I recognize that AV currently is mainly students from Amen and the Exeter Inn, and I know that a lot of students have already expressed this opinion. It's damaging to know that not everyone finds a space within Asian Voices, for example. I was speaking clearly on Asian Voices because that's the club I'm active in. Acknowledging that, I think one of the biggest ways that we can make sure that there are other students in the conversation, students who are part of minority groups, is purely by publicizing that we are having these conversations surrounding Asian American, Pacific Islander hate crimes, for example.

If anyone wants to join, they can always just slide up on an Instagram story, or DM me, or say whatever. This should help bring in students not part of those affinity groups. Additionally, I will include the topics of these conversations in a start of term newsletter to OMA clubs and members, which will also allow those active members to be part of conversations without us specifically contacting folks, placing that burden on them. We can't just continually email the most active or most vocal people on campus. That's what happens in a lot of these clubs, right?

Even with The Exonian, you always have the same kind of groups of people reached out to, I mean like there's this OMA group chat. And we all had the same interview sent to us at the same exact time. And it's known that there's a core group of people that's really involved in this work. And I recognize that. And I think that's an issue for all of our clubs and it's something that we need to change.

So I think if we can purely publicize that there's a conversation about this happening, hopefully we can reach out to more people. I didn't mean to bring up that point about The Exonian as a jab at the paper, but this is something that we've struggled with as an Exeter campus and where we reach out to the same exact people every time, and that's not diverse in perspective. Even though it might look diverse on the page, it's not a diverse perspective. My biggest thing is really just publicizing these conversations and making them open to more groups of people.

I know you talked about opening the scope of people up and making yourself available for people to come up to you if they also want to join. I'm wondering if

there's still some level of initiative involved in that, in the same way that it is with—on obviously a larger scale—OMA clubs currently. How would you navigate that?

No. Yeah. And you're totally right. There is a level of initiative all the time and I don't think that's something I can entirely take away without then placing a burden of representation on specific students. And I acknowledge that. I don't think that I can entirely say, I will reach out to all OMA clubs and not have a level of burden of representation involved in that, because if you're reaching out to specific people, then you're kind of encouraging them to always be part of the conversations. What I'm trying to do is instead reduce the level of initiative students have to put in to start or organize conversations. I think that's the least amount of initiative I can create, just by purely making a way for you to sign up, to be part of the conversation. Right now the case is that students have to reach out to start the conversation and that's damaging, and that's ridiculous that you have to reach out to me or to Principal Rawson to start a conversation on his delay in a letter, for example, and that has happened multiple times this year. I know that Daniel has reached out, Asian Voices has reached out, students individually have reached out, and that's ridiculous.

Yeah. It's a difficult terrain to navigate, but I'm really glad that you're thinking about this work and I'm really also glad that you heavily incorporated it into your platform. Next question: financial compensation for OMA leaders. Could you talk about your stance?

It's needed and long overdue. I don't really know what more to add, but it's something that has been brought up to the administration consistently, and by s affinity groups that shouldn't have to bring that up. These affinity groups should be places for celebration and for simply a space for community. And unfortunately, because of the way that the administration has worked, a lot of these groups and affinity leaders end up having to take on intense emotional labor by doing policy work or by just doing counseling work. This concern has been brought up consistently. They've done so much of this work in the past and they deserve to be compensated for it, and the administration has simply not listened to that.

Student council has not listened to that, or it's never been brought up to us specifically, but it's not something we've ever taken initiative on. I recognize that this is a fault on our part. I genuinely truly support it. I think it's long overdue and incredibly necessary. And if the administration won't do it, I'm hoping that we can.

How will you go about bringing forward financial compensation for OMA leaders?

Right now I'm focusing specifically on OMA clubs because they've taken on a lot of this policy work. While there's so many other students on campus who really deserve compensation for this work, like proctors of minority groups for exam-

ple, I'm not entirely sure how to navigate that with a \$30,000 budget, which, while might seem large, can't compensate all the students who really truly need to be compensated.

The first step, which I think is a very small first step, is to compensate and provide stipends to OMA clubs. What that means is they can use that money for the leaders, for their events, and whatever they like. You can think of it more so as club funding. Right now, the pool of money for OMA clubs mainly comes from OMA, and I'm not entirely sure about how they're allowed to spend that money. I hope that this club stipend can give them a little bit more liberty to spend that money on, whether it be in leaders by providing some compensation for the work that they've done, whether it be on OMA club members for something that they've done in terms of organizing events. They can decide.

Essentially, what I hope to do is hold conversations, formally, between student council, budget, executive board and OMA club leaders. First things first, I would ask, do you want to have a conversation with us? Do you want this to happen at all? If you don't, that's totally fine. Then I'd say, "How much would you like?" I really don't think we can get close to what truly is adequate because they deserve so much. But I'd ask, what can we provide that might help support some of the events that you're doing, or support you in this work this year? I think this is one really major way we can support them, besides just publicizing their events, without infringing upon the work that they're already doing.

Thank you. So you also mentioned in your campaign that you drafted four different Vs policies. How's that going? What happened, or is happening, with those?

The fourth policy is currently being drafted right now, and I've planned it all out. The first three were written out and drafted. There's one that is an honor code policy, which is essentially if you let anyone into your room during the day, your door must be open. We could maybe have a sign-in sheet at the front, or work with campus safety to develop a keycard system. That one was immediately turned down by a lot of the faculty. We met with Mr. Myers, Mr. Chisholm, Mr. Caldwell, Dean Cahalane and more. They told us that it places too much liability on teachers. Especially if there's a sign up sheet, they know about the students entering, and they know about which students are in the dorm. But when no faculty is in the dorm, there's no supervision. That one was shut down.

Another policy was a dorm based one. I didn't like this proposal, and it was meant to be non-heteronormative on paper, saying that it didn't focus on gender, but it was based on what dorm you were affiliated with. We, actually both groups, faculty and students, decided to drop that one because it felt so much too heteronormative to say that, for example, if you're in Soule hall, then it's more acceptable for you to be with a kid in Abbott Hall, versus if you were an Amen hall and being with a person in Abbott.

Even if it doesn't specifically reference gender, it does feel very heteronormative. So both faculty and the executive board decided to drop that one completely.

Our third one was grade based and it's something that follows Andover's policy. As you get older, you have more privileges and at Andover, you can close your door in your second half of your senior year. So we were trying to implement that with longer hours by working with campus safety officers, and this is something that faculty were interested in. The faculty knew that this current Vs policy is kind of a joke, not because of non-heteronormative chances, but because students, by having so many restrictions, are just having more illegal Vs. Faculty knows that, and I think it's naive to assume that they don't. They know that the current policies are creating an environment for more illegal visitations, which is unsafe because now you have to choose between repercussions of illegal visitations versus repercussions of potentially being in an unsafe situation. So this is something we're trying to change. Essentially what they said is that they are actually really interested in this idea of increased privileges as you go forward in your Exeter career, which comes with more maturity and age of consent. We're working with the legal team and having conversations with the Executive Board, and soon council to make it a little bit more concrete and set specific hours. I will then use a constitutional referendum to bring it to a full student body vote.

We wrote off these proposals in the form of the E-Book to make it as easy as possible to follow. All three of the policies took away the inter-dorm ban on relationships because that's inherently homophobic. We just finished up with our third faculty meeting over the winter term, and we're now in the process of communicating with the legal team, which is with Ms. Holly Barcroft.

I'm really glad to hear that. Do you think you'll apply lessons from your last year as Co-Secretary to your tenure as President this year? Did you have any major lessons?

A lot of this year has been made up of a lot of learning on my part about anti-oppressive work. I know that so much of that has led to different opinions on representation. I started out running as a co-secretary on an idea of club reps and that creates a lot more burden of representation. I did not really fully comprehend this as a lower, and after learning and being in these conversations, I understand more about why that's damaging. That's why I didn't pursue it. A lot of this year, I've been learning about, what is the most effective way to bring students into conversations without forcing them to be there? How can we use counsel to be more empathetic to students because this year has been a quarantine and as you know, counsel hasn't been able to accomplish a lot this year and we're trying to navigate mental health stress and things like that. We're not hounding people to do the work that they were supposed to be doing.

For the next year, I'm

learning from that and seeing how to create more effective counsel based off of that. I'm also learning how to navigate a lot of the constitutional issues. There are a lot of random problems in the constitution, and that's something I want to work on. Our new Executive Board is already discussing the new proposed Constitution from Tucker Gibbs—the good things about it, and the issues with it. So we're trying to bring that into conversation with the student council in spring term because we don't have any more meetings for the rest of winter.

One of the biggest things besides learning about students and bringing student voices in, besides learning about running an effective counsel during a COVID year, is just how to navigate the system that Student Council has that limits a lot of its work.

Do you anticipate discussing within the Council the new Constitution published in The Exonian by Tucker Gibbs, Phil Horrigan and Charlie Preston?

Definitely. We've already discussed bringing this to Council, and it's something we're already planning that's in the works with the 2020-21 Executive Board the JEDI director is something I'm personally in favor of ... We're just talking about what things are great, what things should we maybe amend to this Constitution that Tucker and Phil and Charlie have proposed. That's all happening right now. It's going to come to Council probably in the first or second meeting when we come back in spring term because we're still navigating a meeting with Principal Rawson and all of council. We're going to continue to have long conversations and hopefully we should have a constitution that's not 26 pages, that doesn't repeat a bunch of redundant stuff, that doesn't have really weird double standards and that's more up to date with the responsibilities that a lot of positions have taken on.

Lastly, what can we, as the Exeter community, expect from your tenure?

I think that you can expect someone who will be more inclusive in the work that she does, and the work that I have council do. Someone who will take on a lot more policy work, and overall who will listen to the student body. I think that's a very cliché thing to say, but I genuinely think that's something I really want to focus on in addition to transparency in general. That's something I've done this year, I've screen-shared every single one of our meeting notes docs with Principal Rawson and that has never been done in the past. We've gone through our conversations with Dr. Bramlett and Principal Rawson specifically, so hopefully that'll mean more accountability for the things that I say. I intend to increase that accountability because as you know, this year, there've been a lot of conversations during the election process about the accountability of the Executive Board. You can also expect a lot more anti-oppressive work and overall betterment of student life.

News-In-Brief

By LAUREN KIM, ELLA BRADY, ANVIBHATE and HANNAHPARK

Early morning light permeated the room, exposing a shadow in the corner—no, a bat. Over the span of two terms, residents of the dorm found themselves sharing their living space with bats. Sightings increased in frequency this past week, and totalled four bat observations.

These included an incident where a bat was found

in a lower Lally Lavin's dorm room. Lavin was sent to the emergency room due to rabies concerns, and received a rabies vaccine. Subsequently, the Academy's facilities team and outside agency Critter Control sealed potential bat entry points. Since then, no students have reported seeing bats.

"When I woke up to the bat right above my head. It was 6 a.m., so I was too tired to have a real reaction. I threw a towel over it and

carried it outside," Lavin said. "Afterward, I realized 'Oh my god, there was just a bat right above my head.' I called the health center, who sent me to the hospital."

"[It] scared me. Everything was moving too quickly for me to really process it," she added.

When the sightings began fall term, campus security and dorm residents considered it a controlled situation. "There have been several bat sightings in McConnell last week, and also a couple

during fall term in the stairwell," upper Sabrina Kearney said. "I was initially not too concerned because it seemed like a freak of nature event and the situation was resolved quickly by campus safety."

"Bats are mainly active in the summer months and enter hibernation mid-October... Occasionally, when in hibernation during fall/winter they will wake up and move around... The bats get inside human spaces, [then] re-enter hibernation,"

McConnell dorm head Michelle Soucy explained.

Following the stress from multiple bat sightings, dorm faculty and students alike remained concerned. "It has been very stressful for the students and faculty who live in McConnell," Soucy expressed worry.

"I find it reassuring that the school is working on resolving this issue, and so far there have been no more sightings," Kearney said.

Senior Anna Jacobowitz believed that the Academy

could have addressed the situation more efficiently. "It was annoying because [animal control] kicked me out of my bed and one of them wasn't wearing a mask," she said.

Lavin agreed with Jacobowitz. "Initially, I was very angry with the school, as this was a very preventable situation," she said. "I've had a long two weeks of advocating for myself and for the dorm, but I'm happy with how the situation has been resolved."

Finals Week Schedule Removed Cont.

already an added layer of pressure with the hybrid learning and online classes, adding in even a few hours of break where we can just study/socialize would be extremely conducive to everyone's mental health."

Upper Sava Thurber commented on the differences between the old and new finals schedules. "I have mixed feelings because the lack of a finals week means that (at least in my experience) the finals are more spread out," he said. "For example, I already submitted my history and math finals and my other three finals are nicely spaced so that it is much less stressful compared to the regular schedule where everything

is due in like 2 or 3 days."

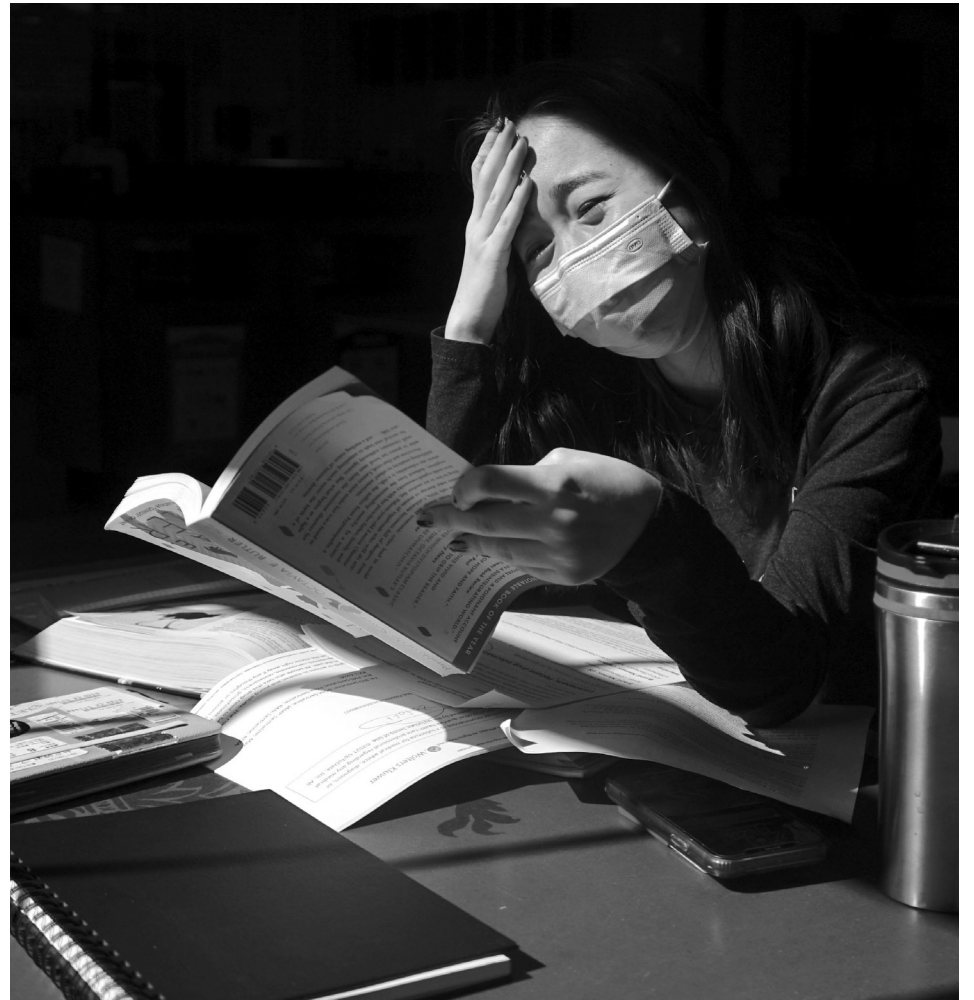
"Part of me likes the 3 day cram because it means the rest of it is easier and part of me likes the non-finals week because it means I don't have to cram at the end," Thurber continued. "It's all just personal preference for how you want your stress distributed. I call it the law of conservation of anxiety. It can't be created or destroyed... only redistributed."

Lower Morgan Gao noted his experience with finals as a remote student. "I appreciate it when teachers try to be flexible with final projects/tests," he said. "For remote students it's been kind of tough but being empathetic/giving benefit of the doubt is

key."

Marshall shared ways for students to alleviate their workload. "The regular homework guidelines will be in place," Marshall said. "If students have more than two major assignments or assessments in one day, they can reschedule all but two of them. This is true at any point in the term and will help spread out the workload across the last week in the same manner that a special schedule would."

"Any student having difficulty finding accommodation should ask me for assistance in rescheduling one (or two) of these tasks as soon as possible," Saltman said.



Upper Sabrina Kearney studies late into the night.

Joy Chi/The Exonian

Model UN Finds Community at VAMUN

By DAVID CHEN, MAXIMILIAN CHUANG and MARCO KO

After weeks of workshops on speechmaking, writing and researching, the Phillips Exeter Model United Nations (MUN) club attended the Virginia Model United Nations (VAMUN) conference over Zoom from February 26 to February 28.

According to senior and MUN co-head Phil Horrigan, this was the first time the Academy participated in VAMUN. Over the weekend, 30 students represented delegates of different countries, organizations, or fictional characters in their special committees. As delegates, they took positions on scenarios in their committees and worked together to create resolutions. The group was the largest delegation the MUN club has ever sent to a conference.

"The group was mostly made up of delegates who had never been to a multi-day

high school conference before," Horrigan said. "There is a big difference between middle school MUN, and even PEAMUN, to this type of conference. I was impressed that everyone held up and seemed to enjoy themselves."

Senior and MUN co-head Stephen McNulty shared the club's reasons for attending VAMUN. "...based on what we've seen in our in-house work and our team's performance at PEAMUN and beyond, we felt that our delegates could be pushed a bit and would be all the better for it," McNulty said.

Students noted the advantages and disadvantages of a virtual conference.

"Many delegates, including myself, faced problems such as lags during Q&A and presentations, audio problems, getting kicked out of the meeting session, having trouble joining the FunMUN Zoom meeting link, etc.," lower Minseo Kim said. FunMUN is an informal committee session typically held on the last

conference day for delegates to bond and play games.

"It's sort of a double-edged sword," Kim continued. In MUN, many delegates communicate with each other through the use of handwritten notes. However, on Zoom, delegates send virtual notes instead using the private chat feature. "Sending 'notes' has become much quicker since you can use the private chat function on Zoom," Kim said. "On the other hand, because sending notes is much easier, the overall pace of forming bloc cohorts and reaching out to people increased many-fold, so it's taken a lot of effort to manage all the message lines and determine who I want to collaborate with during the unmoderated caucuses."

Prep Alex Rosen also noted the difficulties of using the chat feature. "The Zoom chat was very confusing, especially as it got filled very fast, making it difficult to PM (private message) people," Rosen said. "I would have greatly

appreciated a different communication/PM platform (like Discord), as we did during PEAMUN."

Additionally, students found it difficult to maintain focus due to what lower Alexa Murat called "Zoom fatigue." Many delegates spent around eight hours a day at their computer screens during the conference. "It was tiresome, especially near the last committee session," Kim said.

However, most VAMUN participants enjoyed the conference and left with several favorite moments.

"During the last session FunMUN... our committee debated on whether water's wet, did some hilarious superlatives, created a Spotify UNEP, and 'infiltrated' the DISEC (Disarmament and International Security Committee) Zoom room to do a rap battle and Kahoot," Kim said. "It was beautiful chaos, and I loved it."

Prep Nhan Phan enjoyed working through his commit-

tee's crisis update, especially because he had to think on his feet for a solution. "I remembered frantically texting my VAMUN group chat for help for a crisis update in an ECOSOC (The Economic and Social Council) committee, and not knowing what to do," Phan said. "It was not something I expected and it added a level of excitement to the committee session."

Between committee sessions, many club members debriefed with each other on the progress of their committees. "Those debrief calls are always the highlight of conference time for me," McNulty said. "We lift each other up, complain about power delegates, scheme about plans to build the largest 'bloc', and occasionally even develop intricate plans to burn down the Redwood Forests and melt the Statue of Liberty with sulfur. You know, normal people things."

When the conference ended, Phillips Exeter MUN held an in-person celebra-

tion in the Forum. "Because MUN board turnovers are just around the corner, each of the board members took a turn giving a bittersweet speech to the club," Kim said. "They will be missed dearly."

Horrigan, as a MUN Co-head, had mixed feelings about the celebration. "It was sad, too, because we realized vividly that we had never gotten to be the club my fellow coheads and I had always imagined leading."

Club members frequently communicated through a Facebook Messenger group chat during the conference. McNulty noted the chat's positive and caring environment. "Friends, if you ever get the chance to go to a MUN conference with us, virtual or otherwise, you'll find that you've never seen a more supportive group chat on the face of the planet—so many hearts and partying face emojis and helpful advice to go around," McNulty said. "And that all has to do with the fact that our delegates—30 of them—really committed to building a culture for this conference and our club."

Students Share Opinions on \$30k StuCo Budget

By ETHAN JUDD BARTHELEMY, MAYA COHEN, WILLIAM LU and JANE PARK

During this Student Council's (StuCo) Executive Board election cycle, StuCo's immense \$30,000 budget has taken center stage. The Exonian asked students across campus what they would like to see the \$30,000 allocated for.

"It would be worth it for the school to specifically invest in/recruit teachers with dedicated experience to specific extracurriculars and research programs," Senior and co-head of Exeter Forensics Albert Chu said. Chu mentioned that he was only able to start Forensics at the Academy because he already had extensive previous experience.

Chu added that the club's lack of funds has prevented it from engaging in high-

ly-sought speech events. "At the moment, to start a speech team, we'd need someone... [equipped] for all sorts of speech events, but we don't have the infrastructure or coaching available to get started," Chu said.

DRAMAT and Democratic Club co-Head and four-year senior Maggie Wainwright similarly placed emphasis on clubs. "DRAMAT and Democratic Club... have benefitted from funds from StuCo for costumes for our Shakespeare and for pizza for Democratic debate-watching parties in the 2020 primaries," Wainwright said.

Wainwright added, "I would love to see additional funds go to our Theater Department—hiring more diverse faculty, supporting sets and costumes for shows, etc..."

"I know StuCo floated around the idea of giving a small discretionary stipend to all students on full financial

aid," Wainwright continued. "I think this would be a great use of funds, and go toward fostering belonging in a socioeconomic demographic sorely underrepresented at this school."

Lower Kiara Odums suggested using the budget to fund the Office of Multicultural Affairs (OMA). "Especially right now, during the pandemic, [for] students of color, those spaces are almost all sponsored by clubs," she said. "We need, you know, our heritage month events. We just need that right now. For a lot of us, the main reason we're going back to campus is to be with students who look like us and in spaces in which we can be comfortable."

"I just also think there could be more events for fun, right? Just culturally informant events to educate people who might not know of a particular culture. We need money to do that," Odums added.

Students echoed Odums call for more "student events," as upper Catherine Uwakwe said. Upper Greg Wu also hoped for more student events, as "I just feel like this year there weren't that many events that I felt like going to."

Moreover, upper Regan Thomas called for new sports uniforms and upper Cecilia Treadwell hoped for more visits from the Wahlburgers food truck.

Upper Divura Adesanya also suggested using the budget to establish a better screening system for hiring faculty. "The whole anti-racist thing doesn't work if you have the leaders of the school not being anti-racist," Adesanya said. "[What] they've been doing this year is creating a dependence on us [students] to be anti-racists, yet we still have to deal with racist teachers."

Some students also suggested using the money to

provide a more anti-racist curriculum. "I think putting more resources into things like revamping curriculums, like the history department, the English department, trying to make a concerted effort to change our environment so we can hire more faculty of color," upper Lekha Masoudi said.

Students also expressed a need to reform dorm structures and policies.

Lower Ella Kim argued that funding should be directed toward menstrual products in all dorms. "I think that's a really big thing we're lacking. I know that the common spaces have ones if you forget but in order for it to be truly helpful, they have to be provided where you spend most of your time."

However, Treadwell noted that many student concerns were not related with the budget, despite its prevalence in discussion of the election.

"We want things that aren't even money related," Treadwell said. "We want the V's policy changed. We don't need the money; we need actual change."

According to lower and budget committee co-head Charlie Holtz, StuCo has the capacity to fund club initiatives, but accessibility is limited. "The Budget Committee does not create proposals, but simply approves them," he said. "Due to COVID-19... very few clubs have requested funding."

Many students emphasized that transparency plays a large role in accessibility. "It is really hard when you're a student that's not necessarily involved to know what StuCo is doing all the time. You're not going to go every Tuesday night because you have other things. It'd be more accessible to those who go," Odums said.



Lowers Kevin Tazawa-Goodchild and Colin Ellis discuss through a plexi-glass partition.

Ethan-Judd Barthelemy/*The Exonian*

Mixed In-Person, Remote Classes Begin

By **ASHLEY JIANG, ARIA SCANNELL and CATHERINE WU**

With some students back on campus, the Academy's integration of online Zoom classes and in-person classes into a hybrid model has sparked mixed views.

Synchronous classes began to meet in person on February 25, after which all classes were asked to hold an in-person meeting at least once a week, with the exception of unique medical circumstances.

Many students have expressed satisfaction toward the in-person class experience. "Being able to visit the classroom in person

enables students to work directly with each other and with the teacher to build a constructive and supportive environment for more effective learning," lower Isabella Vesely said.

In-person classes have also helped students have a better learning experience. "There are some things that are harder to learn through a computer screen," lower Nat Kpodonu said. "For my physics class, the labs and demonstrations make everything much easier to figure out and solve, and I really like the conversations in person for classes such as English and history."

New students in particular have noticed that the hybrid model facilitates

more meaningful Harkness discussions. "The hybrid model works better for a vast majority of my classes because of Harkness," prep Corinne Blaise said. "Being able to sit in a round table talking to my peers is a lot better than doing it over Zoom. And because I'm a prep, I haven't had an authentic Harkness discussion yet; this is finally allowing me to be able to do so."

"I enjoy being able to connect with my peers before and after class instead of relying on the awkward breakout rooms to make friends," prep Nupur Malhotra said.

Teachers have also had a positive experience transitioning to in-person classes.

"There is a lot of energy around the table even if it has to go through a lot of plexiglass, and I prefer that energy to the lifelessness of the Zoom screen," English Instructor Katie Brule said. "It feels easier to connect with the students, easier to check in on them and easier to note when there might be something wrong."

Despite the positive feedback about in-person classes, some students still prefer remote learning due to concerns about COVID-19. "I understand that the school is trying to return to normal, but I wish they offered remote learning for people living on campus until we can all be properly vaccinated," lower Montana Dickerson said.

"I prefer either 100% online or 100% classes in person. I think the hybrid version of school makes things confusing and requires different levels of preparation

depending on the day," upper and day student and upper Isabel Reyes said.

With the ongoing pandemic, many students appreciate meeting in-person once a week. "I think that for now, while we are still adjusting towards being back on campus during a pandemic, one class per week is more COVID-safe," prep Niall Bandorf said.

"The one in-person class a week gives teachers breathing room, and I think it is really important that they have some say in how much they are exposing themselves and what they are comfortable with," Reyes said.

However, remote students may find it difficult to cope with in person classes. "The small percentage at home definitely aren't receiving the same experience, and Exeter is all about non sibi, so I can see where

there could be some discourse," remote lower Zoë Chang said.

Remote and in-person students alike noted the additional difficulties of the 360° Kandao cameras, used to accommodate remote students, found at the Harkness table. "One time, we had to switch to an all Zoom class; another time, the audio cut out and the teacher spent 10 minutes [fixing it]," Chang said.

"The most difficult part [is] not being able to read body language," remote upper Carson Bloom said. "I can't tell if someone wants to talk, and likewise I don't think my peers who are in person can tell if I want to talk either, [making it] hard to enter the discussion consistently and naturally."

Nevertheless, Chang noted the utility of these cameras. "They provide different angles [and] lenses and allow remote students a view of the entire classroom," Chang said.

For many faculty, in-person classes amidst a pandemic has raised many concerns. "I understand a lot of the anxiety from other faculty, especially those with higher risk themselves or families at home. That being said, I do believe the increased testing provides a greater sense of security when teaching in person," Brule said.

While the hybrid model is still something students and faculty can improve upon, students are grateful for everything that the Academy has done to accommodate students' different situations. "I appreciate the faculty and staff for working so hard to get an in-person Exeter back. Getting back in-person is going to be a rough transition, but it'll work out and be worth it in the end," Blaise said.

Uppers Take SAT On Campus

By **JOY CHI, CLARK WU and VALENTINA ZHANG**

Uppers filed into Love Gym to take the SAT on March 3. According to Standardized Test Coordinator Cori Kingsley, the Academy worked with College Board during the summer of 2020 to become a SAT School Day test center.

Kingsley shared that the SAT would be held on March 3, March 24 and April 27 in an email sent to uppers on January 25. Students who registered at a national testing center for the March 13 SAT were not allowed to travel off campus due to COVID-19 regulations. Students returning to campus on later dates had to abide by the Academy's two-week quarantine mandate; after interrupting quarantine to take the SAT on March 13, students would not have been able to complete a full quarantine by March 20. Noting the inaccessibility of the SAT, the Academy coordinated an on-campus SAT to allow uppers the opportunity to fulfill their standardized testing requirement.

According to Kingsley, the Academy is also approved as an unlisted Test Center for the April 17 ACT. Additionally, the Academy hopes that students will be able to test off campus at Exeter High School for the May 8 SAT National test.

To meet the quarantining guidelines set by College Board, CDC guidelines and local and state mandates, fewer students were allowed in each test room and all personnel wore masks throughout the exam. Desks were ordered specifically for students to test on campus and to enable spacing.

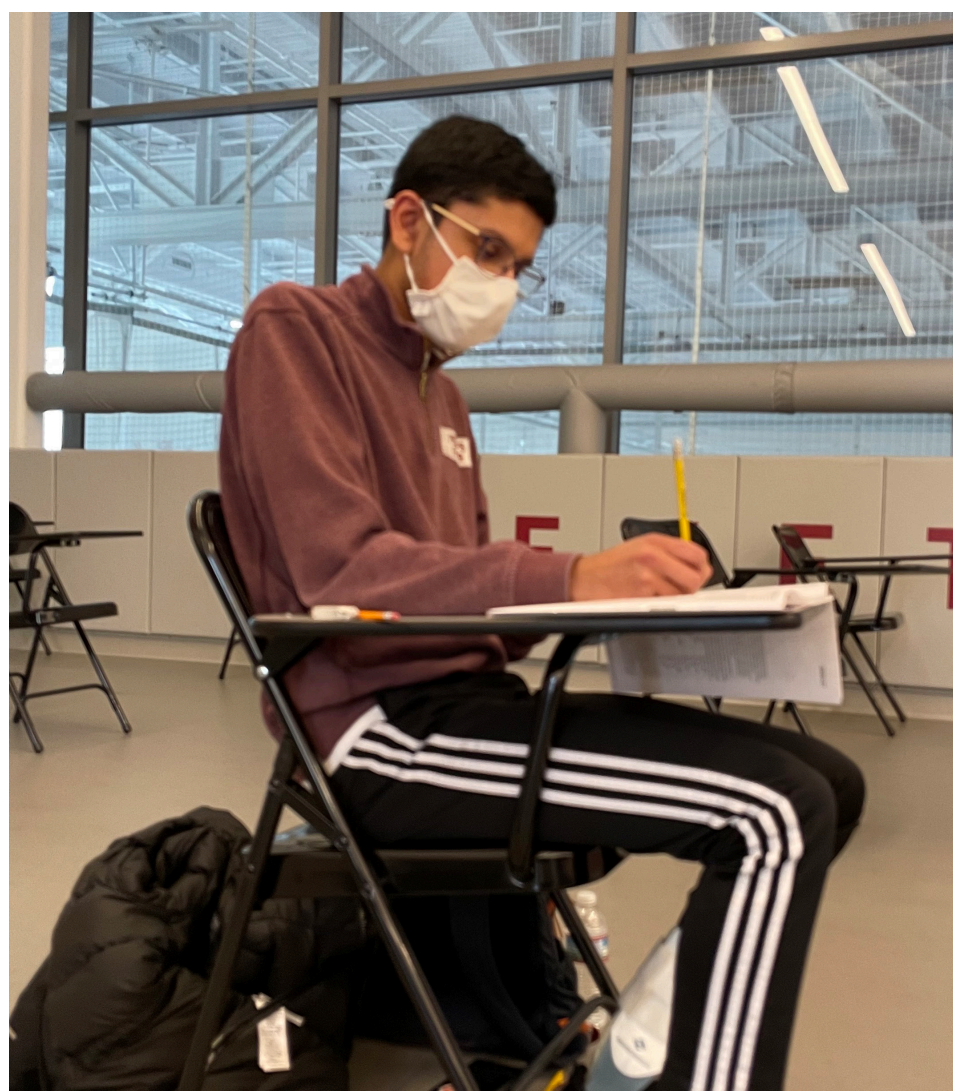
Upper Max Triff appreciated the Academy's efforts but found the physical setting distracting. "I took the test on the basketball courts in Love Gym. They should have closed off the area because people were walking past," Triff said. "The bigger issue was the tiny tables they expected us to take the test on. It's the same size as those in the dining halls and are clearly too small for an answer sheet and an SAT packet. Calculators often fell off desks—like

bricks hitting hard floors in an echo chamber."

Upper Gretl Baghdadi found the timing of the SAT to be inconvenient. "We're nearing the end of the term, and it's been some of the hardest weeks. The test was on a school day too, so we had to balance schoolwork, sleep, and preparation," Baghdadi said.

Some students noted that the environment of the SAT was informal compared to official testing centers. "I wish the school had allowed us to take the exam in a more formal classroom setting like we did in previous years, but having the comfort of Exeter and my peers definitely alleviated the stress and tension that had been building up during the days prior to the test," upper Elizabeth Handte said.

"It's a lot less stressful for the SAT or any test to be on campus because you're left with less time to ruminate on the fact that you have to take such an important test. I hope that even after COVID, they let us take it on campus," upper Keona Edwards added.



Upper Neil Chowdhury takes the SAT.

Otto Do/*The Exonian*

Number of Students on Restrictions Significantly Lower

By **JESSICA HUANG, GRACIE KEYT, ANNA KIM and ANDREA NYSTEDT**

Students who break Visitation rules, acquire four unexcused absences or violate COVID-19 related health and safety rules may be placed on restrictions for three to ten weeks depending on the severity of the infraction, as outlined in the Student E-Book. While on stricts, boarding students must check in at their dormitory every night at 8 p.m. with the exception of 8 p.m. class or required academic appointments.

According to Dean of Residential Life Carol Cahalane, approximately 30 students are currently on restrictions. "This is a significantly lower number than the past five years, which is linked to the fact that we were not on campus for the first part of this term, and that our COVID-19 restrictions have shifted some of our normal patterns," Cahalane said.

Cahalane noted that restrictions were an effective way of preventing student infractions. "Being placed on restrictions can help students to reflect on what they have done and with the help of adults around them assess what they might

do differently. The effectiveness depends on whether the students take their actions seriously and accept the offered assistance, support and guidance," Cahalane said. "I have wondered about different approaches, but don't have one I favor. I'm interested in any ideas members of the community have to offer."

Uppers Alexandria Westray and Kendrah Su are currently on restrictions for breaking COVID-19 dorm visitation guidelines. "Kendrah and I live in the rooms next to each other. If I opened my door, you would see Kendrah's room. We're in the same dorm unit. On the

day we both got back there, we forgot how the rules had changed," Westray said. At the time, dorm units were not allowed to be in each other's rooms. "She came into my room, and we had the door wide open. We weren't trying to hide or break a rule. We had just forgotten that," Westray added.

Westray talked about the difficulties of being on restrictions. "Stricts made it harder to connect with people on the weekends. Since events such as Coffeehouse were after our check-in, we had to say 'good night guys,' and then have a nice calm night at 8:00 p.m.," she said.

However, Westray noted that the pandemic has made the restrictions experience more bearable. "Since we're already not going out really, I think in some ways it's easier, since there's so little to do, because like you're not missing out on much, you're missing out on walking to the field house and getting a coffee," she explained.

Su agreed. "We're on two weeks of Stricts during the coldest two weeks in the busiest time frame [of the term]. Also, I think it was reasonable, [because] we [did break] a rule," she said.

Prep Corgi Adams, who re-

ceived restrictions for missing classes due to oversleeping, noted that restrictions have not affected his on-campus experience. "There is nothing you need to be doing past 8 p.m. during COVID-19. You can't visit other dorms, most clubs aren't in person, you need to go to class regardless of stricts, the dining hall closes at 7:30, etc. Stricts are super redundant and only serve to scare you during the pandemic," he said.

As the Academy welcomes March arrivals, the Academy will continue to assess the number of students with restrictions on campus.

Life

» HOJUN CHOI

Read about Senior of the Week, Hojun Choi, and his many interests on campus.

» CONCERT

Read about this year's student soloist concert and the experiences of the performers.

» CLUBS

Read about in-person club meetings and how different co-heads are planning for the future.

Winterfest

By ANVIBHATE,
ANNAKIM and
ANDREANYSTEDT

Winterfest, a fun festival designed to celebrate the last few days of winter term, was held on March 7th. As an event planned in conjunction with Exeter Student Service Organization (ESSO) and the Student Activities team, Winterfest 2021 hosted vendors such as Dulce's Bakery and Hoynacki Kettle Korn, providing students with an outlet for students to get outdoors. There were also activities such as a potato sack race, snow sculpture competition, and decorating "hope flags."

ESSO Co-President and senior Caroline Luff said that Winterfest went well. "I think Winterfest went pretty well. We've had quite a few people come by making some snow globes and then some fun potato sack races, and snow cones are going well too, those have been very popular," she said. And while it was difficult to plan this outdoor festival, Luff thought that everything worked out in the end.

ESSO Off-Campus Coordinator and upper Emma Finn found the potato sack race and snow cones particularly memorable. "One thing that was entertaining is that in every sack race, at least one person fell

over," she said. "It was also a bit cold for snow cones but surprisingly, people came and enjoyed it."

Luff also shared some of the intentions behind creating Winterfest. "It's just time to relax. I just hope everyone has a chance to stop by and get a hot chocolate, and relax because it can be really hard at the end of winter term to find motivation," she said.

Dance teacher Allison Duke was a chaperone during the event. "My job was to manage the skate rental system and help students find their way to Rink A," she said. "There were a lot of activities for them to engage in a tactile way—making snow globes, sculpting the snow and skating."

One of the most popular features of Winterfest was the kettle corn station, according to Mr. Hoynacki from Hoynacki Kettle Korn. "It seems like everyone enjoys it. I got a lot of people that come back and they're like, 'Oh, yay, kettle corn!' They're happy to try it again or have some more, so that's always good to hear," he said.

Many of the people at the event commented on the nostalgia of the event. "It's very chill," lower Grace Nivera said. "I guess it's like coming back to childhood, like just doing arts and crafts with no pres-



Dulce's Bakery serves baked goods.

sure—it's kind of nice."

However, one of the main attractions was the 40-yard potato sack races, highlighted with the introduction of Ms. Reyes's very loud blow horn. "It attracted the attention of everyone at Winterfest and turned all eyes to the potato sack race" senior Connor Chen commented. "It was a time full of laughter and cheers, and we awarded all participants with a

proud seat upon our makeshift throne of champions (which was really a stack of plastic red chairs). Overall, the event was amazing and I think that everyone had a much-needed break from final exams and papers."

Math teacher Brandon Hew was at Winterfest and supervised the ice rinks. "It's always fun watching people of different skill levels skate. Even for

those people skating for the very first time, it is great to see their confidence grow even in just a short half-hour," Hew added.

Prep Edie Fisher appreciated the new food combinations people had never encountered before. "Snow cones and maple syrup is a strange combination when you look at it," Fisher said. "Everyone seemed pretty excited about the abun-

drani Basu / *The Exonian* dance of sweets and the event was very enjoyable."

More broadly, however, both students and faculty appreciated getting outdoors and enjoying the good weather. "I hope students found Winterfest to be a pleasant break from studying," Duke said. "It is good to engage that way after being stuck on Zoom for a year!"

Senior of the Week: Hojun Choi

By DAVID CHEN and
ANGELA ZHANG

The low rumble of voices quiets as Hojun Choi stands tall in the center of the winter track team. His presence captures the other athletes' attention. Choi begins his pre-game ritual by congratulating the team members on their hard work, instilling within the team a sense of excitement and confidence. He extends his fist to the center of the circle, initiating the team's chant. "Go Big Red on three! One... Two... Three... Go Big Red!"

Choi, better known as Hoj, hails from Peachtree City, Georgia. In the classroom, Choi is most interested in the humanities, particularly philosophy, psychology, writing, and poetry. According to Choi, it excites him to learn valuable information from his pursuits in Exeter's wide array of courses, such as debating the meaning of happiness in religion classes, and writing about free will in his current biology elective on human behavior, BIO999.

Reflecting on an introductory course to philosophy, Choi said, "I was so excited to be surrounded by smart people who thought deeply and were engaged with the material. The conversations were so beautiful."

Fellow senior Emilio Abelmann recalled Choi's philosophical inquiry both in and out of the classroom. "He's a great conversationalist. I will forever cherish our friendly banter about free will, religion, life, death, and everything in between," Abelmann said.

Beyond these serious conversations within academia, Choi is known

for his witty humor. Abelmann added, "Hoj is always lighthearted and can put a smile on anyone's face." Several of his other close friends and fellow seniors supported these beliefs. "When Hoj walks into a room, he just lights up their faces," Senior Jack Puchalski said. Lower Drew Smith added, "He's a shining light of happiness. He's determined when it comes to his interests and still lends a shoulder to lean on whenever needed."

Beyond the classroom, Choi dedicates his time and effort to music production, which he began pursuing in 7th grade. Growing up in a musical family, he learned to play both piano and cello, which gave rise to creating his own music.

For Choi, music production is an outlet for limitless creative expression and imagination. "I've been playing other people's music my whole life, and my cello teacher would always be mad at me for playing the pieces the way I wanted to play them instead of how the composer meant for it to be played," he recalled. "I thought to myself, if I want so desperately to branch off and be creative, why not just do that in the way I can? That's electronic music production."

For Choi's senior project in spring term, he will be producing an album in collaboration with his good friend and rapper, Osiris Russell-Delano. "Hoj and I became best friends and basically brothers by making music together—back in lower and upper year, we'd sit in his room in Ewald for hours on end," Russell-Delano shared. "Those have been my favorite moments with Hoj, and honestly, my favorite

moments at Exeter."

In addition to music production, Choi prides himself on Mock Trial the most. "Whenever I look back on my four years at Exeter, Mock Trial will absolutely be the thing that has given me the most fulfillment and the biggest sense of accomplishment," he said.

Choi joined Mock Trial in his lower year after a close friend encouraged him. Since then, Choi has fallen in love with the extracurricular activity and led Exeter's Mock Trial C Team in both his upper and senior years. Both years, the team beat Exeter's Mock Trial B Team and advanced to the State Finals, a direct reflection of his dedication to ensuring the team's success.

However, Choi is also proud of his involvement with Mock Trial, not because of these results, but because he was able to share his passion and facilitate close relationships within the club.

"It's so beautiful to be able to foster this community, these friendships, and these memories," Choi said. "What's most important to me is I've been able to make other people love something as much as I do, if not more. That's the most rewarding thing."

Members of Exeter's Mock Trial C Team also recognize Choi's prominent presence in the club. Prep Jenna Wang shared that Choi is like an older brother to the club. "Mock Trial would not be as fun, and the team would not be as close as it is, if it weren't for Hoj's inviting and humorous personality," Wang said. Co-leader of this year's C Team, and senior Alicia Gopal, agreed. "Mock Trial thinks of ourselves as family. A lot of that is because of Hoj. He's al-



Choi smiles in front of the Academy Building. Ethan-Judd Barthelemy / *The Exonian*

ways joking around, trying to include everyone in the conversation to make sure that everyone has a good time."

Even members outside of the club commented on Choi's visible passion and dedication towards Mock Trial. Abelmann noted, "It's inspiring to see Hojun lead his team. He loves it so much." And more broadly beyond working with Mock Trial members, Choi is "definitely a mentor for the younger kids on campus," according to Puchalski. As demonstrated throughout all of his Exeter experiences, Choi "derives his happiness from other people's happiness." Choi added, "My aim is to have as many personal and meaningful connections on campus so people remember the good times they had with me."

Choi not only fulfilled but exceeded this goal, having positively influenced numerous lives at

Exeter. Russell-Delano proudly said "Hoj has become a leader in all aspects of campus life. He's become more focused and dedicated to every craft he puts energy into." Senior Maggie Wainwright and member of Exeter's Mock Trial A Team agreed. "He astounds me with his passion, motivation by service and selflessness, and humor. He brings joy and laughter everywhere." Senior Jackson Carlberg and Choi's former roommate noted Choi's "gift for interacting well with others" and the "special kind of excitement" that Choi brings to Exeter. Abelmann also admired Choi's positive qualities, adding "Hoj is thoughtful, aware, and critical of himself. He knows when his personality needs alteration, and he doesn't shy away from making adjustments."

When asked what advice he would offer to fellow Exonians, Choi contemplated before say-

ing, "This is not meant to be pessimistic or received in a negative way, but nobody cares about you as much as you do."

Upon admittance to Exeter, Choi worried a lot about fitting in. "The feeling of being judged is a terrible, terrible feeling that limits us in a lot of ways. But then I realized, everyone is so focused on becoming the best versions of themselves that they don't have time to be concerned about what other people are doing," he said. "And that sounds selfish, but it's also insanely comforting. You have complete autonomy over your own life."

Living by these sentiments, Choi pushes past his limits and strives to be his best self every day while inspiring those around him. His positive and influential legacy at Exeter lives on, and there is no doubt that he will continue to inspire beyond Exeter.

Faculty of the Week: Brandon Thomas



Courtesy of Thomas

By HANNAH DIRSA,
SHEALA IACOBUCCI,
ERIN SACKEY
and JACQUELINE
SUBKHANBERDINA

You've probably seen him on the paths of Exeter, spreading his energy like a tidal wave. Some days he's flying through the paths on his scooter. Others, he's sitting on the bench outside Webster, chatting about the latest sneaker release with one of his students. Even if you've never formally met him, you've might have already heard about his good vibes and welcoming presence: Health Instructor Brandon Thomas is ubiquitous with the best parts of Exeter's culture. Whether you need advice or a good laugh, he's the kind of person you can always depend on.

Thomas says that his inspiration as a teacher, more than anything, comes

“Mr. Thomas brings an incredibly positive energy which I feel encourages students themselves to match it and be positive in their learning,” Prep Will Simpson said. “His ability to keep a class engaging and interesting is unmatched.”

“I think a lot of times we're always looking for ways in which to connect with people and I feel like the way in which I experienced the world, I'm always looking for another way to build a relationship,” Thomas explained. “My job is to kind of bring people in and pull people in to make them dig deep and figure themselves out, and so however I can use my experiences to connect this is what I'm trying to do.”

“He was my prep fall Health class teacher, and I think he was my only teacher at the time that was not white,” Upper Ethan Aguilar recounted about his transition into the Exeter community. “Those few people who are in those teaching positions at Exeter who are people of color sort of helped me feel comfortable.” In the classroom, Aguilar spoke of Thomas' dedication to teaching and said that “sensing that passion is amazing. And it makes you just want to do better in the class.”

Aguilar also recalled an important learning moment from Thomas, who was his football coach, at a game against Deerfield. “I was just getting blown by all the receivers lining up against me. But he still kept me in,” Aguilar said. “He wanted me to learn what it's actually like playing on the varsity field. And then, like those next three games, I actually played really well. I deserved that rude awakening, because he knows how to teach.”

Lower and Webster Hall resident Riches

Afolabi expressed a similar appreciation for Thomas' willingness to help Exonians. “I think there's a big emphasis on the fact that he looks like me. And when I first came to Exeter, he was the only [dorm faculty member] that looked like me, so I was able to relate with him in ways that I couldn't relate to with my advisor,” Afolabi said. Afolabi added that Thomas is “just a great member of the community. [He's] always trying to better somebody, always trying to better everybody else around him, and make everybody around him feel safe.”

“He's kind of like that bridge that you need when you're first coming to a new school.” Lower and Webster Hall resident Sam Creelan added. “And he's really good at that...he's a totally unique faculty member that's friends with kids and friends with faculty. He just brings positive energy constantly.”

This energy also is noticed by faculty and staff, according to Religion Instructor Austin Washington. “Whether that be something as simple as just saying ‘hello’ as our paths crossed, or coming to talk with me while serving an on-call shift at Webster, Mr. Thomas has made a great effort to get to know who I am. I am not ashamed to say that I am doing my best to emulate Mr. Thomas' openness to conversation!” Washington said.

When Thomas isn't learning about and engaging in conversation about people's lives, he's usually enjoying their food. “I feel like I experience the world through my palate. So I really try to focus in on tasting as much of the world as I can,” he said. When reflecting on the recent attention to the Black Lives Matter Movement and his

work through Community Table, Thomas emphasized the need for standing in solidarity across cultures. “I think distance breeds fear, and proximity breeds a level of closeness. I figured, if we can experience food together and learn about each other's cultures together, then we can really build lasting relationships.”

Senior and Community Table member Emily Kang recalled all the ways in which they connect with food. “We had a cooking lesson with his aunt, created a meal together, had Ms. Peterson as a guest to talk about food justice... he also gives us yummy food every week!” Kang said. “He is super passionate about creating interesting meetings for us and allowing our group to learn everything we can and want to know about food.”

When Thomas is seen on campus, he is instantly recognizable thanks to his colorful beanies and one of his most notable passions: his sneakers. “He has a lot of really nice sneakers. I've seen those pretty insane ones that he lines up in the hallway,” Creelan said.

According to Thomas, his love for sneakers stemmed from his childhood. “I remember being a kid and my older brothers were into shoes, and they would go to the mall and stand in line at like 6 a.m. to try to get shoes. And ever since then we always really wanted them.”

“I always told myself when I get a job, and I got enough money, I'm gonna get all the sneakers I want,” Thomas continued. “Now I actually get to live that dream.”

Thomas is living out his other long-held aspiration, which is traveling the world. “You can read as much as we want in a book, we can listen to as many

things as someone tells us, but until we actually go and experience that place for ourselves, we never truly know,” Thomas said.

“I think I'm up to 24 countries at this point. You know, every single place I've been to, I think I've learned a little bit more. And I think the way in which I approach life, the world and my job is directly influenced by the things I'm able to see. I feel like if I can see something and be a better person, I could give that to everybody,” Thomas added.

Thomas' emphasis on authenticity has pushed him into a life of exploration and discovery, lending him a vast cultural dialogue. “I feel like I am more empathetic, more understanding, and a bit more cultured every time I go to a different place. My job is directly influenced by the things I'm able to see, and I feel like if I can see something and be a better person, I could give that to everybody.”

Thomas considers reaching out to his students, and being able to express outward compassion that he has experienced worldwide to be one of the most important aspects of his work. “People don't care what you know until they know that you care. And if you know I care about you, the way in which you approach me or allow me into your life will be completely different,” he said.

This has not gone unnoticed by the entire Academy community. “[Thomas is] honestly one of my favorite teachers here,” Aguilar said. “I know that I'll remember him and what he did for me to like my time here, especially going off into college because I know that me and him will stay in touch. Mr. Thomas is going to be one of those few teachers that you remember once you grow up.”

Staff of the Week: Stephen Altieri

By ELLA BRADY

Most likely found wearing a t-shirt and neon-orange swim shorts, Stephen Altieri brings a sense of kindness and responsibility to his work as a lifeguard at the Roger Nekton Pool. As he helps to coach Exeter's diving and swim teams, in addition to keeping the pools safe, there's no doubt that Altieri is making a considerable splash at the Academy.

Altieri shared the work he does in the swimming community. “My role here at Phillips Exeter is being part of a great team! Our lifeguarding staff is here to ensure the

safety of everyone in this community while they use the pool. We educate patrons on water safety, teach swimming to those in our community of any age, and will also assist swimmers to become more efficient swimmers,” he said.

Many of Altieri's coworkers applauded him with the passion he puts into his work. “Steve is always willing to go the extra mile to help out,” said Diving Coach Julie Van Wright. “He's a fantastic coach. He is eager to do everything he can to support the team.”

Swim coach Nicole Benson agreed. “Steve is always willing to help. When the diving

team needed a coach to help with diving, Steve volunteered. When water polo needed help with coaching, Steve was there to be of assistance. He really has the non sibi spirit,” Benson said. “Steve has been a stable Exeter presence ever since I walked onto the pool deck in 2009.”

“I was new to the Exeter community last year, and Steve did a really nice job helping me learn all of the ins and outs of coaching diving at PEA,” Water Polo Coach Melissa Pacific recalled. “He has a wealth of knowledge and coaching ideas that he is always happy to share.”

An essential aspect

of Altieri's work as a lifeguard is his priority for swimmers' safety. Aquatics Manager Kate D'Ambrosio said, “When Steve is on deck, he always keeps safety as a priority and I always have peace of mind when [he] is on deck.” Benson added, “He has provided excellent safety care as a lifeguard and also teaches many of our students lifeguarding not only as a lifelong skill but as a pathway to a first time job, for many.”

Altieri isn't afraid of getting out of his lifeguard's chair: Van Wright recalled a time when Altieri even dove into the water to help teach his athletes. “Steve

was progressing through a series of drills to help [a student] get more comfortable with the concept, and, rather than simply talk her through it, he decided to just do it himself and did a reverse dive right off the deck into the pool,” Van Wright said.

According to Altieri, there is a passion that drives him to the pool deck everyday. “I am 100% dedicated to the students at the school. I really enjoy working with the students and faculty kiddos and seeing them grow and develop in their skills through training, classes, and working with them,” he said. “I enjoy the challenge of getting

the kids to perform to the best of their abilities. The students are the best part of it all.”

In his free time, Altieri enjoys being outside and participating in activities like hiking and snowboarding. He also always enjoys spending time with family and friends. Altieri also engages in an interesting activity: “Eating pizza as much as the Ninja Turtles.”

Altieri wanted to leave Exeter students with a message. “Thank you to everyone for everything you do here at Phillips Exeter. Even when times become tough, together we will stay the course.”



Students Perform at Soloist Concert

By ALIABONANNO,
MAYACOHEN and JANE
PARK

When upper Vincent Xiao walked onto the floor of the Bowld, applause rang off of the glass walls surrounding the performance space. After placing his hands on the piano keys, he began the intense melody of Alexander Scriabin's Étude in D-sharp minor. All eyes were fixed on Xiao as music flooded through the room. He was the first of eight Exonians to perform in the Student Soloist Showcase (Part One) on March 7, but certainly not the only one to impress the audience that Sunday night.

Due to COVID-19 restrictions, students performed in front of a limited audience, and only select members of the Exeter community and friends of the performers were able to attend. The concert was also live-streamed for those who could not attend in-person. For 40 minutes, audience members both online and in-person showered the performers with well-earned applause.

According to Chair of the Music Department Kristopher Johnson, evaluating and deciding upon the chosen musicians was challenging. "Outside of the pandemic, we had a concert committee that would adjudicate the recordings, but this year because of the pandemic, it has only been our sort of core faculty team," Johnson said. "We listened to the recordings and made

those decisions together."

The team evaluated the recordings in a variety of ways. "What we're looking for is students who have brought their performance to the level which is ready to be performed for an audience," Director of Orchestras Rohan Smith said. "That means they've learned the music and they also developed a kind of point of view about what they wanted to express through the music."

For students, the preparation and audition process varied, but they were still able to adapt to the unconventional process. Upper Taraz Lincoln said, "It was weird to perform for a computer and do multiple takes while sorting out audio and visual issues, but I got over that relatively quickly."

Upper Kiese Nanor had a similar experience. "Overall, [the auditions were] less stressful because of the nature of video recording. If you mess up one time, you can just scrap the video and try again," Nanor said. "It's a little difficult because then that means that you're super, super picky about what you're playing."

Students prepared in a variety of ways for the performance as well, said upper Kosi Onwuamaegbu. "I had weekly lessons as normal and each week we would focus solely on the piece. I practiced five days a week for 45 minutes," he said. When preparing for his piece's artistry, he recalls that "I had to make it musical and really communi-

cate the ideas of the piece."

Lincoln also worked closely with his teacher throughout the process. "I know that my teacher and I worked together closely to figure out everything from performance tips to bowings and fingerings," Lincoln said.

Upper Sabrina Kearney had a less hands-on experience. "I just practiced on my own and ran through my piece a couple of times in the Bowld to get used to playing there," Kearney said. Nanor agreed, describing the preparation as "mainly an independent thing." Support

from Exeter faculty varied among the student performers. "I guess how much your teacher will supervise really just depends on [them]," Nanor added.

The preparation paid off on Sunday, when students took to the stage in front of a 20-person audience and livestream cameras and played with ease, including Lincoln on a Bach cello Allemande and Kearney on Eugène Bozza's "Image."

Members of the Academy community expressed their appreciation for the performers. "Overall, I think it's really nice to be able to

see such talented students express their passions," upper Kira Ferdyn said. "I think during the week, it sometimes feels like there's only time to focus on academics, so it's really nice to have a bit of an escape from that over the weekend."

Upper Liza McMahan agreed. "It's so nice to see classmates of mine performing again. Even with all of the COVID-19 protocols that we have to endure, I'm glad to be able to listen to some performed music," she added. "Hopefully, in the future, I can finally go see one in person again!"

After the success of the performance, Smith encourages students to tune in to future concerts. "I think it's really wonderful for the student community to know about their fellow students who are performing in the music department, who have put in so much work and preparation into this music," Smith said.

Johnson agreed. "The Student Soloist Concert is one of my favorite events every term, because I see such growth from the audition to the performance. I think it's really magical."



Xiao plays the piano at the Student Soloist Showcase

Ethan-Judd Barthelemy / *The Exonian*

Clubs Meet In Person

By JETT GOETZ, ANNA
KIM and CLARK WU

In the recent frigid afternoons, many students, some with the Exeter lion emblazoned on their backpacks, rushed in socially-distant packs to the forgotten parts of campus, excited for their first in-person club meetings.

In a campus-wide email sent on February 23, Dean of Students Brooks Moriarty informed student club leaders that club advisers can now reserve spaces, including outdoor venues like the stadium and ice rinks, as well as indoor spaces including select classrooms and the Forum at the Elizabeth Phillips Academy Center (EPAC). Reservation occurs by adviser requests on an ExeterConnect form, with no recurring event requests—with the exception of religious observances—granted due

to limited spacing. Adult supervision is expected at all meetings.

Head of Student Activities Joanne Lembo had a large role in the decision to begin in-person club meetings. "We're really following suit with the rest of the school and the goals," Lembo said. "We just started in person classes again, we're doing in-person dining, we are doing in-person sports, so we're really trying to follow suit with what the rest of school is doing."

As the faculty advisor for the Gender Sexuality Alliance (GSA), Lembo emphasized the importance of making in-person meetings accessible to remote students. "I really want to stress the importance for many of our cultural and affinity spaces [to have accessible meetings]," she said. "We definitely still have

students who are remote. We're not going to switch all of a sudden to all in-person club meetings and leave our remote students behind," she said.

Lower and co-head Hannah Rubin also stressed the importance of holding Classical-Orchestral Dedicated Activities (CODA) meetings, a new club focused on a shared appreciation of music. "In this pandemic, it's so easy to feel alone. Music has an extraordinary ability to close the distance," Rubin said. "Listening is a collective act, and we all bring our diverse perspectives, and ears, to each piece we listen to. Isn't it the epitome of non sibi to experience music together?"

After almost a full year of Zoom interactions, upper and Model U.N. (MUN) member Janessa Vargas found that in-person meetings allowed for

students to finally form genuine connections with peers. "A huge part of learning, especially when we used to go to conferences, was being really proximate to people and putting in blood, sweat, and tears into working to best represent the school," Vargas said. "Being around everyone reminded me of how much I actually love [MUN]."

Prep and fellow MUN member Nhan Phan agreed. "We Zoomed in some virtual members and our club adviser Ms. Southworth played nineties music in the background," Phan said. "The co-heads gave really impactful speeches towards the end. I feel bad because [MUN] clearly means so a lot to them, so a huge shout out to them for sticking with it and organizing this celebration."

While DRAMAT, an Exonian theater club, staged select shows outdoors in the fall, the club's only in-person meetings so far were auditions for its next round of shows. DRAMAT co-head and senior Oliver Hess explained the auditions process. "We spread our directors out around the theater and had actors move from station to station. It proved to be very effective, and we have a great slate of shows for spring term," Hess said.

DRAMAT co-head and senior Maggie Wainwright explained her thoughts on the importance of in-person meetings. "The in-person experience encourages organic connection. It encourages friendship making and spontaneity and humor," she added. "I think that DRAMAT is really important to all of its members, both for the theatrical outlet it pro-

vides, but also for the really strong sense of community that it provides as well."

According to Hess, keeping DRAMAT and other student organizations during the pandemic has not been without its own challenges. "Theater is all about the connection between the audience and the actor. This connection is severely limited via Zoom," he continued. "We've had successful shows over Zoom, but we absolutely love to see friendly faces in person regardless of where our stage is."

As campus regulations slowly free up more opportunities for student engagement, club leaders are excited for reinvigoration of club culture on campus. Hess concluded, "We are greatly looking forward to what spring term will offer."

Music Review: Julien Baker's Little Oblivions

By ANDY HARRIGAN

During this pandemic, a period devoid of creative interaction and creation, the demand for music has not met the supply. The already long and tedious process of finding good music is longer and even less enjoyable now, but sometimes you just have to try something new. The biggest release that came across my radar this week was Julien Baker's 3rd and newest album, *Little Oblivions*. Baker, who grew up gay in the South, brilliantly shares her battle stories with the world, an abundance of struggles with addiction,

sexuality and religion. Fortunately, Baker couldn't have released this album at a better time. Riding the wave of Olivia Rodrigo's *Drivers License*, the world is more welcoming than ever to the exploration of a young woman's traumas and heartbreaks.

The first thing I noticed with this album was Baker's incredibly powerful vocals, almost breaking at times. Her voice, pushing harder on the themes of heartache and trauma, shows how deeply affected she is by the events of her past. The production on this album is extremely well done, and I applaud how her

sound has tremendously evolved from past projects. Baker's music now incorporates many instruments, many of which she plays herself. Baker equips the organ to voice internal battles between her sexuality and her church, while later using the banjo in an ode to the southern ideals she was pressured to conform to.

One of my critiques of this album is the instrumentals that drown out Baker's voice in some songs. In the vocals in some of these sadder songs, she tends to mumble a lot without much going on in the backtrack. Often

it is hard to hear exactly what she is saying when the sound of the instruments overpower her voice. Another is that approachability of the music; sad albums are hard to listen to all the way through, and the continuous themes of desperation and grief quickly become redundant. Sometimes they blend with the backtrack if you're not carefully analyzing the lyrics the whole time. With albums dealing with this subject matter, I often like to see some contrast with more optimistic sentiment, even if it's one song to close out the album and

leave it on a good note, leaving the listener with a tinge of hope. With *Little Oblivions*, however, I came out of this album feeling quite drained.

With the sounds of Lorde and the subject matter of Hozier, there is something to love in *Little Oblivions* for everyone, whether the listener connects to the darker side of pop, or prefers the indie rock scene. I think this is a great entry album for those trying to get into less mainstream sounds, such as the music of indie pop artist Phoebe Bridgers. I don't recommend this to those who are not into the more gloomy sounding tracks,

being that this is the main theme of this album. In the future, though I am interested in Julien Baker, I don't think that I would listen to a full album of hers again. She has the type of music where you find a few songs that you like, but I think listening to a whole album of hers is too much to swallow. Don't let this discourage you, though: With the help of her fellow Boygenius members Lucy Dacus and Phoebe Bridgers, there's plenty of big names on this album to encourage listeners to give it a chance.

» COVID-19

Read Ellie Ana Sperantas' '23 experiences with loss and grief during COVID.

» NASA

Read Nick Rose's '23 analysis of NASA's funding shortfalls and his plan to get them back on track.

» CIVICS

Read about reflections from students on restrictions during the COVID-19 pandemic.

The Mars Rover

By NICHOLAS ROSE '23

Two weeks ago, celebratory recognitions for the landing of NASA's rover, Perseverance, on the surface of Mars filled social media and news outlets. This was certainly a momentous occasion as Perseverance's mission of searching for extraplanetary life is groundbreaking. NASA has demonstrated for the third time that it can put a robot on the Red Planet, but when it comes to a human, the future doesn't look too impressive.

As an avid follower of everything space-related, I've watched NASA slip in their projected deadlines for their Mars schedule. This is an important aspect the media neglects, and one that could hint at present and future problems facing the administration. However, if NASA focuses their attention on increasing government funding through the boosting of national interest, they have the potential to reverse this unfortunate pattern and get back on track.

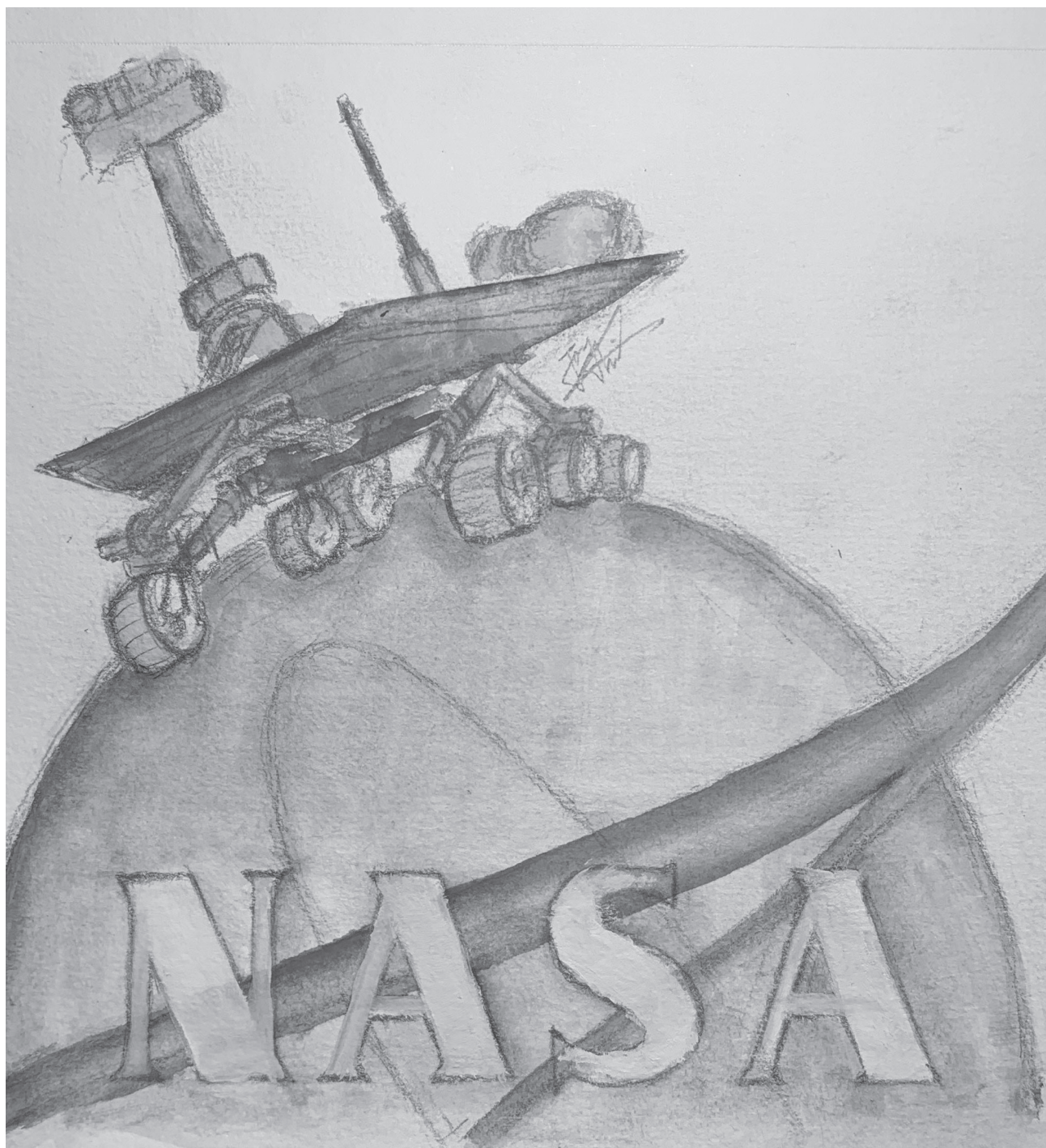
In 2010, NASA announced its goals for the next thirty years; they aimed to have humans on an asteroid by 2025 and Mars by the 2030s. A mission called Artemis would begin launching in 2019 to return astronauts to the moon and experiment on possible technologies for the future. It sounded reasonable at the time, but here we are, more than ten years since their announcement, and not a single NASA rocket has even left the ground. As missed deadlines pile up, it seems less and less likely that these goals are attainable—and that's without factoring

in the present COVID-19 pandemic.

So what is going on with NASA? The situation boils down to funding. During their push for the moon

of previous funding is difficult.

But this monetary deficit is not just happening on its own; from its inception in 1958, NASA's budget has



Joy Chi/*The Exonian*

in the 1960s, NASA was working with a budget of 45 million dollars; today it is only 20 million. Despite the recent technological advancements, reaching the moon, even Mars, with half

been directly related to interest. I am only aware of their massive future plans because I have attended NASA Space Camp in Huntsville, Alabama. The average American does not

the NASA budget over the past forty years, small upticks occur at the onset of headlining projects such as the Space Shuttle or the ISS. For this reason, the administration might need

moon; this would surely raise national excitement and pride, perking the interest of the government and convincing our population that NASA is indeed

working on great things.

Besides the funding issue, raising national excitement for NASA would help secure its future in another way. High school and college age kids at schools like Exeter, who may be interested in the aerospace field, simply do not have NASA on their radar right now due to its seemingly dormant status; when the time comes, they will instead join the private sector with companies like Space-X. While NASA does not need to be worried about this effect at the present, in ten years at the height of the Mars campaign, they'll need young talent. Now is the time that NASA should be heavily advertising to kids like me, but they are failing.

Gaining interest should not be rocket science. If NASA does not fix its lack of urgency soon, it could cause serious problems in the future—problems that my generation will be forced to deal with. The step of a single astronaut on the moon would fix their funding and interest problem.

That is not to say this solution is simple, but given NASA's prior record with attaining insurmountable goals in record time, a temporary reprioritization of their projects should not be too difficult. The "Space Age" is often cited as the period between the launching of the first satellite, Sputnik, in 1957 and the end of the Space Shuttle period in 2010. However, the real "Space Age" is sitting right in front of our eyes. Nobody outside of NASA recognizes that fact. Only through the presence of this conversation in the national stage will a human actually be looking at Earth from the Red Planet before the next twenty years are through.

Exeter Needs to Teach Civics

By ARHON STRAUSS '23

Do you know how to pay taxes? Do you know how the stock market works? Do you know every right you have as a resident or citizen of the U.S.?

I, as with many Exonians, have a mixed batch of partial yes's and complete no's to these questions. However, I do not think there should be any uncertainty regarding them. After all, they are all ideas fundamental to living in America. So, why do we as high schoolers on the brink of becoming adults, lack this basic knowledge?

Simply put we do not have a civics class requirement. At Exeter, one of the most prestigious high schools in the world, we are not required to

learn about our own rights and duties as citizens.

As Exonians and residents of the U.S, we should have a dedicated class for civics as it is fundamental knowledge every adult will use in the country.

Even though many Exonians are not U.S. citizens, most will still live in the country for large portions of their adult lives. Thus, learning about their roles in the U.S. and understanding the governmental system here would be an important part of their education regardless of their citizenship status. Additionally, if those Exonians, which are not citizens, wish to become citizens in the future, civics will be a vital class.

Now, one can argue Exonians can and do seek out civ-

ics knowledge on their own, which to some degree is true. While many Exonians engage themselves avidly in modern politics and national issues, such involvement does not teach the basics of living in the U.S. We do not learn how to pay taxes and about our abilities as citizens from keeping up with the news.

Exonians are smart, but our teenage intelligence does not engender inherent knowledge of our citizenship. We, like all other teenagers, must be taught about the specifics of adult life. Public schools have provided this education through classes like social studies and family consumer science classes (FCS). While these classes may not sound important, required social studies classes successfully

teach students about the U.S government and our rights within it. FCS classes, while not explicitly related to civics, teach students about adult life by using hands on experience in every subject from cooking to filing tax returns.

Public school courses are often barebones and not great examples of civics courses, but at least they are providing a civics education. Yet even with that education a study by the Woodrow Wilson Fellowship Foundation found that 64% of American citizens would fail the U.S citizenship test. Two thirds of America does not have a proper understanding of citizenship.

One can argue Exonians are not average U.S residents and have a greater depth of knowledge than the average

citizen, but such an argument assumes that Exonians already know about civics when that may not be true. Although Exonians are smart, we are not automatically instilled with knowledge and must take time to absorb new information no matter how foundational that information is. As such a civics class would be needed for Exonians to fully understand their citizenship. With this in mind, Exeter's lack of a civics class becomes more appalling because it means Exonians may be as or less likely than the general population to understand U.S citizenship due to Exeter's disregard of any formal civics education.

Of course some knowledge about our government and role in it can be learned through existing history classes, school initiatives and clubs, but these are only half-measures in the context

of civics. The Exeter curriculum treats civics as side note as opposed to a subject which requires actual focus.

Exeter with its wealth of teachers, collective knowledge and resources could and should require a much more advanced version of the public school civics education. A class structure similar to the current health class framework would be an effective way to implement a civics curriculum while preventing the class from becoming too much of a burden.

Civics is a necessary part of any student's education and thus should be required by Exeter in the form of a class. Having a civics class would not be hard considering the schools resources and it would ensure Exonians are educated on their citizenry. As such Exeter should include civics as part of the curriculum.

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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Notes on Loss and COVID-19

By ELLIE ANASPERANTSAS '24

Two months into the pandemic, I learned that a close family friend of mine had died from COVID-19. She was a woman named Lena Kresta, and she had brought me books, read them to me and encouraged me to learn Greek.

At that time, she was one of only 85 deaths in Greece, a country of 10.72 million people. But we were not allowed to hold a funeral for her. The only solace granted to us was a Zoom call. We mourned with empty Facebook posts and pixelated pictures of flowers.

Across the ocean, I wept for her, her husband and her children she left behind. Her

death was the first sign to me that, yes, the COVID-19 was too real. It was no longer just a line on a screen. Real people—my family friend—have died.

No more than a month later, more news came. This time, my cousin's grandfather. He was the old man who stood sidelined during family gatherings, always inviting conversation if approached but never seeking it out. Now, something that his Alzheimer's stricken brain had surely not been able to register had taken him away from us.

I began to see the divide between those who were directly affected by the pandemic and those who were not. A wall had started to rise between those like me—who had lost family members and loved ones and maybe a piece

of themselves—and others—who did not care about their actions or their consequences.

On the occasional FaceTime, I would hear fairy tales spun by those lacking altruism. "Everyone has a level of risk they are able to take on," they would say. For some, this might be true. Some might not live with anyone high risk. Some may not think their lives could be put in danger. But we should draw the line when our actions could put others' lives at risk.

When your actions kill the people I love, it is not a "level of risk you are willing to take." It's only pure unwillingness to give a single thought to anyone's life but your own or think about how your party will lead to some-

one's grandparent in a grave.

My dad, who is over 60 and with a predisposition to heart problems, almost never left the house. I walked for hours a day and slept for even more just to pass the time. Nothing in life was motivating anymore. I had experienced so much grief that nothing seemed to even matter.

My previous intense athletic training with teams of people became runs around my neighborhood, the trails I ran every day so familiar and so stagnant I became able to distinguish distance by landmarks. Excitement and entertainment became trips to the grocery store or a walk in a different local park before even those became common. One day bled into another until no day seemed to matter anymore. I lost the ability to

even remember what it used to be like to be able to talk to people normally. Normal seemed so far in the past, a time and place so impossibly out of reach that I doubted I'd ever be able to return.

Every time I left my house, I took a risk. I was living in an epicenter. I had seen the picture of Miami Beach which is less than an hour from my home with people packed shoulder to shoulder. I knew of my governor's lies. It only takes one uncautious grocery shopper, one redneck anti-masker to completely alter my life forever.

This is not some fairy tale or some graph on a TV screen. This grief and anger does not leave. It weighs me down with every step I take.

I still have not been able to even visit the gravestone of

those I lost. More gravestones have been built this year than ever before; more lives have been lost than should ever be imagined. Yet only some of us have to shoulder this weight; others live in a blissful world, unwilling and unable to know the pain they inflict on others.

I was lucky to have an escape—to come to school and be around my peers and friends. But the majority of people do not. The majority are still sitting in their homes, suffering while the rest of the society continues on as if nothing is happening or ever happened.

I'm asking again. I hope you never have to experience what I did. I don't imagine another time where anything could hurt as deeply and completely. Please do not be the reason others have to

In Defence of Dark Academia

By PHILIP AVILOVA '23

TikTok and Tumblr aesthetics have been on the rise over the past year. Dark Academia in particular caught my attention with its dramatic flare and studious tendencies. For an Exonian, the images of flickering shadows on brick and marble offer a range of pleasant memories. However, can the movement offer more than a clothing

style? Dark Academia roots itself in a questionable past which we should be aware of.

Dark Academia offers a range of queer representation in the form of literature, art and music, often compounded by scene and setting (such as location in a boarding school). *The Secret History* by Donna Tart, a defining piece in the genre, has paved the way for this repre-

sentation.

The aesthetic also encourages people to create art and learn for fun. It's in the name, too—Academia. Poetry and sketching are particularly popular. Unlike some subcultures that rebel through rejection of learning, Dark Academia celebrates intellectual rebellion.

The aesthetic is a form of escapism. Ranging from Ancient Greece to the 1970s,

a selection of books, songs and clothes act as a benevolent time machine, allowing escape from the realities of politics, climate change and general human violence. But owning tweed blazers and yearly museum passes is a privilege. It is a privilege to be able to escape at all.

Eurocentrism in Dark Academia is a prevailing issue. Heavily based in classics, it values Latin, French, English and American literature, which all stem from one literary tradition. The same tendencies are present

in Dark Academia's love of Gothic architecture and British weather.

Adjacent to eurocentrism stands the elitism of Dark Academia. Its cult classics, such as *Kill Your Darlings* and *The Secret History*, often revolve around private higher education institutions. Dark Academia also romanticizes substance abuse. Key icons of the aesthetic glorify caffeine addiction, alcoholism, the use of cigarettes and of psychedelics.

In conclusion, the aesthetic is a fun way to ex-

press oneself. However, we glaze over many problems that have molded its ideals if we only view it as a form of entertainment. It's a double edged sword. If you take Dark Academia seriously, you're plunging into a variety of outdated issues. If you don't, you're ignoring these issues for the sake of pretty photos. What is the solution? Research your aesthetics, reject the problematic, romanticise imaginary ancient people responsibly.

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Humor

“I’m gonna cry?????”

—Daniel Zhang ’22

“Hansi, I’m disappointed that you haven’t stolen six chocolate milks from Grainger.”

—Otto Do ’22

“Lowering my food standards like I lowered my men standards and grade standards.”

—Elanor Andreassen ’22

TFW You’re a Cutie.



Dan Brown Found in Woods After Weeks Long Manhunt

By CHARLESSIMPSON

Famous author and Phillips Exeter Academy alumnus Dan Brown has been found in the Phillips Exeter woods after the United States Postal Service (USPS) issued a warrant for his arrest in January. No injuries have been reported and he is currently under observation at Portsmouth General Hospital; he will be transported to Mail Jail upon his release.

In a press conference, New Hampshire Postmaster General Maile Manne said, “We are relieved to find the suspect safe and in our custody. Maybe this will finally make people think twice about using USPS trucks to deliver copies of their new book to unsuspecting victims. Those who were affected by the crimes of Mr. Brown are in our prayers, and have our sincere apologies for not bringing him to justice any sooner.”

The incidents to which Manne is referring are thought to have taken place from late December to early January, mostly across the seacoast, but also extending into inland New Hampshire. The USPS has released scant information, however we have confirmed that several households received unscheduled mail deliveries, only to find in their mailboxes a copy of Brown’s most recent release: *Eternal Blaze 2: Return of the Eternal Blaze Again*. When asked, a representative of the publisher, Waste Management Refuse Disposal and Fiction Book Publishers LLC, said only, “Breaker breaker,

we’ve got a J-dash-OURNALIST on the premises. Security breach level one!” No further comment was given.

“Right now we’re simply hoping that copycats don’t pop up. It’s been a hectic couple of months and we’re stretched thin. We’ve hardly solved any other mail mysteries since taking on this case. It’s a big relief, but the work is never over,” General Manne expressed in an one-on-one interview.

“Not right now, daddy’s busy,” I said to my eight-year-old child as I attempted to reach Dan Brown’s agent.

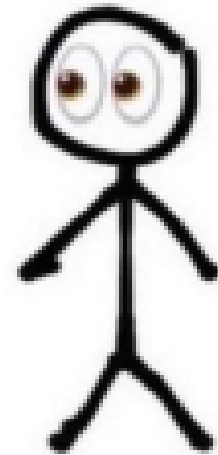
“Pepperoni, sausage, and one of those eight-foot hoagies you have to sign a waiver for,” my desk partner said in response to the question, “What would you like for lunch?”

Brown himself had only this to say: “You brought this upon yourselves. Each and every one of you. All of you who said *Eternal Blaze: The First Blaze Begins For The First Time* didn’t need a sequel are guilty! And those who bought it, where were you when your friends said it was ridiculous? Could not you have let them borrow a copy, or gotten it for them as a gift? For all I know I’m set to rot in Mail Jail, but who cares? I’ve left my mark in more ways than you ever will! And should I be set free, beg for mercy! Did you get that? Okay. Don’t change a word when you put it in, you hear me? Okay.”

More information will be provided to the public as it is released to the press.

Please Send Help

Uppers in the common room crying over their 332



Preps trying to get dorm snack

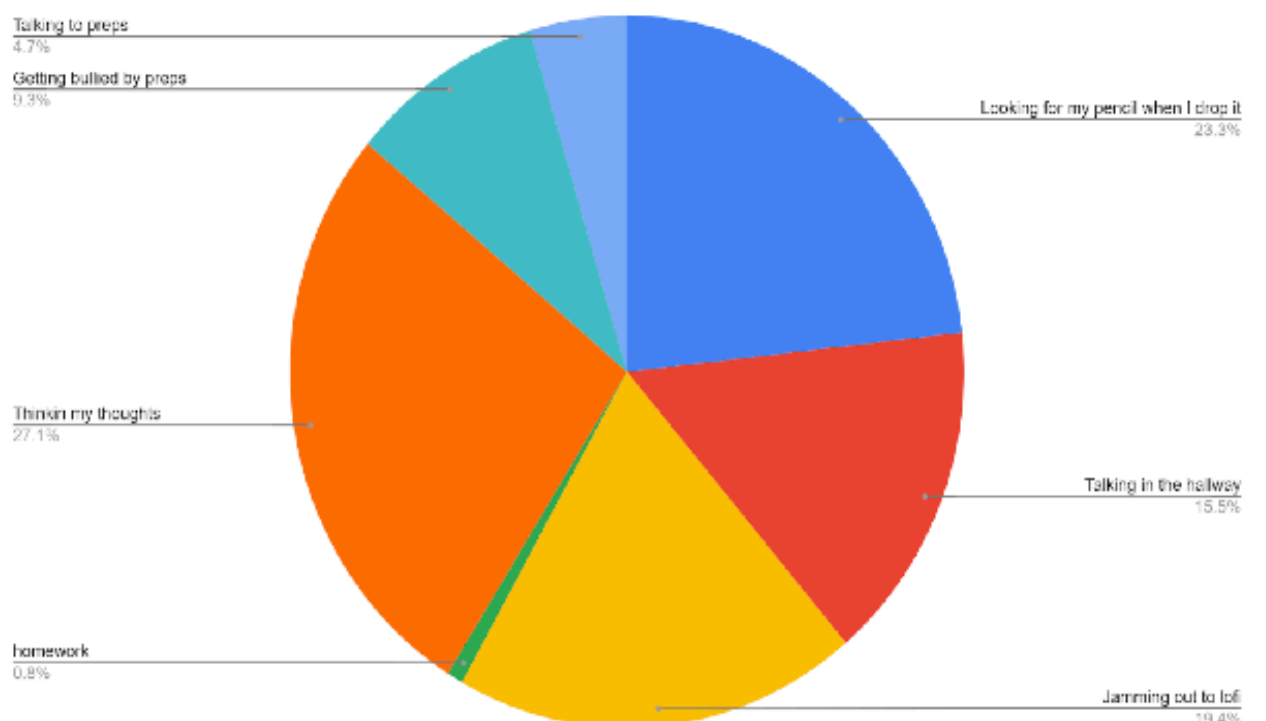
An Upper’s Biggest Flexes during the Winter

By DOROTHYBAKER

1. “I got eight hours of sleep last night.”
2. “I’ve been on top of setting up college counseling meetings.”
3. “My room is clean.”
4. “I just read a book for fun.”
5. “I finished my 332 and didn’t cry once.”
6. “Oh yeah, the SAT went fine.”
7. “The teacher asked our 8 a.m. Zoom how we were doing, and I said, “Well,” instead of giving a thumbs-up.”
8. “I remembered to drink water today.”
9. “No, yeah, I already have my college list done.”
10. “I don’t have a caffeine addiction.”

How I Spend Study Hours

By JACKARCHER



Sports

Athletics Halted, Exonians Respond



A student exercises in the Downer Fitness Center.

Mohamed Kane/The Exonian

By MICHAELYANG and
CHELSEA ZHAO

The administration has limited athletic opportunities to students to safeguard against the virus. Combating this, students have found different ways to stay fit and work on their skills in preparation for the inevitable return to normality.

Exonians expressed their frustration though they understood the measures are needed to safeguard the community. Prep Jonny Chen started off, “I personally don’t enjoy it but containing the virus is the most important thing right now.”

Senior Sylas Oberting said, “it is mind-boggling that Exeter continues to not allow its student-athletes to pursue what they love.” Oberting continued, “I have a brother who goes to Proctor academy, and they have played a 14-game schedule against other New Hampshire schools this winter with [few] covid cases.”

Despite geographical differences between the lakes-region schools and Exeter, as we are located near the heart of New Hampshire, athletes denounce Exeter’s athletic response. Oberting noted that “nearly

school in New Hampshire has had both fall and winter sports this year... instead of creating a way for that to happen as [most] Lakes Region conference school has done in a SAFE AND COVID-FREE manner, Exeter has abandoned us in our moment of need.” This being just days after many NH Championship meets and games took place in various winter sports with very minimal COVID exposure.

Athletics provides for opportunities in improving mental health, prep David Goodall described it as, “sports are pretty much the only way I can motivate myself to be active, so if I wasn’t doing one, I don’t think I’d be in a great place athletically.”

Many students miss out on their prime season. Squash Coach Bruce Shang said, “It has been tough for the students to miss out on their last E/A.”

“Obviously, I feel for the seniors, who will graduate soon with a gap in their Exeter Experience,” Soccer Coach AJ Cosgrove put it. “We had a talented group this year, so I know the guys will always be left wondering how we would have done this year.”

plemented mini intrasquad scrimmages during each season. This provides for healthy competition and resembles normal-season activities. Hannah Vogel said, “I am coming back from an injury I had last year so scrimmages have been a good way for me to start to get back into the competition in a low risk environment.” Lower Jackie Wood agreed, “It was nice getting to have a “mini E/A” with our Red vs Grey day and have our friends come watch us play.”

Students miss experiencing the adrenaline rush received from seeing, speaking, and competing with other opponents in a lack of athletic competitions. “The athletic cancellations have been disappointing since we haven’t been able to get on the field and compete against other schools,” Lower Logan Olazabal testified. “It has also made it harder to stay sharp in game form.”

Senior volleyball captain Eliya Toledano reflected on this absence. “As a captain and a senior, I recognize that the close bond I have with my teammates is a void of fun bus rides and supporting each other through athletic competition; the volley-

as most PEA sports do, but we are all just very thankful that we have the ability to gather and hold practices.”

Senior Veronica Choulga said, “The lack of meets and lack of championship makes it very difficult to work towards something as a team.”

Prep Kate Rose added, “I miss playing matches and games against other teams, as the matches and games are what difficult practices and the training is all for.”

Senior David Mancini talked about one effect a prolonged season without competition can have on a person’s athletic aspirations. “Personally, I have spent time thinking about what athletics means to me, and it has only pushed me to reach greater heights now and after the pandemic, but for many this is not the case. Many athletes have decided to hang up the jersey, or retire their cleats during these times and it is truly unfortunate.”

Ultimately, some students have opted to stay remote in order to train with home clubs. Olazabal said, “I chose to stay home for the entirety of winter term since it would allow me to gain extra practice and improve

watched film of other teams doing a variety of things, like playing defense, running lanes, and executing the offense we run.”

Choulga talked about what her dance team has done. “My dance company held zoom technique classes as well as teaching choreography for the end of the term dance performance video that we’re creating.”

Seniors and Captains of the basketball team Robbie Stankard and Lucas McEachern have organized team workouts on Zoom with their coaches and teammates. McEachern noted that the team has rotated workout leaders each session. Stankard added, “we also have our own group chat that’s always busy.”

Players reminisce about these circumstances. “I understand why they need to limit athletics, but sometimes it can be a bit frustrating,” said Prep William Soh. “It’s gotten much better however and now since we’re out of the hard quarantine phase, there aren’t a lot of limitations to what we can do athletically.”

Prep Frankie Michetti believed, “Exeter has adapted well to our situation and has allowed students to continue competitive play within Exeter and continue to play their sport with other Exonians.”

Prep Marcus Lorgen added, “In regards to limited athletics, that’s obviously a shame, but it is one of many sacrifices across multiple departments that have had to be made this year due to the pandemic and I appreciate the efforts of the school to still provide us with a great experience.”

Students are now looking forward enthusiastically towards the spring term. Upper Nathan Zhou gave remarks on the academy, “We should be actively seeking to expand in interscholastic competitions and attempt to have a more normal spring season schedule.”

Prep Dubem Akunyili said, “many of the limitations on athletics are excessive, but the school has improved opportunities dramatically this term compared to the fall.”

Players and coaches have all commended the incredible determination everyone has put in both on and off the field to make this year one to remember as we all work together toward the future.

Athletes of the Week: Varsity Track

By JONATHAN JEUN and
HENRY LIU

Seniors Sadie Griffith, Evie Houston, Audrey Malila, Connor Chen and Drew Smith serve as this year’s Winter Track and Field captains. Despite being remote for the majority of the term, the five captains are ready to lead the team to another successful winter track season.

Having never seriously ran track before Exeter, Griffith began her track career at Exeter. “I started track my lower spring and loved it,” Griffith said. “I stopped playing basketball to run track my upper winter.”

Malila had similar beginnings with track. “I started track during the winter of my lower year after some encouragement from my friends,” Malila said. “In the beginning I saw track as more of something I could do to cross-train for dance. Instead, I can definitely say that I’ve found a home and a family in the fieldhouse.”

Houston also picked up track while cross-training for another sport. “I joined track because I didn’t have a winter or a spring sport. I figured that I could use it as off-season training for soccer,” Houston said. “I definitely didn’t ever think it would become such an important part of my athletic experience here at Exeter.”

All three Girl’s Track captains started track in different ways, but all of them share their love for finding a new family on the team.

For Houston, who joined track her prep year, track

opened her eyes to the strength of Exeter’s community. “Walking into track on that first day, having no experience with the sport whatsoever, just bringing some athletic ability from soccer and just seeing the track team community’s strength was so welcoming to me, especially as a prep with no experience,” Houston said.

Malila held a similar sentiment. “Initially, I had thought that track and field was very much an individual sport, and expected to experience a highly competitive environment with divisions between upper and lowerclassmen,” Malila said. “Instead, the team turned out to be one of the most inclusive and uplifting communities that I have ever been a part of.”

When asked about Track Coach Hilary Hall, Houston named her as the “driving force of this program.” Houston also added, “Coach Hall is able to find that balance of pushing you to where she knows you can perform, but not over pushing you. But she also doesn’t go easy on you. She’s actually my advisor now because I felt like she’s the type of person on campus that you want to have on your side. She really was just such an integral part of my experience on this team.”

The captains have tried to implement Hall’s mindset into their own leadership methods. “Working with the captains is the perfect balance of getting stuff done but also having a good time. They make training and races a lot less stressful. They push me to become a better runner and do well in meets,” said senior

Caroline Luff.

Upper Ifeoma Ajufo added, “The captains are incredible role models and friends who show their love for the team by always cheering everyone up and creating a lively environment. They’re incredibly motivating, because they are all driven and willing to do whatever to make everyone a better athlete.”

Senior Connor Chen’s love for running began when he was in elementary school. “I started cross country in second grade or so,” he said.

Similarly, Drew Smith’s passion for the sport started at only five years old. “My parents had encouraged me to try it out since they’d grown up running track in Jamaica,” he said.

For Chen, the sense of hard work within the team is one of his favorite things about track. “As a distance runner, I’m most driven when I see the new freshmen gritting their teeth and throwing up after workouts,” Chen said. “I know that my teammates are giving it their all, which reminds me of the hard work that this sport requires.”

Smith enjoys the friendships that come with being on the track team. “Being a part of the team gave me a group of friends that I could rely on even outside of track practice,” Smith said. “With the team being one of the largest in the school, we are unique in that our specialties are diverse across all aspects of life at Exeter.”

“I will most remember the friendships I made on bus rides, at D-hall, or at the Armory in New York,” Chen added. “I’ve shared just as



The 2020-2021 Varsity Track Captains Ethan-Judd Barthelemy/The Exonian

many moments of laughter as I have hyped-up pep talks, and it was these times that have kept me going throughout my four years at PEA.”

As the captains reflected on their track careers at Exeter, they reminisced about the special memories they made during the track seasons. “My favorite track moments are before and after track meets. The seniors typically drop a few bars to get the team hype for the meet,” Smith said. “Whether the team performed well or not, it is always a time to reflect on what it means to be a track family.”

In addition to this, Chen talked about some memorable performances by his teammates. “My favorite track moment was at E/A last year, when Will Coogan outkicked an Andover runner at the end

of the mile,” Chen said. “We all ran up in a huge mob and were jumping and cheering. Definitely one of my favorite moments at Exeter.”

The captains emphasized how their successful track seasons were all because of the track coaches’ hard work. “I really appreciate the work that Coach Hall and Coach Newbould have put in to make this season feel as regular as possible,” Chen stated. “I just want them to know that the captains and the whole team really appreciate their efforts.”

Smith had similar sentiments as Chen. “It has been an honor to train under their guidance, as they’ve helped me reach every goal set for myself.”

The captains’ determination to support their team-

mates contributes to the team spirit. Upper Ethan Aguilar said, “Drew is a very good leader. He pushes you very hard. He believes in everybody, and he believes that we can be much better than we think we can.”

Senior Phil Horrigan spoke about Chen’s skills as a leader. “Connor, very simply, leads by example. He grinds. You can see the effort on his face while we’re working out,” he said. “The younger runners can see it too, and it inspires them to work harder.”

From a supportive and motivational atmosphere to relentless positive energy, all the captains have played a large role in making this year’s track season one to remember.