

NEWS

Read the Academy's update of new COVID-19 protocols, 1.

LIFE

Read about Sabrina Kearney's Lamont Gallery exhibition titled "Homecoming," 5.

OP-ED

Read the 144th Editorial Board's vision for the paper, 7.

Academy Welcomes Booster Clinic and Institutes New COVID Protocols



Students grab-and-go dinner at Elm Street Dining Hall.

By BEEKE FOCK, JETT GOETZ, LAUREN KIM, ELLIE ANA SPERANTSAS, and CATHERINE WU

Amidst ongoing concerns with the transmissibility of the COVID-19 Omicron variant, students make a return to in-person classes on Thursday, Jan. 13th. Student athletes will participate in interscholastic athletic competitions beginning on Jan. 15th, and extracurricular and

club activities will resume in-person with the permission of Student Activities.

These protocol changes arrived approximately a week after the opening of the Academy's booster vaccine clinic on Wednesday, Jan. 5, where students aged 16 and older received their booster shot. The Academy plans to provide booster vaccines for students below the age of 16 as soon as possible. In a follow-up email to the Jan. 7 assembly, Principal Wil-

liam Rawson announced that the booster would be required for all students not already approved with a vaccine exemption.

The Academy originally planned to have a one-week quarantine period upon students' arrival to campus, but it was extended due to "an unexpectedly long delay in the processing of pooled saliva tests by the lab," according to a Jan. 10 email from Rawson. Rawson also announced that extracur-

ricular activities would return to meeting in person on Tuesday, Jan. 11, and students would be able to attend in-person classes beginning Thursday, Jan. 13. Interscholastic athletic competitions will begin on Saturday, Jan. 15.

Masks will continue to be required both indoors and outdoors at all times, except when in dorm rooms alone or with a roommate. Dean of Students Russell Weatherspoon reiterated the importance of follow-

Joy Chi/The Exonian

COVID-19, 3

Winter Term Core Values Projects Return

By ANVI BHATE, MAX MANTEL, SOPHIA TURNER, and JOY WEI

Core Values Projects (CVPs) explore a wide variety of topics, from resting asynchronously to equity in economics. An initiative first started in the fall of 2021 by Director of Diversity, Equity and Inclusion (DEI), Stephanie Bramlett and Assistant Director of DEI Kevin Pajaro-Marinez, CVP topics focus on anti-oppression and anti-racism as well as students' mental and physical wellbeing.

The CVPs held their first meetings of winter term in mid-January. Earlier in the term, student facilitators presented a short description of their CVP at an informational assembly dubbed the

Pitch Party, where students could decide which project to join.

Upper EJ Barthelemy, an OMA proctor and co-facilitator of the CVP "DiversifyOurNarrative@PEA," commented on the effectiveness of the CVP block. "I think that the CVP is a very impactful addition to the Academy and our community because the shift from mandatory lectures of anti-racism to this really helps. I feel like this is taking a more hands-on kind of approach," Barthelemy said.

"I feel like this is inviting all members of the Academy to actually contribute to something, and that's more rewarding than listening to a lecture," he continued.

Lower and co-facilitator of "Sounds of Diversity"

Lucy Previn described her CVP experience. "CVPs can be a great way to connect with people in other grades and learn about a topic that interests you."

Upper and co-facilitator of "Implicit Bias in STEM" Lydia Osei also shared thoughts on the benefits of CVPs. "People have become more familiar with the idea of 'I can think of something and actually be able to put it in place.'"

As co-facilitator of the CVP "Representation Matters! Strengthening the Community Through Literature," upper Tucker Gibbs agreed. "I think the ability to have students create and lead their own projects is something that's unique about Exeter and something that's great to have in our

anti-racist work program," he said.

"I think that was started with the mini courses last year, which were run very well. And I think this is just sort of a logical extension of that, allowing students to effectively engage with the community in projects they're specifically interested in that improve life on campus," Gibbs continued.

All project facilitators hope to create a positive impact, but each has a diverse number of reasons for starting their particular CVP.

"After some discussion with a couple of my friends, we decided to co-facilitate a CVP because we were all very interested in the topic of diversity and representation in music," Previn said.

Upper Lassiter Foregger,

WINTER CVPS, 2

Academy Reinstates Global Initiatives Programs; Students Respond

By AVEEN BURNEY, ELAINE QIAO, CJ SMITH, CHENGYUE ZHANG, and LEO ZHANG

Global Initiatives are starting back up after being put on hold due to the pandemic. Ten-week trips for the 2022 fall term are being planned for Grenoble, Stratford, Tokyo, the Mountain School, and the Island School. Along with full-immersion language programs, the Global Initiatives Office organized trips to Boston and New York for international students over Fall break.

Because of travel restrictions related to COVID-19,

school travel outside of Exeter has been shut down since the spring of 2020. Instructor in Modern Languages, Kayoko Tazawa, who directs the school term abroad trip to Tokyo, noted, "The term abroad program in Japan and summer program in Japan did not run in 2020 and 2021 because of COVID. Japan was not permitting any foreigners to enter the country, and that is why we could not run the program."

The Academy held two faculty-led trips to Boston and New York over Fall break for the first time since the pandemic started for international students.

GLOBAL INITIATIVES, 3

ESSO Children's Clubs to Return in February

By SELIM KIM, EMI LEVINE, SOPHIE MA, and ANDREW YUAN

ESSO (Exeter Student Service Organization) club co-heads have faced unprecedented changes amidst growing pandemic concerns. Despite this, however, they have finalized plans to relaunch ESSO Children's clubs.

To protect students and visitors during meetings, most clubs will resume activities in February. Exceptions include ESSO Music Lessons, Tutoring, Girls Who Code, and Buddy Up, which will meet virtually, as well as ESSO Skating and Swimming, which will meet in person.

Upper Lauren Jebrailli, the co-head of ESSO Basketball, explained her goals for the club this winter. "Our main goal is to have fun with basketball. It's going to be really hard because of COVID, we've already had to cancel our meetings for this whole month, but we really just want the kids to have fun.

I did ESSO soccer in the fall, and I enjoyed it a lot, so I think basketball should be just as fun," she said.

While Jebrailli is excited about starting ESSO Basketball, she also noted the challenges that come with not meeting during January. "It's mainly that there is less time for us to work with the kids. Not meeting at all is definitely better than doing meetings over Zoom, that just wouldn't work well, and I think it's better to do basketball in person," Jebrailli said.

Upper Dax Knoll, co-head of ESSO Swimming, discussed his visions for the club. "Our main goal for faculty children who aren't too comfortable in the water is to facilitate an experience to make them more confident and comfortable when swimming. Having them willingly get into the water, and be able to float and swim around, is the top priority. For the swimmers that are more intermediate, trying to teach them actual strokes, such

ESSO CLUBS, 2

NEWS-IN-BRIEF

Academy Administers First Rapid Antigen Tests

Students conducted the first round of rapid antigen testing during the advising block on Jan. 12 after having received personal Binax test kits on Jan. 11. Faculty advisors were

required to inform the Health and Wellness Center of antigen test results no later than 4:15 p.m. on the same day. Students who contracted COVID within the past 90 days

were exempt from testing.

According to Principal William Rawson's all-school email on Jan. 10, weekly testing will begin next week. Results will usually be reported to

advisers on Monday and Thursday mornings, with exceptions in some weeks due to altered daily schedules. Students on campus who test positive must report to the Health Center,

where they will receive a confirmatory polymerase chain reaction (PCR) test. According to Pandemic Response Team member Eimer Page, the round of test-

ing will occur on Friday, Jan. 14 during assembly. Boarders will use Celltrion Diagnostics Trust tests until a "large supply of Binax tests arrives in late January," Page wrote.

News

» OMICRON

Read about the Academy's response to the Omicron variant with altered testing procedures and instatement of booster clinics, 2.

» WINTER CVPs

Read about the continuation of Core Values Projects in winter term, 2.

» GLOBAL INITIATIVES

Read about how Global Initiatives programs have restarted after hiatus during the height of the pandemic, 3.

Winter CVPs Cont.



Students pitch Core Values Project at Assembly.

co-facilitator of “Runners Inspiring Equity and Inclusion,” expressed a similar desire to share a subject that

she was passionate about. “I decided to facilitate this CVP group because I feel like there is a lack of aware-

ness for activist runners,” Foregger said. “I want to help educate people on how running can and has broken

Minseo Kim/*The Exonian*

societal barriers,” she added.

“You rarely hear about people like Kathrine Switzer, the first woman to run

the Boston marathon, or Flo Jo, an Olympic runner from the ‘80s who was an advocate for equity surrounding education and feminism through athleticism,” Foregger continued.

Osei and her co-facilitator, upper Yasmin Salerno, had their own reasons for starting their CVP, “Implicit Bias in STEM”. The objective of their project was to raise awareness for discrimination against black and brown individuals within STEM, spreading “a message that [they] feel is important to get out to as many people as possible, and as many people who are willing to listen.”

Many projects bring awareness to and address discrimination and oppression in a variety of fields. Common activities in CVPs that work to do so include having discussions, building concrete objects, or writing papers.

Gibbs, whose project is centered around building a free diverse library for Exeter’s Children’s Center, commented on his goals for this year. “The nice thing about my project is that there’s a very clear goal to reach, which is to finish building the children’s library and making sure it’s waterproof so we’ll protect the books we have,” Gibbs said.

“I think my goals are just to build the best library we can and have a home for the books that we want to give to the community and the children at the children’s center,” he continued.

Many of the facilitators faced challenges in the fall. Barthelemy, whose CVP focuses on raising awareness about and analyzing social justice issues through social media and surveys, noted some challenges.

“People were not able to dedicate any time in between meetings. A lot of our social media work is doing posts, and for the education team, it is about writing pieces. What happened was people would come up with the ideas during the block but weren’t able to develop them more between meetings,” Barthelemy explained. “We didn’t have a suitable amount of CVP meetings last term, so it was tough to get a lot of things done.”

Gibbs agreed, having faced similar issues. “It would’ve been nice to have a bit longer of a period just between the lead up to it, with the assemblies. I think we had maybe five meetings, which for many projects means they’ll have to continue for multiple terms, and interest can ebb and flow.”

“It also wasn’t guaranteed that the same people who signed up last term were going to sign up for this term, so I guess that’s one challenge that we’re still dealing with and trying to figure out,” Barthelemy added.

Nevertheless, both projects, which have been continued from the fall, haven’t seen many other major changes in their approach to the CVP between the two terms.

“We recently made some changes to our departments because a lot of people signed up for the social media team within the CVP block, so we could really capitalize on that increased manpower there to make a lot more production for our posts. So I think that’s one advantage that we have for running it this term,” Barthelemy said.

When asked about the difference in approaches between this term and the last, Gibbs spoke about his project members continuing their mission. “Well, it was closed off this term to new members. We’re only continuing the building part, so we’re just putting [the library] together and are going to be painting it, which is different from the original part of the CVP, which was finding the books,” Gibbs said. “We have a mission statement and now we’re just honing down the actual library part.”

Barthelemy reflected on the positive impact of CVPs. “If you just think about the variety of topics and projects people are coming up with, it’s a bunch of really original ideas. I feel like this allows the Academy to really push forward on its journey to be more impactful in anti-oppression, et cetera. The sky’s the limit to how far people can take it.”

COVID-19 Protocols Cont.

ing these guidelines in an email on Jan. 8, stating serious violations could be punished by a Community Conduct Committee (CCC) case.

Rawson provided updates on the procedures for students who contract COVID-19 in the Jan. 10 email. Families must identify a “COVID Pickup Designee” who could be contacted immediately if a student tests positive. The designee would be required to arrive on campus to collect the student within 24 hours of notification. The infected student would then return home to quarantine or isolate at another off-campus location. As of Jan. 9, over 50 students on campus tested positive, and 80 close contacts are in quarantine.

During the return to Zoom classes, some faculty expressed their concerns. “Online learning is not ideal, but I think it is the best possible option right now given the transmissibility of COVID,” Math Instructor Brandon Hew said.

Teachers adjusted the course curriculum for students during the extended quarantine period. “I planned my classes with no labs for the first two weeks in January and I selected a topic which I thought would be manageable for students online. I was nervous before the first Zoom class, but have found students to be wonderful. I feel like my students are fully invested and doing their best to make these classes productive, engaging, and supportive,” Biology Instructor Anne Rankin said.

Faculty discussed their thoughts regarding the Academy’s COVID protocols. “I think the Academy is placing a lot of responsibility on students. The school can put in whatever guidelines or protocols they want, but at the end of the day, it is up to the students to follow them. In the current context, I think it is even more imperative that students understand the need to follow them because, aside from the fact

that it can jeopardize the health of community members, students will have to go home if case numbers get too high,” Hew said.

“I wondered a bit about having students remain at home for a week or so and do asynchronous classes to acknowledge the time zone issues, but in the end I trust the people making these decisions. I think they are balancing a huge range of variables, seeking input where appropriate, and making the most informed decisions possible. I appreciate their work a great deal,” Rankin said.

“I think that they’re doing what they can with the information that they have available. I think that having worked for a public health agency before, you just kind of have to learn how to roll with the changes that the variants present themselves with. And so I think that the academy is doing all that they can with the knowledge that they have available,” Health Instructor Courtney Shaw said.

Faculty members also expressed concerns about dining options. “The dining hall experience is definitely a little bit different, especially not being able to serve your own portion sizes, but again, having to make those adjustments, I think it’s still doable,” Shaw continued.

Students shared their thoughts regarding classes starting in person this Thursday. “I have mixed feelings because I’m excited to be physically in the classroom, be able to pay more attention, and get out of my room, but I’ll have to be more considerate of my time management,” upper Abigail Byun said.

Students also noted the changes from the fall term and are still adapting to the new COVID protocols. “It felt different than the first term. Especially with more COVID restrictions and being online, I feel like I haven’t been socializing as much,” lower Akubah Ndubah said.

Other students compared last year’s COVID pro-

ocols with this year’s. “I feel like one difference is that teachers and most of the students are already accustomed to it, so it hasn’t been a hard transition because we’ve already experienced this. I think everyone is more comfortable and knows what they’re doing,” Byun said.

Before receiving Rawson’s most recent updates, some students expected the quarantine period to last longer than two weeks. “I expect this to last longer than two weeks, just because there are so many people who haven’t even come to campus yet,” lower Asena Gursel said. “So many people I know have COVID or are close contacts, it’s just honestly spreading like wildfire. I just don’t see how we could go back in person without everyone getting COVID.”

Ndubah had a similar outlook, stating, “I feel like it’s definitely possible that it would be extended.” Ndubah also shared concern about the current protocols’ impact on mental

and physical health, saying, “I definitely get way more tired, mentally and physically, during Zoom classes. My attention span is definitely not as good. Being in your room all the time can get really frustrating.”

“My mental health has been okay during these two weeks. I dislike Zoom classes and still prefer in-person classes,” lower Jonny Chen said.

The community recognized the Academy’s efforts to prevent the spread of COVID. When asked about whether the Academy was doing enough in regards to the recent spike in Omicron cases, Gursel said, “I feel like the academy is doing a good job. Obviously, there’s no one hundred percent effective way. They’re doing a lot of testing, they had the booster ready for the first week. So I think they’re doing a decent job.”

Global Initiatives Cont.



Students gather at the Boston Public Garden to explore the city.

Courtesy of Global Initiatives

Dr. Eimer Page, Director of Global Initiatives, sent an email to the student body which outlined opportunities for global and domestic travel starting in the 2022-2023 academic year.

Students felt that the trips to Boston and New York were successful. Prep Leo Mizuno recounted the organization of his trip to New York. “I think the trip was very well planned,” Mizuno said. “Every day there was something new to see and learn.”

Prep Davido Zhang, who attended the trip to Boston, said, “The trip was certainly planned thoroughly. Most events didn’t end up being canceled and I enjoyed the activities.”

The Global Initiatives Office planned the Boston and New York trips to give international students a place

to go over break without the pandemic complications of international travel. “I was absolutely thrilled by that opportunity because I didn’t know what else I would do during the break,” senior Daniela Grochalova said.

The Academy took various COVID precautions on the trips. Lower Nicholas Lin explained his circumstances: “I had a different situation to others because I was a close contact. The school quickly arranged another room for me to keep everyone safe.”

Mizuno also acknowledged the precautions against COVID-19 taken. “During a pandemic, it is hard to travel but it was great that we were able to do it safely, especially in a big city like New York.”

Despite all the COVID protocols, most of the activities were not significantly affected. “Students were ex-

pected to adhere to protocols regarding public health such as wearing masks and applying personal sanitation, but other than that, I don’t think [the trip] experienced many hindrances,” prep Junhyeok Jang said.

Faculty directors of the term-abroad programs expressed their views on re-opening international travel in the 2022-23 academic year. Director of the Washington Intern Program (WIP) William Jordan expressed his outlook on the future of the program. “I also expect it [WIP] to run next year—surely the pandemic restrictions will be a thing of the past by the spring of 2023! But of course, none of us thought it would go on this long back in 2020.”

Many students are excited about the reopening of

international programs. Upper Azza Uwuhbetine, who is applying to the term abroad in Stratford, said, “This trip is for next year, so I’m hoping that COVID is not as bad as it is right now because it’s a great opportunity and it’s something that I’m very much interested in.”

Program directors have also planned for the further impacts of COVID on international travel. French Instructor and Director of the Grenoble trip Katherine Fair said, “It is not yet clear how COVID will affect travel to Europe next fall. After our two years of dealing with COVID, we know to expect the unexpected. We are hopeful, however, that with all of the mitigation tools—masking, vaccines, and effective treatments on the way—we will be able to travel safely.”

While concerns surrounding the unpredictability of COVID were a common theme among the community; students and teachers alike are hopeful that things will look better in the new year.

Instructor of French and German and Director of the Gottingen, Germany trip Richard Schieber commented on the benefit of hosting shorter trips such as the ones to Boston and New York. “I think the travel back and forth due to COVID is going to be more and more problematic,” he said, “I really have a hard time seeing that there’s going to be a big change in the next two or three years, so having the shorter trips would be great... even shorter trips to Europe or to Martinique, Germany, maybe Munich or Berlin would be awesome.”

With the success of the Boston and New York trips, many students and teachers expressed support to expand the program and allow more students to apply. Additionally, Page sent out an email to uppers and seniors on Jan. 6, announcing new travel opportunities to the Northeast Kingdom of Vermont over spring break. The eight-day interdisciplinary learning expedition will teach students about the Abenaki history of sugaring.

While COVID has impacted Global Initiatives, Jordan maintains a positive outlook on the future. “I’m excited about being able to spend a spring term with students who share my interest in politics and to just be in Washington, the political epicenter of the world,” Jordan said.

ESSO Clubs Cont.



The Exeter Exchange offers recycled clothing to students.

Courtesy of ESSO Newsletter

as freestyle, backstroke, is the main goal,” Knoll said.

Knoll noted pandemic precautions the club will take. “There’s going to be masks on the pool deck, but when they’re in the pool, obviously, they’re not going to be wearing masks. That shouldn’t be an issue though, as the Exeter pool is chlorinated,” he explained. “We’re going to try our hardest to play games with them and

try to make this fun rather than focusing on being hyper-productive,” Knoll continued.

Upper Jenny Drevitch, a co-head of ESSO Skating, is also looking forward to teaching skating in-person. “For the first half, we’re not going to get kids from Exeter, but we’ll have faculty kids with us. Starting February, we’re going to be bringing the Exeter community kids in,” Dre-

vitch explained. “The plan is to assign each coach one or two children and have themed days. Maybe we work on our stride the first day, then next week we might work on our stopping or turns or maybe skating backwards, etcetera.”

Like ESSO Swimming, ESSO Skating plans to take many COVID precautions to ensure a safe environment. “Everyone

will have to wear a mask. The parents themselves are allowed to come drop their kids off and watch. They’re just not allowed to roam around the building,” Drevitch said.

Drevitch added that coaches and skaters will also practice social distancing. “Masks are essential, and we’re going to be trying to distance ourselves. So, like when we’re coaching, we won’t be going up

to them in their faces and talking. If we’re ever doing drills with other people, we’ll be making sure that it’s not close contact.”

Drevitch believes adjusting to pandemic guidelines won’t be easy. “One thing that might be a little troubling is that when the new kids join us in February, they might not be in the same spot as the kids that have been with us for the first month. So, we’ll have to try to split that up and like, and then also reallocate different coaches to different kids.”

Upper and co-head of ESSO Computer Science Chloe Zhu anticipated a return to in-person meetings but hoped to improve virtual learning experience for the children: “We want to safely help as many children as possible improve their computer programming skills. Our meetings this month have been canceled.”

“However, we are preparing to have in-person meetings once the school approves. We might also try to develop an online learning capacity,” Zhu added. “Computer programming is taught on a website, so we think a virtual format would actually not be very hard to organize.”

Zhu recognized potential challenges. For example, children may have varying access to technology. “We want to make our decisions carefully, taking everyone

into consideration. Our kids are grades five to eight, which is on the young side for virtual learning; they may lose their focus faster. Additionally, screen time concerns for children are another consideration,” Zhu continued.

Upper and co-head of ESSO Spanish Alexa Murat shared similar concerns with Zhu over potential distractions of online learning, as well as her plans for ESSO Spanish once COVID restrictions are lifted. “It’s definitely a little hard to have children pay attention to the entire meeting on Zoom. I’ve experienced it. I would just look at my phone or other distractions. I think having our facilitators’ engaging presence would help to ensure that children are not bored,” Murat said.

“We are hoping to have kids to come in and have conversations in Spanish, teach them about Hispanic cultures and help them in any way with whatever they are learning in school,” Murat continued. “We will begin to show a lot of YouTube videos, movies and other forms of interactive visuals that help kids learn.”

Though COVID restrictions have signaled an uncertain start to the ESSO clubs, many co-heads remain hopeful. “I’m just excited to be able to get back to work,” Murat said.

Life

» **SOW**

Read about senior William Morris and his legacy on the campus radio station, WPEA, 4.

» **HOMECOMING**

Read about senior Sabrina Kearney's ongoing art exhibit "Homecoming," a collection about coming of age, identity, and current events, 6.

» **REMOTE**

Read about student opinions on the return to Zoom classes and stricter COVID protocols, 5.

Senior of the Week: William Morris



Senior William Morris sit on the steps in front of Grill.

Joy Chi / *The Exonian*

By **LAUREN KIM, SELIM KIM, EMI LEVINE, and SOPHIE MA**

For years, Phillips Exeter Academy radio's (WPEA), "Wicked Good Sports Talk," has blessed the ears of its many devoted listeners week in and week out. But who is the face behind the magic?

That would be Newburyport resident and WPEA general manager, senior Will "Willmo" Morris. On top of his work at the campus radio station, Will is a three-season distance runner, Cilley Hall day-student proctor and an avid contributor to his hometown's chapter of The Special Olympics.

Morris's interest in Exeter came about from his family. "My grandparents lived in Hampton, which is right next to Exeter and when visiting them, I had driven by the campus hundreds of times with my family and my older brother. He ended up applying and he got in, so I always kind of had an idea of Exeter in my head," Morris said.

While Morris is now known around campus as a committed distance runner, that was not always the case. When he first arrived at Exeter, Morris admitted that he didn't expect distance running to become "his thing." "I grew up playing soccer and basketball and we all started out low and we've

and try something new. I decided to try cross country."

"I think my first year with the team, I was kind of quiet because I was a little bit overwhelmed by everything. It was obviously a really tight knit group. I really appreciate all those older guys like Jimmy Lou, Jay Mark, and John Martel for bringing me, who was just a quiet prep, into the team," Morris added.

Morris has now become "the older guy," filling in the shoes of his previous mentors. "Will is someone that I look up to. He taught me a lot about how cross country works, he brought me closer to the team, and he's just somebody that I really like to look up to for advice," prep and fellow team member Pearce Covert said.

Describing Morris's legacy on the cross country team, lower Advay Nomula added, "Will will be a legend commonly referred to amongst the cross country team in years to come."

Morris also talked about what drew him to cross country and track over his previous sports. "I think it's the team aspect of it for me. Although you race by yourself and set individual goals, at the same time, you're able to form these really close connections with people," Morris said. "That was the case for me with guys like Tommy and Garrett. They kind of came into the team with me and we all started out low and we've

worked our way up, at least a little."

He continued, "Even if you're not talking that much during a workout, there is something special about grinding through a tempo with guys that brings you closer together. Not only on workouts, but during recoveries, it's very chill and relaxed and you have the opportunity to talk to people and get advice from older guys. I remember when I looked up the upperclassmen on the team and would ask for guidance on things, and I guess now I'm an older guy giving advice to the younger runners. For me it was that team feeling that you get from the sport that drew me to it."

Along with running and his academics, Morris is a central part of WPEA as a co-general manager of the radio station. "I started (WPEA) my first term here. I was inspired by my brother who had a radio show with some of his friends like Will Coogan and Henry Pone. Growing up around Boston, I've obviously grown up as a huge sports fan just because it's kind of ingrained in the city. I was on their show and they ended up graduating and I've kind of carried on the legacy," Morris said.

Morris then described what makes the show so special to him. "Being in the station, you feel like a professional with all the equipment in front of you. My show has a talk show format, so it's mostly spitballing back and forth, but it's a fun

hour where you get to take a little break from the hustle of Exeter," Morris said. "Some of my best memories are in the studio, having a good time, spreading the gospel of Tom Brady with those guys."

Senior Chieko Imamura believes that Morris's show will leave a notable legacy. "That show is insane," she said. "It was passed down from his brother and every time somebody leaves, they just bring in a younger student so it's been going on for years and years and years, which I think is super cool," Imamura said.

Aside from his on-campus activities, Morris has proved to be a true Exonian off-campus as well, displaying what it means to be non sibi. "I've been volunteering at the Special Olympics in Newburyport every Sunday morning since eighth grade. I coach athletes with physical and intellectual disabilities in soccer during the fall, basketball during the winter, and track in the spring," Morris explained.

It is clear that Morris has grown substantially through this work. "All the athletes I've worked with, no matter the age or skill level, have huge hearts and show up every week ready to compete," Morris said. "Volunteering has definitely put things in perspective for me, especially at a place like Exeter where it's easy to get bogged down in school work. These are people and families who worry about things

much greater than their next English paper and math test. I'm inspired every week by what these athletes are able to overcome."

While his pastimes on-campus and off-campus have contributed immensely to his personal growth, the friendships and connections he has made at Exeter are equally important. "A lot of kids on the cross country team have greatly impacted my time here, like Sam Kim who graduated in 2020. He was definitely a big mentor for me. Having an older guy look out for me like that was very cool and meant a lot. Connor Chen, Gavin Pit, Bradley, Tommy, Garrett, and basically all the seniors on the cross country team have always been there for me," he said.

Many of Morris's friends over the years describe him as a positive and friendly person and admire him for his kind attitude. Senior and boys' cross country captain Bradley St. Laurent considers Morris to be "one of the kindest, most genuine people [he's] ever met."

"He just really wants what's best for everyone. Willmo sees the best in everyone and he just makes you see your value in yourself," St. Laurent continued. "A lot of the guys call him the real captain of cross country, just because everyone respects him so much and he looks out for everyone."

Lower William Weber agreed. "He's leading by

example in the way he lives his life. Especially on the cross country team, he spreads his positive outlook on the rest of the people he's running with, and it enables other people to be their best selves."

"He's a very fun-loving and easygoing person, and I think that's a pretty unique personality to have around Exeter. He tends to be a good balance to a lot of people, and is an easy person to talk to. It really brightens your day whenever you see him," senior and girls' cross-country captain Kaitlyn Flowers added.

"If anyone hasn't talked to Will, they should. It's a life changing experience," senior Caden Schroeder added.

Morris closed off by giving some final advice to his fellow Exonians. "Whatever your interests may be, this school is going to have a place for you. You have to take advantage of what is here," Morris said. "I think that this place can be stressful if you're just trying to get through your classes and if you're only doing your work and you're cooped up in your room or whatever, but I don't think that's necessarily what makes Exeter a special place. The fact that it's super rigorous doesn't make it special to me. I think what makes Exeter super special is all the incredible resources and opportunities the school has."

Faculty of the Week: Courtney Shaw



Health Instructor Courtney Shaw smiles in her classroom.

By ANVIBHATE, ELLIE ANASPERANTSAS, ARIANA THORNTON, and ANDREW YUAN

On a cold night on the North Side of campus, Health Instructor and Wheelwright dorm faculty Courtney Shaw's bowl of candy is the main attraction in the bustling common room. She sits in the corner welcoming students into the dorm for the night, Pixi sticks and Starbursts sprawled on the table in front of her. Students stop to talk about their day, sharing stories and ranting about minor inconveniences. Her night on duty is always a social scene for the common room.

Shaw came to Exeter as an intern for the Health Department, living in Webster and learning to teach under the guidance of other health teachers. She then left Exeter to earn her Masters and work at the Center for Disease Control at the O'Hare International

Airport in Chicago. At the Center for Disease Control, Shaw worked in the division of global migration and quarantine, handling incoming cases of Ebola and helping to contain and quarantine other epidemics. "The time there was definitely a stressful environment," Shaw said. "It was a lot of fun in a lot of different ways being a part of that history, but also just doing other things that relate to the specific quarantine office—like working with the office of migration, working with custom border patrol and reviewing different health packets to ensure that people come into the States healthy."

Shaw went on to earn her title as a public health advisor in Chicago after the start of the COVID-19 pandemic, and after an eight-year interlude, returned to teach at the Academy at the prompting of her friend and mentor: Health Instructor Michelle Soucy.

Faculty remarked

on Shaw's unique qualifications for teaching health. "She applied and she was, by far, heads above any of the other candidates," Soucy said. "It was just a perfect match because she already knew our school, the type of students she would be working with, and she was familiar with half of our department already because she had worked with us."

"Her philosophy about how to teach health education was really striking. Everybody on the committee who read [her statement of purpose] was just like, 'this is our candidate.'" Soucy added. "She has such a wide understanding of the mind/body connection, and her background in holistic health is really something we didn't have in our department."

When asked why she decided to come to teach at Exeter, Shaw mentioned that she had learned a lot through the intern program. "I really enjoyed my time

here at the internship program that was designed to expose college graduates to the Harkness method and get them into becoming teachers. I come from a long line of educators in my family," Shaw said.

"My paternal grandmother is actually one of the first Black educators in Arlington, Tennessee. There's actually a whole day—Esther Lee Shaw Day—that's named after her, for being one of the most amazing educators ever. So I knew I wanted to get into education," Shaw continued, speaking about how she was first inspired to become a teacher.

Faculty and students alike emphasized the joy of being in Shaw's presence, as well as having her as a teacher. "She has an energy that makes you want to be around her," Soucy said. "She brings that energy to her work within the department, as well as our friendship. She's a role model for my own children. She's just wonderful."

English Instructor Sahar Ullah agreed. "She is compassionate, honest, and supportive. As someone who is not only new to PEA but also to New England, I am immensely grateful to have a faculty colleague and friend in her," she said.

Shaw's advisees expressed appreciation for her heartwarming enthusiasm and helpful advice. "I am super grateful to have Ms. Shaw as an advisor because she provides so much support for us. She is always reaching out and making sure we know that we can meet with her anytime," lower Sophia Dabney said. "She has helped me to acclimate to this school both academically and mentally. Whenever I see her on the path she always has a conversation with me and she came to a lot of my sports games in the fall which was super sweet of her."

Lower Emmie Zarb agreed, citing the academic and emotional support that Shaw has offered her over time. "As both a mentor and an advisor Ms. Shaw has helped me both reach out to teachers and opened my eyes to all sorts of academic support the school offers when I needed it. Even if it meant pushing me out of my comfort zone just to benefit me in the future. She's also helped me identify areas of myself that I would like to work on and has given me suggestions and advice to get me started."

Zarb also shared experiences she had with Shaw outside of the classroom. "Outside of the classroom, Ms. Shaw is caring and thoughtful. I always look forward to the days she's on duty in Wheelwright because she just has such a real and genuine connection with those around her. Regardless of time that has passed since our last conversation, Ms. Shaw will recall and bring up its contents to follow up on how things have been. Just spend a couple minutes with her and I guarantee that people passing by will wave hello to her. She is a great presence here on campus."

Shaw's connections with students on campus have not gone unnoticed. "I think students in particular really respond well to her and her ability to speak the truth about certain issues related to health and wellness. For instance, in her Post Instructional Evaluations, students

would remark about how much she taught them and how she was a good listener and helped them problem solve," Soucy said. "I think her ability to look at our current lesson plans and bring an outside eye to critique and improve them for the classroom has been really, really special. Whether it's her basketball coaching, her dorm work, or going to talk to Gender Sexuality Alliance about certain topics, students find that they can connect with her really well."

Fellow Health Instructor Brandon Thomas agreed, "The way she shows up for students is super dope. On at least five different occasions someone has mentioned that they're thankful she is in community with us."

Other faculty members also shared their own personal connections with Shaw. "One of the things I appreciate about her is she knows about a lot of different things, particularly in holistic health and meditation," Soucy said. "Sometimes I'll be like, 'Oh, I have this pain in my back.' And because she knows the human body and where muscles connect and where you're keeping emotional stress, she can come and put a finger on me and just relieve pressure."

"I think having another Southerner here definitely makes me feel more understood," Thomas said. "Sometimes we can just look at each other and the synergy is both amazing and hilarious. Ms. Shaw is also one of the funniest people I know; her meme game rivals anyone I know and she can talk trash with the best of them."

Thomas added, "I love her passion. It's so hard to leave a conversation with her and not learn something about yourself or the universe. I'm lucky to call her a colleague."

Extremely passionate about health and teaching students life skills through it, Shaw really enjoys the freedom allowed in health education at Exeter. "[I think] having the ability to have free range in the classroom and teach about mindfulness and meditation and what it means to have balance in life is extremely important here," Shaw said, talking about how much she likes being at Exeter. "I love teaching people in my classroom."

Students Readjust to Remote Learning

By JETT GOETZ, ASHLEY JIANG, and CATHERINE WU

As Exonians return from winter break, the scene on campus presents a drastically different picture from just a couple of weeks ago. Reminiscent of Winter term 2021, remote learning, grab-and-go dining, required masking, and canceled activities are the new norm, as students stay holed up in their rooms.

Various challenges associated with the stricter COVID-19 protocols have emerged for students on campus. One of these implementations, virtual learning, leaves students with mixed opinions. "I forgot what remote learning was like, and I still kind of feel in vacation mode," lower Advay Numula said. "But I think it's a good transition into regular school if it happens soon."

Students had varying thoughts on the return to remote learning. "It

reminds me a lot of last year and the instruction we had, not as exciting as in-person classes but enough to get me learning," upper David Kim said.

Some students hope in-person schooling will return as soon as possible. "I personally hate remote schooling. It stresses me out," upper Jackie Doucette said. "But so far most of my teachers have been really understanding of how tough it can be on students."

"It has not been very good because being on Zoom on top of all the extra COVID restrictions has made it very hard to socialize, get outside, and exercise. I prefer in-person classes because they help me stay more focused and learn more. The only good thing about Zoom classes is that I can sleep in a little extra before class," upper Abigail Byun said.

Other students also noticed changes in their workload. "I think most teachers geared it down a

bit in terms of intensity," lower Gunn Sukhum said.

One challenge many students find themselves facing is a lack of focus. Upper Krish Patel noted the difficulty of staying on task during Zoom. "It provides more opportunities to become disengaged with the class," he said.

For students with roommates, Zoom classes present additional difficulties, yet students have found various ways to overcome these challenges. "Me and my roommate both wear AirPods and we usually do have class conflicts," prep Byran Huang said. While AirPods and headphones are convenient options, turning down the volume during classes has worked for roommates as well.

Day students are also adjusting to a new learning environment with two learning options: study at home or study in carrels fully masked in the library. "I'm planning on staying home this week for classes," Doucette

said. "I feel more comfortable being at home instead of having to wear a mask in the library on my Zoom classes."

An additional rule students are getting used to is grab-and-go dining. This protocol requires students to eat either outdoors or in their rooms or carrels. "Grab-and-go dining is quite interesting," Huang said. "I like the variety in the other stations. I eat in my dorm, usually ... winter is just too cold to eat outside."

Like Huang, many students opted with eating inside, not wanting to face the cold weather. "I usually eat in my room. Grab-and-go is pretty efficient right now, and I find myself actually getting more work done because of this," prep Davido Zhang said.

Some, however, didn't mind the conditions. "I'm generally able to eat with people outside," lower Sarah Sargent said. "If I bundle up it doesn't feel that cold."

Another protocol af-

fecting student life is the ban on extracurriculars meeting in-person. Kim, a member of the boys' varsity diving team, talked about the potential difficulties for team-bonding. "It will be harder to maintain a close-knit environment as a lot of socialization happens in the hot tub or when we are close together," he said.

Doucette, a varsity basketball player, expressed her concern of COVID-19 restrictions affecting college recruitment. "I'm very upset that sports practices are postponed. I'm in my junior year, and this is a big year for recruiting, so I think it's really disappointing that yet another one of my seasons is messed up because of Covid," Doucette said.

Clubs, also prohibited from meeting in-person, came up with alternative ways to get together. "Despite being online, Biology Club will be meeting this week. I believe it is important that we try not to allow being remote to prevent us from continu-

ing our normal lives," Patel said, a co-head of Biology Club.

More physical clubs, however, had a harder time gathering since in-person meetings have been restricted. Meetings for ESSO [Exeter Student Service Organization] Children's clubs, such as ESSO Swimming, have been postponed until February due to COVID-19 concerns.

Rock Climbing Club also halted activity until further notice. "I hope we return to in-person as soon as possible because I think kids would love to have a way to escape the stressful environment at Exeter," senior and co-head Reece Chapman said.

Overall, students are hopeful of school life becoming closer to what it was last term after these first two weeks. "I have my fingers crossed for everything returning back to normal next week," Ng said. "I am excited to hopefully have classes and extracurriculars in-person!"

Art Highlight: Sabrina Kearney “Homecoming”



Senior Sabrina Kearney displays her artwork in Lamont Art Gallery.

By ANNA KIM, EMILIA KNIESTEDT, SYLVIA LANGER, and ELAINE QIAO

On Monday, Dec. 3, senior Sabrina Kearney’s ongoing art exhibition “Homecoming,” a series of paintings focusing on identity and critiquing societal norms and gender expectations, premiered at the Lamont Gallery. Kearney wanted to showcase her personal experiences with identity while also sending a message to the greater Exeter community.

Kearney’s time at Exeter has allowed her to explore the issues she now addresses in her paintings. “I wanted to show my artwork as a timeline of how I’ve changed and also to show what I now

hold important,” Kearney said.

She explained how her art, which also explores the theme of “what it means to be a woman” not only speaks for herself, but for those around her. “Whenever I create, I’m not only thinking about what I want to make today, but also in what ways I can help people. I make art about these issues to hopefully help other people see from a different perspective,” Kearney said.

Lamont Gallery Manager Dustin Schuetz was a key part in the success of “Homecoming,” including contributing to the set up of the exhibit. “A big part of the exhibition layout is literally, ‘Where is this going to fit into the space we have?’ Once that is determined,

we think about how the viewer will interact with the work.”

Schuetz continued, “With Sabrina’s series entitled ‘Why Did You Burn Us?,’ it was decided to install the paintings at a height so the viewer is looking directly into the eyes of the women depicted, forcing the viewer to literally ‘see’ these women and not ignore them.”

“Homecoming” is Kearney’s way of advocating for societal change. “Exeter forces you to be creative. Every time you’re in a Harkness class, you’re thinking, ‘Oh, what can I add to the conversation?’” Kearney explained.

To Kearney, artwork is a way to share her specific voice to the large societal conversation.

“Homecoming” focuses on a few specific themes. “I want viewers to see [these issues] and recognize [that] these are problems in our society, and to think to themselves, ‘what can I do to try to fix this or try to make the world a better place?’” She continued, “I think everybody has unique skills and abilities. For me it just happened to be art.”

Kearney added, “I think every person is different and to be able to recognize that these issues exist and then think about your own skills is the first step to actually making positive change.”

Schuetz also shared his interpretation of Kearney’s work and its message for the Exeter community. “One of the themes in this exhibition

is ‘self-portrait.’ How do you see yourself? How do you want to be seen? This is and has always been a part of life, for all age groups. It especially hits hard during the teenage years when you are constantly changing,” Schuetz said. “What we can do is embrace the difference without judgment.”

Yoga Instructor Dido Nydick attended Kearney’s artist talk, where Kearney discusses her artwork in greater depth. She cited her first impression of Kearney in a yoga class: “[She was] gentle, attentive, and politely mannered... I feel that Sabrina’s demeanor exemplifies her humanitarian approach to her art. Her empathy contributes to her ability to understand both her sub-

jects’ suffering, pleasure, uniqueness, and beauty,” Nydick said.

Nydick continued, “My favorite part of the exhibit is understanding Sabrina’s conviction to express herself in artwork and her mark-making using mediums of newsprint, floral wallpaper and embroidery. Sabrina’s trust in process to reveal her truth is exemplary. Perhaps, other PEA students will cultivate this approach to making their own mark in their chosen specialty.”

Upper and close friend Cindy Su spoke of Kearney’s development as an artist and her pride in Kearney for exhibiting her work. “[These pieces] have always been with her, but she’s never showcased them and I’m so glad she did. It’s not only a tribute to her own artistry and who she’s becoming as a person, but it’s also really great for someone like me who’s been her friend for a long time to see her in an additional light and see just how amazing her impact is through art as well.”

Su also spoke of the way Kearney expressed themes throughout her works. “They’re addressing topics like menstruating, inequality, appearances, acne, and things that are generally stigmatized. ... as someone who also struggles as a woman and is constantly thinking about those things, I’m so glad that she was able to address those topics through her artwork,” Su said.

“It was a super fulfilling experience just to finally be able to share that part of myself with the community. [It was] a gesture of thanks to everybody that has supported me through the last three years,” Kearney said. “I think having this opportunity to just give something back [to Exeter] was what I wanted and it just made me feel really great inside to be able to do that.”



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» SEXUAL ASSAULT

Andrew Yuan '24 calls for change in campus mentality surrounding sexual assault, 8.

» CLIMATE CHANGE

Ariana Thornton '24 comments on climate inaction, 8.

» JAN. 6 REFLECTION

Nhan Phan '24 reflects on the Capitol Hill insurrection on Jan. 6, 2021, 11.

144th Editorial Board's First Writes

The Executive Board

If nothing else, the turbulent year of 2021 has taught the 144th Executive Board that *The Exonian's* perseverance through difficult times is ultimately enabled by the larger Exeter community. You, our readers and our dear community members, make our perseverance meaningful and important.

The Exonian has worked to mobilize generations of students to document, inform, and engage with the Academy at every level. The 144th Executive Board looks to specifically evaluate the manners in which we engage with the community and explore ways in which we can give back to this campus that we love, this campus that we know can do better.

The 144th Executive Board promises to embark on the journey to rebuild our connections with the community. We will work to earn your trust. We will integrate *The Exonian* into the community, not as a passive observer, but as a system you can lean on for support to amplify your voice. This is difficult work, and work that cannot and will not be finished by our board alone. But we promise to approach this work with perseverance and sincerity, and acknowledge our mistakes along the way.

The first step in this process involves transforming the newsroom into a more inclusive and accessible space. We acknowledge that systems within *The Exonian* have historically rewarded students of privilege, one of many factors contributing to the white and Asian majorities in *The Exonian's* past and present leadership. Yet to do your stories justice, to produce an anti-racist living record of Exeter history, and to accurately present our community's ideals, pains and joy, we must reform these systems.

The 144th Executive Board will strive to keep anti-racism at the heart of its operations. We will evaluate and reflect on the stories we choose to tell and those that are absent. We will continue to build on the Since 1878 project, which will inform our future work in unveiling the true histories and biases that remain close to *The Exonian*.

The importance of a trusting relationship between *The Exonian* and the entirety of the community can-

not be understated. To reinforce our editorial standards, we will be implementing policies that streamline the editorial process and safeguard community values to produce more accurate and responsible news for boards to come. A substantial portion of such policies will outline what *The Exonian's* editors and writers have long practiced as customs, but failed to practice consistently or professionally.

The 144th Executive Board will also work to foster unity within *The Exonian* to create a more comfortable and healthy environment for all. Despite the continuance of the COVID-19 pandemic, we hope to rebuild the habits that help build friendships and camaraderie between the upper and lower boards. We will ensure that communication between the three branches of *The Exonian* — editorial, business, and web — is efficient and constructive. This is fundamental to maintaining and expanding the paper's scope and audience, to preserving *The Exonian's* archive of news and culture. We are not achieving our mission if nobody picks up our paper on a Thursday morning.

Finally, the 144th Executive Board will redefine the success of *The Exonian* as a student publication by prioritizing the mental health of our family of editors and writers. We will define the current structure of the Executive Board in a manner that decentralizes power and stress. We will produce a newspaper keeping in mind the emotional bandwidth of editors and writers. We will create environments that encourage editors and writers to prioritize themselves and their wellbeing.

In this vein, for the remainder of winter term and possibly a longer time, *The Exonian* will turn to a biweekly schedule. In the weeks without a physical paper, *The Exonian* will continue to break news and highlight stories in web exclusives and on social media platforms. Writers and editors will continue to receive training in journalism ethics and anti-racism.

In this coming year, we welcome all of you to engage with us and keep us accountable for these goals. Tell us if we are not proactive enough while in search of news. Tell us if we are not holding other members of the Academy accountable through our reporting. Tell us

if we are not making a difference. We want to converse with you to better define what is expected of leadership in *The Exonian*, and we will continue to strengthen our ties with the Exeter community along the way.

We genuinely believe that journalistic writing is one of the best ways for us to understand ourselves in relation to others and to the structures that we live and operate within. The 144th Executive Board promises to help uphold the passion any student reporter should always hold dear to their heart. Journalism is ultimately about human experience, and we will honor, respect, and celebrate our individual and collective experiences as Exonians.

Sincerely,

Alia Bonanno, Jessica Huang, Minseo Kim, Safira Schiowitz, and Clark Wu

News

News is the common thread that connects all Exeter students. Since 1878, *The Exonian* has dedicated itself to reporting on all of the noteworthy events that impact any branch of our community. We, the 144th News Editors, aim to continue engaging in journalism that reflects our commitment to accuracy and integrity, ultimately creating an environment where positive change on campus is recognized and promoted.

The Exonian has a responsibility to the Exeter community to produce unbiased reporting that highlights all voices present within the Academy. The full story is not complete without the input of everyone it affects, and this means articles, quotes, and angles curated for *The Exonian's* extensive audience. We recognize that active anti-racism is crucial to this initiative, and we will devote ourselves to ensuring that minority groups are heard and valued within our reporting. We vow to foreground diversity, equity, and inclusion in every aspect of our decisions, and we will draw on *The Exonian's* past successes and shortcomings to continuously improve.

To our writers, we have a responsibility to be a welcoming, inclusive and encouraging board. We will guide them through every step of the writing process, account for advice we wish that we received during our time as writers, and

ensure that support and accessibility are always provided for those who constitute the main driving force behind the paper.

Both within the paper and the greater Exeter community, we appreciate every person that makes our mission to provide unbiased, holistic news possible. Above all, we hope that you are able to recognize our efforts, and that you feel free to hold us accountable to our goals.

Sincerely,

David Chen, Kaylee Chen, Athena Wang, and Elina Yang

Life

Exeter in recent years has been defined by the resilience of the community to anything the world throws at us. In a year where we are still shifting between the classroom and remote instructions masked and maskless and are defined by everchanging protocols, the Life section strives to bring stability to an otherwise unpredictable year.

We, the Life Editors of the 144th board—Maya Cohen, Will Hackett, Sheala Iacobucci, and Andy Horrigan—hope to bring attention to all that makes Exeter, Exeter. The Life section will work to showcase the people and places that keep us afloat amidst the chaos.

We hope to bring light to all that makes Exeter's culture so vibrant and diverse through the voices of the community. The Life section will put a focus on behind-the-scenes staff and communities—affinity spaces supporting students in many unseen ways, dining hall staff that work tirelessly to keep Exonians fed—and the plethora of others that support Exonians.

We also aspire to make the Life section more accessible by giving Exonians writing experience and the chance to write columns about whatever they are most passionate about—whether it be a movie, a favorite spot in town, or a club they're passionate about.

We ask you to help us on this journey as we highlight all that makes Exeter so special. At the end of the day, Life is the section of the community, of culture, and we hope that you (yes, you) are able to see a little bit of yourself in this section.

Yours truly,

Maya Cohen, Will Hackett, Andy Horrigan, and Sheala Iacobucci

Opinions

The Exeter community thrives on conversation and debate. It is this discourse that allows us to challenge the world around us and push for change. We, the Opinions Editors of the 144th Board, envision our section of the paper to provide a platform for reflecting, preserving conversations, and uplifting voices within our community.

As shown over the past year, our section possesses great potential to usher change in various sectors of student life. We are all incredibly excited to hear what writers have to say and to work in tandem with us to hone their arguments. We believe our potential to push for change can be augmented even further with this board.

As editors, we will continue to nurture and realize this potential by offering topics we believe will inspire productive conversation while also granting writers the freedom to choose their own topics. Beyond encouraging discourse throughout the community, we will also help writers develop their abilities in crafting an effective article and letting their personal voice clearly shine through.

We truly hope to receive articles regarding a wide range of topics from students of all different backgrounds, interests, and of course, opinions. The Opinions section is not simply open for consistent writers in *The Exonian*; we welcome any member of the community to submit a piece at any time. We hope this will make our section more accessible to all writers and for it to be the place that writers, activists, and debaters look towards when momentous events affect our school community. We look forward to working with everyone to enact the change we envision.

Sincerely,

Arya Palla, Nick Rose, Angela Zhang, Sophia Zhang

Sports

Bringing you top-notch information from the best section of *The Exonian* are your 144th Sports section editors: Michael Yang, Jonathan Jeun, Nat Kpodonu, and Arhon Strauss. As your sports editors, we'll be sure to knock each article out of the park, giving you guys only the finest works on the last page of *The Exonian*. Tune in on the newspaper's bi-weekly articles for an all-inclusive

experience regarding recent Big Red games, coaches, and friends in Athlete of the Week.

Whether it's a dominating win against Andover from the Boys' Varsity Football team, or another clean sweep from the Boys & Girls' Varsity Swim team, you can read all about it in the Sports section. Although the pandemic has certainly taken us for a wild ride this past year, we will make sure to bring you details on Big Red's fantastic athletics. Welcome to a new era!

Sincerely,

Jonathan Jeun, Nat Kpodonu, Arhon Strauss, and Michael Yang

Humor

Welcome to the Humor section, the most commonly read section of *The Exonian*. If you're interested in being able to express yourself through a wide variety of means or the noble cause of integrating a firepit into the news room or renaming the Opinion Section to "Hot-Takes," do join our team. After flipping through the dry and painful News section, you will reach our section full of relevant, engaging, sometimes satirical Exeter intelligence including stories, advice, compliments, and campus updates.

Our goal is to bring hilarious, relatable, and lighthearted content to Exeter's campus and slowly but surely dominate *The Exonian* and all of its branches one section at a time. You may be wondering, does this include the Business Board? Why, yes. They are the source of our funding (for the Solo Stove and other ventures including printing the crossword on the front page each week). Articles, listicles, comics, memes, games and more. You name it, you write it, Biz-Board pays for it. Let's do it.

All the best from the funniest people on campus. Disagree? Come show us your skills.

Sincerely,

Nina Kellogg, Andrea Nystedt, Blake Simpson, and Gbemi-ga Salu



Exeter, Do Better

By ANDREW YUAN '24

Content Warning: This article involves sexual assault. Phillips Exeter has a number of resources for survivors in the Exeter community. To access these resources, please refer to the Exeter website's "Contacts and Resources" page. Additionally, if you find yourself distressed by any details, please seek confidential help at the National Sexual Assault Hotline: (800) 656-4673.

Note: As a man, I acknowledge that women, transgender, and gender non-conforming people are far more likely to experience assault in their lifetime. Though I am a sexual assault survivor and identify as a queer student, my thoughts in this article do not speak to the experiences of other sexual assault survivors and queer students. I will be discussing articles I have written in the past, but I have remained and will remain objective in any past or future reportings.

The bus tumbles to a stop. The profanity doesn't. I can hear his misogynistic description of other Exonians' bodies, accompanied with some lustful utterings of "f**k" and "that p**y," echoing in my eardrums as I step out to the fieldhouse. His lecherous smirk and unchaste fist-bumps with his complicit homies remind me almost too much of my sexual assaulter before Exeter.

I threw up later that day—twice, once in the

library as the bus group walked back to campus and once in the bathroom of Soule, barely making it in time to hold the nausea back. And yes, I did report him.

At the assembly protest led by members of Exonians Against Sexual Assault (EASA), Feminist Union, Gender and Sexuality Alliance (GSA), and Transitions, Michelle Park '22 shared a few words that still stuck in my mind till this day. "To the preps and lowers: welcome to campus," she read to the hundreds of students and faculty gathered on the Academy lawn, "I bet that this is not how you expected your first week of school to go, but this is Exeter for you."

I never imagined that only one week after Park's empowering speech, graphic comments that triggered my nightmares would still circulate on campus. I was especially shocked that the comments would come from a student who had signed those very pledges and petitions that demanded change in the Academy's sexual misconduct reporting policies.

It's hard to believe that at a school as "elite" as Exeter, the obvious has to be repeated: no one has the right to speak about anyone else's body. No one is entitled to such rights because they simply do not exist.

The comments made by that student on the bus, despite being distasteful and harmful to the school community, do not nec-

essarily satisfy the sexual misconduct reporting policies under the current E-Book. Yet, they could be equally, if not more, hurtful to students. Several students and I have had extensive conversations with Principal Rawson after the Open Forum on December 15 to urge for changes and include ways to protect students from actions that could suggest sexual misconduct. The current exclusion of these policies speaks to the much needed changes the Academy has to undergo to fulfill its obligations to students and families.

Furthermore, the Academy's lack of transparency around sexual misconduct cases has facilitated an environment in which members of the community do not feel comfortable speaking up. As a staff writer at *The Exonian*, I've contacted student leaders and community members who have felt unsafe not only from faculty members, but also fellow students. I have learned stories that are simply too graphic to make themselves heard and represented in the paper, but at times, even following extensive confirmation and consent from the interviewees, quotes would be redacted due to the Academy's publication policies.

And while the Academy demonstrates a lack of transparency around sexual misconduct cases, do the rest of us not?

While some interviewees spoke out of courage and empowerment, other members of our com-

munity refused to speak up with the irresponsible excuse of "I have friends I need to protect." They were not asked to report or name their friends; *The Exonian* only asked for their opinions on sexual assault culture. Their troubling silence foreshadowed the lack of conversation regarding sexual misconduct and the safety of students on campus.

It was painful for me to hear that sexual misconduct from fellow students often went unchecked and dismissed by past administrations. It was perhaps more painful to reflect on the fact that after decades, our campus culture has seen little to no change.

As outspoken as EASA, Feminist Union, GSA, Transitions, Student Council and *The Exonian* are, I cannot understand why we, as students, have continuously and deliberately allowed blatant misogyny and queerphobia to plague our community.

There is a preconceived notion that when you are a man, men can talk to you about other Exonians' bodies without offending you. I've personally heard several explicit comments made by my male acquaintances without asking if I felt comfortable or safe at that point. Sometimes, these comments went as far as to directly confess past accounts of sexual misconduct or suggest future assaults.

I understand the reluctance to report your friends. While informing your friend of their misogyny or queerphobia yourself is easier, reporting it to an adult takes courage. It could put your friendship at risk if the wrong per-

son finds out you reported it. I've been in that place. But until I finally decided to report the comments I heard on the bus, the heavy weight of guilt burdened me.

If you're debating whether you should report the harmful comments and actions of people who you consider your friends, I'd like you to consider the following questions:

As loyal as you may feel, is your loyalty ethical? Does your silence serve justice to the potential targets of the offender's comments and actions? Are you condoning possible sexual misconduct simply because the offender is your friend? What if the target is your friend, too?

There is another preconceived notion on campus that when you label yourself as a scholar or as an antiracist leader, you are less likely to make these problematic comments. Using any label as a shield does not exempt one from promoting systemic misogyny and queerphobia. This notion only perpetuates the pre-existing sexual assault culture on campus through a false protection. Do not defend your actions with your academic prestige, athletic excellence, or prominent upbringings.

In the same way, do not let a label define you. If you are affiliated with problematic friend circles and social clichés on campus, speak up, make a change. If you don't, you are enabling problematic behavior, and the stereotypes and imagery of the actions you condone equally apply to you.

I'm reluctant to end this piece with some grandiose

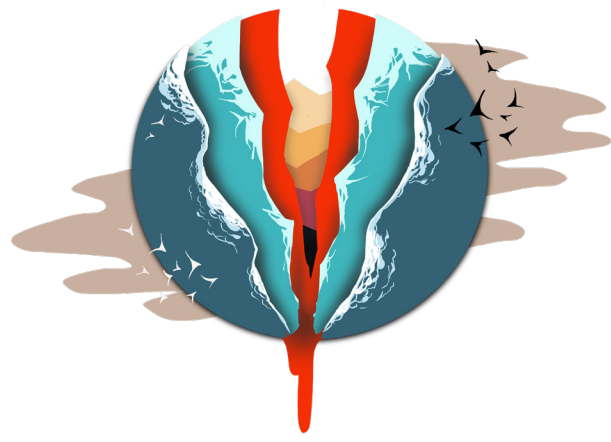
call to action. Exonians should not be called upon and begged time and time again to do just the bare minimum — if you hear something, do something. Say something. Report something. Even if you are not the offender, you are equally responsible for these comments when you let them go without speaking up. Even if you do not feel personally offended, try to understand how much pain these type comments might inflict upon others.

I thought I didn't have to do this. I thought we were better than this. Is this Exeter for me? Is this Exeter for us?

To those who are suffering by the lack of accountability held for offenders: I am sorry that you have to bear with the irresponsibility of the Academy and the prejudice of fellow students while you navigate academic and social pressures. I am sorry that Exeter did not fulfill your expectations. It didn't fulfill mine either when I was reminded of my assault. I hope that you never have to hear the words that were spoken to me. If you do, though, please do something. The power and ability to reform the Academy and its culture is in our hands.

To members of the community who are still reluctant to change after reading this: I might not know you. I wish I could speak to you directly. I am willing to tell you my experience. My pain is real, but if it makes a difference, let it be heard than reminded.

The Pernicious Psychology Behind Climate Inaction



Ava Zhao/*The Exonian*

By ARIANA THORTON '24

Joe Biden's crucial Build Back Better Act, which includes a historic \$555 billion investment in clean energy, is still stalled in Congress. With about ten months until midterm elections this November and uncertainties on whether Democrats will keep control of Congress, it is imperative that the act is passed before then.

Numerous climate experts and government officials have stressed the importance of the passing of this act, such as former White House Chief of Staff John Podesta, who believes that without Build Back Better, it will be impossible to meet Biden's goal of reducing US greenhouse gas emissions by 50 percent before 2030. The threat of climate change is terrifying and existential, so what

is holding the nation back from enacting long-overdue climate action?

To some unconcerned people, climate change is psychologically distant: just one out of thousands of global and domestic issues vying for attention and funding. And though we have already begun to feel the effects of climate change, with extreme weather events occurring more frequently worldwide, for some, the effects are not dramatic enough to convince them that it will affect them personally and should be taken seriously.

To some constituents who do accept that human-caused climate change is real, the problem might feel so insurmountable that it's easier to simply disengage than grapple with hopelessness. These are very human reactions, and tackling them involves repeatedly connecting climate change — an abstract concept — to its tangible consequences: deadly floods in China and Germany, wildfires in California and Colorado, and stronger and more frequent storms like

Hurricane Ida here in the United States.

While a majority of Democrats are concerned about climate change, Republican voters lag behind. A 2018 poll conducted by Gallup sheds light on this frustrating problem that has been evolving for many years: the politicization of climate change. 91 percent of Democrats say they worry greatly about climate change, compared to only 33 percent of Republicans. While 82 percent of Democrats think climate change has already begun, only 34 percent of Republicans agree.

Climate change has moved from the realm of scientific research to be mired in the political arena. A person's stance on the highly complex and sensitive issue of climate change has simply become a test of loyalty to their political party. Do you believe that conservatives are ruining the livelihoods of Americans, or liberals? It's a deadlock that hinders substantial progress on climate action.

While thinking on this topic,

I was reminded of the Netflix film "Don't Look Up," a satire and dark comedy released in late December. Two scientists discover a "planet killer" comet that will impact the Earth in six months and fourteen days, and immediately set about alerting the world. Yet they are ignored, joked about, and gaslighted by society and top government leaders: a reflection of current times.

As climate scientist Peter Kalmus wrote in a Guardian article, "After fifteen years of working to raise climate urgency, I've concluded that the public in general, and world leaders in particular, underestimate how rapid, serious, and permanent climate and ecological breakdown will be if humanity fails to mobilize."

While researching *The Exonian* archives recently, I came across a 2006 article titled "Too Late to Fix the Environment?" written by Libbie Cohn '08 — a lower at the time, like I am now. "The United States and even Phillips Exeter Academy are not taking an active enough role in preventing the

potentially catastrophic events of climate change," Cohn wrote. "This is not a matter to be lumped in a laundry list of other initiatives during a once-a-year speech to Congress."

That was fifteen years ago. When that article was published, I was only a toddler, just starting to learn my ABCs. In the time since then, I finished elementary and middle school, entered high school, left my home city to attend a boarding school — and wrote an article on the very same topic, on the very same campus. Fifteen years from now, will it happen again?

We've had much, much longer than six months and fourteen days. The fate of our planet is not something to procrastinate on over a lifetime. Only when our polarized political atmosphere fundamentally changes and established scientific claims are regarded as facts rather than propaganda will we begin to see the climate action we need.

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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Honoring Betty White

By RISHI GURUDEVAN '25

I have to admit: I don't watch 80's sitcoms on the regular, nor sitcoms in general, but Betty White had a much larger impact on the world than just her accomplished television career. This Golden Girl's actions spoke volumes about equality, justice, and progress, and her passing is an immense tragedy.

Betty White was best known for her roles in "The Mary Tyler Moore Show" as Sue Ann Nivens and Rose Nylund in "Golden Girls." She has won five Primetime Emmy Awards and two Daytime Emmy Awards. White is the only woman to have won an Emmy in all of the performing comedic categories.

She has a Star on the Hollywood Walk of Fame next to her late husband Alan Ludden, who was also an accomplished performer. He hosted the game show "Password," on which the couple met. White was inducted into the Television Hall of Fame in 1995. She is widely viewed as one of the most prolific performers of the 20th Century, and was

still very impactful in the 21st.

Although her work was prominent in an era of America far different and more racist than ours, Betty White never strayed from her personal values of equality. In 1954, "The Betty White Show" was criticized for featuring a Black tap dancer named Arthur Duncan by many far-right communities in the deep South. When her producers asked her to take him off of the air, Betty responded "he stays, live with it." At the time, this statement was outrageous.

Throughout her life, no matter what the consequence, White stood with the Black community. She refused to back down, and as a result, her show was later canceled. After her passing, the Martin Luther King Jr. Center and various other prominent organizations and figures who oppose racial injustice paid their respects on social media to recognize her early struggle against bigotry.

White was also a strong supporter of the LGBTQ+ community. "Oh, I don't care who you sleep with, it's what kind of a hu-

man being are you," she said in a 2014 interview with Larry King, another well-respected television personality who passed away in 2021. She advocated for same-sex marriage in a 2010 interview with Parade: "If a couple has been together all that time — and there are gay relationships that are more solid than some heterosexual ones—I think it's fine if they want to get married. I don't know how people can get so anti-something. Mind your own business, take care of your affairs, and don't worry about other people so much." Within her role in "Golden Girls,"

White was able to utilize her fame to raise awareness about HIV and AIDS in the 1990's. In a 1990 episode entitled "72 Hours," Betty's character was informed that she may have been exposed to the disease. This was one of the first times the disease was ever mentioned on broadcast television. At the time, many people denied the very existence of HIV, much less associated it with such a familiar face on the screen.

The area where White was



Courtesy of ABC News

possibly the most influential was promoting animal rights. Her main work was at the Los Angeles Zoo, where she worked tirelessly for decades ensuring the safety and healthy living conditions of the animals. She served on the Board of Directors for 50 years. She first became interested in the subject when she produced the 1970's show "The Pet Set," which showcased celebrities and their pets. She has donated millions to organiza-

tions such as the aforementioned Los Angeles Zoo, The Morris Animal Foundation, African Wildlife Organization, and Actors and Others for Animals.

If I could choose any celebrity who truly embodies Exeter's motto of *non sibi*, Betty, without a doubt, is the first one that comes to mind. From putting her reputation and career on the line in favor of standing up for Arthur Duncan and in turn the entirety of the Black population in Amer-

ica, to using her platform to raise awareness for a heavily stigmatized disease that was receiving little to no recognition and as a result basically zero medical attention, we can all take a page or two out of her book. By putting everyone before herself, human or not, Betty White embodies qualities that every Exonian should strive to have.

Honoring Stephen Sondheim

By CHENG YUEZHANG '24

Stephen Sondheim, a man who changed American musical theatre forever, died on Nov. 26, 2021 at the age of 91. As a musical theatre geek, I was not terribly saddened until last weekend. I remembered that just one year prior, when I as an international student was feeling isolated from my American classmates due to COVID-19, it was Stephen Sondheim's 90th anniversary online concert "Take Me to the World" that brought me out of the gloom.

Lin-Manuel Miranda as little Jack singing "Giants in the Sky" from *Into the Woods*, Lea Salonga performing "Loving You," and Raul Esparza's heat-breaking execution of "Take Me to the World," pinpointed an instinctive yearning to be outside and connected that I couldn't quite put my hands on. Just one and a half years ago, I was celebrating and connecting through music with all these musical stars to overcome a desperate time, but now the person that brought us together is no longer here.

Over the course of his impressive 70-year career, Sondheim created 16 full-length musicals and wrote the lyrics for three more. He won eight Tony Awards, eight Grammy Awards, and one Academy Award. But all the splendours and glory aside, what made him great?

To begin with, Sondheim revolutionised musical theatre by telling diverse, complex stories instead of frothy comedies filled with dance extravaganzas,

which used to dominate Broadway. From the mundane troubles regarding love and relationships in *Company* to the dark topics of murder and cannibalism in *Sweeney Todd*, Sondheim dared to take on philosophical or controversial themes sometimes at the expense of popularity.

Other than challenging themes, Sondheim also innovated musical story-telling technique. Before musicals usually followed a linear storyline, and Sondheim popularised the idea of fragmented storytelling in both the overarching storyline and individual songs. "Someone in a Tree" from *Pacific Overtures* integrates three different perspectives, a ten-year-old child watching from a tree, the child as an old man recollecting the story, and a soldier hiding under the floor, to present a historical meeting between Commodore Perry and Japanese officials. The characters' voices overlap, each brings in new information yet contradicts with each other. One can see this theme of historical perspective used repeatedly in musicals *Hamilton*, *Six*, and *Wicked*.

In the song "Color and Light," from *Sunday in the Park with George*, George sings a series of fast staccato notes with little melody to represent the dots that he is painting to make up the shades and lights. The song was criticised as 'unhummable.' However, it used complex concepts and challenged what music can be just like how George Seurat started Neo-Impressionism in the Art world.

Most importantly, Sondheim effectively used music and lyrics to express the human condition and create characters who I personally connect with. In *Sunday in the Park with George*, George comes to the realisation in the number "Finishing the Hat," that he will always be "watching the rest of the world/From a window while [he] finishes the hat." To me, the song captures the bitterness and rueful acceptance of the sacrifices made for art and raises the question: "Is it worth it?"

Sondheim's melodies are simple, but when repeated throughout the song and paired with different lyrics, they soar. In "Take Me to the World," the title phrase was repeated over and over in the song over a seemingly plain motif—"re mi re mi"—that consists of only two notes. However, because of the simplicity and repetitiveness of the melody the audience has time to focus on the words that are being sung:

"Let me see the world with cloud

Take me to the world

Out where I can push through crowds

Take me to the world

...

Take me to the world that's real

Show me how it's done

Teach me how to laugh to feel

Move me to the sun

Just hold my hand

Whenever we arrive

Take me to the world where I can be alive"

It is a wish, a request, a hope,



Courtesy of New York Times

a demand. As simple as it is, I would argue that it is the most straightforward and powerful "I want" song in all of the musical theatre world. The wish is stated clearly from the very first line of the song, and repeated, each time adding a new layer of meaning and purpose by the slight variation of wording, context, and the new lyrics. How delicate an emotion can be portrayed!

Stephen Sondheim has left a permanent mark on the world. He told stories with integrity, provoked the audience to per-

ceive things from different angles, and inspired a new generation of musical theatre artists.

Under his influence, musical theatres began to cover a broader range of topics and characters. *Dear Evan Hansen* and *Next to Normal* discuss mental wellness; *Rent* unearths the life, love and struggle of bohemian artists and HIV patients during the AIDS epidemic. Lin-Manuel Miranda also recalled that Stephen Sondheim was the first person he told about the idea of writing *Hamilton*. Sondheim used art to

reflect society, both its spectacle and failure. He taught us that theatre isn't just entertainment but a learning tool too.

When asked in an interview what he would like his legacy to be, Sondheim replied: "Oh goodness...I would just like the shows to keep getting done, whether on Broadway or in regional theatre or in schools or communities. I would just like the stuff to be done. Just done and done and done and done... That would be the fun."

Make Hell Weeks Virtual

By SOPHIE MA '24

Hell weeks at Exeter are already stressful enough without the addition of back-and-forth travel and time-zone adjustments. But the choice to make students return to campus for a brief two weeks only creates more unnecessary burdens — especially for international students who don't reside in the United States.

What stopped us from making hell weeks virtual this year? I understand that online learning is not without its downsides, but when the gap between our fall and winter breaks is only two weeks long, and particularly with COVID-19 transmission remaining a serious and prevalent concern, it seems more illogical to conduct classes in-person for hell weeks.

We became aware of the Omicron variant at the beginning of Thanksgiving break, which should've been an immediate sign to consider preventative measures. Even before

the discovery of Omicron, the changing severity of the COVID situation was quite apparent. Many boarding schools at this time — like Lawrenceville and Hotchkiss — decided to turn to remote classes for the two weeks between breaks. I have no doubts that Exeter's administration was also aware of the risks, given that we had returned to mask requirements near the end of the fall term as a cautionary measure. So why did we choose to return to campus for hell weeks?

Personally, the experience of packing and unpacking, traveling back to Maryland, traveling back, and doing it all over again two weeks later was exhausting. But heavier than the physical exhaustion was the looming stress of repeated travel during a still very prevalent pandemic. Now, we are suffering for it, perched at a precarious state of vulnerability with COVID cases and close contacts growing in the Academy every day.

When I look at the rising numbers on our dashboard, I

am scared for the immunocompromised, the families of faculty who live on campus, and everyone around me. I am scared for myself and the people that I love. I have hope things will improve, but it would've been better if we hadn't subjected ourselves to increased risk by traveling back for hell weeks in the first place. As we move back into in-person classes right now, my fear has only grown.

I admit I also have selfish reasons for wishing we went remote for hell weeks. I miss Beijing. I am tired, and I want to be home. I'm sure many other international students feel the same way. Other than my mom, I haven't seen anyone in my family since the pandemic started in 2019. My precious baby cousin has begun elementary school already (and most likely also forgotten my face). My beloved grandma and grandpa are turning 82 and 87 soon. I miss them all greatly and I am scared that at any moment, I will regret not being there with them for the

last time.

If the severity of the COVID situation continues, there's no way for me to return and see my family until summer break due to the long quarantine periods required to enter China. In Beijing, it's a minimum of 14 days in a hotel, 7 days at home, and another 7 days of monitoring. Had hell weeks been remote, the additional time would've finally allowed me and other international students to go home. I am privileged in that I have a home to return to in Maryland, but this isn't the case for all international students. For those without a house or family members in America, the awkward timing of Thanksgiving and Christmas break can be an uncomfortable and stressful ordeal. Even with host families and city trips providing temporary solutions, it's not the same as being home with your loved ones. Being amidst a pandemic only furthers these struggles.

In the case that we had gone remote for hell weeks and the situation seemed too precarious to return to Beijing, at least the lessened amount of travel would

have helped the COVID situation. The sooner we can flatten the curve, the sooner things will return to normal, and the sooner international students will be able to move between campus and home freely. But as we remain in the situation that we are in now, international students are continuously left stranded in difficult circumstances, while the Academy fails to put us into consideration in their COVID response.

I'm aware that virtual hell weeks are not a perfect solution. Remote learning would either require changes to the schedule — which means more work for the schedulers and administration — or it would make class times awkward for students in other time-zones. I'm also aware not everyone's home situations are ideal and comfortable places to be for six weeks. That is why I believe having optional virtual classes in the following years would be most ideal. For students who may want to return to campus, they can function as we do now by taking their classes in their dorms, while those choosing to remain off-campus can do

so at home.

Whether COVID-19 is still a threat in the future or not, having the option of engaging in hell week classes remotely would be incredibly beneficial for international students. The awkward two-week timing can be costly to work around — international flights aren't cheap, after all. Moreover, traveling internationally for long hours is exhausting and a miserable start to the stressful ordeal that is hell weeks. Is it truly necessary to demand all of this for only ten days of classes?

We cannot be sure that by this time next year, things will have returned to normal. I want this pandemic to end, and I want to be able to go home. Making hell weeks remote would make it easier for international students to deal with the two weeks between breaks, and it would also lower the risk of COVID transmission through travel: something we should all hope for and work towards. Please, Exeter: consider your international students — don't continue to leave us stranded.

SCOTUS In Review

By COLIN JUNG '24

1. *NYSRPA v. Bruen*

New York residents must obtain a permit to carry open or concealed firearms. These permits are granted by a licensing officer. Licensing officers have broad discretion to issue or not issue permits, considering factors such as purpose (hunting, self-defense, etc.), location (Manhattan, upstate New York) and special circumstances. Generally, licenses are denied in urban areas like New York City, and few and far between even in upstate New York.

The New York State Rifle and Pistol Association, on behalf of two of its members who were denied a permit to carry, sued the state. It claims that under the Second Amendment, individuals have the Constitutional right to carry firearms outside the home for purposes of self-defense. The NYSRPA further claims that New York's permit system violates this right.

In *District of Columbia v. Heller*, the Supreme Court affirmed that the second amendment protects the right of individuals to keep firearms in their homes. The Amendment reads: "...the right of the people to keep and bear Arms, shall not be infringed." Petitioner NYSRPA argues, and Respondent Bruen does not dispute, that the word "bear" in 1789 English meant to "carry," as in "bear a pistol in a coat." Both agree that this right extends beyond the home, and that it would be absurd for it not to.

However, the Second Amendment, when it refers to "the right to bear arms," refers to a pre-existing right. To the boundaries of the right, as well as how much the State can regulate it, we must look to the history and tradition of Anglo-American law.

One type of restriction on the right to carry arms tended to be phrased as bans on going armed "offensively" or "to the terror of the people." Respondent Bruen says that New York's law prohibiting carry in populous areas falls into this class of restriction, as the act going armed with a firearm in Manhattan would inherently cause a terror to the public. Petitioner NYSRPA says that respondent misunderstand the character of these laws, which Petitioner claims require *malo animo*, or the intent to cause terror.

Another type of restriction is the "sensitive place" restriction. Carrying arms in markets or fairs, for example, was forbidden. Respondent Bruen says New York's law falls under this type of restriction, as any region as densely populated as New York City is inherently a "sensitive place." Petitioner NYSRPA says these restrictions can only apply to specific places with heightened security interests, such as schools, courthouses, etc.

The fundamental legal question is:

Is New York's firearm carry licensing regime, in which applicants are denied licenses to carry if they live in densely populated areas, among other factors, in violation of the Second Amendment's right to bear arms?

Ultimately, if New York's law falls into either of the two categories of historically allowed restrictions, it can stand. What parts of it do not fit within the categories must fall.

I find that the restriction does not fall in the first category. Instructive in determining this is *Sir John Knight's Case* in 1685. The Statute of Northampton forbade carrying of firearms "to the terror of the people." *Sir John Knight* wore two pistols into a church and was arrested. In court, he was acquitted, as it was shown that he had no intent to cause terror. It appears that this case confirms that the first class of restrictions, unlike New York's, requires *malo animo*, not just circumstances.

New York's law does not fit neatly into the second type of restriction, either. Fairs and Markets, in which carry of firearms were often banned, are not analogous to an entire city of millions of people. At the very least,

New York must tailor their carry regime accordingly. Restrictions on carrying in certain public spaces would likely be allowed. Restrictions on carrying at a certain time and place, and in a certain manner, are also likely allowed (e.g. New Year's Eve on Times Square).

I would rule in favor of NYSRPA. The current licensing regime is in contravention of the Constitutional right to bear arms. There is no historical analogue that would suggest that the degree to which New York restricts that right would have been considered acceptable in the founding era. New York must issue licenses except in exceptional circumstances and allow public carry, either concealed or open, in non-sensitive areas.

2. *Ramirez v. Collier*

Petitioner John Henry Ramirez is on Texas's State Death Row. He was set to be executed on September 8, 2021. Respondent Collier is the head of the Texas Department of Criminal Justice. When his agency refused to allow Ramirez's pastor to physically touch him and audibly pray during his execution, Ramirez sued for injunctive relief. If he receives the relief, his case will be sent back to district court, where his religious liberty interest will be weighed against the State's security and other interests with regard to allowing Ramirez's pastor to touch and audibly pray over Ramirez in the execution chamber.

Three issues are at stake here. In order to qualify for injunctive relief, Ramirez must not have taken any actions that are "inequitable". Specifically, he must demonstrate that this proceeding is not meant to waste time and delay his execution, as the State claims. Secondly, the Prison Litigation Reform Act requires that he exhaust "such administrative remedies as are available" before taking any legal action.

In the State of Texas, these remedies take the form of a two-step grievance process, in which the inmate must file a grievance (Step 1), and if the State rejects it, file again (Step 2) and wait for the State's final decision. Ramirez must show that he properly completed the two-step grievance process before taking legal action. Lastly, Ramirez must show that should he be granted injunctive relief, he has a good chance of success. That is, Ramirez must show that it is likely that his religious liberty claim will likely prevail in the lower court.

The State says that Ramirez's intent in filing legal action is to delay his execution. Ramirez filed a grievance for his pastor's presence in the execution chamber on April 11, 240 days after he was able to, and just five months before his execution. Two months later, in June, Ramirez filed a separate grievance for his pastor's ability to physically touch him and also audibly pray over him, (although it is dubious whether the latter was properly included in the grievance). They cite his untimeliness (filing his grievances much later than he had to) and the piecemeal nature of his complaints (filing grievances one at a time with significant delay in between, so as to maximally delay the execution).

Ramirez says that both can be explained by the fact that he was not made aware of the State's policy of banning pastors from physically touching and audibly praying during execution.

Secondly, the State claims that Ramirez did not properly exhaust his administrative remedies. Ramirez filed suit on August 10. The State says that he had filed the grievance that he needed to on July 8, but as the State did not respond to it by August 16, the grievance was still pending and his administrative remedies were not exhausted. The State further says that Ramirez's grievance, which asked that his pastor "lay hands on [him]" & pray over [him] while [he is] being executed" does not clearly mention any claim to audible prayer.

Ramirez says that his suit on August 10 was justifiable because of his imminent execution and the lack of knowledge as to when he would receive

a response. He says this made the grievance system effectively "unavailable" to him, so the PLRA does not bar him from filing suit. Ramirez also says that the phrase "pray over" clearly indicates audible prayer.

Lastly, the State says that Ramirez is unlikely to succeed in making his case because his religious belief is insincere and the state has compelling interests in rejecting his claims. The State cites Ramirez's changing requests: Ramirez initially said he only needed his pastor to be present at his execution, explicitly saying that he did not need the pastor to physically touch him. The state further cites Ramirez's admission to the prison warden that he was only seeing his pastor because he "[had] this thing in the courts."

The State also says that Ramirez's pastor touching and praying audibly could be dangerous, and the state has a compelling interest against it. The State says that the pastor could conceivably interfere with the execution, releasing Ramirez or stopping the flow of lethal drugs. The State says that even if he does not do so deliberately, he could accidentally touch an IV line or block the view of the drug team monitoring his vitals. Audible prayer, furthermore, could interfere with the drug team's communications or be hijacked as a platform for a political speech, which would irreparably harm the victim's family.

Ramirez counters that the State is bringing up new evidence that Ramirez had never had an opportunity to respond to. Granting the injunction and letting the lower court decide these issues would be more appropriate. Ramirez further mentions that the State allowed religious advisors to physically touch and audibly pray over prisoners in the past, which suggests it could do so again.

The fundamental legal question is:

Has Petitioner Ramirez acted in an equitable manner; has he exhausted his administrative remedies; and is he likely to prevail on the merits of either of his claims?

If Petitioner Ramirez fails on just one of the three issues, the claim fails. I would rule that he fails on two issues with both claims.

I find that Petitioner acted inequitably and is thus barred from injunctive relief. Ramirez took much longer than he could have conceivably needed, and the splitting up of his complaints is unreasonable. Ramirez's claims that he was unaware that he needed to file the grievances is untrue, or at the very least, his lack of awareness is unreasonable.

Ramirez must have known that he was not allowed to make physical contact with the pastor because he explicitly said that he was not seeking it in his first request. He further should have known that no inmates are ever allowed physical touch in the execution chamber. Although he and his attorneys may have been ignorant of the fact that touch was forbidden, his ignorance is unreasonable, and he has a responsibility to clarify.

Vocalization is easier. Ramirez's claim that he only found that he was not allowed audible prayer when the State informed him via email in August is untrue. The August email exchange was started by Ramirez's lawyer who said that Ramirez was under the impression that he was not allowed audible prayer, and would like to confirm. This clearly shows that Ramirez and his attorneys were aware of the restriction well in advance.

This is further confirmed by Ramirez's excuse in his official brief that he delayed filing his grievance because the government had delayed his execution date by a year due to COVID-19. As the state argues, if Ramirez's claim was legitimately to receive sincere religious accommodation at his execution, the delay in execution would not be a relevant factor. Only if he sought to delay the execution further would the change in date be a factor in his decisions.

This is enough to reject both

of his claims, but Ramirez also did not have the right to commence legal action, as the PLRA requires him to exhaust the administrative remedies available to him, which he did not. He "exhausted" the remedies on August 16, when he received the response to his grievance. He filed suit on August 10, before he had done so, making the suit illegitimate. His excuse that his imminent execution required him to act quickly would have merit if it were not for the fact that the delay is of his own creation, (i.e. he filed his grievances late for the purpose of delay).

Furthermore, his vocalization claim is not explicitly mentioned. It is unreasonable to suggest that the State should have understood "pray over" to imply audible prayer. Inmates are expected to write clearly and specifically their grievances. Further, when his Step 1 grievance was rejected by the State, the State made no mention of his request that his pastor "pray over" him. If Ramirez wanted audible prayer, he should at the very least have mentioned this in his Step 2 grievance, which he did not.

Had he cleared the procedural and equitable requirements, however, it is reasonable to say that he was likely to succeed in the district courts. The remedy he proposed has been done by the State before, and any claims against his religious sincerity are properly made in district court after the injunction is granted.

3. *Biden v. Missouri*

In June of 2021, the Secretary of Health and Human Services announced a COVID-19 vaccine mandate for all workers in hospitals accepting Medicare/Medicaid funds. As almost every medical facility in America accepts such funds, in effect, this order mandated vaccination for all healthcare workers.

Ten states, led by Missouri, challenged this requirement, saying it exceeded the Secretary's authority to mandate vaccination for healthcare workers. The states asked for the mandate to be preliminarily enjoined during proceedings. The District Court for the Eastern District of Missouri ruled in their favor and enjoined the mandate in those ten states.

The Federal Government asked the Supreme Court to stay the injunction, and allow the vaccine mandate to be in place while the proceedings took place.

In *San Diegans for the Mt. Soledad National War Memorial v. Paulson*, the Court determined three factors that should be considered when a stay is requested.

If the case were before the Supreme Court, would the Court likely grant *certiorari*?

If the case were before the Supreme Court, would the Court likely rule in favor of applicants?

Does the balance of equities support a stay? In other words, will either side be severely or irreparably harmed in the absence or presence of a stay?

The Federal Government argues that the Supreme Court would certainly grant *certiorari* if presented with this case due to the existence of a circuit split, as well as the extraordinary national importance of the issue. A circuit split means that different circuit courts reached different conclusions on the issue. The Supreme Court being the only court that can resolve this discrepancy, will often grant *certiorari* in cases involving circuit splits.

In this case, the 11th circuit court rejected Florida's request to stay the same vaccine mandate, conflicting with the district court's decision. If the case were before the Court, and the 8th circuit ruled in favor of the States and the case reached the Court, there would be a circuit split. The government points to the significant nationwide social, economic and political effects of the mandate as evidence for its extraordinary national importance. The Court is usually more inclined to take such cases.

The States responded by saying that no circuit split exists and that the specific question is not one of extraordinary national importance. Because the 11th circuit's decision was a denial of

the stay, it was non-precedential. That is, a future 11th circuit court could rule differently without consideration of the past case. Because circuit splits are only significant when conflicting precedential decisions exist, the states say the circuit split is not a factor here. Furthermore, the states say the decision whether or not to issue a stay is not of extraordinary significance because it is a procedural question that does not address the merits of the issue.

The Federal Government further argues that it is correct on the merits of the case, thus, the Court would likely rule in their favor. Contrary to the states' assertions, the Federal Government says that it was not beyond the scope of the Secretary's power to impose the vaccine mandate. Specifically, the Federal Government says the Secretary's authority under the Medicare act allows this kind of vaccine mandate. It points to 42 U.S.C. 1302(a) and 1395hh(a) (1), which provide that the Secretary may "make and publish such rules and regulations as may be necessary to the efficient administration of the [Medicare and Medicaid programs]."

The Medicare act further defines "hospital" for the purposes of the act as, among other things, having to adhere to "such other requirements as the Secretary finds necessary in the interest of the health and safety of individuals who are furnished services in the institution." Other terms, including "nursing facility," "hospice," "mental health center", etc. also contain similar provisions in their definitions. The Federal Government says that it is therefore within the statutory authority of the Secretary to refuse to fund and recognize those facilities that do not comply with his vaccine mandate rule as "hospitals" or "nursing facilities" for Medicare/Medicaid purposes.

The States respond that neither 1302 (a) nor 1395hh(a)(1) give the Secretary the power to impose the vaccine mandate because the mandate is not necessary for "the efficient administration of the programs in question." At the time at which the Medicare Act was passed, the term "administration" referred to "the practical management and direction of [Medicare and Medicaid], as well as their management and conduct." The States point out that the government does not even try to argue that a vaccine mandate is "necessary" to the "administration" of Medicaid/Medicare, nor could he, as the Medicare/Medicaid programs were "administered" without the mandate.

Furthermore, the States say that it is an unreasonable reading of a provision defining "hospital" or "nursing facility" in the statute to construe them as allowing for a vaccine mandate rule. Specifically, the States point out that the other parts of the definition of "hospital" include requirements for hospitals to provide medical care, maintain a competent nursing staff, or be licensed in the local region of operation. The States say the phrase "such other requirements" means that any requirement the Secretary makes in this section must be similar to the other sections of the statute. The States say a vaccine mandate is not "[a] structural requirement on hospitals themselves", unlike the other sections, which require certain medical services, management systems, etc.

Alternatively, the States say that any ambiguity should be resolved in their favor because Congress must "speak clearly when authorizing an agency to exercise powers of 'vast economic and political significance.'" In this case, the states say Congress would have to have explicitly allowed for vaccine mandates, which it did not.

The Secretary says that the last clause was intentionally written broadly to increase the discretion of the Secretary. Because universal COVID-19 vaccination, in the reasonable opinion of the Secretary, is imperative for the "health and safety" of the individuals who use Medicare/Medicaid, the vaccine mandate rule falls clearly under

this statute.

The Secretary further challenges the principle that heightened scrutiny applies in cases of "vast economic and political significance," citing a lack of precedent for the states' rule.

The States further argue that the secretary's rule is arbitrary and capricious, in violation of the APA, which regulates regulations made by executive agencies. The States assert that the Secretary failed to take proper consideration of the medical evidence regarding the consequences of the vaccine mandate and neglected to consider relevant reliance interests. Specifically, the States say the Secretary failed to take into consideration the effect of healthcare worker shortages as a result of the mandate. Further, the States claim that the Secretary's justification of health and safety is pretextual because the administration had previously said a vaccine mandate would not be appropriate. Because no meaningful change in fact has occurred between that statement and the announcement of the rule, the State says the rule is arbitrary capricious and must be struck down.

The Secretary counters that changing facts of the pandemic, including new variants, the colder temperatures, and the heightened risk of dual infection with the flu lead him to implement this rule. The Secretary points out that the arbitrary and capricious standard is a highly deferential one, and only requires some rational connection between the Secretary's actions and the facts on the ground.

The Secretary lastly argues that the "balance of the equities" favors ruling in his favor because grave and irreversible harm will occur if the injunction is not stayed. Specifically, the secretary warns of the possibility of COVID-19 outbreaks among hospital staff and patients, which could result in increased numbers of deaths.

The States point out that weighing the equities is a last resort to "break ties" in ambiguous cases. Because the states believe the statutory text is clear in this case, they find it improper to consider the balance of the equities. However, the States offer that the balance nevertheless favors them, as large-scale layoffs of unvaccinated medical workers could strain the healthcare system and increase deaths and hospitalizations.

I would rule in favor of the states. Although I find that the first factor weighs in favor of the secretary; that is, the court is likely to grant *certiorari* in this case because of its exceptional national significance. The second factor, however, is dispositive to me in this case.

It is clear that the secretary's imposition vaccine mandate is beyond his statutory authority. The secretary does not seriously contest that sections 1302(a) and 1395hh(1) grant him the authority to make this rule. Nor could he; the vaccine mandate cannot be "necessary" for the administration of Medicare or Medicaid if both have been administered in similar conditions without a vaccine mandate. His primary argument that the definitions in the statute grant him this authority is not convincing because the other parts of the definitions provision refer specifically to absolute baseline standards regarding record-keeping, services provided and management. A rule that is clearly not similar to the other rules listed by the definition cannot be justified using the definition. It is clear that a vaccine mandate is not at all similar to rules regarding record-keeping, management, or medical services provided.

Lastly, to what degree the decision is ambiguous, I agree that the states' position should be favored, as Congress did not "speak clearly" in this matter of "vast economic and political significance." It is difficult to imagine that Congress intended to allow nationwide healthcare worker vaccine mandates in defining the word "hospital" or "nursing facility", especially so when we look at the other parts of said definitions.

A Year On From Jan. 6th



Courtesy of *Houston Chronicle*

By **NHANPHAN '24**

One year past the January 6, 2021 insurrection, America is still reeling from potentially the greatest danger to its democratic process ever. Senator Mitt Romney put it best in his speech the night after the insurrection calmed down: “We gather here due to a selfish man’s injured pride,” he said.

A year on from the insurrection, the January 6th Committee continues its yearlong investigation into the details of that

fateful day in American history. A year on from the insurrection, Americans find themselves entangled in a hostile, ever-shifting political landscape that may forever split the nation. Such a vast divide fosters more radical thought on either side, the very factor from which the Capitol insurrection was spawned. This grim anniversary implores us to rethink that day in American history, and ask ourselves: how far has America come a year after?

As an international student who moved onto campus in February 2021 (just a month after the

insurrection), I wrote in my first Exonian opinion on how unsafe I felt, how unsafe international students like me felt by stepping into a bitter and politically separated America. I remarked that America was no longer the country I first knew, a country that embraced globalism, kindness, and civil dialogue as some of its core societal values.

A year on from the storming of the Capitol, hardly anything has changed. Sure, there have been no more insurrections on that scale anywhere in the country, but the legacy the day left be-

hind cemented itself as the day the nation drew a line between what it meant to be patriotic versus nationalist, the day politics took precedence over unity. I am sure that Democrats and Republicans are both patriotic. What terrifies me is the fact that both sides alike have become so politically entangled, fueled by their hatred of the other, that they are neglecting what politics is essentially about: finding common ground. This means finding common ground in terms of policy as well.

At their core, I personally don’t think it’s hard to say that both parties are well-meaning people who want the best for their country but just have different beliefs in how to do so. John McCain defended Barack Obama during the 2008 Presidential Debates when he was accused of being an Arab by saying, “No, ma’am. He is a decent family man, citizen, that I just happen to have disagreements with.” God forbid that level of ambivalence should appear in today’s torn political landscape.

If we were to apply the same analogy to the political landscape here on our campus, I would say the same thing. The insurrection has spotlighted the struggle of having decent, civil political

discussions on campus. This, on top of the 2020 elections, has made politics even more of a taboo topic than it already was at Exeter. People who identify as Republicans might not want to publicly identify themselves as such because it has gotten to the point where labeling an individual as Republican is considered an insult. “Republican,” on campus, is seemingly synonymous with the image of the “American First” Trump supporter.

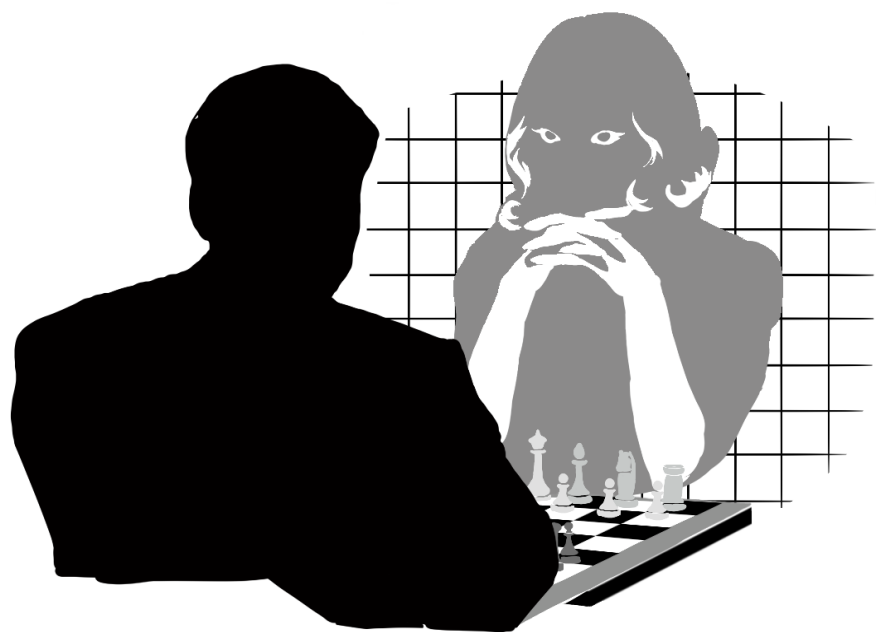
Yet, it is important to distinguish being a “Republican” versus “a supporter of the insurrection.” Though a part of the insurrectionists were loyal Trump supporters, we cannot attribute the Republican party with Trumpism or with the fact that “all” Republicans supported the insurrection because that is not at all true. Many conservatives understand that the insurrection was in direct violation of their American values. There were Trump supporters who opposed the insurrection. There are decent-minded, common-sensical Republicans with whom Democrats “just happen to have disagreements with,” to quote McCain. We must abolish the stigma of all Republicans being insurrection supporters, for such unfounded claims harms coher-

ent political discourse.

I am not the best person when it comes to the policy-belief-specifics of either side, but it doesn’t take much effort to notice how much of a stigma is placed on Republican-identifying students here on campus. On a national scale, it may take years and decades of civil conversations between people of the two groups in order to restore a civil and decent political system where the humanity of either group is not insulted by the other.

But on a more local scale, when we are able to have open political conversations with our friends free of this stigma of being a “Republican,” we are one step forward in creating a healthy political environment on campus. An environment where policies do not divide us further, but bring us closer. One where we engage in constant conversation on how to develop our community and the country, and subsequently where mistrust and misinformation are eradicated. Only in such a community can ideas, and more importantly Exonians, properly thrive without leading to a gaping community divide, akin to the American political climate that fostered the Capitol attack in the first place.

Does Gender Affect Chess Skill?



Ava Zhao/*The Exonian*

By **JOONYOUNGHEO '25**

In October 2020, Netflix released *The Queen’s Gambit*, the hit show about a fictional chess prodigy named Beth Harmon. Despite an acute drug addiction and an unsettling history in an orphanage, Harmon defeats many of the best male players of her time and quickly rises to global prominence. As of March 2021, the series has been exalted by critics and enjoyed by 62 million people. The show came at the perfect time. In the past few years, chess has skyrocketed in popularity, the pandemic acting as its greatest benefactor. Grandmasters and

amateur streamers alike propagated the game to an international audience.

It’s no wonder, then, that *The Queen’s Gambit* has done so well. But, as with any blockbuster show, its success has not made it impervious to criticism. In particular, experienced chess players have pointed out what seems to be a major flaw—that Harmon, the young prodigy in question, is female. At the root of this critique and the creative liberty behind the show is the age-old question of gender in the sport: Are men better chess players than women?

Some of the best players in history have always given a one-sided answer. In a 1962 in-

terview, American Grandmaster and eleventh World Chess Champion Bobby Fischer said that women are “terrible chess players” and that “they’re just not so smart.” In a 1987 interview, Russian Grandmaster Garry Kasparov, who was undisputed World Chess Champion for 23 years, said that “there is real chess and women’s chess.”

Such thinking is not a thing of the past, either. The vice president of the International Chess Federation (FIDE), British Grandmaster Nigel Short, claimed in 2015 that men are “hardwired” to be better chess players than women. Even a few female players have agreed

to this sentiment. As recently as 2020, Indian Grandmaster Koneru Humpy said in an interview that men are the superior players, and women would just “have to accept it.”

However tempted we may be to dismiss these comments as baseless speculation, though, the numbers only support them. Compare, for instance, Norwegian Grandmaster Magnus Carlsen, the current World Chess Champion and considered by many to be the greatest of all time, with Hungarian Grandmaster Judit Polgar, generally thought to be his counterpart as the strongest female player.

Carlsen’s peak FIDE rating (the most precise means of calculating chess skill) is 2882, while Polgar’s is 2735—a difference of 147 points. And keep in mind that the vast majority of female players don’t even come close to Polgar’s rating. In fact, the best of the best average around 2500. These statistics are not anomalous. In March 2021, only 1% of the top 100 players in the world were women. Across the board, male players have consistently performed better than the women, and often by a substantial margin.

Is it really the truth, then, that men are simply better chess players than women? Currently, yes. On average, it cannot be disputed that men have higher ratings than women. But this is not for the reason that Fischer, Kasparov, and many of their colleagues have put forward. The actual “why” of the matter is based not on some inherent chess genius that’s found more

commonly in men, but on a series of arbitrary factors that have shaped the gender skew we see today.

Perhaps the most convincing argument lies in the sheer force of numbers. Throughout chess history, it has remained a constant that male players significantly outnumber female players. As of March 2021, only 15% of registered players in the United States Chess Federation (USCF) were women. In 2019, a mere 10.1% of the FIDE rating list (active players) was female. By the golden rule of probability, this means that men are far more likely to have a successful chess career than women simply because there are far more of them in the field.

Another critical factor is that men are more likely to be encouraged to play than women, who are often discouraged entirely. Professional female players encounter Fischers and Kasparovs every day. It isn’t hard to imagine why many of them drop out, and why those who stay are locked in a mindset of intrinsic inferiority as players. In fact, a 2007 study at the University of Padua found that female performance dropped when they were aware that they had a male opponent, while they played as well as the men when they (falsely) believed they had a female opponent.

Meanwhile, men get all the support they need, largely from the previous generation of greats. Carlsen himself was coached for some time by Kasparov. The best male players have been able to take advantage of the virtuous circle

of skill and experience consolidated by skill and experience. Female players have not.

Finally, this imbalance is only reinforced by the practice of keeping the genders apart. Although most low-rated tournaments are open to all, the high-rated ones are often split into a men’s division and a women’s division. There’s the World Chess Championship, the FIDE World Cup, the US Chess Championship—and then there’s the Women’s World Chess Championship, the Women’s World Cup, the US Women’s Chess Championship.

Separating these tournaments by gender very rarely allows women to compete against the best male players and further establishes the notion that chess is a men’s sport, and that the women’s games are just a side-show.

There is no chess talent intrinsic to the men that sets them apart from the women. Whatever some of the best players may say, there is not a single statistic that supports their claim. Women are not born to be worse at the game than men. It is only that a vicious circle of unfortunate factors works against them, making for poorer female performance and slipping motivation.

Critics of *The Queen’s Gambit* may have been correct that the show was imprudent in its choice of protagonist, but it is, as we have seen, not altogether impossible. If all the right pieces are placed on all the right squares, there is a Beth Harmon in every young woman with a chess board.

School Starting After Break is a Bad Idea

By **ETHANDING '25**

After a whole day’s travel, you lay down on your bed and suddenly remember that some of your teachers have added homework due tomorrow! You finish your assignment just as you give in to your sleepiness just to be jolted awake by your 7:30 a.m. alarm. Such are the struggles that some Exonians go through.

The administration’s commencement of classes the day after a break ends is simply not a good idea. Students, especially international students, can spend hours, even days traveling back to campus. Classes starting the

following day present a number of problems that can be detrimental to student well-being and their ability to learn in class. After arriving on campus, students are completely drained, some having not slept for many hours as a result of long distance travel.

For many, waking up at a reasonable time before their 8 a.m. class undeniably results in students’ not getting enough sleep. Numerous factors including jet lag, stress about the next day’s work, unpacking, dormmates, hunger, and much more also will interfere with students’ sleep. Exonians are already infamously sleep deprived and helpless at creating functional sleep sched-

ules. Having them start off after a break sets the stage for lots of sleep troubles to come.

Even for students who don’t travel far, just the thought of the immediate full return to school, forcing students to completely flip their mindsets around overnight, can take away from their well deserved break. The fact that students are expected to fully transition over the course of less than a day can be a daunting task facing many students.

When students are tired, there are consequences in the classroom as well. Knowing firsthand what it’s like trying to Harkness while your classmates are falling asleep around you, I have

observed that class in this state is thoroughly unproductive, especially in a Harkness environment. Even if just one person is suffering from sleep deprivation, there is a profound effect on the mood of the whole table.

Teachers also prepare and present a lesson that many students don’t absorb as well as they would’ve if they were at full awareness. Teachers will find themselves reteaching many concepts over the next few class periods, and will have taught a class that wasn’t as productive as it could’ve been. This first day will have been wasted, while students still experience the stress of a full-fledged school

day. Having classes begin the day after break ends hinders students’ ability to learn as well as wastes teachers’ time.

Exonians generally dislike the fact that school starts the very first day. Given, most students also prefer break over classes, but the above reasons most definitely play a significant (if not major) role in that belief. It’s understandable why the Academy would want to not waste any time and cram as much class time in as possible, but this first day ultimately just isn’t worth it. It prevents students from constructing an effective sleep schedule, deprives students of a complete night of sleep after exhaustion from travel, as well as forces an ineffective day of school unto students and teachers.

There are many solutions to these problems. For example, making the first day a free day to help students settle in. Designing the break to end on a weekend for the same purpose. Even making the first day a half day, an inverted Wednesday, would drastically reduce student stress, and promote student wellbeing.

What occurred on the first day of the school year, when everyone was moving in, is exactly what should have happened. If students are able to transition easily back to school, they’ll be able to function properly in class, as opposed to them being unproductive until the next weekend. Having school start the first day after break starts a really unhealthy cycle, and it’s simply not a good idea.

A Letter to Anti-Vaxxers

By **KENDRAWANG '25**

Dear Anti-Vaxxers,

“My body, my choice.”

I still hear your chants echoing through my head whenever I lie in bed. You may not know

who I am. I am a vaccinated Exonian with both of my shots. I have a family who does not have as strong an immune system as me. I have friends that I can barely share a meal with. I carry a fear in the pit of my stomach. A fear that one day, I might enter my home with COVID-19 that I

contracted unknowingly.

“My body, my choice.”

My grandmother’s call rings across my room, and through it I hear her voice echoing, asking when I will be going home. I reassure her that I will be heading

back soon enough. She’s telling me something about my grandfather missing me. I’m thinking about my empty promises.

“My body, my choice.”

I’m stuck in my dorm room, looking at a blank computer screen. I am opening my canvas page, searching for the next Zoom link for my class. Some

faces flash across my screen before the day is over. The battery drains slowly. I rub my eyes and get out of my chair, only to circle back into my original seat. Distant echoes sound from behind me, but when I turn around, no one is there.

“My body, my choice.”

People are dying in the back-

ground.

“99.7 percent recovery from COVID - why do we need a vaccine?” a sign reads.

Losing family members.

“My body, my choice.”

“My body, my choice.”

“MY BODY, MY CHOICE.”

Humor

“Be the μὲν to my δέ.”

—All single Greek students.

“ULULULULULU.”

—Anonymous Classics Teacher

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

—Otto Do ’22

AskHumor: 1st Edition

By BLAKE SIMPSON

From one of our readers:

Dear AskHumor,

A guy asked me out. I said yes, but he suggested we go hiking. I’m not athletic. How do I survive this hike?!

Sincerely,
Struggling with Stamina

Dear reader,

You’ve come to the right place. As a seasoned outdoor-spersion, I have a tip or two about surviving in the great outdoors. First thing’s first: SALT. Apparently Definitively, salt helps increase the longevity of naturally occurring motor oil in your muscles, which allows them to function for longer periods of time even under stress.

Second thing’s second: DANGER. The hike is bound to end sooner if you take every chance to remind your hiking partner of every way you could possibly die during an activity as life-threatening as hiking. My favorite lines are:

“Wow, that’s a long way down!”

and

“Wow, that’s not a terribly long fall, but the geological features would certainly make the landing excruciating. Is it better to die quickly after a long fall or slowly after a short one? Is the knowing a greater pain than the feeling?”

and

“Strap in baby, it’s Wolf Season!™”

These nifty little phrases are guaranteed to be incredibly off-putting!

If suggestions one and two do not work, there is only one thing left to do: disappear. I strongly DO NOT recommend this one. Last time I tried it my family held an entire funeral and sold my collection of commemorative miniature baseball helmets. It practically ruined my life, but it did make the hike a lot shorter. This should absolutely be a LAST RESORT. I hope that these three tips will help you survive your encounter with this vicious beast we call “nature.”

Yours experimentally,
Blake Simpson

Advice from Harkness Warriors

By HANNAHPARK

Why did you come to Exeter? Was it for the academic challenge, Non sibi, or collaboration? No. You came to Exeter to take over the conversation. Why listen to others when you’re clearly the best? These tips are all you need to become a seasoned Harkness Warrior.

1. Listen well.
Master the art of the precious waiting period (A.K.A. when others talk) when you meticulously craft what to say next. Or don’t, your voice is the most important—jump in whenever you feel.

2. Go off of others’ points.
After someone takes a breath, jump in right away. Also, any point no matter how long ago(30 minutes, 1 week ect.) can always be brought up even if it isn’t relevant.

3. Speak with confidence.
VOLUME IS KEY. THE LOUDEST VOICE IS THE ONE THAT’S HEARD.

4. Remember your body language.
Make sure you’re perched on the edge of your seat with a posture that intimidates.

5. Take advantage of silent moments.

Just kidding. There are no silent moments with you in the class.

6. Acknowledge others’ opinions by saying, “you’re wrong.”

7. Pack in that SAT vocab.
Recommend using juxtaposition or other complex words that no one knows. This can help assert your dominance.

You can implement these not only in the classroom but anywhere. My favorites are in arguments with my family, the dorm common room, or when you’re practicing in the mirror. Good luck and you’re welcome!

- The BEST Harkness Warrior

Latin Survival Guide

By ANDREWYUAN

10. Pray to Jupiter every day in Latin. A prayer a day keeps the D- away!

9. Ask people who always tell you “carpe diem” which voice carpe is in. Then pull a Kathryn Hahn wink.

8. For the single people: go to a “possumlove” instagram account and translate it while you slowly descend into obsession with the possums!

7. Start cutting your Caesar salad with 23 knives.

6. Text first-year Latin students “if you think this is bad, we are just getting started.”

5. Take past National Latin Exams just to feel better about yourself.

4. Translate Harry Potter spells to reinforce vocab and question why Rowling uses first person present singular and even nouns (?) instead

of imperatives for commands.

3. Don’t take the Classics Diploma.

2. Don’t take Latin. (especially if you are already taking death chem and US history at the same time.)

1. Replace the knock on wood with a knock on the camera until the camera is pronounced legally dead. No more social awkwardness!

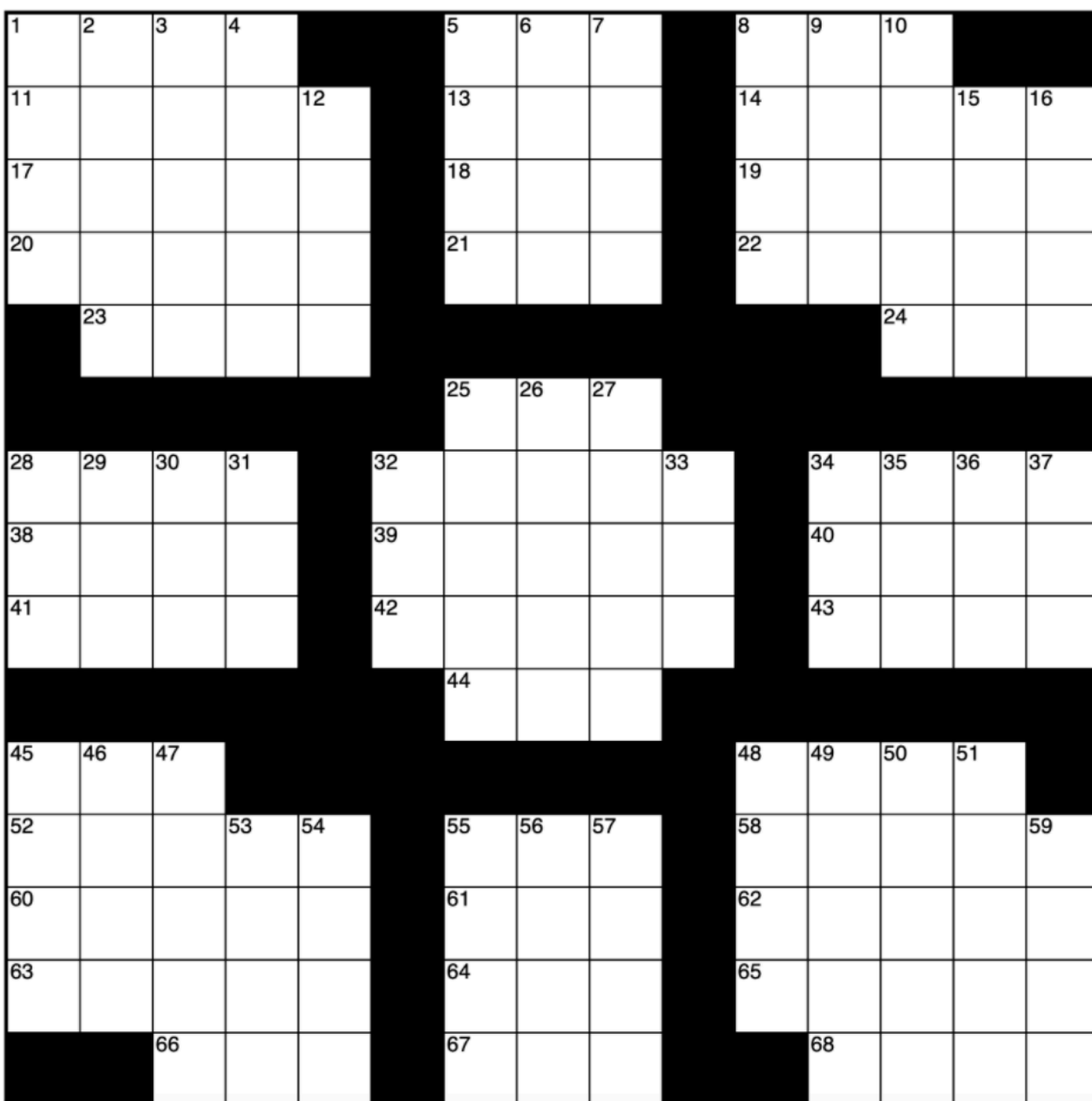
0. Be Blake.

The Crossword Corner

Edited by Gbemiga Salu

A Myriad of Minis

By Gbemiga Salu



ACROSS

- 1 The magic words after the trick
- 5 ...-Manuel Miranda
- 8 The internet, or the opposite of EEE
- 11 “Asleep, no, I’m wide ...”
- 13 Chemical suffix
- 14 Who’s Science Center?
- 17 French engineer Claude-Louis ...r
- 18 Flaxen cloth, li...
- 19 Like a beaver
- 20 Where I might grab a snack using points
- 21 Small battery size
- 22 Uncommon spelling for a single cell organism
- 23 Suffix meaning action or process
- 24 “... and Improved!”
- 25 Professional Bowlers’ Association. Too cool for a clue
- 28 What you do in the footnotes
- 32 Dora’s cousin
- 34 Apple tablet
- 38 The language of the motorist

- 39 The current board of The Exonian, in Roman numerals
- 40 See 28-down
- 41 A fan of
- 42 Cilley upper Stellan
- 43 Strong insects, in colonies
- 44 Mens ___ (criminal intent)
- 45 Actress Longoria, in Desperate Housewives
- 48 Table salt, symbolically
- 52 February dance, hopefully
- 55 Intro Bio lab with UV light and bacteria, p...
- 58 More than hate
- 60 The state of being 47-down
- 61 What you might put on a sticky frying pan
- 62 Humble home
- 63 Thor’s mythology
- 64 Taylor Swift has 34 of them
- 65 Norway, to Sweden
- 66 Merrill senior Bona
- 67 With 57-down, where an Exonian might get a burrito
- 68 Started a golf hole

DOWN

- 1 143rd Executive Board member Anya
- 2 Informed, conscious
- 3 ‘Garfield’ creator Jim
- 4 Main Street senior Tulloch or, with one less letter, 143rd Executive Board member Moksha
- 5 143rd Executive Board member Huang
- 6 Commonly represented in cartoons by a lightbulb
- 7 The 911 association
- 8 90.5 FM, Exeter
- 9 ‘Last Christmas’ duo
- 10 Because, in German
- 12 Slippery slithering sea shockers
- 15 (1st person singular) live, in German
- 16 Endearing nickname for the Academy’s principal
- 25 Studio behind ‘Cars 2’
- 26 Beast’s beauty
- 27 Unsettled feeling
- 28 With 31-down, 34-down and 40-across, the OG Exonian cruciverbalist
- 29 Charged particle
- 30 Minecraft explosive
- 31 See 28-down
- 32 Reagan airport code
- 33 Egg, in Latin
- 34 See 28-down
- 35 Play on words
- 36 Statues, sculptures, songs, etc.
- 37 That, in German
- 45 Actor McGregor, the next Obi-Wan
- 46 Wine, in Italy
- 47 “... Birds” the piggies’ worst nightmare
- 48 A chicken tikka masala might come with some
- 49 The oldest (and best) dorm on campus
- 50 Household duty
- 51 Riverdale character Veronica
- 53 Iron(II) Sulfate without the number
- 54 Creme-filled cookie
- 55 Aim
- 56 Supermodel Adriana
- 57 See 67-across
- 59 Rustic musical pipe

Top 10 Exeter Compliments of the Week

By CATHERINE WU

10. Short, to the point, and indisputable. Solid compliment.
9. 100% written by an eighth grader who isn't even at Exeter but is a frequent viewer/comment section stalker of the Exeter Compliments page.
8. A+, very true, the world does not deserve Nhan Phan.
7. No comment. Immediately go check the comment section.
6. Generally very relatable, positive outlook, speaking on all of our behalfs.
5. Absolutely sensational compliment; my guess: written by the one and only Alexander Mitchell Tam, class of 2024. Nothing quite like self-love.
4. HILARIOUS. 11/10. Relatable for many as well.
3. ROFL! Who doesn't feel this way though!
2. Great piece of advice, sounds like it would come from my mom but that's all good, we appreciate the advice. Big shout out to seniors going through a hard time right now with college applications, our campus is seriously lacking some class of 2022 appreciation!
1. Name a better 2022 new year's resolution. You can't, yup, that's what I thought.

Exeter Apocalyptic Strategies

By PHIN GIBBS

Picture this: The year is 2075, Billiam Bawson is cryogenically frozen in the freezers of the Phillips Science Center. Stray English narratives flutter around the paths, we are still not allowed to eat inside, and Mr. Bergofsky is still teaching math. You take a step outside of your dorm room to find the halls quiet, too quiet. Outside your window, you see students outside. They look tired, almost dead. It's hard to distinguish if they are uppers or zombies. In a panic, you search for your 2022 survival guide issued to every student during orientation. You open the protective seal of the emergency Exeter bar and begin to hastily read:

Greetings and welcome to The Exeter Guide to a Zombie Apocalypse. I will be your savior as we navigate this challenging situation. As I can imagine you are

quite stressed from the fact that zombies have conquered the campus and you find yourself operating on 3 hours of sleep. Just follow these steps and you will be safe.

Shelter:
Plan A: Seek Shelter in Phillips Science Center
This seems pretty obvious as it's a rather large and commanding building with a whale skeleton, which would provide some baseline protection against zombies. Additionally, one can use the 3rd-floor lounge as an observatory to gain a visual on the status of the zombies. Given the bone-chilling classrooms, to a zombie this does not appear to be the most pleasurable place on campus, making it an ideal hiding spot. "The Zombies would be too afraid once they saw a physics teacher's whiteboard to pursue any further," commented Dean of Apocalypses, Bob John-

son.
Plan B: Seek shelter in library
If the science center is overrun, another quite menacing building where it is very difficult to find staircases and lounges is the library. This could confuse a brain dead zombie and leave them in misery while you are safely tucked away in the archives where the safes are located, which adds yet another layer of protection.

Defense:
Seek out a Chemistry teacher for guidance on how to kill a zombie
Once at Phillips Science Center, head to the 2nd floor. Given the chemical makeup of certain zombies, they are relatively easy to kill with a simple solution which can be accessed by seeing any chemistry teacher. Beware though, if you spend too long, they'll give you a pop quiz.

How to spend your time
Given that you are a student of Phillips Exeter Academy, if you are unsure of how to fill this newfound time, try hours, maybe days to spend contemplating your life or your 333 topics. Suitable ways to fill your time would be to complete the first 100 problems in each math book, perfect your craft of cutting lunch lines, or even read a non-English-required book.

Teachers
Just need to give this one a mention—they are already hiding out in the underground bunker deep below J-smith. They have enough rations and grading to last them for years. The art department though will still be creating pinch-pots and oil pastels even in times of dire circumstances.

Stay safe and Godspeed!

RETURN TO CLASSES WILL BE LIKE:



How to Finesse Speechmaking

By NHAN PHAN

At its core, Speechmaking is about faking it until you make it. It's about showing that you know what to say when in fact, all you are really doing is showing off your confidence to the audience, so they won't even know you're faking it in the first place! For your benefit, here are some tips from a well salt-and-pepper seasoned speechmaker:

1. Use your body
Your body can be an incredibly powerful exaggeration tool for speeches on every occasion. In a speech about contortion, you may attempt to contort your body 160 degrees backward while explaining the importance of having a flexible spine from a young age. Then you hear your back crack. You may proceed by saying, "this is an example of how not to contort your body."
2. Use your voice to adjust the mood
There are so many variations of how your voice can be used to adjust the mood of a speech. In a recent speech I gave, I turned the lyrics of Pitbull's Time of Our Lives into a depressing, ignominious manifesto of society's current capitalistic regime. I achieved this by lowering the volume of my voice, using crescendos and diminu-

endos whenever necessary, and most importantly, by pausing after every three words. By implementing frequent pauses, each word is greatly emphasized, which can either express great artistic value in your speech or bore your audience to death. Nonetheless, it can be extremely entertaining to watch someone finesse a speech.

3. Use your eyes
Adjust your eyebrow height to express extreme approval or disapproval of a concept or an idea. When you deliver a speech, it is important that you weave in personal touches. This may come in the form of raising or lowering your eyebrows, dramatic eye rolls, or suggestive winks towards audience members during your speech to establish rapport. If you are speaking about the importance of the face for today's changing fashion industry, make sure to 'smize' towards the audience and show off your fierce, intense, gaze into the distance to assert your dominance as well as raise your voice to send a clear message about your beauty standards in the industry. That speech is inspiring.

And that's the art of finessing a speech. Hopefully these tips can help you sail through Speechmaking without any obstacles!

Sports

Varsity Swim Crushes Loomis Chaffee

By LAUREN KIM and CHELSEA ZHAO

On Dec. 11, both girls' and boys' varsity swim teams won against the Loomis Chaffee School with scores of 107-75 and 101-85 respectively. This was the first in-person meet in nearly two years.

The swim teams found general success in all events, and performed especially excellently in the relays. "We went into the last three events of the meet nearly tied, but we had an awesome 1-2-3 sweep in

the 100 breaststroke to pull us ahead," senior and girls' varsity swim captain Lindsay Machado said.

"The relays were somewhat interesting this year because almost each team that entered contained a mix of grades. We did great, especially in the 400 free relay at the end of the meet, which we swept to clinch our win," fellow senior and girls' varsity swim captain Ginny Vazquez said.

To prep Lang Guo, the relays made the entire competition. "I could not have asked for a better season opener," Guo said.

The meet was a bonding experience for the team, especially for the underclassmen. "Preps Sophie Phelps, Brianna Cong, and Claire Han did so well for their first high school meets, all three of them winning their events against fast seniors from Loomis," Vazquez said, celebrating her underclassmen teammates.

"As a captain, it's always pretty fun seeing one of the preps win their race because then you get to yell the: 'She's a freshman' from the other side of the pool... It really sends a message: We're strong this

year, but we're only going to get stronger from here," Vazquez added.

Upper Ethan Van de Water agreed. "We have a very young team, and for most of the preps and lowers, it was their first high school dual meet ever! It is always good to start off the season on a high note, as it incentivizes everyone to work hard in practices with the goal of continually improving," Van de Water said.

Coach Meg Blitzshaw applauded the support from seniors. "We have splendid leadership from our senior tri-captains and I am excit-

ed to see what lies ahead for this team that is bursting with potential."

Lower Ellie Wang shared that the meet allowed her to connect more deeply with her upperclassmen teammates. "It felt wonderful to cheer on their races and be cheered on. I love the support from everyone all around and I think it sets the tone for future meets to come!" E. Wang said.

Prep Winston Wang agreed. "To be able to come together as a team in a mainly individual sport and to win was definitely a booster in terms of team dy-

namics," W. Wang said.

Overall, captains considered this meet a fantastic start to the season. "I'm very excited for the rest of this season and looking forward to training and racing as a team," senior and girls' varsity swim captain Sydney Kang said.

"I am insanely proud of the performance of all our swimmers. We cheered a lot for each other and set a strong precedent for the rest of the year," senior and boys' varsity swim captain George Venci concluded.

Boys' Varsity Wrestling Triumphs over St. Paul's and Governor's

By BEVERLY OLEKA

On Dec. 15, the boys' varsity wrestling team bested St. Paul's School and Governor's Academy with dominating scores of 51-25 and 66-15, respectively. Despite losing their competitive season last year, the team is making significant progress. The team is led by senior captains Zander Galli and Matthew Indelicarto.

The team wrestled hard to come out on top. "The varsity game was

electric, and came out with some strong power," senior Dean Hall recalled. "The matches were intense and well-fought, but Exeter had a strong sense of confidence behind us. Governor's Academy was an easier opponent while St. Paul's was a much tougher struggle."

The match was some of the players' first matches. "I will admit I was a bit intimidated at first, but that feeling dissipated the second I got on the

mat," lower Alex Rosen said. "Watching everyone wrestle was amazing. There's a sort of camaraderie in cheering-on your teammates that you rarely get anywhere else. It was an incredible experience. The anticipation, excitement, and adrenaline all built up."

Upper Nate Puchalski agreed. "The matches were both fun and competitive. All the guys had each other's backs, hyping each other up before individual matches and

motivating them during. It was great to see the new guys wrestle their first matches. Their performance showed that they've been working hard in the wrestling room."

The coaches were also very pleased with the team's great win. Boys' varsity wrestling team head coach David Hudson commented on the team's hard work and ability to produce in high fashion. "We are a fairly young team and the competitive

experience is critical for us to develop as a team. Our wrestlers are working hard, and both the coaches and athletes feel good about where we are heading into the new year."

Hall was proud of what he and his teammates achieved. "I went 2-0 in the first session, with two pins on within 30 seconds. Nate had one of the best battles I have ever seen," Hall said.

Hudson reflected fondly on the competition

as a whole. "We learned about the things we need to work on. We have worked hard focusing on fundamentals. It was also the first time I had a chance to see most of our wrestlers compete at the varsity level," Hudson said.

"I'm looking forward to getting back in the wrestling room and working hard to get better and build on the momentum we had going into the break," Hudson added.

Athlete of the Week: Boy's Varsity Basketball

By PHINEAS GIBBS and ROXANE PARK

Compared by his teammates and coaches to the likes of basketball legends Larry Bird, Demar Derozen, and Jayson Tatum, senior and boys' varsity basketball captain Josh Morrisette is a driven force of nature on the court. Indeed, since arriving at the Academy as a new lower, Morrisette has been a star on the basketball team, an enthusiastic Red Bandit, and a caring presence in the community.

Morrisette grew up in a very athletically-competitive family. "My brother played three sports growing up. Both of my parents played basketball in college. My mom played basketball and softball and then they both ended up being coaches. My dad coached at the college level, so I grew up in a gym," Morrisette said.

Morrisette had not considered attending the Academy until his first year at Exeter High School. "I'd come watch games, watch practices, and that's kind of how I got involved in the basketball program. I would watch from afar. I wanted to chase after my dream of becoming a Division One basketball player and PEA was the place to do it," Morrisette said.

Morrisette reached out to

head basketball coach Jay Tilton in his lower year, and Tilton recognized Morrisette's incredible initiative. "He brought himself to PEA... We didn't recruit him here," Tilton said. "He was really happy to be at Exeter High, as a leader in that community, but he wanted to challenge himself in some different ways."

Morrisette felt immediately welcomed by the basketball team after stepping on campus. "The team wanted to get to know me... both as a player and as a person," Morrisette said. "Basketball was kind of the only place where I could get away. I struggled with schoolwork at first. I struggled to put myself out there and make friends, but when I walked across the street to the gym, all of that went away and I was able to be who I am."

In his lower year, the basketball team pulled off some incredible wins. "Cushing Academy came to our place on a Saturday. They were coming off an incredible performance in a national tournament," Morrisette said. "I went for 26 points and the team altogether played unbelievably. We beat them by 10 points, in front of a huge crowd. That's a moment I'll never forget because they were one of the top teams in the country."

Now, as a captain, Morris-

ette emphasized the importance of staying true to their goal of winning the New England Championship, "hanging a banner," and taking it day by day. "We really have to connect with each other on the court like we do off the court," Morrisette said. "We have a team that could be really good, but if we don't get better, we won't be better."

Upper and team member Paolo Belfiore agreed. "[Josh] is super driven as our captain. Even in our struggle with COVID, he encourages us to make the most of our season," Belfiore said. "He is pushing us the most he can and he does a great job of setting the tempo, and keeping everybody in line. He makes sure that he is not focused on himself, knowing that he's got this captain role."

Similarly, post-graduate Chandler Pigge commended Josh for his leadership. "He set out clear goals for us and let us know how to build ourselves up for the season. His impact as a leader has been amazing."

Pigge also appreciated how Morrisette helped bring post-graduates to Exeter. "He was very welcoming about Exeter and inviting, he helped us become part of the basketball program and the community in general," Pigge said.

Robbie Stankard '21,



Boys' Varsity Basketball Captain Josh Morrisette '21

Joy Chi/The Exonian

former captain of the boys' varsity basketball team, credited Morrisette's work ethic. "Josh is the most competitive person I've ever met, in the best way. He is the epitome of what you want in a teammate in that he's giving his all, 100 percent of the time."

Tilton agreed. "Josh has a level of tenacity and competitiveness that's off the charts," Tilton said. "He's left an indelible, positive mark on the team. Given what he's played thus far, he would be known as one of the better players and people we've had in the long line of this program.

He's a great leader. He's just a fun, loving guy. People like being around him. I think that is what's gonna carry him in whatever challenge he faces moving forward."

"[Josh] is so proud of Exeter... in the sense that he takes it very much to his heart that this is his place, this is his area," Belfiore added. "I know he really wants to win and wants the best for Exeter."

Morrisette is currently committed to playing Division I basketball at Wofford College, fulfilling one of his lifelong goals. "I really didn't

care how many offers I got, I just wanted the right school. And when Wofford reached out, I knew that's where I wanted to go," Morrisette reflected.

"I think [Josh] will always be determined to reach his goals, whether it be in college sports or academics. He knows what he wants to do, and he knows what he has to do to get there. So long as you have that in life, I mean, you can reach anything you want," Pigge said. "I know there's definitely more to come for him."

Boys' Varsity Hockey Bests New Hampton School

By ASHLEY JIANG and VIR SHRESTHA

With thorough preparation, the boys' varsity hockey team prevailed over New Hampton School in a decisive comeback win with a score of 4-2 on Dec. 15.

While the team managed to end the game strongly, the same can't be said about how things started off. Lower Christian Maro commented on their competition saying, "New Hampton School played a physical game which made it hard to settle in."

Head coach Timothy Mi-

tropoulos agreed. "Our team brought good energy with their level of intensity and play. We played better as the game went on. We started slow and played our best hockey in the third period. We did not allow a single goal in that period," Mitropoulos said.

Assistant coach Brandon Hew described the players' resilience in the third period, putting extra emphasis on the team's stellar defensive effort. "Once we took the lead in the third period, I thought it was a very good team effort to close out the game and get the win," Hew said. "Killing off their 5-on-

3 powerplay in the third was especially huge for us."

"It was a good win for us, especially coming off a tough road loss at St. Sebastian's the game before," Hew added.

Many players took note of the audience's energy feeding into their playing. "The crowd was a great bonus. I'm enjoying the lively atmosphere through high competition and teammates," senior and co-captain Manan Mendiratta stated.

Mendiratta additionally shared that the team is keeping up the training regimen during the pandemic. "We are hosting daily zoom ses-

sions to watch films. We're more intentional before games on what we watch and the things we focus on. In game, the team is always ready to adapt though," Mendiratta said.

Maro agreed. "Coming off a long stretch of games the week before, now we focus on film, while having short high intensity practices to allow for some recovery."

Mitropoulos is proud of the team's consistent effort. "The team focused on getting better every day and competing hard from the defensive zone outward," he said. "Every chance we get to play, we will not take it

for granted."

Even though the team puts in a lot of effort towards the games, the players never lose sight of the individual wins. "Piersimoni took control in the second period with an early goal and a great pass to Ryan Sordillo to tie the game," Maro said.

"[It was a] big group effort, a bounce back game for us," Mendiratta recalled. "Shoutout to goalie Michael Salvatore, who helped keep the defense in shape, and started the transition to offensive plays."

Maro also went on to highlight the contributions of senior Charlie McGurrin.

"McGurrin scored the [game winning goal], breaking the tie in the third," Maro said. "All season, Charlie has been clutch, scoring goals at the most crucial moments of the game."

"Charlie applied pressure offensively all game with many shots on goal," lower Reilly Piersimoni added.

"We have a great team this year, and hopefully we can build off what we did before break and have a great rest of the season," Maro concluded. The boys look forward to competing in an intense season ahead with a current record of 4-3-2.