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Anna Gifty Opoku-Agyeman Speaks on MLK Day



MLK Day Keynote Speaker Anna Gifty Opoku-Agyeman.
By BEEKE FOCK, ELLIE ANA SPERANTSAS, HEMANI STELLARD, and MINJAE SUH

On Jan. 17, the Exeter community gathered to commemorate Martin Luther King Jr.'s life and achievements. Ghanaian American researcher, entrepreneur, writer and activist Anna Gifty Opoku-

Agyeman opened the day with her keynote speech. Uppers Lydia Osei and Yasmin Salerno moderated the webinar and the question and answer session that immediately followed. This MLK Day celebration resembled that of 2021, both using webinar formats in consideration of COVID restrictions.

In her keynote speech, Opoku-Agyeman reflected

Courtesy of Anna Gifty
on the progress towards equality and the meaning of equality, sparking many topics of discussion around campus. Opoku-Agyeman is currently pursuing a doctoral degree in public policy at the Harvard Kennedy School as a National Science Foundation Graduate Research Fellow and a Ford Foundation Graduate Fellow. She also founded the Sadie Collective, a

ANNA GIFTY OPOKU-AGYEMAN, 2

nonprofit organization addressing the under representation of Black women in economics, finance and policy.

Opoku-Agyeman elaborated on the importance of leading with equity in mind while fostering a relaxed atmosphere. "Equity is about understanding how our different life experiences are impacted by who we choose to be and what communities we are a part of," she said, "It was Dr. King who said it best that injustice anywhere is a threat to justice everywhere. And to be quite frank with you, we are living through that sentiment right now."

Additionally, Opoku-Agyeman explained how she planned to get the message across to high school students: "A lot of times when folks come in and speak to young folks, they speak above them. And I did not wanna do that," she continued, "I think the biggest thing is that I don't believe in talking at folks who are younger than me. I believe in talking with y'all so this would really be a conversation."

Opoku-Agyeman wanted her speech to leave a lasting effect on the students and faculty who listened in. "I wanted to make sure that I leave you with practical, next steps to actually build equity in your everyday life, advice I would've always wanted to receive when I myself was a high schooler. From what I was seeing, I think

Community Conduct Committee Candidates Nominated

By ASHLEY JIANG, ANNA KIM, CALISTA LEE, and EMI LEVINE

The campus-wide vote on Tuesday, January 25 elected lowers Nikki Basur, Amelie Bunnell, Stacy Chen, Merritt Fisher, Jett Goetz, Jack Gordon, Emilia Kniestedt, Pippa Pflaum, and Natalie Welling to advance to the interview stages of Exeter's Community Conduct Committee (CCC) application process, where each candidate will speak to Dean of Students Russell Weatherspoon and CCC Chair Amadou Talla.

The four successful can-

didates will join current members and uppers Ophelia Bentley, Asha Bryant, Henry Liu, and Lexi Pelzer for the 2022-23 school year. Seniors Tasmiah Akter, Toby Chan, Zander Galli, and Alexandria Westray will retire from their positions. The CCC, which is composed of uppers, seniors, and a group of faculty advisers, reviews students' disciplinary cases and resolves them by recommending appropriate consequences to the Dean of Students Office.

This year, the original election process required candidates to write a candidate statement and col-

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Academy Responds to Students' Petition Against COVID-19 Protocols

By ANVI BHATE, ELLIE ANA SPERANTSAS, KENDRA WANG, and CATHERINE WU

On Jan. 10, Principal William Rawson provided updates on the procedures for students who contract COVID-19: families needed to identify a "COVID Pick-up Designee" who could be contacted immediately if a student tests positive and collect the student within 24 hours of notification.

In response to the updated protocols and the return to in-person instructions, seniors Lekha Masoudi, Alana Reale, and Emily Wang wrote a petition outlining their concerns with the updated policies, highlighting the impracticality of the pick-up procedure for low-income and international students, as well as their concerns with the "hurried" return to in-person classes without a hybrid option.

"We, as a group of students, are frustrated, angry, and scared at how Exeter has handled the COVID situation that we are facing," Masoudi, Reale, and Wang wrote in the petition. "We feel that the approach that [the Academy] has taken is exclusive, ableist, and unsafe. It feels like the administration has lost their regard for student well-being and continues to act with a lack of transparency." As of Jan. 26, the petition received 80 signatures.

Dean of Students Russell Weatherspoon followed up with student concerns on Jan. 11 at a Student Council meeting and in his email on Jan. 15. Weatherspoon stressed the Academy's flexibility on working with students who have contracted the virus, and a decreasing trend of COVID infections on campus that

will serve the community well in returning to in-person classes.

On Jan. 12, Rawson issued a response to Masoudi, Reale, and Wang, assuring that "the decision to resume in-person classes and open up other activities on a selective basis has been made carefully and deliberately in consultation with our medical director and outside infectious disease expert."

"We realize the pace of decision-making can be confusing and unsettling. I assure you: each decision reflects careful consideration of the physical and mental health of all students," Rawson continued.

"I talk to peer schools frequently about COVID protocols and have done so throughout the course of the pandemic," Rawson shared in an interview with *The Exonian*. In this most recent phase, we have tended to be a little more cautious than our peer schools, in that we have taken longer to resume in-person classes and have been slower to relax some restrictions. We also have continued surveillance testing longer than some of our peer schools. We have made the decisions that we believe have been best for our school community."

"While I understand perspectives and comfort levels may vary, overall I think the transition to in-person instruction has gone well," Rawson continued. "The number of positive cases has declined significantly as we have made the transition and opened up more opportunities for student activities, and cases have been either mild or asymptomatic. As we have from the beginning, we seek to protect the health and safety of the entire community while preserving as much

STUDENT PETITION, 3

Students Reflect on Academy Security Systems

By JETT GOETZ, CATHERINE WU, ANDREW YUAN, and CHENGYUE ZHANG

As schools transitioned back to in-person learning in 2021, incidences of gun violence increased from the 10 shootings in 2020 to a total of 34 shootings in 2021, 24 of which occurred after Aug. 1. Student concerns surrounding the Academy's security systems prompted discussions about improving the state of campus safety.

Campus Safety has existing protocols that protect the Academy from school shootings. "Campus Safety works directly with Law Enforcement to proactively address potential threats to our community," Director of Campus Safety and Risk Management Paul Gravel explained. "Any intelligence received is immediately reported to the Academy's Incident Response Team and acted upon in conjunction with the Exeter Police. Law Enforcement is prepared to respond to active

threats."

"Campus Safety Officers are not sworn law enforcement officers and are therefore not trained to connect and work extensively with local police or law enforcement. Some of our officers are former law enforcement officers or firefighters therefore are trained on how to handle emergency situations. They are not a substitute for police or fire," Gravel clarified.

At the beginning of each school year, Campus Safety Services conducts a mandatory safety assembly to explain personal safety and the Elm Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) response to an active shooter. Furthermore, each year the Academy conducts announced and unannounced lockdown drills. "[These drills] are observed and critiqued with recommendations sent to the Academy's Incident Response Team (IRT)," Gravel said.

Gravel further emphasized the importance of regular student reporting

protocol: "See Something, Say Something."

"Students need to be a part of our safety program by being vigilant and reporting suspicious behavior or activities," Gravel said. "If students immediately communicate suspicious behavior to campus safety, a faculty, a staff member, or Exeter Police, we will all be working towards keeping each other safe. What better example of non sibi is there?"

Campus Safety also implemented changes to ensure that security is not compromised during the pandemic. Before the pandemic, the Elm Street and Wetherell dining halls were accessible without the lion card. Upon students' return in the fall term of 2020, both dining halls require key card access. "[We] intend on keeping them locked going forward," Gravel said. "This is the best way to prevent unauthorized people from getting into our buildings."

Despite existing protocols, some students expressed their concern about safety on campus.

"I know the Academy sends out mass texts that go to everyone and that the school runs drills. But I don't think these policies are enough for student safety," prep Willow McCarthy said.

Lower Alinne Romero-Torres agreed, "anytime you're out and about, you're on a school campus, and that means that you're vulnerable to [school shootings]. Living here, [school shootings] have definitely crossed my mind... It's just an issue everywhere."

Senior and co-head of Student Demand Actions Anya Tang commented on their experience with safety at Exeter. "As someone who attended a large public school prior to attending Exeter, the safety that I feel here can better be interpreted as an absence of fear instead of a positive, safe feeling," Tang said. "Because Exeter is such a small environment and community, I feel like I know everyone and I exist in a world separate from Exeter as a town. I don't feel unsafe because of how isolated

SECURITY SYSTEM, 3

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MLK Day Cont.



Courtesy of Anna Gifty

y'all got it, which was incredibly encouraging and exciting to me," Opoku-Agyeman said.

Students noted that Opoku-Agyeman brought in her audiences often by referencing pop culture. "I think Marvel references are just key to who I am. One of the biggest things that I always encourage people to do is just be authentic in the spaces that they're

entering. For me, being authentic is inserting Marvel references, even when I'm talking about racial equity and some other heavy topics, because I think that at the end of the day, you have to recognize that there are real, human individuals behind these movements and behind these leadership positions," Opoku-Agyeman said. "We need to humanize these leaders,

and I wanted for students to see me as an individual who you can relate to."

Opoku-Agyeman wanted to especially credit Osei and Salerno for their contributions to the webinar. "They did such an amazing job at just setting the tone, but also bringing energy to the day. I think that that was really important, so shout out to them," Opoku-Agyeman added.

"I thought the way they organized the question and answer session was brilliant. I had a couple of my close friends and also my parents tune in. They told me like, 'yo, Anna, they are asking the heck outta these questions.' And I was like, 'listen, they came with the fire,'" Opoku-Agyeman said. "I think that that's the level of rigor and the level of intentionality that I want

y'all to sort of interrogate any speaker that comes into your space, especially if they claim to be talking about racial equity or any sort of diversity equity and inclusion topic."

Following the morning keynote, students attended a workshop of their choice in the afternoon. This year selections ranged from designing bookmarks with Ghanaian Adinkra symbols to rethinking how meditation applies to anti-racism. Despite the use of online platforms, workshop hosts reflected that student participation remained avid. One of the 2021-22 Dissertation Fellows and leader of the Chemistry for Social Change workshop Nyesa Enakaya found the experience to be "beyond expectations."

"I liked that the students not only had interesting questions about the science behind what I was doing but also the broader applications as well," Enakaya said.

Although students at Exeter were disappointed to learn that MLK Day would be online this year once again, upper Aaron Joy expressed his satisfaction with how the day had turned out. "I think the MLK Day program had such electrifying speeches and an amazing keynote speaker who gave a super engaging and really inspiring speech. Even though it was through a screen, I think the students really enjoyed it."

Joy elaborated on how the objective of these activities, "for this to be a conversation that lasts longer than just a day," had been satisfied.

Many workshops attempted to provide a deeper understanding of Opoku-Agyeman's point of "living together as brothers." In the workshop "Cross the Line," prep and MLK Committee member Beverly Oleka described how they had students "explore parts of their identity, how others perceive them and their multicultural backgrounds," through the

simple act of turning their Zoom camera on.

"People would turn on their camera if they identified with the statement that they got to see who else in their group identified with it as well." Oleka saw it as a "cool way to be vulnerable as a community."

According to senior and co-facilitator of "Cross the Line" William Park, being online means that "there's a certain level of disengagement that is inevitable because we're not all together." However, Park continues to convey how he still "really thinks that we made the most of it within our own workshops."

The student-organized UnSilenced performance on Saturday, Jan. 15, was also an important part of MLK Day weekend at the Academy. "I think UnSilenced was really cool as we got to see how students brought together this display of creativity and brought together a message for the community," prep Samaria Benochi said.

This production opened students' eyes to many social issues as they were guided into MLK Day. "You know, y'all are not too young to make a change. Just take it from me," said Opoku-Agyeman.

The recognition of what MLK fought and stood for rang clear in all the workshops and activities. Stephanie Bramlett, Director of Equity and Inclusion and a co-chair of the MLK Day committee, spoke on the importance of the day's celebration, stating, "I'm really proud of the way Exeter celebrates MLK Day as a day of reflection, learning, and dialogue. I think this is particularly important considering the way King's message has been co-opted by people committed to misunderstanding and misinterpreting his call for justice," Bramlett said. "It is shameful to hide our history. I'm proud to be in a community willing to lean in, listen, and learn."

Community Conduct Committee Cont.

lect 350 signatures from current students of any grade, in accordance with the Student Council Constitution. On Jan. 16, Student Council held an impromptu meeting to vote on instituting a State of Emergency, which allowed them to lower the required signatures to 200.

"We received quite a few emails from hopeful candidates. After we spoke to them, it was clear that they felt that [the signature collection process] was kind of inequitable due to varied access to platforms like Instagram. We also had access to a lot of the signature counts, and we saw that very few were nearing the 350 mark. In the end, we had StuCo convene to reduce that signature count to make it more fair," upper and Elections Committee co-head Will Durawa explained.

Candidates shared mixed feelings about Student Council's declaration of a State of Emergency. "I would have agreed with the State of Emergency had it happened earlier in the week, because when they announced the State of Emergency, it was on Sunday night. At that point,

you only had one more day to collect signatures," candidate Nikki Basur said. "I felt very frustrated because at that point I had already passed 320 signatures and I know of other candidates that felt the same frustrations as me because they had reached that milestone as well."

Fellow candidate Natalie Welling agreed. "It gave a lot of people the opportunity who might not have been able to get them all. I just wish we had found out sooner. I don't agree with the timing of it all. I sacrificed a lot of my weekend to getting those signatures," Welling said.

"I agree with lowering the signature count seeing that few had the opportunity to collect 350, but it was kind of frustrating to be one of the people who had the amount I needed and then to have [the requirement] lowered later on without some acknowledgment of our efforts," candidate Amelie Bunnell added.

Other candidates agreed. "Had the required signature count been lowered earlier, I would not have backed out. I gave up ini-

tially because 350 was too many, and when they announced the lowered signature count, it was too late," lower Ayman Naseer said.

Despite the challenges they faced, the candidates were eager to run in the election for various reasons. Many were inclined to participate because they felt empathetic towards those with CCC cases. "I don't want people to get severe punishments for things that were probably just mental health issues," Welling said. "I hope to make it so that people get fair experiences and end up learning from it, not feel like they're being punished."

"I would consider myself a support system for a lot of my friends. I'll have friends come up and talk to me, and I'll be like 'Hey, it's okay.' I'll say, 'I think these are the next steps you should take. This is what I would do in your situation.' So when I read about the CCC and what they stand for, it really resonated with me," Basur said. "I would consider myself to make good decisions, and that's purely because of the support system I've had behind me growing up. I hope

that through a position on the CCC, I can give back and be a support system for other people."

For many candidates, obtaining enough signatures was both challenging and stressful. "The process was definitely very difficult because I think as the week went on, more and more people just started to get annoyed by it," Basur said. "I would go up to people, and I'd be like, 'Hey, I'm running for CCC.' And I would introduce myself very nicely, but sometimes they would just straight up say, 'No.'"

"It was so stressful. I remember seeing the 350 [requirement], and I woke up the next day and I already had, like, 80 DMs from people. I felt so behind on this," Welling added.

Candidates also shared what methods they used for collecting signatures. Many candidates took to Instagram to personally message students they knew, which they believed to be fairly effective. "I wrote up a message template that I would send to everyone I knew, and I would edit it slightly so it would be more personal to them. I

didn't want to copy-paste the exact same message to every single person, but at the same time I didn't want to rewrite a paragraph 500 times," Bunnell said. "I think direct messaging people on Instagram was probably the best way to go."

Among the student body, discussion about the elections focused on the campaigning experience. Some students expressed sympathy towards the CCC candidates. "I personally really don't mind being asked because 200 signatures is a lot and it doesn't take me more than a minute to fill [the form] out," lower Valentina Zhang said.

Other students noted the pressure and impersonal nature of the campaigning and questioned the efficacy of collecting signatures in the first place. "Sometimes, being asked to sign CCC forms felt really awkward, especially when I don't really know that person. But if they asked in-person, I ended up signing because I couldn't really say no," lower Debbie Ang said.

"I think it's annoying for someone who has never spoken to me to DM me

asking to sign their form," lower Sofia Novosad added. "I like it more when someone asks me in person."

Some students also expressed concern over candidates' visions for the CCC. "I finally had a chance to actually look at all the candidate statements. To be honest, I feel like their visions are not very clear," lower Sophia Lee said. "A lot of them mentioned empathy, but I don't really understand how they're choosing to implement it."

"I would vote for candidates that I personally know are morally good people and are responsible enough to deal with emotionally sensitive cases well," Lee continued.

"I'm trying to be as unbiased as possible. I won't automatically vote for people I know, but if I know the person and have an opinion on whether they would be good as a CCC member, then I'll take that into consideration from personal experience," prep Layla Whitaker added.

Student Petition Cont.



Students gather in the Assembly Hall.

Minseo Kim/*The Exonian*

of the student experience as possible under current conditions.”

“We have no control over the policies of other countries, but appreciate the concerns of our international students,” Rawson added. “Our protocols and testing programs are intended to be protective of them and all students. We are reserving Grainger to accommodate any students who want a supervised and more distanced campus dining space. We also appreciate the efforts of students to protect themselves and each other through consistent mask wearing and following other COVID protocols.”

“As we have from the beginning, we seek to protect the health and safety of the entire community while preserving as much of the student experience as possible under current conditions,” Rawson concluded

in his email to Masoudi, Reale and Wang.

The student initiators of the petition, however, shared their motivations for organizing the petition. “It was born out of very genuine concerns. It was kind of spontaneous. The three of us and a couple of other friends were discussing concerns we had and had the idea to start compiling them and maybe getting other student input. And then it seemed possible to actually present it to some higher-ups and make something actually happen.” Reale noted.

For Reale, the Academy’s established protocols were unresponsive to the rising COVID cases upon return. “We were starting out with people already in quarantine or with people already infected. People were already missing out on classes. I think how the Academy responded showed that the

school was already expecting this to happen to people. That’s insensitive and inconsiderate for anyone who isn’t part of the majority of students who are able to attend classes,” Reale said.

“I feel like the plan was not really created with international students in mind and domestic students who have to fly to get to Exeter. I live a four to five-hour flight [away] and I don’t really see how my parents could just take time out of their schedules to fly and like pick me up. I think for low-income students as well, there weren’t really plans about equity,” Masoudi said.

“I have friends who have suffered from the long-term effects of COVID, and it felt like people were being very disrespectful, very selfish, and not really caring about not only about the impacts on people our age with COVID, but in gener-

al, people with comorbidities... It doesn’t impact a lot of people, but anyone who gets seriously sick is like one person too many, which I feel like people didn’t care about,” Masoudi continued.

Wang appreciated the comprehensive information Principal Rawson sent out in a later email while she was generally unsatisfied with the Academy’s response. “We want an option for students who don’t wanna risk it. I don’t think that the school should have a say in the level of risk I choose to take myself. We want more transparency in the decision-making process, some of which we achieved when Principal Rawson sent out more transparent emails.” Wang said.

However, Masoudi felt that the Academy could have done more to acknowledge or respond to student concerns. “I was pretty disappointed. I appreciate that they did take the time to read our email, but I think that might be a little bit of the bare minimum besides sending out more briefings, there weren’t any actual changes taken into consideration,” Masoudi said.

The petition initiators offered suggestions for improving the current COVID policies, including a streamlined way for students or parents to give feedback. “I think the school could avoid a lot of bad press if they opened up channels for feedback before things got to such a drastic point. Maybe there is some system that’s put in place that I’m not aware of, but if there is, it needs to be better advertised because I don’t know

about it and nobody I know knows about it,” Masoudi said.

Wang echoed the idea of establishing a student feedback system. “Perhaps it could function as a way for students to communicate with one another about issues and concerns because I definitely think that there needs to be more open communication between the decision-makers and those of us impacted... I think that if there was more understanding then this sort of thing wouldn’t happen as much. And I think that kind of comes from a willingness of students to listen, engage, and also better communication channels that can be facilitated.”

Prep Chloe Richards, a signatory of the petition, is in favor of giving students an option to choose whether or not to put themselves at risk. “At this point, stress has definitely decreased because our cases are so low, but I’m just not sure it was worth all the stress from the past few weeks,” Richards said.

“I feel like we should’ve had the hybrid option, given so many people were already online - whether they were in a hotel, had COVID, or had a personal situation,” Richards added. “I just think it isn’t that easy for many people and their families to be able to act in such a short time.” Richards continued.

Lower Freya Busser also explained her reasons for signing the petition. “I signed it because I believed in it and the people behind it. I don’t regret signing it because even though it

had no physical effect, that message has been brought to Exeter’s attention and they know about it. It was at the very least, released and seen,” Busser said.

Other students who resonated with the petition’s grievances felt that the petition lacked in publicity and formality. “I did not sign the petition because I was not aware that there was a formal petition, and I had only heard about it,” upper Abigail Byun said. “I think it was a good idea because the policies were clearly unrealistic and very challenging given the circumstances of COVID and the number of international students that make up our student body. It was unfair,” Byun continued.

In addressing some of the student and faculty criticisms against the petition, Reale asked the community to understand and appreciate student-organized petitions with an open mind. “Since writing the letter and in considering all of the negative feedback we’ve received, I’ve thought a lot about how we could have presented it more nicely so that maybe more people will feel more inclined to listen. But in rereading, I feel that we really tried to be coherent, respectful, and diplomatic. I really would just love to see some more empathy and more demonstration of our listening skills from our community,” Reale concluded.

Campus Safety Cont.



Upper Alexa Wingate swipes her Lion Card to enter the Elizabeth Phillips Academy Center.

and how small the community is.”

“I think institutionally the things that prevent me from feeling safe are the same or at least similar things that make most other students of color or marginalized students feel unsafe is knowing that the same structures of policing are touted as the solution to gun violence or oftentimes the same structure as that surveil and target students of color,” Tang said.

Meanwhile, some students feel that the Academy already provides a safer environment than their alternatives at home, but that the school should still hold itself to a high-

er standard of security. “I feel safer at Exeter, but I am from Austin, Texas. It’s definitely nice to have some sort of key card access and to have campus safety to lean on, rather than having none of that at public school (or just the city police),” upper Weiyi Huang said.

Upper Alexa Wingate agreed, citing her experience as a student from New York. “I honestly think that Exeter is about the safest you can get in terms of going to school. As someone who lives in New York City, there were a couple of stabbings and other dangerous events at the local subway this summer. On the other

hand, Exeter, as a boarding school, has numerous safety practices with emergency checkpoints and access to campus security contact,” Wingate said.

“I think that it’s important to acknowledge that Exeter is a very small and safe town,” Wingate continued. “The few people who walk around the campus are probably just people who work either at the town of Exeter or at the Academy. I believe that the campus is as safe as it can be.”

Upper Lara Muyombwe shared her experience with campus security. “I do feel vaguely safe around campus. When-

ever I’m in town, I am assured and feel comfortable in the presence of campus security car patrols, but I’m not sure how safe they could keep us from a school shooting,” Muyombwe said.

“In my opinion, it’s safer in the middle of nowhere [like Exeter] compared to downtown Boston. I feel safe because the town is small. However, the school is not very secure, considering how getting into a dorm building is just a card scan away,” prep Byran Huang noted.

Upper Tucker Gibbs agreed. “I think that the Academy does a good job of maintaining security

Hannah Park and Andrew Yuan/*The Exonian*

with LionCard locks on almost all of the doors, the ALICE system that we are all educated on, Exeter Alerts, and lockdown drills. It’s also important to note that we are in the middle of suburban New Hampshire, which is relatively safe in that regard,” he said.

W. Huang noted other options for support. “For the most part, I think I’d probably just reach out to a teacher or another nearby adult. I think I’d first take measures to alleviate the situation, and then I’d probably reach out to nearby adults if I need help,” he said.

“I think the protocols [the Academy imple-

ments] are clear, but there are also many circumstances where these protocols wouldn’t work very well, and it’s hard to know what to do in those situations,” McCarthy said.

“I think everything that can be done reasonably right now is being done. I don’t think that there is a terribly high risk that warrants anything further. There’s no reason that we need to have metal detectors or more stringent protocols given that our security systems make that less of a threat,” Gibbs concluded.

Life

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» QUARANTINE

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» MACBETH

Read Nhan Phan '24's review of the cinematic rendition of a famous Shakespeare tragedy, 5.

Senior of the Week: Marina Williams



Senior Marina Williams smiles in front of the Academy Building.

By ANVI BHATE, EMILIA KNIESTEDT, SOPHIE MA, and STELLA SONG

Lights brighten and whispers from the crowd begin to dull as Williams enters the basketball court confidently, her entire Imani dance crew following close behind her. Fast-paced hip hop music booms through the room. Her moves boast immense energy and prowess; her radiant smile and sheer excitement instill joy in whoever has the chance to watch.

In her three years at Exeter, Williams has been a constant ray of sunshine, spreading laughter and joy to the people around her wherever she goes. “She’s funny,” close friend and fellow Bancroft proctor Ana Casey said. “And when people say something funny, she tends to say, ‘You’re interesting in the brain’ and then she’ll often follow it up with ‘I love it.’ But she’s always funny.” Williams is also an active member of the Academy’s dance company as well as its many dance clubs. She serves as a co-head for Imani, Exeter’s hip hop co-ed dance group, choreographing many of their pieces alongside other co-heads.

Williams followed her brother’s footsteps when she decided to come to Exeter. “My brother went [to Exeter] because he broke his collarbone his senior year of high school. He was being recruited by Harvard at the time, but since he broke his collarbone

before the season started, he came here for a year and he really, really liked it,” Williams explained. “And ever since then, I was like, ‘Oh my gosh, this seems so cool!’ You get to talk at the table, you don’t have to raise your hand. That’s crazy!”

What really sealed the deal for Williams was the promising performing arts program at the Academy. “They made the Goel Center. And I was like, what?” Williams continued, “My old school had only a really small, black box theater and a very small dance studio. There wasn’t a lot to do there and they didn’t put on many performances. I love my old school. But [Exeter] is just like a brand new world. I was ready for something new to challenge myself. So I came here.”

While Williams is now known on campus as a brilliant dancer, that was not always the case. When she first arrived at Exeter, Marina had only one year of dance experience under her belt. “All my life, I was playing soccer and running track,” Williams explained. “I grew up in a family of athletes, and I was the first one to break from the mold when I went into an ‘artistic’ sport.”

“It’s hard to jump right into it, but the dance community is so welcoming,” Williams continued, “They don’t really care where you’re at, as long as you’re trying. I would put in extra time outside meetings

to learn the choreography, to get it right.”

Along with dancing, Marina is an active contributor to Exeter’s Core Values Projects and anti-racism work. Last term, she worked on Project Rise, where she increased access to books written by authors of color at a local library. “Especially when we worked on the children’s section, it was so nice to see that representation. When I grew up, I didn’t have any of that.”

On campus, Marina is famous for her optimistic nature, which has evolved into her own Sunshine Committee, an on-campus organization working towards spreading positivity through small actions of kindness. She explains the motivation behind her work, “Sometimes when your mind is just such a clouded place, you need a little glimmer of hope, which is why it’s like sunshine. Reading a few words off a random page that you’ve run into in the middle of nowhere might help you a little bit.”

Describing Williams’ kind nature, senior Chandler Pigge added, “I would describe Marina as a ‘light of the world.’ She brings a positive aspect to many parts of her life and others that are second to none.”

Casey echoed Pigge’s statement. “She’s just a very genuine person. All of her friendships are very genuine and she makes everyone she hangs out with feel special and feel loved in a unique

non-generic way. She just brings a lot of positivity and light and just also acknowledgement of the outside world, which I feel like we often lack here.”

Lower Sofia Contreras agreed: “I feel like as a lower, when I’m a senior, I’d want to be like Marina.”

In and out of the dance studio, Williams’ attitude leaves a long-lasting effect on everyone she meets. Lower Vera Aimunmondion shared, “For me, the legacy Marina will leave behind is being patient with oneself and others; [to] take up artistic space in an inspiring way through dance; [to] acknowledge the nuances in exploring identity, and love; and [to] spread genuine love and kindness.”

“She has done so much that can be honored from the classroom, to on the stage, to in the community. Her affection and passion for whatever she participates in is amazing. She will not only leave a legacy to young men and women at Exeter behind her but continue her role model status as she pursues life,” Pigge continued.

“You go away from an interaction or relationship with her wanting to be a better human being. Her legacy is giving you something to strive for,” senior Lyric Zimmermann said, speaking about the legacy Marina was going to leave behind after graduating.

“She has a unique ability to

make deep, meaningful connections with lots of different people,” Casey added. “She has her own little backstory with everyone on campus. She says hi to everyone on campus, even if she doesn’t know them, and then they’ll pass and she’ll laugh about it. She’ll be like ‘I have no clue who that was.’”

When asked about how she has changed over the last few years, Williams spoke about finding and accepting herself. “Many times I have no idea what’s going on,” Williams said. “I think I have gotten used to being okay with that and realizing that the things I have to say are still as important as everybody else’s at the table. Yes, it might not be fully formed, and yes, I might stumble through it, but at least I’m putting something out there. And, confidence is key.”

“It sounds so cliché, but be true to yourself and be unapologetically you and you’ll attract the right people into your life,” Williams continued, speaking about advice to give to younger students. “Don’t try to change yourself for others.”

“That was one thing I struggled with when I first got here; I was trying to figure out who I was at the same time, trying to make new friends and juggle everything. And I realized that I don’t need to be the person everybody wants me to be. At the end of day,

it’s my life and it’s not theirs. Do what you love.”

“Peace, love, and happiness,” Zimmermann said, “It’s her little slogan.”

Casey echoed that sentiment, recalling a moment of genuine happiness with Williams. “[It was] her birthday, towards the middle of fall term. Everyone was kind of dead but she was just dancing around. Marina goes hard for her birthdays. It is her day,” Casey said. “We got her Crocs with three different Jibbitz. One that was a peace sign. One that was a heart. And one that was a smiley face one and happiness. She’s been wearing them a lot lately — her Crocs with peace, love, and happiness. It was a really fun night.”

Likewise, Zimmermann treasures the small moments with Williams. “Marina thought a dog’s average lifespan was three years up until a week ago,” she said, laughing. “There’s just very few people that emulate both genuine human nature and genuine happiness.”

“Frankly, she’s one of the only people I can think of who actually does both,” Zimmermann finished. “There’s just something about her.”

“Don’t Look Up”: A Transfixing Wake-Up Call

By ARIANA THORNTON

On New Year’s Eve 2021, my mom and I sat down on our living room couch in the mood for a comedy movie. I hadn’t yet heard of the Netflix film “Don’t Look Up.” But a quick Google search of “popular comedies” immediately pulled its cover art to the top of my screen. After watching the trailer, we were both intrigued enough to hit play. The end result wasn’t what either of us expected, but the memorable characters, urgent message, and comical yet haunting satire left a lasting impact. I came to interpret this film as a

warning bell and a parable of our polarized society.

“Don’t Look Up,” a dark satire directed by Adam McKay, follows two astronomers who detect a “planet-killer” comet on track to impact and decimate Earth in six months and fourteen days. Played by Leonardo DiCaprio and Jennifer Lawrence, Dr. Mindy and Kate Dibiasky scramble to warn humanity of the crisis. On a live morning talk show though, the scientists are encouraged to “keep the bad news light,” until Dibiasky stands up and screams “We’re all 100% for sure gonna f***ing die!” World opinion is divided among

people who demand the comet’s destruction, the ultra-wealthy who want to mine it for its minerals, and conspiracy theorists who deny the comet’s existence.

An allegory for the United States’ handling of climate change, “Don’t Look Up” contains an unsettlingly realistic portrayal of governmental, political and media indifference to the climate crisis. The delay of action, debate, and politicization is the same. Although a strike from space is immediate and climate change is a slow-moving disaster, their endings are no different. The film also features a sharp condemnation of

science deniers, who are depicted with their rallying cry, “don’t look up.” Avoidance and ignorance are common themes from both the movie and our world.

On Netflix, the film set a record for the most viewing hours in a single week and is already the platform’s second most-watched film. Given its popularity and how much I enjoyed it, I was surprised at how divided viewers actually are regarding its quality. There are a plethora of bad reviews from movie critics, most of them criticizing the quality of the satire. One wrote that the movie was “smothered by smugness.”

And yet, the response from scientists was overwhelmingly the opposite. Marine biologist Ayana Elizabeth Johnson tweeted, “I’ve never felt so seen...I was wincing, anxious, nervous sweating, and nearly shouted at the screen ‘Are you f***ing kidding me?!’” Paleoclimatologist Lisa Graulich said, “I went between laughing and sort of feeling ready to weep, because it did ring so true. To have ourselves not taken seriously, at times ridiculed by the press, to have politicians sometimes pay attention for a while but then lose their focus, for many of us it was very evocative of what we’ve experi-

enced.”

For countless scientists, “Don’t Look Up” is the most accurate film they’ve seen about society’s non-response to the climate crisis—their own fears and life’s work projected onto the screen. “Don’t Look Up,” equal parts comedic and serious, is a powerful stand against public apathy and science denialism. It is an innovative and unique take on the grim story of climate change, inviting you to both laugh and think critically while keeping you on the edge of your seat. It teaches us that it’s time to look up—and realize what’s happening to our world.

Students Reflect on Identity and Justice at UnSilenced



Upper Lydia Osei sings “Tokenee” at UnSilenced in Assembly Hall.

By SYLVIA LANGER, HANNAH PARK, ARIANA THORNTON, and CHENGYUE ZHANG

Assembly Hall buzzed with anticipation as dozens of students eagerly filed in to watch UnSilenced, a series of performances centered around themes of racial discrimination, biases, and empowerment.

The student-run show opened with introductions from the organizers, senior Siona Jain, upper Kodi Lopez, and upper Ki Odums, who

gave a land acknowledgment to the Abenaki homeland N’dakinna and explained the show’s fundraiser for Sister Song, a reproductive justice organization for women of color.

A showing of lower Rowan Flanagan’s painting kicked off the showcase of talent—setting the tone for other student performances of poetry, dance, and music about social justice issues.

Jain, who directed and performed in UnSilenced, explained her vision for the event: “My biggest goals were to unite the student body ahead

of Martin Luther King Jr. Day and to give students, who might not have a chance to voice their message elsewhere on campus, a big platform to do so. I also hoped to get people in the MLK Day spirit—the spirit of service, and the spirit of not only listening to those around you but also acting upon what you hear,” Jain said.

Students expressed joy about being able to hold the event and perform in person. “I think there’s something very special about sharing a space with performers and with an audience because it really emphasizes our community,”

senior Rose Chen, who performed original poetry, said.

Performers provided insights about their visions behind their art: “Self-expression comes in many forms, even in mediums that might not seem immediately applicable,” senior Kiese Nanor, who performed a solo piano piece, said. “The sphere of classical music hasn’t really been an open space for people of color in history, and even now it’s hard to separate the music from its connotations. But the vibrancy of the music itself really speaks to

me nevertheless, and that’s why I really love playing and performing.”

Chen used her performance to creatively explore themes of identity and self-discovery. “I’ve really been focusing and honing in on this idea of motherhood, daughterhood, and being a woman in a society that keeps telling us that it’s incredibly dangerous to be who we are,” Chen said. “I thought it would be interesting for me to explore the side of ... the person who is inflicting trauma.”

Upper Lydia Osei also reflected on identity, displaying her vocal talent in a medley of songs inspired by her experiences with tokenism. “Oftentimes, once I got close to an individual or group of people, they would feel comfortable sharing their grievances with Black and brown kids taking up too much space within ‘prestigious’ institutions, make fun of certain Afrocentric features I had while at the same time try to humiliate me for trying to act ‘too white,’” she said. “I wanted to do a performance that was aggressive, loud, expressive, and unapologetic—for myself and anyone else who may feel or have felt as though they share similar experiences.”

Prep Amara Nwuneli’s creative process was also inspired by events in her life. “I drew from several experiences, including conversations I’ve had with my other friends about having to be called out in class to explain where we came from or further represent our race,” Nwuneli said. “In a

whole, I just wrote how I was feeling.”

The audience resonated with the performances. “It’s very meaningful to celebrate the transformative power of the arts in social justice. Justice is a yearlong commitment, but events like these are important, inspiring and engaging ways of renewing that commitment,” senior Daniel Zhang said. “Communal storytelling and personal expression is one of the most effective ways to bridge a community together. I always leave UnSilenced every year feeling like a part of something greater than myself.”

“It was refreshing to watch and listen to people make art and write poetry about their personal experience,” lower Clara Peng said. “It really makes me excited to branch out and try and find new outlets of media and find new books and poetry to read.”

Lower Freya Busser also reflected upon the performances. “Listening to all the stories of people talking about their experiences... made me become more aware. What they brought to the stage was fully raw and fully them.”

Osei succinctly summarized what message her performance, and the entire show, advocated. “To put it simply: no matter how hard you try, there is no way you can keep me quiet. I was made to have a voice, and the world was made to hear it,” she concluded.

A Day in the Life of Someone in Hotel Quarantine

By ASHLEY JIANG, HARRISON MCGOVERN, ROXANE PARK, and CATHERINE WU

On Monday, Dec. 3, rather than facing the narrow and dim rooms of the Quarantine Unit this year, Exonians identified as close contacts were whisked off-campus to the Springhill Suites Hotel. Students spent their five-day quarantine period under faculty supervision in rooms with plush queen-sized beds and abstract artwork.

Prep Davido Zhang described a typical day’s schedule while living at the hotel during quarantine: “I would wake up slightly later, because basically there’s not much to do before I go on to an online class. Then after a day of slightly more tedious online classes, I would just spend some of the time practicing cello, and working on extracurriculars. I would also have a little bit more free time just to relax.” Zhang said.

For most students, their daily lives did not differ much at the hotel compared to living at the Academy. “I would wake up, go to class on Zoom, watch Spider-Man on Netflix, do homework, and eat dinner with my friend who was also

in quarantine,” Upper Jady Mitchell said. “My daily routine didn’t really change, except I didn’t leave my room much because we weren’t allowed to. It was nice to have my own shower and bathroom though.”

“My daily routines were much more laid-back and unfortunately tended to take more time [than on campus]. I think a large reason behind this was the sudden influx of time I experienced. Back on campus, if I woke up at 7:30 a.m. it was a rush to get to class on time, while in quarantine I had a good half hour to brush my teeth, shower, and then watch YouTube videos. It was quite a strange feeling to be honest, not that one I’m used to at an academically rigorous school like Exeter,” prep Steven Chen said.

Lower Neil Varwandkar agreed saying, “I didn’t have any sports, so I was inside for the whole day which gave me a lot of time to do my homework for not only the next day, but also for the following days.”

Some difficulties with remote learning arose for students attending Zoom classes. “Most of my classes offered Zoom to those who were unable to

attend in person. Although oftentimes I wouldn’t really be able to understand what was happening, it was definitely better than nothing. Homework was sometimes difficult due to not really understanding what was going on in class, but most of the time I’d be able to figure it out either on my own or [by] asking a friend to go over what was covered in class,” Chen added.

“I was a little stressed about how I was to participate and adequately learn while on Zoom, as there wasn’t a hybrid model available so most classes were quite hard to join, especially English,” Varwandkar continued.

For students at the hotel, mental health was also a large concern. “My happiness was definitely less as I wasn’t able to see my friends in the dorm or outside of the dorm,” Varwandkar said.

Mitchell similarly mentioned that “part of [the hotel stay] was nice, but the other part of me was about to lose my mind as I was severely lacking in just talking to people and going outside.”

“As a social person, going days without social interaction really affected my mental and emotional health. I remember

the morning when I woke up right after the day I checked into the hotel, I was hit with this wave of isolation. Knowing that I would be stuck in this situation for the next five or six days and that I had no control over it really dampened my mood,” Chen said.

Students shared how they were able to cope during their time at the hotel. “I used social media to connect with people. Sometimes I would go on some calls when I just felt like calling my friends, because I’m a somewhat talkative person. It was great that I had my cello with me and it really filled my time, otherwise it would’ve been worse,” Zhang said.

“I had more free time, but less options to spend it, so it mainly turned into more homework time,” Varwandkar said. “I also watched a lot of Youtube and TV, watching series such as Suits, Taskmaster and movies like No Time to Die and Infinity War.”

Quarantine supervisor Lori Novell shared the goals of the faculty team at the hotel: “My focus was to ensure [that] the students followed the guidelines set for them as someone who was identified

as a close contact. Our goal was to ensure the students were emotionally okay as well as making sure they were eating,” Novell stated.

Novell also explained the efforts the team made to improve students’ stay at the hotel. “[Another supervisor] Paul Gravel created a group chat with all of the students who were at the hotel to let them know when lunch and dinner were served. They also received texts several times a day letting them know specific times we would take students outside to get fresh air,” Novell said.

“On the weekends, we also helped to serve lunches and dinners alongside the catering team headed by Cindy Jerge. We had a ‘staff room’ where a supervisor made themselves available to answer students’ questions, and get them things they needed upon request,” Novell continued.

Some students discussed the food offered at the hotel during their quarantine. To Mitchell “the food was similar to the food we would get on campus. We would go downstairs to the lobby for lunch and dinner and get food from this conference room. For breakfast we could go to the hotel breakfast buffet. In

general, the food was okay. It was good some days, weird on others.”

“They also kept snacks outside our rooms as well as getting treats on certain days like ice cream and a birthday cake,” Varwandkar added.

Novell reflected on her overall experience at the hotel. “I appreciate being at the hotel, because the hotel has great staff who are very accommodating and met any need we had. They made sure there was plenty of food for the daily continental breakfast which the students enjoyed.”

Many students also agreed that their quarantine experience was mostly positive. “Being quarantined away from friends wasn’t great, and classes on Zoom weren’t as fun as in-person ones, but the room was definitely a huge plus, and the private bathroom was certainly great. The staff were also very nice and understanding,” Varwandkar said.

“I will say that living at the hotel relieved some of my stress about certain parts of my life, most notably academic pressures such as getting homework done on time and smaller things like getting breakfast every day,” Chen concluded.

Movie Review: “The Tragedy of Macbeth”

By NHAN PHAN

The Tragedy of Macbeth, produced by Oscar-winning husband and wife duo Joel Coen and Frances McDormand (Lady Macbeth), is a hauntingly beautiful rendition of William Shakespeare’s most famous play. With exquisite cinematography and an undoubtedly dramatic black-and-white theme, McDormand and Denzel Washington’s (Macbeth) performances bring about an almost magical yet psychological story about the corrupting power of unchecked ambition and tyranny to life. It is undoubtedly one of the most worthwhile watches of this year.

One of the biggest contributors to the gratifying

cinematic experience of The Tragedy of Macbeth is the set design. Coen’s architecturally meticulous vision of the film’s setting provokes discomfort. For instance, the five collar-early-placed converging castle arches in a frame, when placed into the midst of a dark screen, looked like spearheads. Macbeth’s castle is then, instead of a medieval-era structure, a rectilinear modernist house with geometric courtyards bounded by walls and corridors that signify imprisonment. All of those small yet crucial design features foretold what was to come and certainly provided a striking modern touch to the movie.

An unusual choice that Coen and McDormand adopted was the use of the black-

and-white filter throughout the entire play, as well as their choice to use a smaller than normal frame. These cinematic choices provided The Tragedy of Macbeth with the physical surrealist effect it needed. Bruno Delbonnel, the cinematographer, explained it best in an interview with American Cinematographer Magazine, saying, “We tried to reduce spaces to their purest simplicity, just like a haiku. We would ask, ‘What is a room?’ It’s four walls, a door, a window, and nothing else.”

The producers wanted to create abstractions using simplicity because it is harder to interpret the story through a black-and-white lens—it forces the audience to imagine the story. The black-and-white

lens suggests certain visual ideas without fully completing them, and Coen wanted the audience to fill in the blank parts.

Producer and actress McDormand seemed born for her role as Lady Macbeth. McDormand entered the movie with her grim yet powerful voice, her emotionless eyes asserting authority over the scene, as well as expressing a relentless determination for a cause (in this case, to kill King Duncan). In Shakespeare’s original Macbeth, Lady Macbeth is a complex woman at a stage in life where she is stuck between pondering her life’s past, present, and future. She is seen as an ambitious woman, like Macbeth himself, who always taunts her husband towards reckless wrongdoing. Howev-

er, McDormand’s portrayal of the character is more subtle, nuanced. She does not hyperbolically exude the energy of a wild-mannered wife. Instead, she is a cognitive, unexpectedly emotional character whose subtle actions, dispassionate facial expression, and speech is truly remarkable.

Washington had an equally impressive performance in this movie, providing a powerful, emotional, and daring version of Macbeth. One can feel Washington’s underlying ambition, anger and frustration in the tone of his speech: an earthy, dynamic-ridden voice that demands the attention of the audience. Washington’s Macbeth is quiet and equally psychological as Lady Macbeth, but ultimately succumbs

to his greed and opportunistic nature. His depiction showcased the pursuit of power at all costs and the moral injury that follows as a powerful concept that beats at the heart of the play. The artistry and intelligence in his performance are on full display to make this concept the cause of his eventual downfall.

The Tragedy of Macbeth is the perfect rendition of Shakespeare’s original play, touching on the themes of moral responsibility and corruption caused by intense greed and anger. It will be a while until we see the same level of cinematographic artistry that’s on display in this piece. It sets the bar high for future Shakespeare movies—truly an amazing watch.

UnSilenced in Pictures



Seniors Moksha Akil, Marina Williams, upper Ki Odums, and lower Vera Aimunmondion dance to “American Funeral” by Joseph Angel.



Senior Rose Chen recites their original poem “To My Daughter, Who I Murdered.”



Upper Priya Nwankama recites her original poetry “Friday Night in Dawsonville, GA, 1995.”



Upper Jade Pierce recites her original poetry “Colorblind.”



Lower Dissandou Becolli performs his original song “Property.”



Senior Shalom Headly performs “Home” by Diana Ross.



Senior Josephine Elting plays “No Woman No Cry” by Bob Marley on the cello.



Senior Indrani Basu dances to “We Shall Overcome” by Pete Seeger.



Senior Lila Busser recites her original poem “A Letter, for me.”



Upper Polly Vaillant performs “Quiet” by MILCK.



Prep Amara Nwuneli recites her original poem “Listen.”



Seniors Kiese Nanor and Shantelle Subkhanberdina perform at Unsilenced.

» SPACE TRAVEL

Read senior Alex Kermath's advocacy for investment in space exploration, 8.

» CVP

Read lower Calista Lee's critiques the inconsistencies in the CVP program, 8.

» INFLATION

Read prep Joonyoung Heo's recount of the inflation over the pandemic, 7.

Breaking the Exeter

Bubble

By CJSMITH '25

Looking around the world right now, it's easy to see extremely pressing issues facing many different groups of people. Several countries, such as Myanmar and China, have pushed incredibly harsh autocratic rule on their citizens, censoring and jailing those who speak out, with the latter actively committing genocide against the Uyghur Muslim population in its Xinjiang province. Kazakhstan has crushed peaceful protests advocating for a reversal of spiked fuel prices with one protester recalling the government police force shouting, "If you go out to protest again, we will kill you." Let's not forget the Taliban-controlled Afghanistan, where Afghan women live in fear of violence for simply going to school, and the ongoing famine and cholera epidemic in Yemen, where civil war has raged incessantly since 2014.

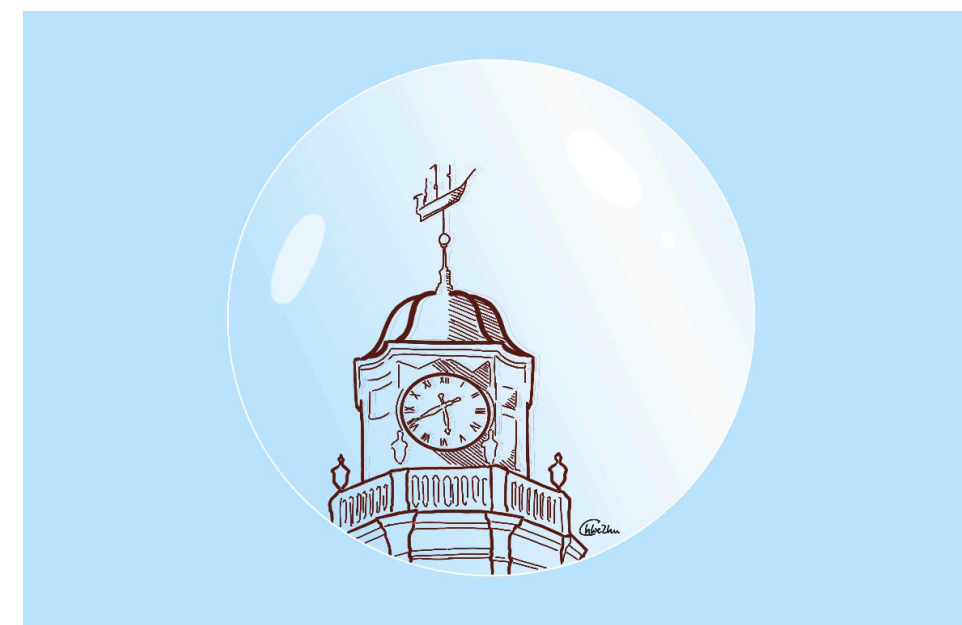
Since arriving at Exeter in the fall, I've heard no one discuss any of these catastrophes, or any other global events for that matter, save for a few

op-eds relating to Myanmar, inequality in vaccine distribution, or the disastrous effect of COVID-19 on Vietnam. Most of the time, I feel as if I'm always the one initiating discussion on such topics, and even then, the conversation fizzles out because no one has enough information to discuss a) what's happening, and b) their thoughts on possible solutions or policy responses that can address these problems. This lack of knowledge on current events contributes to the "Exeter Bubble."

It can be easy for Exonians to sometimes focus on issues facing solely the Exeter community. After all, we do live on this campus for most of the year, and it is clear Exonians care a great deal about our community as demonstrated by student activism, Student Council, and other activities over the past few months focusing on the Academy's sexual misconduct policies, anti-racist initiatives, vaccine mandates, and COVID-19 protocol. However, while it's understandable that students would be interested in what's going on at their school, many

Exonians have shut themselves off from learning and discussing topics outside of Exeter. Instead of reading a variety of news sources, many students simply repost Instagram graphics and claim to support a particular side of an issue without actually knowing the details. One example of this was the infographics relating to the Yemeni Civil War, a conflict between the Saudi Arabian-backed Yemeni government against the Iranian-backed Houthi rebels, now continuing into its eighth year. Many reposted infographics relating to this humanitarian crisis in Yemen, but I wonder if anyone truly knew how the war started, who the major players were, or other geopolitical information relating to the conflict. Taking a mere five minutes to repost and share someone else's Instagram post does not do justice to these issues that are far more complex than any social media slideshow.

To be clear, this is not solely an Exeter problem. I have seen many people repost vague summaries of issues without knowing much about



Chloe Zhu/The Exonian

them and not making the effort to actually learn about such global events. However, the reason I believe Exonians should especially care about this problem is because of who Exonians are. Exonians are some of the brightest and most talented people I have ever met, and these are students who will be future leaders in every part of society. Yet, we can't assist in what we don't understand, and that is why it is so important for us to be informed about the world in which we live. Even if you don't think you will have a career dealing with any of the issues I've listed, it still pays to stay informed about global

events. Having the privilege of attending such a renowned institution means we should use our resources to educate ourselves on more than just what affects us. It helps us develop empathy for those beyond ourselves, and it primes us for a future of service and leadership.

So how do we break the Exeter Bubble? For starters, we need to change how and where we learn about current events. Instead of using an Instagram post for information, a Wall Street Journal or New York Times article works much better. Plus, after reading a well-written article that better informs you, you may

find a new issue that you're curious or passionate about. Additionally, diversifying your news feed is also important. We have stigmatized certain sources to be "fake" or "too biased," but we should remember that everything has bias. So, it's important for us to read and learn about different opinions and then decide for ourselves where we stand on such issues. Most importantly, we should stay motivated to keep learning. While news travels fast and the sheer volume of it can sometimes feel intimidating, it's better to be informed on some things than to be informed on nothing at all.

COVID Response Critique

By NHAN PHAN '24 and HARRISON MCGOVERN '24

We live in unprecedented times, under unprecedented circumstances, and are making unprecedented choices. Everyone hoped 2022 was going to be somehow better than 2021, but so far, it's not looking at all like what we longed for. With the rise of the Omicron COVID-19 variant, the Academy has chosen, rightfully so, to take a cautious approach in re-entering normalcy. However, the rollout of policies did not contribute to a smooth transition. It is vital to examine the effects this had on the Exeter community.

Let us first examine how international families and stu-

dents were impacted by this barrage of new COVID-19 policies: a few weeks ago, Principal Rawson sent an email about the COVID-19 pickup policy, which stated that if a student tests positive for COVID-19, a parent/guardian or an emergency proxy must come to campus within 24 hours to pick up their student to isolate outside of campus. Although the email did *briefly* mention that those in extenuating circumstances need to contact the Dean of Students Office, this email stoked fear and anxiety among international students and families alike. International students were under the impression that they were going to be barred from campus should they test positive, leaving many

bewildered, while international parents were under the impression that they would be required to be on campus within 24 hours of notice. By every means, this is an unrealistic expectation. Even though the Academy did later clarify the policy over a Zoom call to international families, the assumptions made in the initial communications struck fear in an uncertain time.

Secondly, we need to take a look at the hypocrisies of the COVID-19 policy on campus. When asked about the rushed decision to return to in-person instruction in a Student Council Q&A session, Dean Weatherspoon mentioned there was a difference of opinion among both students and faculty, and that the school was committed to avoid-

ing hybrid learning. He also coined the phrase, "we are in this together." Besides the fact that the question was never really answered, it brought up the question of what does it mean to be a close contact. Earlier in a Q&A, Weatherspoon defined close contacts as people that one might spend a lot of time with and are not necessarily standing away from. To many, this definition was not only vague but also confusing. In this case, would classmates be considered close contacts? Sports teammates? Dormmates? The decision to fully revert back to in-person learning without a proper definition of close contact concerned many, including ourselves.

A disturbing irony can also be found in Exeter's pres-

ervation of students' physical health by means of utter disregard for the mental well-being of the student body. While Exeter's pupils do equally recognize the unprecedented nature of each of Omicron's curveballs, it should be noted that an expectation of proper informing by the administration has been completely submerged under last-minute mass emails, deprivation of basic social settings, and a general lack of care for the conditions imposed upon each Exonian with little to no foresight. With the series of sacrifices imposed onto Exonians by the school establishing mandatory return to campus for all students, should those very same Exonians at least be entitled to enjoy their time here? Was that not the purpose of returning to campus, to ensure, in the words of Principal Rawson in his Jan. 7 email, the "health and safety,

and the student experience, and maintaining flexibility?"

All in all, the student morale is not where it needs to be, and the Academy's new COVID-19 policy is not doing anything to change that. Moving forward, the Academy needs to make sure that the student body is in the loop because, at the end of the day, the decisions of only a few adults will impact hundreds of students, many of whom are international, low-income, or find themselves in an increasingly difficult position during the pandemic. The administration desperately needs to reconsider its COVID-19 policies and definitions to create a clear, hassle-free message that students can comply with. More importantly, the Academy needs to think deeper about the student experience.

Our Love-Hate Relationship With Inflation

By JOONYOUNG HEO '25

Over the past few years, there's been more than enough inflation to go around. When the stability of market prices is often good news for the economy, and significant fluctuation is always observed carefully by the state, it's easy to see why inflation in excess—a substantial increase of consumer prices—is a problem. Unfortunately, it's one that looms in the present day. In the past decade, the annual inflation rate was at its lowest of 0.7 percent in 2015. It climbed somewhat to 2.1 percent in the following year, and there it hovered through 2019, relatively steady, before dropping to 1.4 percent in 2020. Then, in just 12 months, the Bureau of Labor Statistics noted a 6.8 percent increase, and on Dec. 15, the Federal Reserve acknowledged that inflation had become a major threat.

At the root of the problem are supply and demand. The COVID-19 pandemic has placed a significant burden on supply chains across the globe. Shortages, strikes, and a limited number of workers on hand have all contributed to a bottleneck of supply. Naturally, since it costs much more to produce the same goods, corporations are not going to charge the same amount

of money for them—hence a sharp incline in consumer prices. On the opposite side of the spectrum, demand has also considerably increased. With pandemic restrictions loosened and much of the public vaccinated, people have generally returned to their role as consumers. Thrilled by some semblance of normalcy, even the average grocery trip has turned into a spending spree. Add that to all the stimulus checks the government has handed out in the last two years and you get high demand—and, as a result, high prices. The combination of these changes in supply and demand has largely been responsible for such skyrocketing inflation.

The danger of a 7 percent inflation rate, something the U.S. hasn't experienced since the recessions of the early 1980s, can snowball into what economists call hyperinflation. Broadly, this is when inflation spirals out of control and continues to rise as high prices build on high prices. We've seen this happen in Zimbabwe, albeit in an extreme case, when President Robert Mugabe's extractive economic institution eventually led to the collapse of the currency and the entire economy with it. It's highly unlikely, of course, that the dollar is destined for a fate that

resembles anything like its Zimbabwean counterpart, but even moderate hyperinflation causes substantial damage to the economy. It has been known to corrupt financial judgment and make essential goods unaffordable for many households. It is in the nation's best interest to stay well away.

Despite what much of the public seems to think, however, inflation has its benefits. For one thing, a steep decrease in prices—a series of steps in the opposite direction—can lead to deflation and the general inhibition of economic activity. Clearly, a sharp half-turn may be something to avoid. But this doesn't necessarily imply that the stagnation of prices, growth in neither direction, is good. The fact remains that a small rate of inflation is often critical to maintaining a healthy economy, for several reasons.

First, higher prices mean higher wages for workers. When everyone has more money, more money will inevitably cycle through the private sector, and when corporations have more money, they can pay higher wages to their employees. (To be clear, this doesn't always make for higher employment, since the same wages cannot always be maintained for a greater number of people.) Those who receive more payment have

more of an incentive to work, and it is a golden rule of economics that incentive is directly correlated with innovation. This leads in turn to progress, greater economic activity, and output. When there is a reward or something to work for, an individual is far more likely to perform at a higher standard. There is a reason why so many corporations have gotten rich by praising innovation with gratuity, and why the nations that only reap the fruits of the populace meet their end in economic stagnation.

Second, the paradox of thrift comes into play. The British economist John Maynard Keynes, who specialized in macroeconomics (economics of larger scale involving, for instance, the state), is mainly credited for its propagation. Essentially, the paradox argues that lower prices convince the public to limit their spending, marking balance sheets with a stringent hand, on the belief that prices will continue to drop. It's an effect of which amateur investors will be well aware—no one has ever purchased stocks with an easy mind, after all, free from the speculation of dropping prices and the impulse of "what if." Keynes believed that the productivity of a state could, in this sense, be to its detriment. Inversely, some degree of inflation

would induce people to buy sooner rather than later, and in larger quantities, for fear that prices will begin to skyrocket. This benefits the economy by boosting aggregate demand—increased spending in the private sector—and production in the long term.

Finally, inflation makes life much easier for debtors. As market prices increase and more money is poured into the system, the value of the unit dollar decreases. That means debtors can pay what they owe with money that's less valuable than what they borrowed. This encourages the free exchange of money and subsequently stimulates economic development. Governments are debtors, too—in fact, as of September 2021, the US government is the largest debtor in the world. As with individual debtors on the "micro" scale, low inflation actually helps them pay off state debt. They can also charge higher taxes under these conditions, boosting fiscal revenue and allowing more funds to be set aside. Counterintuitive though it may seem, then, low rates of inflation might relieve some of the burden on the Federal Reserve.

So what is the ideal rate of inflation that nations should strive for, if such a thing exists? Policymakers under the Federal Reserve set their target

rate at around 2 percent, and most other sources agree. Central banks may prefer a target range from 2 to 2.5 percent. In times of recession, some economists believe that a 3 percent inflation rate would make up for the decrease in economic activity. But the consensus is there; the numbers have little to no inconsistency, and the bottom line is that it's generally agreed by experts in the field that a small dose of inflation is crucial to run a vigorous economy.

Such is our rocky relationship with inflation. Right now, with a 7 percent rate at the close of 2021, it's taken a serious blow in popularity. The pandemic has damaged much of the global economy and market prices have, in relativity, gone through the roof. But it's worth keeping in mind that, someday in the future, inflation will reclaim its role as the benefactor of economics. Then, some more time later, another subversion will grip the global stage, and we will all whine and stamp our feet and banish it to the depths of condemnation. This is the way things are, and this is the way things will continue to be—until we truly understand the nuances of inflation and why we need it.

Inconsistency of Core Values Projects

By CALISTA LEE '24

The Academy has implemented Core Values Projects in place of last year's anti-racism block. It serves as "an invitation for further discussion," in the words of Dean Weatherspoon. The students who have started their own Core Values Project guide others through Harkness discussions, readings, activities, and so on.

The anti-racism workshops, in my experience, really weren't that worthwhile. The groups were so large that you didn't have to participate, which led to students' general lack of interest in the conversations. Obviously, lots of its effectiveness was lost due to Zoom and being online.

Last year, I would take part in my anti-racism class by opening the Zoom and promptly falling asleep. On other occasions, my friends and I would leave the computer on while doing completely different things togeth-

er. The Academy didn't make a great effort to get students invested in the discussions, and I literally don't remember a single thing we talked about.

The problem wasn't the lessons themselves—I have a couple friends who did actively participate in the discussion and enjoyed it—it was just Zoom. If students were invested, the anti-racism classes would have probably worked out fine. Now that we're in person, smaller, more hands-on groups that aren't on Zoom would lead to better conversation about the issues at hand. If we could have done the classes in person, I'm sure they would have turned out great. But instead, they have been replaced by CVPs.

Here's my issue with CVPs: they are inconsistent. As opposed to last year's anti-racism block that they replaced, CVPs are not always well constructed. The old anti-racism classes were more formal, led and

instructed by teachers. Each group would educate their group of students in a similar fashion, and even though the main topics may have been different, they all centered around the idea of anti-racism.

When students direct their own classes, their range of ability greatly varies. There's a big gap in the productivity of CVPs because of this. Some may have trouble leading such a large group of students, while others are doing very well. The subject matter of the projects are also incomparable in importance, having the range of "Rest is Resistance," a completely asynchronous napping CVP, to "How to Support Students of Color 101," which instructs white teachers through interactions with students of color. I think it's pretty clear which project is more informative. I'm not trying to say that any CVP is bad or worthless, there are simply different priorities in each one.

Even though some of the projects do spark change in the Academy, I feel like many students think that CVPs are not as helpful as the anti-racism classes were.

The projects are successful in some departments, however. They support the establishment of cross-grade connections, which can be hard for some people to engage in. But from what I've gathered from talking to various dormmates, this effect simply isn't that strong. Some of my friends don't even know the names of the people in their CVPs. These kinds of relationships can easily be found from sports, dorm activities, and clubs, which are more readily available for students to participate in.

Last term, my CVP was pretty well organized, but it also didn't take attendance so I just didn't go. There were roughly as many people in it as my anti-racism class, but that eventually whittled down to about half

the original size as people stopped coming. Perhaps my group was just bigger than the others, or the circumstances led to a lack of productivity. Either way, it remains as one example of the flawed system. Although I don't think large groups necessarily help productivity, the decrease of students' attendance at projects meant there was a pretty significant amount of students simply not participating in the CVPs. Again, the same problem with the anti-racism classes is apparent here. Larger groups lead to less people being actively interested in discussion. It's a similar mindset to Zoom classes in general. Somebody else will probably put in the effort and you're not the center of attention, so it doesn't matter. In the future, smaller groups of these social change classes would be effective, but for now, the larger groups are taking away time from other important topics.

The general consensus

seems to be that the block should just be used as a break. None of the people I've talked to want extra classes between classes, they just want some time out. Students are overworked already in the Exeter environment, and even just an extra 50-minutes could make or break their weekly experience. I honestly haven't talked to anyone who hasn't just wanted a break from classes during this period.

This block has the potential to be used to educate and bring together students if used in the right way. The Academy needs to focus on organizing the CVP groups in a productive and effective manner. We could try cutting up groups into smaller ones that meet across the week, or maybe even going back to the Anti-Racism classes from the past and adding similar changes. But for now, the question remains: is this block really worth our time?

Why We Need to Go to Space Now More than Ever



Blue Origin

By ALEX KERMATH '22

If you glanced at the news last August, there is no doubt you saw Jeff Bezos and his friends launch into space with the money out of his own wallet. \$5.5 billion spent to break the atmosphere and look down on our tiny blue planet. I saw this as a great success towards the eventual commercialization of space: a step towards interplanetary travel, moon bases, asteroid mining, Dyson spheres and so much more. Such a mission could help push us towards a new phase in humanity, but that's not how the public sees it. To many, this was a selfish "If I can, I will" sort of project. In some aspects,

it was, but, regardless of your opinion towards the matter, it was an unfortunate blow to humanity's interest in space.

It is incredible that the exploration of a whole universe outside of Earth can be confined into a few scientific fields and less than 0.5 percent of the U.S. budget. What is even more far-fetched is that until SpaceX, only publicly funded government programs have ventured out towards the final frontier. However, from an outside perspective, the lack of privatized space travel makes sense. Why would we want to waste money looking at stuff up there, most of which current technology could barely even fathom reaching? In the eyes of the majority

of the public, space travel is just another dollar out of their pocket. What do they get out of it?

Well, there are a million reasons why that I'm sure won't change many minds, the most important one to me being a search to solve the complexities of our unknown universe. There is another important reason, however. One that should convince everyone to appreciate the investment in space: it helps you.

Recently my community was under a tornado warning. While the brave men and women driving firetrucks and ambulances came to rescue people caught in the tornado, satellites tracked the tornado's expected path. Widespread broadcast of the situation alerted those

at risk to move out of the way. Those who couldn't escape knew to hunker down in a safe place and wait. The satellites that tracked the tornado and the network that shared the information and notified the first responders. Lives were saved through technology developed in pursuit of space exploration.

Outside of my own story, materials developed for space and the satellites themselves continue to provide technological benefits for all of humanity. Another example brought up by Mark Rober, a former NASA scientist and now a content creator, is Soil Moisture Active Passive (SMAP). Simply put, SMAP allows NASA to monitor the soil moisture

levels across the entire globe and provide that information freely to anyone. Rober's video, "Is NASA a Waste of Money?" goes more in-depth, but the main takeaway is that the money spent to build the satellite was used far more effectively to help poorer countries support themselves than any other attempt with the same budget.

Space travel needs to be seen as a true hero of humanity, not a washed-up adventure from the 1960s. It takes decades to build up a reputation but only a moment to destroy it, so how do we redefine the reputation of space travel? We need selfless acts. Independent institutions need to begin building and vocalizing to the public about satellites that benefit humanity. Money, as always, becomes the forefront issue of this mission. Only a select few can afford a full-fledged satellite and even fewer that send it into space. However, there is an alternative.

The CubeSat is a 10x10x10cm satellite containing an experiment that is conducted in low Earth orbit. The size of this miniature satellite makes space exploration far more affordable to established institutions such as the Academy. Additionally, in another selfless act, NASA offers to send the CubeSat up for free on their next

rocket if it meets their requirements of being scientifically or educationally beneficial. If every school privileged with a considerable endowment took upon this endeavor, not only would it push us one step closer to an era of prosperity through space, but the immediate benefits of all the research conducted would be staggering.

Many institutions have already begun this journey. Some colleges have established a Cubesat program that provides students with unprecedented experience in technology. However, the trend needs to continue. Currently, I'm working towards getting Exeter Off Planet Society (EOPS), with our own Cubesat. As I stated earlier, funding is the primary constraint at the moment. Still, with the help of Adil Jafry—the founder of Chandah Space technologies—EOPS, and my fellow Exonians who participate in it, we should look to be a beacon for other institutions for what I believe is one of the greatest causes one can invest in. Space travel as a whole is non sibi. As we progress the industry and incentivize for future technology, the eventual benefits of which will be immeasurable for everyone across our globe.

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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Vaccinations and Healthcare

By MARCELLE KELLEY
’20

The pandemic overshadowed the class of 2020’s graduation. Senior year’s failed landing was lamented, and people sympathized across the nation.

But certain significant aspects of the pandemic still haven’t received any media coverage. One aspect in particular is important to me. I write to inform the Exeter community of the pandemic’s homeless blindspot. I will admit that my awareness of the homeless population’s vaccine inaccessibility is largely anecdotal, and I’m sure it has holes. This is merely what has been imparted to me from several voices of those experiencing

homelessness during my encounters doing service work.

I grew up feeding the homeless with my foundation “Heart 4 the Homeless.” Heart 4 the Homeless, in the past, has hosted all-you-can-eat buffets (consisting of food donations) for the homeless of Tampa Bay, in order to foster a sense of community, because homeless individuals are often “othered” by their larger communities. Through an adolescence of doing so, the gaps in health care equity became hard to ignore. I saw untreated illness everywhere. And it always took only a sweep over the crowd to see that it was disproportionately composed of people of color. As an Arab American myself—with obvious opportunities, such as the ability to attend Exeter—this fact was

difficult to confront.

Right now, the vaccine may seem largely accessible, but it isn’t. Whether through deliberate avoidance or plain injustice, the homeless population remains undervaccinated.

Through speaking to homeless people that I have gotten to know and through vaccine administration, it has become apparent to me the reasons this is so.

Vaccines are being offered in establishments that are largely unwelcoming to homeless people. I found it a shame that social ostracization of our own community members was also working to negatively impact their health. Plus, vaccine forms often ask for a physical home address, which can discour-

age homeless individuals from following through with vaccination. And to tell the truth, a lot of homeless people are more concerned with finding a place to sleep at night. With the mindset of being on your own on the streets—and the reality that many homeless and impoverished people truly fend for themselves—it’s hard to start thinking in a “for the benefit of the community” manner.

It’s just as important to warn that a daunting amount of misinformation has spread and challenged many homeless individuals’ perception of the vaccine, causing widespread mistrust in a system that has already failed them. I’ve heard some individuals grumble and even scream about “magnets in the vaccines” and “chips” and all

sorts of conspiracies. Many referenced videos on Facebook.

So, because the pandemic was posing obvious issues for the usual gatherings that Heart 4 the Homeless fostered, I had yet another reason to change Heart 4 the Homeless’ approach for some time.

Heart 4 the Homeless had always been all about increasing familiarity by gathering individuals for food, so I figured that food would have to be a central aspect of a vaccination event in order to establish trust. I cold-called like a madwoman. I emailed, and re-emailed, and became the pain that you have to be if you want people to listen. Long story short, I ended up partnering with the Department of Health and Wendy’s to create a national campaign of vaccination events specifically for the undervaccinated homeless population.

For each of my vaccination events, the Department of Health now sends me a mobile vaccination booth and medical personnel, while Wendy’s provides me their lot space (because homeless individuals often congregate in their lots). Wendy’s also created a promotion for my cause—a free Frosty for homeless individuals who receive their vaccine.

I’m working to expand this effort now and to bring awareness to the homeless blindspot of vaccination and healthcare, so that others’ efforts can change it. While an anecdotal perspective has its weaknesses in spreading awareness, I think that sharing that a community-oriented approach to delivering the vaccine has worked in the fight can give others insight into how to get involved. Proximity and community are key.

SCOTUS In Review, Week 7

By COLIN JUNG ’24

1. Dobbs v. Jackson Women’s Health Organization

i)

In 1973, the Supreme Court in *Roe v. Wade* found in the Constitution a right to elective abortion. In 1992, the Supreme Court in *Planned Parenthood v. Casey* said that states could not prohibit abortion prior to viability.

Mississippi’s law, which bans all abortions after 15 weeks, is clearly in contravention of the latter case, as 15 weeks is before the point of viability. Mississippi asks the court to overrule *Roe v. Wade*, or at least overrule *Planned Parenthood v. Casey*’s viability line.

The 14th Amendment reads: “No state . . . shall deprive any person of life, liberty, or property, without the due process of law . . .” Some jurists, using the doctrine of “substantive due process” have deemed some liberties so fundamental that no process of law would be sufficiently due for the state to justifiably deprive individuals of them. *Roe v. Wade*, and Respondents say elective abortion, being essential to the personal autonomy of women, is one of these liberties.

Mississippi says that this reading is unreasonable. Even if the court accepts the doctrine of “substantive due process,” Mississippi mentions the court’s stance that only the rights with a deep basis in the nation’s history and tradition can be deemed fundamental in this manner. Mississippi says abortion is not one of these liberties, and states had wide leeway to restrict or prohibit it throughout the nation’s history.

Respondents Jackson Women’s Health Organization (JWHO) rest their case mainly on the doctrine of *stare decisis*. This doctrine says that prior decisions should stand, except in exceptional circumstances. The doctrine does not have clear parameters, and is defined differently by different jurists. Respondents say that unless there has been a significant change in facts or law since the initial decision, the decision should stand. Respondents say this is a strong safeguard against the changing composition of the court to constantly change the court’s position on important legal questions. As the facts and law regarding abortion remain the same as they did in 1973 or 1992, Respondents say that *Roe v. Wade* and *Planned Parenthood v. Casey* should stand. Respondent says that particularly in politically charged cases like this one,

stare decisis is important to maintain the political neutrality of the court.

Mississippi says that *stare decisis* allows for overruling a case when it is “egregiously or grievously wrong,” even if facts or law do not change. Mississippi also says that if a standard is unworkable or creates negative consequences, it should be overruled. Mississippi says that viability is an unworkable standard because it varies from case to case depending on available medical facilities and the health of both the fetus and the mother.

The legal definition of viability has moved from around 28 weeks to around 21 weeks since 1992. Mississippi points to the politicization of the judicial confirmation process, the loss of foetal life from abortion itself and the infringement of the sovereign rights of states to regulate abortion as negative consequences of *Roe* and *Casey*. Mississippi further says that even under JWHO’s standard of *stare decisis*, *Roe* and *Casey* should be overruled. Mississippi points to nationwide safe haven adoption laws, criminalization of induced miscarriage (i.e. causing a woman to miscarry through assault), among other changes.

The fundamental legal question is:

Should the Court overrule Roe v. Wade and Casey v. Planned Parenthood?

ii)

I would rule in favor of Mississippi.

Stare decisis is a judicially created rule that cannot supersede the Constitutional mandate to faithfully interpret the law. If a decision, like *Plessy v. Ferguson*, *Dred Scott v. Sanford*, *United States v. Korematsu* or *Roe v. Wade* is so egregiously contrary to the law (i.e. text and history of the Constitution), it must be overturned without regard for precedent.

Roe v. Wade and its progeny are clearly not faithful interpretations of the Constitution. Looking at the history of the 14th Amendment, it is clear the entire doctrine of substantive due process is bankrupt; the due process clause was clearly read to be a procedural guarantee to protect those accused of a crime. But even if one does not use text and history, no fair-minded jurist could possibly see the 14th Amendment’s due process clause as a free invitation for nine unelected jurists to enshrine their political beliefs into Constitutional law.

Even if we allow for substantive due process, abortion is clearly not a fundamental liberty protected by the Constitution. Fundamental

liberties are few and far between and must be deeply rooted in the history and traditions of the nation. Every other issue should be decided by democratic choice.

There are indeed compelling reasons to allow elective abortion, as there are compelling reasons to prohibit it. The court was right to identify the conflict between the woman’s right to personal autonomy and the fetus’s right to life. But it gravely erred in attempting to balance the two by itself rather than leaving legislation to the people’s elected representatives.

iii)

Oral arguments are in the format of one attorney from each side giving a short (one-minute) speech, then answering questions from the justices for about 30 minutes. The arguments took place on Dec. 1 and lasted over an hour. Your “SCOTUS in Review” writer watched the arguments in full live, then read the full transcript afterward. He did not consult other media before writing this article.

Scott Stewart, Solicitor General of Mississippi, argued in favor of the state. The abortion clinic was represented by two attorneys: Julie Rikelman of the Center for Reproductive Rights and Solicitor General Elizabeth Prelogar for the Biden Administration’s Department of Justice.

The court has three options. It can overrule *Planned Parenthood v. Casey* in its entirety, returning the abortion question to the states and upholding the Mississippi law. It can uphold *Planned Parenthood v. Casey* in its entirety and strike down the Mississippi law as unconstitutional. It can also take a “compromise” approach, and create a new line, upholding the Mississippi law, but not returning the issue completely to the states. I will explain the last option further.

We will go justice-by-justice to see what kind of opinion each justice would be willing to sign.

Justice Clarence Thomas is the strongest advocate for overruling *Planned Parenthood v. Casey* among the justices. He has made no secret of the fact that he believes *Planned Parenthood v. Casey* and *Roe* to be bad law, and was one of the original justices who dissented from *Planned Parenthood v. Casey* in 1992.

Justice Samuel Alito also seems strongly in favor of overruling. At oral arguments, he compared *Roe* and *Planned Parenthood v. Casey* to *Plessy v. Ferguson*, which upheld racial segregation, and called *Roe* and *Planned Parenthood v. Casey* “egre-

giously wrong” decisions.

Many court watchers thought before oral arguments that Justice Brett Kavanaugh might take a moderate stance on the issue, but his questioning during oral argument strongly suggests otherwise. Kavanaugh strongly suggested that *Roe* and *Planned Parenthood v. Casey* had no basis in the Constitution, and also suggested that the issue be returned to the states. It appears he will vote to overrule *Planned Parenthood v. Casey* in its entirety.

Justice Sonia Sotomayor will almost certainly vote to uphold *Planned Parenthood v. Casey*. She strongly criticized the effort to overrule *Planned Parenthood v. Casey* at oral arguments, saying that it was inspired by political and religious views, and undermined the institutional credibility of the Court.

Justice Elena Kagan is also very likely to uphold *Casey*. She echoed Justice Sotomayor’s concerns about institutional legitimacy, as well as emphasizing the importance of reliance interests (women who rely on *Casey* when making life decisions) and precedent.

Justice Stephen Breyer will also very likely uphold *Casey*. He gave a long and rather compelling monologue on the importance of *stare decisis*, the legal principle that courts should be wary of overruling previous decisions.

Justice Neil Gorsuch said very little during oral arguments. He questioned the workability of any “compromise” solution between completely upholding and completely overruling. It would be difficult to imagine a conservative originalist like Gorsuch upholding *Casey* in its entirety. Combined with Gorsuch’s doctoral thesis against assisted suicide and his general philosophy of law, I believe it is quite likely that he will vote to overrule *Casey* in its entirety.

Chief Justice John Roberts questioned the viability standard, suggesting that it was arbitrary. He appeared to be willing to uphold the 15-week law, but seemed to prefer the “compromise” of a “reasonable chance standard”. (The “reasonable chance standard” says that states may ban abortion as long as they give women a “reasonable chance” to obtain an abortion.) This compromise was disfavored by both sides (the state and the abortion clinic) as unworkable and unreliable. However, the court’s abortion jurisprudence frequently creates compromises that leave no one happy, and it is very likely that Justice Roberts would prefer a compromise rather than the sweeping

move of overruling *Planned Parenthood v. Casey* entirely.

Justice Amy Coney Barrett appears to be the swing vote in this case. It is very unlikely that she would vote to uphold *Casey*. However, she could either join Justice Roberts’ compromise opinion or vote to completely overrule. Justice Barrett did not make obvious her intentions in either direction. Her oral argument questioning focused on “safe haven laws,” first passed in the 1990s, which allow mothers to anonymously put their infants up for adoption by leaving them at designated locations. This suggests that Justice Barrett may believe the premises of *Roe* and *Casey*, which largely focused on the duties of parenthood, no longer apply with quite the same force. And lastly, although I ordinarily have an intense distaste for this kind of reasoning, it is impossible not to mention that Barrett’s strong Catholic faith and personal opposition to both abortion and *Roe* may make her more willing to overrule in full.

I see three possibilities. Judging from oral arguments and the jurisprudence of the Justices, I would be shocked to see the reversal of the Mississippi law in any capacity.

In order of likelihood:

1. A court divided 6-3 overturns *Casey* in full. Justice Alito (or possibly the Chief Justice) delivers the opinion of the Court. Justices Thomas, Kavanaugh, Gorsuch and Barrett join him. Any one of them may also write a concurring opinion; Thomas, Gorsuch and/or Alito may write that they do not prejudge the possible interpretation that the Constitution forbids abortion, (though this is unlikely), Thomas will almost certainly write that *stare decisis* should be given less emphasis and Kavanaugh and/or the Chief Justice may emphasize the uniqueness of the case, saying it does not impact other precedents like *Griswold* and *Obergefell*. One or more of justices Breyer, Kagan and Sotomayor write strong dissents, to which the others join.

I find that if five Justices express that they are not willing to compromise, the Chief Justice will join them rather than writing a compromise opinion on his own. This has the benefit of giving the decision more legitimacy, as well as the Chief Justice determining who writes the opinion. He may write it himself, wishing to moderate the tone of the argument, but too moderate of an opinion runs the risk of Thomas, Gorsuch and Alito only joining the opinion in part, creating the image of a fractured court. More likely, in my view, the Chief Justice will assign

the opinion to Justice Alito. Justice Alito is one of the longer-serving justices and his self-described pragmatism, as well as his mainstream views on *stare decisis*, will make him ideally positioned to write an opinion that all six Justices could get behind.

2. The same outcome as number one, but the Chief Justice does not join the majority, rather, writing a solo opinion concurring-in-part and dissenting-in-part. In this scenario, I can imagine Justice Thomas delivering the opinion. After all, this will be a landmark case studied by law students for generations to come, and Justice Thomas has had a leading role in the build-up to this point. But his unorthodox view of *stare decisis* may make the opinion unpalatable to the other Justices. I maintain an opinion by Justice Alito is most likely.

3. The Court issues a split compromise opinion. The Chief Justice delivers the opinion of the court, explaining a “reasonable chance standard.” Justice Barrett joins him in full. Justices Thomas, Kavanaugh, Alito and Gorsuch write separate opinions. One or more of Justices Breyer, Kagan and Sotomayor write strong dissents, to which the others join.

There would doubtless be litigation to test what the standard is. Some states have already set up laws banning abortion at four, six, nine, 12 and 14 weeks to test what exactly a “reasonable chance” constitutes. This will also likely set up a “circuit split,” where appeals courts in California or New York might define a “reasonable chance” differently than appeals courts in Texas or Alabama. As the Supreme Court is the only body that can resolve circuit splits, the issue will inevitably be back in the court after a few years in this scenario. There, they will have to re-decide the case, suffering the publicity blow again. It would be wise for the Court not to take this route.

For what it’s worth, I predict that *Roe v. Wade* and *Planned Parenthood v. Casey* will be overturned come June of next year.

And for those interested: the brilliant Professor Sherif Girgis of Notre Dame has written an excellent piece titled “Two Obstacles to (merely) Chipping Away at *Roe* in *Dobbs*” in which he goes through just about every fathomable opinion the court could write in this case (and why it doesn’t work). The piece was written before oral arguments, and so it’s not entirely up-to-date, but informative nevertheless.

Humor

Philosophy and Food Lines

By JOONYOUNG HEO

Trays of food behind a glass divider. The aroma of carbohydrates. Stacks of plates and baskets of utensils. A stream of profanity from up ahead. A bustling line of hungry adolescents. This is the scene that greeted Dr. Gale Sweed, a professor at the Institute of Philosophy in London, when he decided to lunch at Elm Street dining hall after giving a lecture to the Academy at an assembly. And what he found may have just boosted his career to international recognition.

For seventeen years, Sweed and his colleagues have been searching the nation for the perfect “microbiome” of philosophies, or the highest philosophy density possible. Like population density, experts in the field describe, philosophy density is a measurement of philosophies per unit area. The more philosophies there are in a given area, the higher its philosophy density is going to be. Unfortunately, Sweed had not been very lucky in his quest. After sitting in on thousands of academic classes across the coun-

try, he had made zero progress. In fact, he was on the verge of giving up, scrapping nearly two decades’ worth of hard work, when he set foot in Elm. There, he made the discovery of his career. “There were so many of these kids cutting the line left and right, like a busy street where no one had ever heard of law and civility,” Sweed said. “I asked one of them—he cut right in front of me—why he thought he should get his food before I did. His answer changed my life.”

By going around the dining hall and interviewing the queue-cutting students—that is, everyone but Sweed himself—Sweed discovered that Exonians cut the food lines for every reason imaginable, making for the highest philosophy density he had ever seen. The most recurrent theme was a remarkable self-centeredness. “I came out of long block math and I was so hungry,” upper Patty Daley said. “And not just hungry—I was famished. Starving, even. I had to get some food into my system.” When Sweed asked why she thought she was any more starv-

ing than her peers, she stared blankly. “My peers?”

Her friend, upper Pat Donahue (who cut the line with her), was more conscious of their presence, but no less unabashed. “I was hungry,” Donahue said. “I think I’m old enough to know that my needs take precedence over the needs of others.”

Conversely, senior Davis Moram believed that there exists a moral necessity for putting the self above all else. “We live in dangerous times,” Moram said. “Society places too much emphasis on making sacrifices for the collective. The self must shine forth, in sheer defiance of the flocks who bleat as one. See, if we let the ego be overrun in a misguided attempt to be selfless, mankind simply isn’t going to last. No matter the cost, the individual must triumph.”

For others, the ubiquity of such queue-cutting has converted them. “The first couple of times, I tried to stand there like a chump and whine about moral integrity,” prep Justin Caker said. “I was spending over half the lunch block in a line that

never seemed to move because everyone was slipping in at the front. I didn’t have nearly enough time to eat or socialize, and I was almost late for my next class. So I had two choices—continue to waste my lunch hour in a congested line, or join my friends and take the easy way out.” Caker shrugged. “I figured, hey, might as well. Now I can eat as much as I want, and I’m never late for class.”

Some well-meaning students have been pushed a step further into pessimism. “I used to get out there and berate those nasty queue-cutters until they got tired of my voice and conceded,” senior Willis Hayes said. “I used to lecture them, then report each of them to the Dean’s office. I entreated them to embody the school’s spirit of non sibi. Then I realized that nobody cared. I could tell them off all I wanted and they would keep at it. So nothing matters now. There’s no reason for me to be righteous, like a decrepit pillar of the ancient world, when everyone had some sense of decency.”

Curiously, lower Henrietta Frick had a

very original philosophy of the natural world. “There are a few things that animals need to survive—food, for instance,” they said. “When it comes to those things, I believe we’re stripped down to our most basic, primitive state. It’s every man for himself, and you won’t catch me standing around in line like a fool. I have a test next period. There’s a hockey game tonight. I need food.”

Sweed even managed to find a legal enthusiast. “For the record, this is the first time I’m cutting the line,” lower Carlin Pierce said. “I had a duty to get to the front as quickly as I could. In the pork stir-fry they had today, there was apple cider vinegar, noted explicitly as ‘made from selected apples,’ listed as an ingredient. But in *U.S. v. Ninety-Five Barrels Alleged Apple Cider Vinegar*, a Supreme Court case in 1924, it was ruled that the label of ‘selected apples’ is misleading if dried apples are used to make the product. I had to check with the kitchen staff, and they were able to prove that fresh apples were used. So my legal conscience was satisfied.”

What makes this queue-cutting so special, of course, is that it happens at the Academy. As Sweed noted in his report, it would be impossible to find a philosophy density of this caliber in any other dining hall. It is the intellect of these queue-cutters that sets them apart. “We’ve trained our kids well,” religion instructor Dr. Homen Scharz said. “All of us at the Academy are proud of how far they’ve come.” Scharz teaches two courses on morality and entitlement.

“It’s truly incredible, how all these different processes of philosophy can populate such a compact area,” Sweed said. “And how they all lead to the same conclusion—that queue-cutting is called for.” He elected to return the next day and watch the magic happen again. This time, tears of jubilation came to his eyes. He returned to London that night and shared his findings with the Institute, and now heads his own committee, funded by the British government.

This is the wonder of food lines at the Academy.

Exeter, This Winter, *Valar Morghulis*

By ANDREWYUAN

Spoiler Alert: This piece discusses humorous renditions of plot details from the Game of Thrones saga.

Upper Ihatem Etic of House Webster entered EPAC on a fateful Monday night, his hands clasped around the frozen Canada Dry he bartered with a Grill Token left in his LionBadge this past sennight. Grill? Closed. Vestibules to the basement? Taped. The Hall of Agora? Occupied by prep Hodors that remind him of Game of Thrones Season 8.

Mailroom it is then. He opened the P.O. box, expecting a love letter or at least the chemistry test scroll with an “A,” yet only college pamphlets typed in domineering ALL-CAPS gushed out of the thin metallic box and dropped dead on the ground. He slid back onto the ground and stared at those shivering thighs, “can we bring back fall term?”

If you too have exhibited the symptoms above, please consult your doctor about obtaining the following Game of Thrones styled survival guide to Exeter winter in the near-

est *The Exonian* publication pharmacy, for mid-term is dark and full of terrors:

Step 1: Check if you have your LionBadge with you. For prep Hodors out there: you don’t want to be holding the door for half an hour in the cold wind for your friend until your apple juice gets knocked over by the Soule door. That’s when you said, “we are never ever getting back together.”

Step 2: Don’t bring your glasses. You don’t want to be the one with the foggy glasses out in the cold wind... especially on your way to a 6

a.m. workout. Trying to see that blurred shadow who yelled your name while balancing yourself on the black ice in front of the library is not going to end well. (Trust me, you don’t want to know what happened). Just ditch the glasses and fake the most enthusiastic “hi” with a jazz handwave the next time you cross Front Street. Remember, it’s not disingenuous if you genuinely can’t see them.

Step 3: Be a close contact. Here’s a tricky one that requires great skill and precision. *The Exonian* does not endorse or support this step. But

if you know someone is bound to get COVID, quickly become their bestie 30 minutes prior to COVID testing. That way, there’s a slim chance you might find yourself in the warm quarantine unit with 24-hour access to Game of Thrones.

Step 4: Don’t turn on that heater. Ah yes, sweet old heater, the only thing preventing you from waking up at 2 a.m. with a loud, frigid “AHHHH!” But isn’t freezing at 2 a.m. better than sleeping through all your morning classes in your warm cozy comforter? Before you turn on that heater next

time, picture that painful shriek shooting to the top of your lungs the last time you learned that you were about to go on Stricts and worse, Exetershlumped at the same time. Let’s get #JacobD2.0 going. Simple analogy: Heater is to Dickey’s as Spiderman is to Omicron. And hey, there’s a reason the coldest humans won Game of Thrones...

Step 5: If none of these work out, just resort to your moment of Zen. Join the drama sports people for their yoga session in Goel lobby because, baby, *valar morghulis* is the new *carpe diem*.

Alex the Geologist Pitches

By NHAN PHAN

Alex the geologist is a fan favorite and a staple character in Phillips Exeter Academy’s Mathematics problem sets. Specifically, if you look at the Mathematics 2 problem set, Alex always seems to be stuck in the desert, trying to find the fastest route to the nearest gas station or base camp in his Jeep. Now, what if Alex, being the global geologist that he is, explores other places? Here are two ideas:

1. The Jungle

The jungle is an intimidating terrain. At the same time, there is a bounty of mathematics problems that can be derived from this biome. For example, Alex can use trigonometry to

figure out if the log he found is long enough for him to cross a river, or if the vine he acquired is long enough to take him across a treacherous gorge. Heck, the Physics Department can team up with the Mathematics Department by including a Tarzan x Alex the geologist collab. That would be my dream come true.

Example problem: Alex the geologist is in the jungle, on the edge of a river. He observes a tree standing directly across on the bank. The angle of elevation to the top of the tree is 46 degrees. Alex takes several steps back. After tripping on a mossy rock and dropping all of his belongings, he gets back up, collects himself, and is 150m back from where he previously

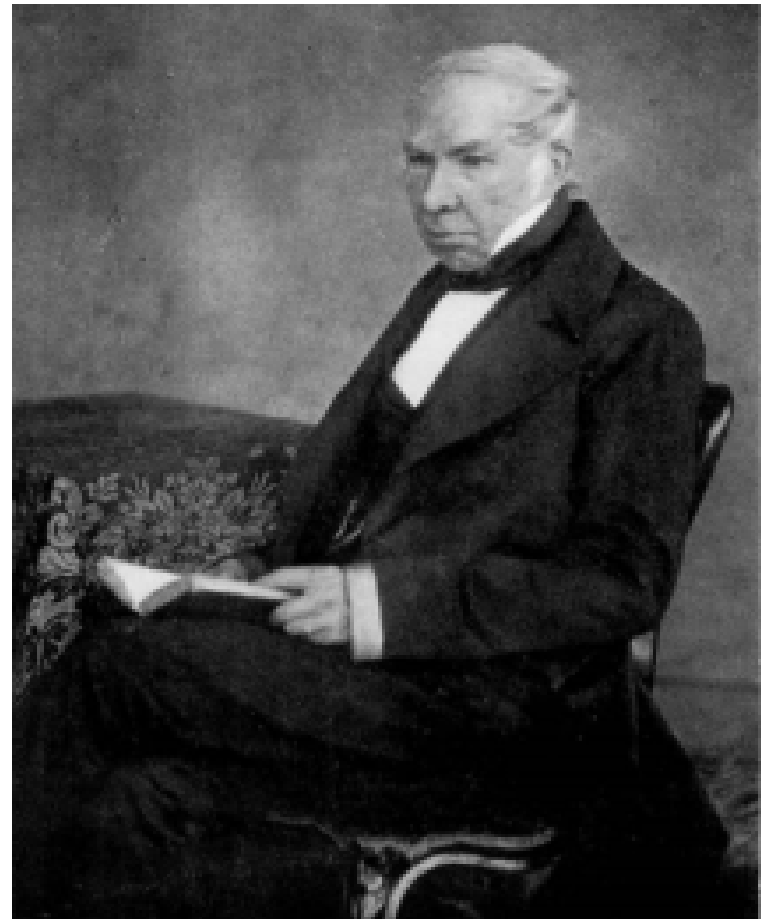
stood (assuming he and the tree are still collinear). The angle of elevation to the top of the tree is now 32 degrees. Find the width of the river. Do you think he will drown?

2. A City

Alex has spent too much time away from modern civilization. He firmly believes he can talk to monkeys, is one with the sand dunes of the desert, and claims that he is the delegate God sent to the most remote regions of the Earth to explore the vast wonders of Mother Nature (whom he believes is a real person). Now, he has to navigate foreign terrain: a city. But fear not, he is Alex the geologist. If he braved a crocodile-filled river like Indiana Jones, surely he

knows that the striped lines on the road signify a pedestrian crossing.

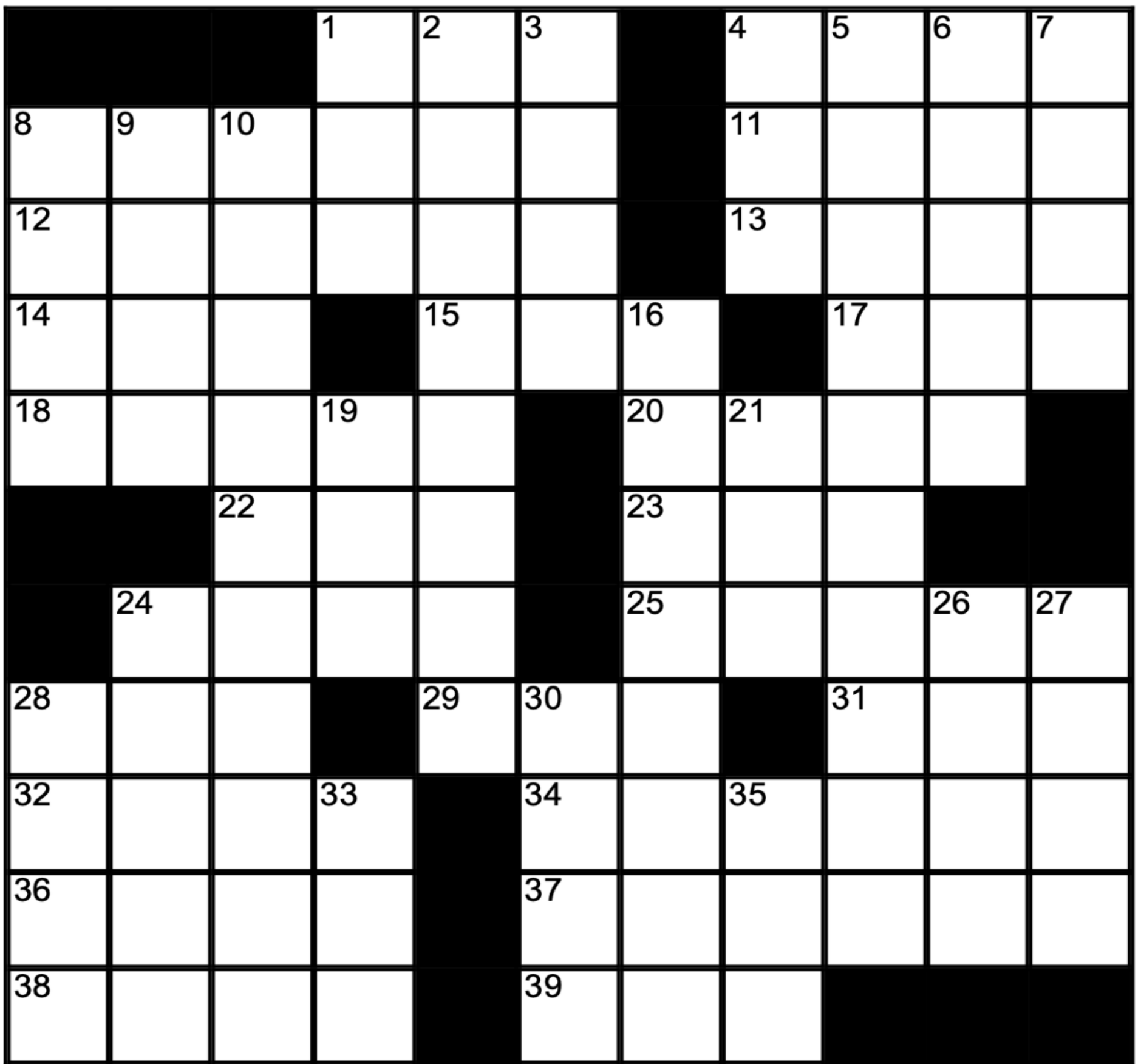
Example problem: Alex the geologist is in New York, wearing his Indiana Jones gear and a Journey Backpack filled with canned beans. He recently found gold in a shipwreck near the coast of Nicaragua and traded it for 10,000,000 Nicaraguan Córdoba (1 Córdoba = 0.028 US\$). He wants to deposit it in the nearest Santander bank, in a savings account. If Alex aimlessly deposited his cash (in U.S. dollars), at a monthly interest rate of 0.06%, how much money will Alex have in three years (after he finishes his next adventures)?



Courtesy of Edinburgh Geological Society

The Crossword Corner

Puzzle by GBEMIGA SALU



1/27/22

ACROSS

- 1 Internet acronym for nostalgic mid-week posts
 4 Popular online auction site
 8 Boy band members often do this
 11 “Bella! Where have you been ___”
 12 1998 Jim Carrey film, “The ___ Show”
 13 Frozen flakes
 14 12-across’ nuclear agency
 15 Prefix meaning together
 17 Son of Prince Valiant
 18 Noun used to address one in an affectionate way (abr.)
 20 “Monday Night Football” ainer
 22 Marvel’s Living

Planet

- 23 Public image, informally
 24 Starting from
 25 The pancake’s thinner relative
 28 You probably skip them on YouTube
 29 Org. with a Most Wanted list
 31 When doubled, referring to the stomach
 32 Bride’s accessory
 34 Declare to be true
 36 Cylindrical storehouses, s___
 37 Hot and steamy
 38 The imposters way of getting around
 39 ___-mo replay

DOWN

- 1 Jerry’s frenemy
 2 The launching of a spacecraft
 3 An Oscar of the stage
 4 2011 World Golf Hall of Fame inductee
 5 “Enjoy your meal!”
 6 Squirrel’s stash
 7 “Booooring”
 8 Action-adventure game with a long awaited follow-up
 9 Cookie with creamy white filling
 10 HBO hit starring Brian Cox
 16 Gracious
 19 “A long time ___”

- 21 To be, en Español
 24 Singer behind 19, 21, 25 and 30
 26 Cat’s noise
 27 An Oscar of the small screen
 28 Israel’s Tel ___
 30 Fish or low voice
 33 Amphibious WWII vessel
 35 Rappers ___ Milli or ___ Rida

Sports

Captains of the Week: Girl's Varsity Hockey



Girls' Varsity Hockey captains (from left to right) Shauna Vadeboncoeur, Grace Emmerick, Victoria Quinn, and Kathryn Welch.

Joy Chi/*The Exonian*

By JETT GOETZ, SOPHIE MA, and BEVERLY OLEKA

The girls' varsity ice hockey team is back, having already won four games this season. Following a period of inactivity last year, the 2021-2022 season marks a new beginning with four captains: seniors Grace Emmerick, Victoria Quinn, Kathryn Welch, and upper Shauna Vadeboncoeur.

All four captains began their hockey journey very young. "I have been playing ice hockey since I was four," senior Grace Emmerick said. "I'm a goalie. I always loved watching the hockey games after my Learn-to-Skate lessons when I was three, so my parents signed me up to start playing when I was old enough. Hockey has been one of my highlights at Exeter as I feel that I have become a part of another family."

Welch started even younger than Emmerick. "I've been playing hockey since I was three years old. I learned how to skate just when I learned how to walk — right around two," she said. "My dad put me in, and I learned to play hockey on Wednesday nights. Then, I joined a team around six and I play defense now, but I've played every position besides goalie."

Quinn also learned to

skate around the age of three. "Me and all my sisters used to figure skate before we actually played ice hockey. But I started playing ice hockey probably around third grade, maybe — probably when I was eight or nine. I play center or forward," she said.

Vadeboncoeur echoed the other captains' experiences, playing hockey since she was four years old. "I primarily play right wing but I also play some center. Both my older brothers played hockey, so I think that really brought me toward it. And then as I got older, probably like middle school, was when I really started to love hockey," she said.

Head coach Sally Komarek spoke about the role the captains play on the team. "The captains are my go-to group to get a sense of how the team is doing collectively, and if there are any individuals who need more support, care, or anything else. They let me know if someone is having a tough day or has exciting news to share, and they help me read the energy of the team," Komarek said. "The captains do an excellent job of setting the tone for our team, and they're active in contribution to our team norms and expectations."

Komarek described the process of captain selec-

tion. "I had every player respond to a set of questions on leadership and supporting teammates. These four individuals have a strong commitment to uplifting others, connecting with all of their teammates, and a willingness to commit to and work for the good of their team. They uplift others with their actions and attitude, and it goes a long way on our team."

The team captains help make the team a welcoming environment for everyone. "I love all of the captains on the [girls' varsity ice hockey] team. Honestly, I didn't even know some of them until the hockey season started, but they have been so welcoming and uplifting especially as a new student," lower Jessica Chen expressed. "We're all very close to one another! The captains do an amazing job with leading the team. We're definitely friends as much as we are teammates. So, we definitely have a super close relationship with one another."

Being captain is more than a title for Welch. "Leadership on our team is definitely more than just captains. Everyone still has a role and yes, the captains have a little bit more responsibility, but everyone has that same power to make the change that they want to see," she said. "So,

I was definitely really excited to be named captain, and I was just looking forward to being a leader on the team."

Orr elaborated on the importance of captains and the energy that they bring. "The captains definitely boost our confidence and help us when we need it. They also bring amazing energy to our games and practices which hypes us up as well. They definitely do bring out the best in us," she said.

Lower Caroline Shu shared similar sentiments. "I don't know about past years, but I think especially this year and last year too, the captains have been breaking the captain hierarchy," Shu said. "I know a lot of the time teams look up to the captains [and everyone else just follows]."

"We do look up to the captains. But they've created the sort of environment where it's not just about them. Obviously, not everyone can be captain, [but they push] the idea that everyone on the team has qualities of a captain and can add to the team," Shu continued.

Assistant coach Jim Tufts talked about the impact the captains have on the team. "I think the biggest thing that the four of them bring is the trust and confidence of the other girls.

I think every player on the team looks up to them and trusts them," he said. "For every player on the team there is someone in that group that they feel really comfortable with, and can share their feelings, emotions, and thoughts, which I think is really important to a group, that everybody feels they have a voice, and that they are safe."

Prep Soleil Jamani agreed. "I remember one day I was having a really horrible day. It was so bad and I stormed off to my dorm. Later on, I felt someone pulling my backpack and it was Shauna. We stood outside for God knows how long," Jamani continued. "She was just kind of there to listen to everything, and she's always been an incredible support system. I can't thank her enough because she's always there to hear me out about anything and it means so much to me to have someone that I can trust to understand, whatever it is that's happening. She's willing to listen to everyone and it's something that has always stuck out to me about her."

All four captains have high hopes for this season. "I definitely want to make the playoffs," said Vadeboncoeur. "I think we're off to a really good start and that's definitely within our range. I also just

want to have a lot of fun with the team this season and continue to get to know everyone."

Welch and Quinn agree on a common goal: beating Andover. "I definitely think one of our biggest goals is just keeping the momentum," said Quinn. "Just learning how to keep momentum and just putting in the work every day. That will really be beneficial to meeting our success."

Komarek is proud of the captains for all of their passion for the team and sport. "I think that this leadership group has worked hard and is continuing to work hard to show that being captain is not to be above or removed from the rest of the team, but as the teammates most responsible for caring for others. That isn't something I've always seen at Exeter, and I applaud this group of captains for their work so far, but I also challenge them to continue to commit to this throughout the season," Komarek said.

"I am excited to spend time with this group and compete as a team. There is nothing more exhilarating and rewarding than working with a group of dedicated student-athletes and seeing them overcome challenges, push each other to improve, and find joy in being around one another,"

Girls' Varsity Squash Match

By ROHIT KANTAMNENI, STELLA SONG, and CATHERINE WU

The Academy's varsity girls squash team traveled to Loomis Chaffee on Jan. 15 for the team's second match of the season against two other New England preparatory schools: Loomis Chaffee and Phillips Andover Academy.

Exeter was able to score a 5-3 victory over Loomis, but they unfortunately suffered a crushing 8-0 loss against Andover. Players Kate Manderlink, Lucy Lukens, Lassiter Foregger, Carolyn Fortin and Athena Wang contributed to the five wins against Loomis Chaf-

fee. Fortin, Manderlink and Lukens brought forth three 3-0 wins against the Loomis players.

Coach Lovey Oliff shared her thoughts regarding the team's performance. "We played well against Loomis for our first match but the intensity of the first round and the short break between matches made our second set of matches against Andover a little more challenging," she said.

Players on the team reflected on their overall experience as well. "The match was a lot of fun. It was our first away game of the season, so it was a great experience to get to travel as a team and play on another team's courts. I think

that playing away from our home courts brought us together as a team and heightened our spirit," lower Lucy Lukens said.

Senior Carolyn Fortin shared similar thoughts. "This was our first match since before the break, so it was a lot of fun to travel with the team and compete against other schools again," she said. "A highlight for me was getting to ref Athena's matches. She played great all day and stayed super composed."

Though the team suffered a loss against Andover, the team was still able to retain a positive attitude and stay hopeful for the upcoming season. "The loss was definitely anticipated. Andover

has a really strong team with many recruits. I think that since we came into the match expecting to lose, we weren't too devastated by the loss," Lukens continued.

Fortin agreed, noting that Andover would be a challenge for the team. "Although we lost this time, I'm excited for us to play them again at the end of the season!" Fortin agreed.

Coach Oliff shared her thoughts regarding the team's loss against Andover as well. "I am beyond proud of how our team played even when we were losing," she said. "Teammates were coaching and encouraging each other in between games and I was happier to see that level of support rather than

a simple win on the court."

With the ongoing pandemic, coach Oliff commented on ways the team has altered their practice to accommodate safety protocols. "When we returned to campus, players could only solo practice on court which has its benefits but there is something special about drilling and playing with others on court so that was certainly missed," she said. "In addition, playing with goggles and masks can add an extra layer of difficulty but our players have really adapted to the new modified levels of play."

Lukens shared her thoughts regarding COVID-19 as a player. "There have been a few

matches that have been canceled due to COVID, but we will still hopefully get to play in numerous matches this season. Our practices have been largely back to normal, with the exception that we have to wear masks," she said.

Overall, the team had an amazing time at the interscholastic match. "We have an amazing team this year and I feel lucky that I get to coach them and see them continue to excel as squash players, teammates, friends and leaders," Oliff concluded.

Boys' Varsity Basketball Win

By LAUREN KIM, VIR SHRESTHA, and KENDRA WANG

On January 15, the boys' varsity basketball team traveled down to Connecticut for a highly-anticipated game against Choate Rosemary Hall. After reuniting with many players who were in quarantine, the team won the game with a 61-48 score. As one of the first games of the season, players and coaches alike congratulate themselves on a positive team dynamic and a drive to win.

In response to the increased number of quarantined players the team stepped up and pushed themselves harder in preparation for the game. Post-graduate Chandler Pigge reflects on his teammate's hard work in their preparations for the game ahead. "We had multiple guys out with COVID

and close contacts including myself, so the other half of the team that was there pushed themselves to the utmost. All credit to those guys for holding the fort down," Pigge said. "Then, when we all did get back, we created our energy again to find us again and be ready to go for Choate because despite our challenges here, the game was still happening and we had to be ready." Senior and teammate Andreas Lorgen describes the team's consistent energy at practices despite the COVID setbacks. "The highlight of the Choate game was really just being able to go down there and execute on what we had practiced before it. Our practices are always high energy and these were no different, we knew we wouldn't have our own fans down at Choate so we had to create our own energy once we got there," he said.

Upon their arrival to Choate, Big Red made their presence known on the court early on in the game. Senior and captain Josh Morissette said, "this game in the first half, we moved the ball very well, and got the looks we wanted... We played one of the best first halves I've ever been a part of. Moved the ball well, got to the rim, hit shots, and played very well on the defensive end." Praising the team's strong performance in the first half, Pigge added, "the first half we attacked from the start and made our presence known. Even when they went on a run in the second half, we maintained our composure and finished strong. We definitely showed our resiliency in that game."

In spite of a successful start, the team began to lose their lead upon entering the second half. Morissette re-

flects, "The second half, we came out lazy and it showed as a 25-point lead quickly turned to 12 as we played a very bad seven minutes. But we were able to show people what we can do for 25 minutes, and the next step is to be able to play at a high level for all 32 minutes." On the other hand, describing the lessons learned in the game, Coach Richard Brault says, "as our team tests the waters of intense competitive play, the focus is to realize just how effective we are as a group if we control the tempo both offensively and defensively."

Along with the exciting gameplay, players describe Choate fans creating a frenzied

atmosphere, elated to cheer on their team. Pigge recalls, "Despite their small gym and crowd, the fans we're going absolutely ballistic. They had great school

spirit and had no problem letting us know at the same time." Morissette comments on how the Choate fans made the game memorable for many. "I would say they had both sides of their bleachers filled with students, with kids also sitting on the track that was right above one of the baskets. And they were loud... They knew our names and had no problem yelling at us when we walked by them, stood by them, or took a shot. They tried to do whatever they could to help their team. It was one of the most fun games I have played in."

As for the overall mood for the game, senior Fawaz Omidia calls the atmosphere "electric." "We were all really hyped up and they had a huge crowd. They probably had 50 to 70 kids in the crowd and they were all yelling," Omidia said. "We were all throwing down

really cool dunks before the game. It was very, very energetic. And it just felt electric because it was nice to be on the road and also because it was a very personal game."

The team considers this win to be the first of many in this upcoming season, and take pride in the determined atmosphere they've created. Omidia says, "Choate really set the tone for this year. I'm hoping that we can capitalize on that and continue to get some good wins."

Coach Brault concludes, "Head coach Jay Tilton and assistant coach Phil Rowe build an atmosphere of growth and development that supports the pursuit of excellence... We produced well from both sides of the ball. Big win, big step forward."

Boys' Varsity Wrestling Win

By LEOZHANG and CHELSEA ZHAO

The Academy's varsity wrestling team achieved dominating wins against Andover 43-31 and Hyde 66-6 on Jan. 15. After a canceled meet on Jan. 8 and many setbacks regarding injuries and portions of the team unable to compete due to COVID, Big Red showed great resilience.

Head coach Dave Hudson praised the athletes for their efforts and perseverance. "Both teams struggled with injuries and COVID to put an experi-

enced line-up out there," he said. "We had some wrestlers without a lot of experience come through for us. Overall, a very solid performance."

Senior Antar Dey agreed with coach Hudson. "It felt good to beat Andover. More importantly, it felt good to just be wrestling again. With COVID taking away a year of wrestling and our first match of the new year being canceled due to the return protocols, it was nice to just get matches," he added.

Lower Alex Rosen talked about some of the chal-

lenges he faced. "On the day of the match, I was actually bumped up to another weight class so I ended up going against someone who was about 30 pounds heavier than me. It was definitely a bit intimidating but when I finally got in the adrenaline just took over. I had a great match but got tired and lost on points," Rosen said.

The team was very supportive of one another. "It was great watching the team come together at this meet," senior manager Jack Hudson said. "Teammates were crowded around the

mat for each match, cheering and shouting, especially for the wrestlers stepping up to fill in for players that were out. Overall, the atmosphere was full of excitement and triumph for Big Red."

Dey was proud of his teammate upper Jonathan Jeun's performance. "Jeun is an integral part of our team so we all get really hyped up when it's his turn on the mat," Dey said, "In Jeun's match against Andover, he hit a textbook high crotch into a double leg and the match was basically over from there. Love

them or hate them, Andover's teams are always fun to go up against."

Rosen also applauded his teammate, upper Nate Puchalski, "There were a lot of really exciting matches. I personally really liked Nate Puchalski's match. He's one of the best wrestlers on the team but had some really tough matches," he said.

The team looks forward to upcoming matches. "The team is training hard to prepare for tougher battles coming up," Hudson said.

With tournament season rapidly approaching,

the team has many matches ahead of them. "We have Northern New England, New England, and Class A's to look forward to," Dey said. "Exeter is hosting Class A's, so the whole team is looking forward to that."

With strong wins under their belt, the team is ready to achieve more of their goals. "[We're] taking things one day and one week at a time. Lots of big meets ahead of us. Trying to get healthy and training hard," Dey said.



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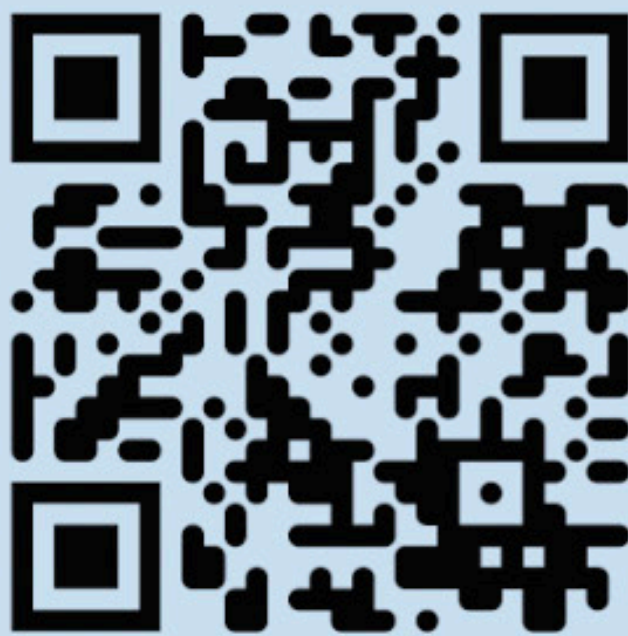
Positive

Negative

Dramatic

Uneventful

The SPARC team this year is investigating town and Exonian relationships.



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