



# The Exonian

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Phillips Exeter Academy, Exeter, New Hampshire

## Latinx Students Recount Their Time at PEA

By ANNE BRANDES and TUCKER GIBBS  
Staff Writers

An hour and thirty minutes away from Exeter, children hold up their arms in front of lower Juliette Ortiz's younger sister. "This is a wall, and you can't cross it," they say.

Ortiz described the impact of such instances on her sense of belonging. "This is happening to my sister and me, and we're saying it's not that big of a deal—but it's an anti-immigrant symbol, it's an anti-me and my family symbol."

During a Halloween contest, three Grill staff members walked on stage, wearing a costume of a wall with the slogan "Make America Great Again" written across the brick pattern. A protest in Grill ensued the following day, highlighting the "lack of concern for the Latinx community on the Academy's campus," according to a distributed statement.

In the wake of the protest, students and faculty shared their experiences and hopes for the respect of Latinx community. "I want people to know there's a Nicaragua, there's a South America and a Central America," Modern Languages Instructor Jacqueline Flores said. "It does not matter how many years I've taught the students, but I religiously give an empty map of Mexico, Central and South America and the Caribbean on the first day of classes. Every first day of the term, it doesn't matter how many years I've taught the students, those maps are often blank."

Students of the Latinx community, such as senior Cristal Reyes, also have to navigate the dominant culture at the Academy. "Sometimes we wonder if the teacher is giving us

LATINX, A2



Exonians celebrate Girls Varsity Volleyball's 3-0 victory over Andover at E/A.

Eva Carchidi/The Exonian

## Exonians Note Dormitory Supply Shortages

By EMILY KANG and FELIX YEUNG  
Staff Writers

In recent months, certain dormitories have observed supply and toiletry shortages, prompting concern among students, dorm custodians and Facilities Management about material waste and the Academy's supply process.

Prep Val Whitten has noticed a recurring absence of bathroom supplies in Bancroft Hall. "There's been a shortage of soap, paper towels and toilet paper in my dorm. Sometimes, you have to go into other bathroom stalls to get that stuff, or it's just not there," Whitten said, voicing concern about potential consequences on personal hygiene.

Upper Ursula Wise noted similar shortages in Hoyt Hall. "We are often short on trash bags. You can't really put your trash in your bin and take it out if you don't have a trash bag—you have to carry the whole bin to the bigger trash bin and dump it all in, which is kind of gross," she said.

At the time of his interview, Director of Facilities Management Mark Leighton was not aware of a shortage in dorm supplies, saying, "The custodians haven't said anything, and neither have the dorm faculty or the students that live in the dorms."

"This is the first we've heard that there's been any concern with the lack of supplies in dorms," he said.

Wentworth Dorm Head Sean Campbell noted that faculty are not always aware of shortages, as most dorm spaces are primarily used by students. "From my observation, bathroom materials are kept relatively well-

SHORTAGES, A2

## Faculty Reassess Academy Workload Guidelines

By MOKSHA AKIL, JEANNIE EOM, LINA HUANG, EMILY KANG and MARCO KO  
Staff Writers

Two years ago, the Mercer Company, a human resources consulting firm, conducted a study that revealed discontent among PEA faculty regarding workload requirements. Denoted the "ABC system," the Academy's current workload assessment structure sorts faculty commitments into A, B

and C categories based on the required number of hours, and mandates that each instructor completes 24 hours of additional work beyond the classroom per week.

While the system has yet to change, faculty continue to work on revising workload guidelines. "I have worked with a subcommittee of the Agenda Committee on refining our guidelines for greater accuracy, equity and transparency. We will soon seek feedback on this work," Dean of Faculty Ellen

Wolff said.

Agenda Committee Head and History Instructor Betty Luther-Hillman stated that the workload system should undergo frequent review. "One of our goals for this year is to advocate for a workload assignment system that is clear, fair and reasonable," she said. "This is especially important since every year, new clubs are created that require faculty support ... We can't support our students and their endeavors if the faculty are overworked."

FACULTY, A4

## The Exonian Looks Back at E/a History

By DANIEL CHEN  
Staff Writer

Under noon sun on May 22, 1878, Big Red and Big Blue met, not on the one-hundred yard stretch of green turf, but on the baseball diamond. Exeter emerged victorious, with a 12-1 score.

Six months later, on Nov. 2, 1878, both schools gathered once again: the fateful day of the first Exeter/Andover (E/a) football match. "We are looking forward with interest to the game of football with Andover," *The Exonian* wrote in the Oct. 26, 1878 edition. "We trust that the game will be a friendly one, and that the beaten party will accept their defeat as a fair and an honorable one."

The Lion Rampant, clad in "knee-breeches, sweat-shirt, square cut blouse, of white flannel trimmed with cardinal red, cardinal red stockings and a white flannel cap," as *The Exonian* described, took the field in bright red, a brilliant contrast against the deep blue of Andover.

That night in New England, the boys in the stands and the field were not aware that this was the beginning of a legendary rivalry, sharing its life with *The Exonian* itself.

Unfortunately, Exeter went home defeated, zero to 22. With painfully relatable sentiment, *The Exonian* wrote in the issue the week following: "Nearly everyone expected to see the eleven [football players] suffer a defeat." Back then, Exeter did not have a formal football team, just a ragtag group of 11 "green men" with no prior experience, while Andover boasted a seasoned interscholastic team.

The eleven boys were received back on home with dull optimism: acknowledgment that the odds were stacked against them, and a budding hope that next year they would do better. There was nothing else they could do but hope.

Come next autumn, at 2:20 p.m. the Philippians arrived on campus and set out

WEB

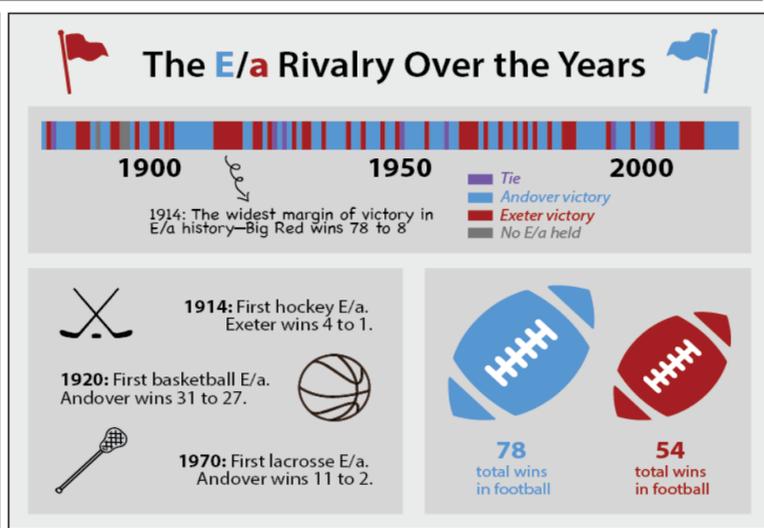
## Fin. Aid Office Streamlines Aid Request Process

By ERIN CHOI, JEANNIE EOM, TINA HUANG, ANYA TANG and FELIX YEUNG  
Staff Writers

In an effort to streamline the process for requesting additional financial support, the Financial Aid Office has created a new Non-Tuition Support Form. The change comes as an attempt to centralize the requesting process on students' end; no changes will be made to the actual aid approval process.

All financial aid students were notified of the form when it officially launched on Oct. 31. The form is currently open to all students on ExeterConnect.

Though many students at Exeter receive financial aid, some necessities are not covered. "I'm really grateful that Exeter acknowledges that some of their students are unable to provide for themselves," lower Liza McMahan said. "Even with all of the financial help that Exeter has provided, boarding school has so many extra things to pay for." These additional necessities include extracurricular activities, lessons in more than one instrument or basic clothing such as winter coats.



E/a trends in a nutshell.

Daniel Chen and Rachel Won/The Exonian

Currently, the Academy budgets financial aid with these needs in mind. "In addition to the aid we provide to help cover the cost of tuition, the school also provides more than one million [dollars] in additional funding to support students with non-tuition related expenses," the Office of Financial Aid wrote in an email to Student Listeners announcing this form. "This is designed to support students who find themselves with some unexpected financial burdens related to the core Exeter experience."

However, prior to the form, there was no single, agreed-upon process for

students to seek non-tuition related support. "Students would go different directions. Some would ask their advisors, some would go to the church," Instructor in Religion and Committee on Financial Inclusion member Hannah Hofheinz said. "It would be a lot more equitable for students if we could consolidate that so they know who to talk to in order to get some help with things that feel a little outside of the ordinary."

Thus, the Committee on Financial Inclusion created this form "Our goal was to create a system that was easier and more convenient for students to make

FINANCIAL AID, A3

## INSIDE

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# Latinx Students, Faculty Share Experiences at Academy

Continued from [LATINX, A1](#)

a good grade because we wrote well or because our experience is interesting to them because it's different and unique," she said.

Modern Languages Instructor Viviana Santos explained the most challenging part of living in this community is to balance her identity with being an Exonian. "I cannot speak for students, but as a Latina teacher here I have always struggled with staying true to who I am, while trying to meet the expectations of the institution," Santos said. "My heritage is very important to me. I have found over the last almost 20 years that I have taught here, that it is not always seen as a positive thing to hold on to that heritage."

Ortiz, too, has encountered insensitive comments over the course of her Exeter experience. "I've been told that I'm not Hispanic because I'm not brown enough, and I know a lot of kids have heard, 'you're not Hispanic because you don't speak Spanish,'" she said.

Insensitivity arises in institutional circumstances as well, Flores detailed. For example, the dining hall prepares Mexican food for Cinco de Mayo, though the celebration does not originate from Mexico.

Another concern, Flores pointed out, was the "revolving door" of faculty of color. "We used to have amazing faculty of color that were here and I thought they were going to stay, but they got no support," Flores said. "So for my last continuous professional development (CPD) report, I wrote [about] the revolving door of faculty of color who had come in and out because they were never accepted."

Flores herself is still committed to staying at Exeter despite the loneliness. "I am here because I want to be here not only for students of color but also for the entire community. I want everyone to know that I am here in different capacities and that I form part of the Phillips Exeter Academy Community," she said. "I

do not want our community members of color to be invisible."

LAL co-head and senior David Gonzalez described his own experience trying to find Latinx faculty to advise LAL. "Last year, we went through the list of Latinx faculty because we were trying to find a potential advisor for LAL and we found something like nine faculty in the entire faculty body," he said. "It's impressively sad—I think the school has addressed some issues of under-representation, but to a lot in the Latinx community, it feels like there just hasn't been enough yet."

Often, Ortiz feels a general lack of representation in the Exeter community. "It's hard to make a big deal about the problems we face because there's so little of us who actually understand what's going on," she said. "I know I've gotten a lot of side comments, and sometimes it feels lonely."

For La Alianza Latina (LAL) co-head and senior Natalia Rivera, her experience has been different than her white peers both in and out of the classroom. "If we're talking about how Latinas are disproportionately affected, we can talk about the town ... We can talk about not being able to see myself in the faculty members, because there are so few that are Latinx or we can talk about the classmates, how I typically am the only Latinx or just person of color, for that matter, in my classes."

These factors contribute to a feeling of otherness, Santos explained. "I will always feel a little too foreign, and a lot different from folks who come from this area of the United States or from families where boarding school was a tradition," she said.

In these experiences, Flores noted, the impact of the wall symbolism was exacerbated. "When I saw the video of the contest, it broke me because that hatred does not belong in our community, especially when you've invested years of your life here," she said. "How could you not be aware of what that wall

means when that man from day one attached the wall to hatred towards people like me?"

Reyes recalled her fellow students' first impression of the wall costume. "That day I walked into my history class and someone was like, the Halloween costume was really funny," Reyes said. "Having immigrant parents from Mexico, it's a touchy subject for me."

In fact, this is not the first time wall imagery has appeared on campus, Reyes mentioned. "My prep year, when Trump was elected, students were walking around with build a wall pins and I was pretty freaked out, not because of their political views but because of the assertive manner in which they were expressing them," she said. "In my classes, I expressed my fear about the wall, especially considering my mom was self-deported to Mexico in 2015, and there was a lot of misunderstanding."

Self-deportation is the process by which undocumented immigrants choose to leave the U.S. instead of undergoing the native court's deportation process.

Lower Charles Falivena noted that the number of allies from Exeter's white population involved in the protest were limited. "People are often allies when it is convenient to them, but for the white community, when the general community is in opposition, there are very few that will stand up," he said.

"I'm very disappointed in the response to the hurt within our community of both faculty and students," upper Sarah Huang said. "I think that the reaction to the costume itself was one thing—perhaps a lack of understanding or experience—but the much more indicative and concerning response was many students' reactions to the protest... As diverse as the student body is, we're not that inclusive."

English Instructor Courtney Marshall explained the place that non-proximate students and faculty should take in discussions. "If you're not in that

community affected, it's not your place to make a judgement on hurt that is not your own," she said.

Insensitivity and a resulting protest is nothing new, Marshall reflected. "We have a real emergency here," she said. "What I've been thinking about this week is people's willingness or desire to hold on to this idealized vision of what they think this school is," she said. "When incidents happen, some people say they're just aberrations and are shocked. At this point, I'm wondering how many times we need to do this—when will people realize we are in a state of emergency?"

Due to this lack of action, Huang believes that the Exeter community must continue to challenge itself. "Diversity is not a box to check—it's a starting point for empathy and cultivation of a stronger community as a whole."

Past LAL cohead Alejandro Arango reflected on the manner in which Exonians balance knowledge and goodness. "I think despite rhetoric of knowledge and goodness, I definitely found during my experience that knowledge was at the forefront and goodness was in a backseat," he said. "I think that this may be the difficulty of bringing people from a wide background— race, intersectionality and gender— into one community. How do you ensure that they all have an equal understanding of what it means to come to the table and treat people with decency and respect?"

Often, attitudes to change only occur after significant prodding, Gonzalez concluded. "I think it's been a tough because the Exeter administration is a very reactive organization rather than a very proactive organization," he said.

Reflecting on her past years at the Academy, Rivera harbors doubts about the community's ability to adequately respond. "There are just so many people that want to deny that there are issues," she said. "It just makes it a lot harder for me to confidently say that I think things are going to change soon."

## Facilities Management Outlines Reasons for Supply Shortages

Continued from [SHORTAGES, A1](#)

stocked, but I rely on students reporting if those items run out since they are in there throughout the day, every day. The basement sink area...would be the exception, as students do report those paper towels running out frequently," he said.

Facilities Management believes the Exeter community needs to be more aware of over-usage, in line with the Academy's recent efforts for more environmental awareness. "The toilet paper and paper products have been flying off the shelves, and we only keep giving it," Custodial Lead Tandra Boilard said.

Custodial Lead William Gagnon emphasized that the current level of supply use exceeds historic trends. "One dormitory, in particular, has gone through five cases of toilet paper within the past 30 days," he said. "Historically, that building was only going through one case a month."

Between July and September, one dorm used four cases of paper towels and seven cases of toilet paper, with twelve rolls in each case. In total, the campus has used three hundred cases of paper towels and three hundred-fifty cases of toilet paper in the calendar year.

While data suggests that paper supply use has grown at a rapid rate, overuse is not always discernible. "I am unaware of any issues of over-usage by residents, affiliates or visitors," Campbell said.

Boilard encouraged students to be more conscious of paper use. "In some dorms, there are new paper towels. We went to a different vendor for them, so they cut differently," she said. "I think students are not very careful when they tear it. They're getting like three or four...But if you do really grab it with two hands, you can get [less]."

Gagnon stated that sustainability should be an institutional and community priority in all aspects of campus life. "I think most of the student body could agree that we could probably be a little bit more sustainable with a lot of the products that we use," he said. "We've had the initiative, over the past couple of years, to put in hand dryers. Where there are hand dryers, you may not find paper towels anymore."

Knight House Dorm Head and Math Instructor David Huoppi agreed, saying, "I would say we generally try to minimize wastefulness. Supplies have not been a specific target of eliminating wastefulness, although they certainly could be."

Senior Manager of Events and Custodial Services Connie Simmons explained that the Academy employs a multi-tiered supply system. At the beginning of every month, custodians

submit a list of necessary supplies for each of their designated dorms, the amount of which varies based on dormitory size. Upon reviewing each list, the custodial supervisors—or "leads"—arrange for the requested items to be delivered to each dorm from the Academy warehouse.

In the event of a mid-month shortage, custodians are expected to communicate with their leads. Gagnon explained that supervisors conduct regular closet inspections to determine if additional supplies are necessary. "When we do inspections once a month, we'll check their storage and custodial closets and see the supplies and chemicals they have on hand," he said. "If we feel that there's already enough or there's a surplus in their buildings, then we really don't need to issue them more."

According to Simmons, supply requests are rarely denied. "I don't know of any regularly denied requests, and I've been here for over 20 years," she said. "If it's needed, it never gets denied."

Custodian Alex\*, however, recalled several instances when their emergency supply requests went unanswered—an account corroborated by another custodian. "I've found that it's been difficult trying to get supplies...When we run out, we try to get a hold of our leads to tell them. They say, 'Why did you run out? You shouldn't have gone through that much,'" Alex\* said.

"I know a couple of the [dorm residents] and myself have had to put 'out of order' signs on stalls because we have no toilet paper, not because they're out of order," Alex\* continued.

Other custodians declined to comment to The Exonian for this report.

Boilard stated that she has not denied any custodians necessary supplies. "[The leads] have never questioned [custodial requests]," she said. "I haven't had anybody come up to me and say they're not getting the things that they need. No one's ever done that."

Gagnon added that shortages can typically be resolved without issuing more supplies. "A lot of times that containers are empty, it's an oversight on a custodian's part. One of the most basic tasks of the custodian's job is to make sure that those dispensers are filled," Gagnon said. "If we receive a work order or an email about a shortage, we'll just go down into the custodian stock closet. The supplies are usually on hand to refill a dispenser."

Simmons noted that chemical products are rigorously reviewed, as incorrect dilution methods can cause faster depletion. "The supervisor may go out and say, 'Show me what's in your closets. Is it being used properly?' This is because chemicals are dilution con-

trolled. They have to be used in those dilutions to work properly," she said. "If somebody's ordering five bottles every month, we know it's not being mixed properly. So the supervisor may go and say, 'This bottle should last you six months. Show me how you're using it.' It's that education piece."

Boilard added that the Academy's recent efforts to use more eco-friendly, but purportedly less functional cleaning product has stirred discontent among custodians. "A lot of the custodians don't like the green products. We are not allowed to use bleach here—we've had accidents in the past with bleach and this is to ensure everyone's safety... The custodians don't feel [that green products are] as effective. But if you're not using it properly, it's not going to be as effective," Boilard said.

Alex\* contended that requests for supplies are often denied without a clear explanation—a response that has prompted Alex\* to question if the Academy is undersupplied.

Leighton noted that most toiletries and custodial supplies are stored in bulk at the Academy warehouse, managed by Russ Driscoll, and that quotas for different products are established and adjusted in accordance with usage data. "Depending on the time of year, [Simmons] will work with [warehouse staff] to...make sure we're not finding ourselves missing supplies," Leighton said. Gagnon added, "[The warehouse] has never actually run out of product and not been able to get it. Anytime we need something, we can get it."

Despite the abundance of supplies in the warehouse, Alex\* has had to borrow supplies from other custodians and pay out of pocket to remedy urgent supply shortages. Other custodians who declined to be quoted on the record confirmed that denied requests are not uncommon.

Gagnon stated that a certain level of supply shortage may be inevitable, as dorm custodians do not typically work on weekends. "I think dispensers are most likely to be low on Monday mornings. Usually, for dormitories, there is limited custodial coverage on Saturdays and Sundays. Even if we put in a brand new roll of toilet paper on a Friday night, chances are it's going to be gone or low come Monday morning," he said.

Gagnon added that weekend activities pose additional challenges. "Students do a lot of cooking on the weekends," he said. "Some of you guys will lounge around on the weekends and be in your dormitory common areas, more often on the weekends than during the week."

Currently, custodians work in two shifts: dorm custodians work from 7

a.m. to 4 p.m. on weekdays and are on call on Saturdays, while public building custodians work from 5:30 p.m. to 2 a.m. on weekdays, in addition to Sundays from 3 p.m. to 9 p.m.

Campbell postulated that custodians may find it difficult to keep up with the rate of dormitory supply use due to their heavy workloads. "I think custodian [work] time is stretched," he said. "They are asked to cover a lot of ground and do a lot of day-to-day work. This could mean that some things don't get done right away."

Simmons believes that if custodial shift hours are causing the supply shortage problem, there is a clear solution. "There's always a custodian responsible for campus, seven days a week," she said. "If we're feeling that we're falling short on a weekend, then we can correct it."

While Alex\* recalled being told by leads that budgeting concerns also account for their denial of supply requests, Leighton stated that the budget is assessed regularly and matches the Academy's needs. "Every year, prior to submitting our annual operating budget, we perform a detailed review to make sure each budget line is appropriate," Leighton said, adding that budget managers in the Finance Office ensure the proper use of all funds.

Chief Financial Officer Marijka Beauchesne shared that there are backup measures for excess spending. "The Director of Facilities Management manages the budget in total for operational costs. If there is an overage, this would need to be managed with savings from another area to stay within the Trustee budget in total," Beauchesne said.

According to Boilard, flexibility in the budget has allowed for improvements in supplies. "When I first started working here, we had one-ply toilet paper. There were a lot of complaints about that, and we now have two-ply toilet paper," she said. "We've bettered ourselves with that, which people are grateful for."

While Facilities Management and the custodial staff are still working to identify and address the cause of supply shortages, all affirmed their commitment to serving Exeter students and meeting community needs. "There's always budgeting for basic necessities such as disinfectant and paper products for students to use, for their community to use," Gagnon said. "No matter what the budget is, we will always have money available for those products."

"I care about all you [students]. I do the job I do because I want you guys to have what you need," Alex\* said.

\*Asterisks denote name change to preserve anonymity

# Investigating E/a: The Longest Prep School Rivalry in America

Continued from [E/a, A1](#)

towards the football field. This time again, gloomy expectations preceded the kick-off: star players Ferguson, Bright and J. Byron were injured, and Smith had been so sick he was barely able to take the field.

But as Philipian Barker stretched within mere meters of the Exeter end zone, marking what was sure to be the beginning of yet another loss, Smith “threw him down, and destroyed the only chance of making a touch-down which the Andovers had during the game.” The game closed with the captain of Big Red, Hooker, who had been one of the eleven beaten down last year, hurtling towards the end zone, “breaking past his antagonists with great violence.” Exeter won 18 to zero.

Since then, sports across all three trimesters have been integrated into the competition. The first hockey game in 1914 was a 4-1 win for Exeter at Boston Stadium. Andover took the first basket-

ball win in 1920 (31-27), as well as the first lacrosse win (11-2) in 1970.

Each autumn, the two schools clash again in football. It was only in 1889, 1894 and 1895 that the games were canceled for harsh weather. Exeter now claims a record of 54-78-10; Andover 78-54-10. Over the past 142 games, Andover leads Exeter by 161 cumulative points: 1958 to our 1797. They also lead Exeter in the longest win-streak: eight games, from 1905-1913. This week’s past victory for Andover marks seven losses for Exeter in a row—one more loss next year will place Exeter in the historically worst losing streak it has ever been in again.

But in 1913, with 8,000 students and faculty alike gathered on home field, a stunning victory of 59-0 for Exeter interrupted Andover’s streak. The next year, Exeter exceeded all expectations again: *The Exonian* reported, “The place was Brother’s Field; the clay was fair; the teams were in perfect condition; and the score was 78 to 7. Such a victory with

such a score may never take place again in the rivalry of the two schools.”

Come next autumn, PEA will again be rooting for the football team to

keep Exeter from reaching yet another historic low. Like the Big Red of 1913, hundreds of Exonians will flood Phelps Stadium of Andover in a sea of red.



Lower Lekha Masoudi performs at Dance Assembly as a member of Bollywood group Shakti.

Eva Carchidi/*The Exonian*

## Academy Strives to Create More Inclusive Fin. Aid System

Continued from [FINANCIAL AID, A1](#)

requests,” Director of Admissions and Financial Aid Josh Hutchins said.

Now, students only need to submit one funding request, which will go through all departments. “While most of this funding comes through the Office of Financial Aid, other departments such as the College Counseling Office, the Office of Multicultural Affairs, Religious and Spiritual Life and the Office of Equity and Inclusion have some limited funding which has occasionally been used to support financial aid students as well,” the Financial Aid Office’s initial email read.

Though all applications for funding will be reviewed, as before, not all of them may be approved. “[The] policies regarding funding have not changed,” Director of Admissions and Financial Aid Josh Hutchins said. “Requests are considered in the order they are received.”

This form follows previous attempts by various groups to assist in the process for requesting non-tuition report. Last year, Student Council’s Committee for Community, Equity and Diversity published a pamphlet to help students request funds from different departments. “[We] created the pamphlet to inform students on who to contact from each department, instead of hearing from word of mouth,” Committee Co-Chair Renee Bertrand said. The committee plans to release an updated Financial Assistance pamphlet soon, which will include a section that will help students navigate the new form.

To ensure that students are prepared to access the form, the Committee also trained Student Listeners to assist students with non-tuition support. “I was one of the senior Student Listeners who brought [the Committee] and their faculty collaborators to one of our Monday night dinners,” senior Lucy Gilchrist said. “We wanted to facilitate a meeting

to teach StuLis about the new form.”

Bertrand felt that the form was a significant improvement from the previous system. Before, if a student could not receive funding from the Office of Multicultural Affairs, it was a long and complicated process to receive funding from other departments. “Communicating over email is confusing, and many times requests were lost,” she said.

Hofheinz noted that the form will have further benefits for the school beyond convenience for students requiring aid. “There will be a record of what types of request students are making. Then, that becomes data that then the school can look at,” they said. “The data, I think, will help shape future opportunities.”

Members of the student body noted that the form would benefit those not on financial aid as well. “[The form] makes you more aware of what opportunities there are for financial help,” lower Jocelyn Waters.

Some hoped that the form would improve overall inclusivity on campus. However, certain students felt that streamlining the process did not get to the heart of the issues involved. “The policies haven’t changed” lower Daniel Chen, among the first to use the form, said. “Everything is a step in the right direction. I just think that they need to fix a lot of things before they take this specific step.” Chen hopes that the Office of Financial Aid will clarify the types of auxiliary aid that are approved and which departments approved which types of request.

Overall, students felt that this was a good-faith effort to create financial equity. “Exeter is getting rid of barriers. I think that we’ve certainly made the first step,” lower Madeleine Murray said. “The next step is ensuring that you are going to [have a comparable experience] to other students, no matter your financial status.”

## “Winter Thaw” To Replace Low Homework Weekend

By **EMILY CHEN, TUCKER GIBBS, BONA HONG and CINDY SU**  
Staff Writers

Instead of a low homework weekend in the middle of winter term, “Winter Thaw” weekend returns to the Exeter schedule on Feb. 3, providing a three-day weekend for rest and relaxation. Students will still be required to complete a normal homework load in exchange for the extra day off.

The tradition of Winter Thaw was first proposed in 1997 by former student Win Butler ’98 as a time for students to recover during the cold months of winter with no school on Monday. Historically, there was no homework assigned during the weekend and many student activities were planned around campus. The tradition carried on until the 2012-13 year when Saturday classes had been greatly reduced.

Dean of Academic Affairs Laura Marshall described the difficulties that faculty faced when Saturday classes were largely removed from the schedule and its effect on Winter Thaw. “When we significantly reduced Saturday classes, we tried to make sure that it had a minimum impact on the amount of class time the students had. We looked at days here and there that we could take back and the Monday for Winter Thaw was one,” she said. But instead, a low homework weekend became a new part of the schedule.

This year, Winter Thaw was placed in the schedule after Director of Studies Scott Saltman noticed the unusually long winter term. “We saw it as a particularly long stretch from when we return in January to when we leave for March break,” Saltman said. “We hope that having a break in the middle will help.”

In addition to this change in

schedule, there will be no Saturday classes in the winter term unless there is a snow day, which would call for Saturday classes on Feb. 22.

Although Winter Thaw has been a tradition in the past, Saltman stressed that the three day weekend was suitable this year but is not a tradition that has been officially brought back. “I want to emphasize that this is not necessarily the path we will take in future years. It fit the calendar well this year,” he said.

History Instructor Meg Foley recounted her experiences with Winter Thaw in the past. “I remember having that day off in the past was a huge day just to catch up on things, both work and home life, things that had gotten away from me and the whole month of January,” she said.

However, Winter Thaw, as well as other long weekends forces some instructors to lose regular class time. “Some of my formats have not met very frequently, so I think that one of the potential effects is that lack of continuity,” Mathematics Instructor Kevin Bartkovich said. “But when it comes and you get to this free Monday, nobody is going to be complaining.”

Other faculty noted the importance of having a break in the middle of a long winter term, for both teachers as well as students. “Of course students deserve some rest and we all know academic life at Exeter isn’t easy. For teachers, it’s important to get some time off to spend with their families, partners, and it makes them better teachers,” Chair of Theater and Dance Rob Richards said.

Modern Languages Instructor Ellen Glassner agreed, adding, “Everybody deserves rest during that time of year.”

# Exonians Develop Eco-Friendly Solutions to Campus Issues

By **GIANLUCA AUDIA, AMY LUM, MAEGAN PAUL, SAFIRA SCHIOWITZ and CLARK WU**  
Staff Writers

From the community bikeshare implemented last spring to the expansion of campus composting this fall, the Green Umbrella Learning Lab (GULL) has provided Exonians with various opportunities to engage in large-scale sustainability efforts over the years.

In the fall-term course, uppers and seniors work closely with English Instructor and Sustainability Education Coordinator Jason BreMiller and the Green Umbrella Advisory Board to research, design and implement sustainability projects for the Academy community.

This year’s GULL initiatives are EXcycle, Team Compost and Team Grass. Respectively, these projects focus on reducing on-campus paper waste, organizing dorm composting and developing a greener turf treatment process.

After a few weeks of studying today’s climate crisis and performing team building exercises, the three student groups began their independent studies. Upon researching where materials go after being classified as “recyclable,” EXcycle realized that the majority of recyclable materials are “basically thrown into landfill,” senior Velen Wu said.

This inspired the idea for EXcycle, which creates a closed-loop paper cycle

by transforming past issues of *The Exonian* into usable paper. After combining shredded newspaper with water and pouring the pulp into a tub filled halfway with water, project organizers use a paper-making screen to mold a substance that takes shape as brand new paper after a few days of drying.

The Exeter Bookstore plans to sell postcards and other paper products made from EXcycle’s recycled material, which Wu hopes will remind students and faculty to be mindful of their paper use. “This is a really big problem right now: how we’re using a lot of resources and not being aware of what’s happening to the waste we produce,” she said.

The Compost Project devoted the term to installing compost bins in dorms. “Right now, there is composting in Grill and in the dining halls, but we want to make it more accessible to the general Exeter community,” senior Harrison He said.

Manager of Sustainability and Natural Resources Warren Biggins emphasized that staff were proactive in addressing concerns about odor and other potential consequences of compost accumulation. “Before they were given permission to install the bins in the dorms, we spoke with custodial staff and devised a schedule so that the bins would be emptied at regular times during the week,” he said.

With the help of Biggins, the group has begun trial programs in three dorms so far. “I think the pilot program in Mc-

Connell... has been pretty successful,” upper Beatrice Burack said. “We are currently working on our budget and proposal to get bins for all dorms.”

Biggins also played a key role in helping Team Grass tackle excessive use of pesticides and insecticides on campus. “We have been looking at natural ways to control the tick population,” senior Shelagh Coombs said. “Our idea of building bat boxes gives a home to the bats, who eat a lot of ticks and insects at night. The more we can bring this endangered species back, the more we could cut down on the artificial solutions.”

Team Grass also hopes to install additional rain gardens on campus to lessen the effect of pesticides on the environment. Currently, there are two gardens on campus—one by the health center and the other past the athletic fields. “The rain garden collects the runoff if it rains. If there are toxins in the water it will go through the rain garden and filter it out a little bit,” Coombs explained. “We want to get [another rain garden] in the center of campus, so that people know about it and see it. It would be another spot the management team wouldn’t have to work as much on.”

In addition to this, Team Grass has devised a 20-year plan to reduce Exeter’s carbon use and ultimately develop a carbon-zero campus. The members hope to integrate some of their policies and ideas into the Climate Action Day agenda this spring. “We want to build some

signage for the GULL program, so the community will see it and know what is going on,” senior Alta Magruder said.

BreMiller hopes to establish GULL as a portal through which students can become involved in the large-scale administrative aspects of climate action. “It would be very neat if students can scale their projects larger and pass projects off from one term to the next, and potentially even one year to the next,” he said. “This allows us to move closer towards being the green campus we want to be. That would be the vision of GULL.”

Biggins furthermore emphasized the importance of students understanding the gravity and urgency of these endeavors. “I would love to see students have a baseline level of environmental literacy or sustainability literacy. And I’d like to see sustainability incorporated more broadly into the curriculum,” he said.

For now, GULL remains a fall term-only course, but its positive impact will persist during the school year as long as students continue to engage. Senior Manager of Grounds and Athletics Ron Johnson said, “The Green Umbrella Learning Lab is a great program which introduces students to campus operations and provides opportunities to explore a service or function, that may be taken for granted, but through closer examination, is realized to have an important role in the overall operation of the Academy.”

# Faculty Discuss Workload, Boarding School Lifestyle

Continued from **WORKLOAD, A1**

In the faculty handbook, a C Level activity entails four to six hours of work, the B Level requires eight to ten hours, while the A level requires twelve hours per week. A combination of two B level or C Level activities equal one A level, and faculty are obligated to perform two A level requirements per term.

Computer Science Instructor Sean Campbell noted variations in the system for different faculty. “Is a teacher in the dorm or not? Are they full time or part time? Do they have another role (administrative, department chair, etc.)? Broadly speaking, faculty must teach four classes each term, advise eight to 10 students, coach a sport and/or serve on a committee and do dorm duty among other odds-and-ends,” he said. “In practice, most faculty contribute above and beyond the requirements laid out.”

Math Instructor Aviva Halani recognized other inconsistencies. “It’s a very complicated system,” she said. “The fact that two B’s equal an A, but also that a B and a C equal an A, does not make sense. The current—or at least the last—version of the faculty handbook that I saw does not encompass all of the work that is done.”

Beyond the ABC system’s requirements, faculty have also found themselves undertaking additional work due to the new visitations (V’s) policy. “A month into the school year, some faculty were told that they have to do extra dorm hours for visitations, [a duty]

that we were originally told was not going to be on [them],” Halani said. “But even if it was, there is still an argument to be made there that some dorm faculty are not doing as much—which is a cause of concern.”

An upcoming faculty meeting will consist of a survey examining faculty schedules, according to English Instructor Courtney Marshall. “We want to look into the gap between the official records and what people’s days actually look like,” she said. “I think a lot of it is just a 21st-century problem. It used to be that you could go to your job and go home. But with emails and online work, the lines between work and non-work hours are becoming more and more blurred.”

Several faculty noted that irregularity in faculty workload interferes with an instructor’s primary responsibility of focusing on students. “When you’re using extra class time, it makes it much harder to fit in other things. For example, it makes it hard for me to find time to meet with students, which is a part of the job,” Halani said.

Religion Department Chair Hannah Hofheinz conveyed similar sentiments. “The number of faculty we have seems insufficient for the tasks. This puts some teachers in a really hard position of wanting to do right by the students and our colleagues, while also realizing that the resulting workload is unsustainable over the longer term,” she said. “The stress of the schedule is not good for leading a full life. It impacts my relationship with my partner, and it impacts my ability

to just be myself.”

Marshall also raised concerns about a campus-wide ‘culture of overwork’ fostered by faculty workloads. “I get concerned about what [faculty] tell students and what we wind up modeling,” she said. “We say ‘Take care of yourself, go to sleep, eat breakfast’ but not enough of us are doing it.”

English Instructor Alex Myers acknowledged that sustaining heavy workloads is an inevitable reality of working at a boarding school. “That’s what I signed up to do,” he said. “There are things that the school and the Dean of Faculty’s office could do to change how workload is allocated, but I don’t think those changes would affect the surprises that are going to come and just eat up a whole day or week of your year.”

Chair of the Science Department Allison Hobbie agreed. “This is a residential school and I think there is a commitment we make in coming here,” she said. “We need to recognize the boundaries of our job and that they move from week to week in responsibility to responsibility and even from term to term.”

English Instructor Jane Cadwell described the kind of lifestyle promoted by a residential school teaching career. “When you’re working, particularly when you’re in the dorm, you sign on for a particular lifestyle. For me, it’s really 100% work and then 100% vacation,” she said.

Cadwell acknowledged that work can be substantial during the school year. “I don’t

really think there are lines you can draw around your exact job to make it discreet: you have certain responsibilities, but those responsibilities end up being hard to predict and hard to identify because the bottom line is that you’re teaching and living with kids,” Cadwell said. “You have to be open and ready and willing to adapt to their needs.”

Campbell’s workload is often unpredictable, but breaks offer ample time for family. “With free formats, I do have some flexibility during the school day, but this is not time I cannot generally use for personal reasons. There are many evening and weekend responsibilities which noticeably cut into time that I can spend with my family,” he said. “Compared to the public school where I used to teach, we do have more generous time off during breaks, but when school is in session the days and weeks at PEA are longer and busier.”

English Instructor Todd Hearon believes workload depends on the balance of institutional investment and personal life. “If you’re willing to let it all slide, there’s no friction. If you’re not, there’s a considerable amount of negotiation and sacrifice that has to happen,” he said.

Math Instructor Panama Geer expressed that an Exeter teacher’s workload stems from their commitment to students. “No matter what, because you love what you do and because you’re involved in the students’ lives, you always end up working more than what the guidelines are,” she said.



Facebook founder Mark Zuckerberg '02 stands trial for Facebook's role in national and international politics.

Courtesy of Google Images

## Alumni Question Mark Zuckerberg's Commitment to Non Sibi

By MOKSHA AKIL, ANNE BRANDES, TANYA DAS, ELLA LINA HUANG, FELIX YEUNG  
Staff Writers

On Oct. 24, Facebook Founder and Chairman Mark Zuckerberg '01 testified for over six hours before the House Financial Services Committee to speak on Facebook’s cryptocurrency initiative, Libra. However, at the hearing, questions from prominent congresspeople on advertising and misinformation dominated national headlines.

After the hearing, Zuckerberg’s responses sparked discourse in the alumni body, particularly on the Exonians Facebook page. Some felt that Facebook should closely monitor political ads by disallowing lies or forgoing election ads entirely.

To advance these concerns, alumni considered writing a letter to Zuckerberg to voice their concerns. “[It should be] something about knowledge and goodness and the unavoidable fact that, in view of quickening climate change and mass extinction, evidence-based, transparent, democratic governance is our best hope at a livable future for our grandchildren,” read an initial post by Jesse Oliver Sanford '95.

Controversy over Facebook has existed since the last presidential election, during which the Russian Federation was accused of interference through bots and microtargeting for political advertisements. Accounts of manipulation of the platform are recorded in such documents as Special Prosecutor Robert Mueller’s investigation of alleged interference and collusion, which found that Russia’s Internet Research Agency devoted a significant amount of time on reaching voters through Facebook. Misinformation spread by political parties has also become controversial.

Currently, Facebook restricts only those advertisements that are barred by law. “Advertisers can run ads about social issues, elections or politics, pro-

vided the advertiser complies with all applicable laws and the authorization process required by Facebook,” the company’s official policy states. “Where appropriate, Facebook may restrict issue, electoral or political ads.” Such regulations may involve blackout periods, foreign interference and spending limits. Facebook rarely censors advertisements that are allowable by law.

Facebook’s role in information distribution has profound effects on national dynamics, Kieran McLean '14 reflected. “Facebook knowingly lets malicious actors spam its customers’ newsfeeds with misinformation for profit,” McLean said. “In short, the company lets motivated actors instantaneously identify and spam millions of susceptible voters with propaganda on a scale that prior authoritarians could only dream of.”

Political advertising on social media platforms, like Facebook, is crucial to the reach of campaigns. “Without Facebook ads, progressive candidates wouldn’t be able to get their campaigns off the ground, or—even worse—grassroots candidates would be dependent on legacy media gatekeepers like *The Times* for publicity, which is populated increasingly by elite school graduates from wealthy families who completely missed Alexandria Ocasio-Cortez’s campaign,” McLean added.

With this impact follows a need for fairness. “Just like any other power, I think society needs checks and balances to make sure the power is used safely and fairly,” Vahid Fazel-Rezai '14 said. “This means all parties need to play a role—the content producers, the content consumers, the platform, and the government. They need to continuously negotiate a system where no one voice is given disproportionately high influence and reasonable voices aren’t thwarted.”

Despite the influence of Facebook, some alumni felt that the letter’s intentions are counterproductive. “I think this would be putting too much power into the hands of Facebook. What

exactly makes an ad ‘inaccurate?’” Mark Blekherman '19 asked. “I understand the importance of stopping hate speech and blatant misinformation, but Facebook would be overstepping if it censored constitutionally-protected speech, however controversial or inaccurate it may be.”

Similarly, Mario Enriquez '04 felt that allowing Facebook to censor certain speech would give it too much power. “I think allowing any centralized entity, including Facebook, to the arbiter of acceptable speech is problematic,” he said. “I think allowing Facebook, Mark Zuckerberg or any other entity regulate the political content accessible to people abdicates the role of Citizens.”

Alumni also mentioned that federal legislation should police advertisements in addition to Facebook’s own regulations. “I think legislation should be enacted to reign in Mark Zuckerberg, whose Facebook has accepted misleading political ads and has propagated inaccuracies and misinformation,” Beth McAvoy '84 said. “I want the immediate return of the Fairness Doctrine for both broadcast media and internet platforms.” The Fairness Doctrine is a now-defunct policy by the federal government that required all mainstream media sources to give equal time to contrasting opinions.

In the end, Facebook is a private company that will prioritize their revenue, Miles Kafka '91 noted. “The discussion of Facebook’s policies should be viewed as the activities of a corporation looking to maximize profit,” he said. “Their appeal to abstractions like ‘free speech’ here should be seen as rhetorical technique to defend their profit-maximizing strategy of avoiding accountability for making choices that might offend either political side. But I predict they will ultimately will bow to pressure from their consumers, if that pressure continues to grow.”

While criticism typically concerns Facebook’s lax regulations, Brad Hessel '71 of the Libertarian Party of Wake County found Facebook’s policies re-

strictive on the wrong groups. “The rules that they put in place are very difficult to navigate ... The policy requires any entity that wants to do political advertising to be very well identified. And that’s where we’re having troubles,” he said. “It turns out that our name on our bank statement says Libertarian Party at Wake County. But on the documents we follow with the state, it says Wake County Libertarian Party.”

Facebook continues to innovate its policies on advertising. In March, the company launched its Facebook Ad Library, which lists all advertisements live on the site. The library also logs all inactive or deleted political advertisements as well.

Hessel welcomed such changes. “This is going to be great for us—we’re going to be very interested to see what our Democratic and Republican opponents are doing ... It’ll give us tremendous insight into their strategy and tactics,” he said. “Obviously, it would be a good thing for the public to know this information as well. It seems that Facebook is attacking [false advertising] pretty solidly and that their approach is pretty decent.”

Despite these developments, McAvoy felt that more is necessary, and Exonians are in a unique position to stand up for democracy. “Lies in political ads undermine our democracy. Political ads should seek to inform, not mislead,” she said. “Exeter’s values of goodness and knowledge are shared by all fair minded Americans who support our Republic. Free and fair elections benefit all of us.”

Helen Broston '81 felt that Mark Zuckerberg carries none of Exeter’s core philosophies of intellectual curiosity, non sibi and unity in goodness. “Facebook, and Mark Zuckerberg, are failing [Exeter’s] values,” she said. “Part of the problem is the distancing and dehumanizing effect of online speech, but part of it is the algorithm, the predictable way of making of money for Facebook that pushes truth, kindness, community, curiosity, and the search for a better world aside.”

## In Defense of the Protest

### LAL Board

When three school employees dressed up as Trump's border wall with "Make America Great Again" emblazoned on their bodies, it was an attack on the Latinx and immigrant communities on campus. Everyday atrocities are happening at the border in concentration camps where people our age are being held.

**One girl, aged 16 testified to being held in a metal cage with 20 other teenagers with babies and young children. We have one mat we need to share with each other. It is very cold. We each got a mylar blanket, but it is not enough to warm up. There are benches but we cannot sleep there. Sometimes it is so crowded we cannot find a place to sleep, so they allow a few of us to sleep outside the fenced area. The lights are on all of the time.**

Another girl said:

I was given a blanket and a mattress, but then, at 3 a.m., the guards took the blanket and mattress. My baby was left sleeping on the floor. In fact, almost every night, the guards wake us at 3 a.m. and take away our sleeping mattresses and blankets. They leave babies, even little babies of two or three months, sleeping on the cold floor. For me, because I am so pregnant, sleeping on the floor is very painful for my back and hips. I think the guards act this way to punish us.

These are stories from Texas border control facilities. These conditions are undoubtedly inhumane. There were an estimated 5,460 children kept in these conditions according to an ACLU statement this October. Justifying these actions and in response to sanctuary city policies, Donald Trump was quoted as saying,

We have people coming into the country, or trying to come in... You wouldn't believe how bad these people are. These aren't people. These are animals. And we're taking them out of the country at a level and at a rate that's never happened before.

Calling people "animals" is dehumanizing and hateful rhetoric that is used to justify harmful policies like the concentration camps and the border wall. These are policies that have impacted our community and led to the death of many children. Thus, regardless of intent, there was no way for the Latinx community to interpret the wall costume as a joke. The impact on our community is too great.

**We felt alienated from the Exeter community when we heard so many people laughing and glorifying such a hateful, destructive image. For many members of the latinx community, the images quoted above are all we can see when the border wall is mentioned.**

We were hurt that this action came from adults and that other adults did nothing to stop it. On November 1, 2019, we decided to organize a protest which aimed to stand with the Latinx-Exonian community. We wanted to bring awareness to the gravity of the crisis at the border and the lack of empathy/concern for the Latinx community at Exeter.

**Additionally, we wanted to make a statement to the administration that we felt ignored when the details of the event were not communicated, and its impact was not addressed.**

We decided to make the protest a silent and peaceful demonstration at Grill. The Grill employees were notified and supportive of the protest, and we prepared statements which clarified that we did not intend to direct the protest at the employees or their jobs. Those involved in the protest stood with their arms linked along the Grill entrance.

**There is nothing violent about blocking an entrance, especially when a back entrance is encouraged to be used by members of the protest and Grill employees. What was violent was when we were pushed and shoved by our peers and yelled at by our teachers.**

The choice to form a wall with our bodies at Grill was meant to serve as a physical representation of what the border wall has become.

**For an asylum seeker attempting to be granted entrance into the nation, the wall invokes feelings of terror, confusion and alienation. It is meant to.**

When the wall is justified with rhetoric which expands those harmful ideas to immigrants in general, that feeling of alienation which many in the Latinx community experience is also expanded.

**We wanted people to have a sense of the severity of the issue at the border, its impact on our community, and why it was harmful. The choice to have our protest in front of Grill was a choice meant to get the attention of the community.**

Needless to say, we achieved that goal. The fact that Exeter is still talking about our protest shows that it was effective in bringing this issue to the forefront of discussions.

We have been accused by both our peers and teachers of trying to get the Grill employees fired.

**However, in meetings with the principal, the idea of firing the employees was never an option that was considered. Rather, we take umbrage with the larger response from the community to the costume and the failure of the school to notify the community about what had happened.**

Our statement was meant to notify the public in a succinct way what had occurred, what our reactions were, and what our goals were.

**In our statement we included four demands; the first was "transparent, thorough, and frequent cultural competency training for all adults on campus." Our current system for training is optional, infrequent, and only applicable to faculty. We believe that by including all adults, making it mandatory, and by communicating with the wider community what is taught, we can avoid more attacks on personhood.**

The second was "a response from the Academy reinforcing our school values and principles." A response from the school would help with the process of healing for our members. We felt alienated from the community due to the incident, and a response from the school would have reassured us that the academy values us and our community. The third was "an explicit policy clarifying the boundaries of political speech by faculty and staff." We believe it is important that the faculty, regardless of political affiliation, are clear on what exactly the difference is between attacks on personhood and political speech. As students, this is not a policy that we have the ability to draft, but we believe that it is an important policy to have for our school to use in the future. The

final demand was "continued, impactful conversations on our community values and how we can maintain them."

**Many in the community have expressed an agreement with the goals and intentions of the protest, including the demands listed above. Where we seem to differ is in the methodology of the protest. In response to this, we would like to take a moment to quote from Dr. Martin Luther King's "Letter From a Birmingham Jail":**

I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice ...who constantly says: 'I agree with you in the goal you seek, but I cannot agree with your methods of direct action'... Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.

**We ask that people who agree with the intentions of the protesters help achieve those goals by moving past their reservations about the methodology of the protest. We call on you to be vocal in your support of our goals. By further supporting these goals, we can all grow stronger as a community, and come out of this with more**

*The Exonian* invites all members of the community to contribute their opinions and perspectives, relating to this topic and others, to the Opinions section. This is an ongoing conversation that will greatly benefit from a diversity of viewpoints.

While the next issue of *The Exonian* will print on Dec. 19, the paper will remain active online.

Read more at [www.exonian.com](http://www.exonian.com).



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Writers' meetings every Sunday from 7 to 8 p.m. in the Forum!



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## Imagine PEA Without Protest

**Sami Atif**

*Dean of Multicultural Affairs*

Exeter observed MLK day only after a faculty member went on hunger strike. Coeducation in 1970 was thanks to Title IX and the Civil Rights movement. Financial aid became a possibility after massive fundraising and organizing.

Now, let's imagine PEA without protest. In all seriousness, what would be left? I'll spare the reminders about what youth from every quarter meant in the 18th century and simply say most of us wouldn't be here unless someone actively opposed the status quo.

Our very own learning apparatus was, in fact, a protest—a “classroom revolution” gifted with the intent of reform. Furthermore, by definition, when Student Council brings a policy before the faculty, that is a student-led demonstration, also known as a protest. I say this to normalize what has become taboo and to discuss power.

**Our very own learning apparatus was, in fact, a protest—a “classroom revolution” gifted with the intent of reform. Furthermore, by definition, when Student Council brings a policy before the faculty, that is a student-led demonstration, also known as a protest. I say this to normalize what has become taboo and to discuss power.**

The proper term for what we witnessed on Friday, Nov. 2, at the entrance to Grill is demonstration. Protest can come in many forms; somehow, we only consider marches, sit-ins, walkouts, die-ins, human chains and other active demonstrations as protest. These all carry sentiments of public inconvenience, and perhaps this explains why words like protest, activist, and social justice have become unfavorable labels for some. The shortsightedness here is epic. An amateur read of world

history reveals the modern-day importance of all these past forms of protest. Imagine this country without protest.

We can also learn a great lesson about power and privilege. Suffice to say, if you have never felt inclined to, or participated in a protest, therein lies a privilege. One can choose to be apolitical, but it is a privilege if that choice comes with no perceived or viable

**Suffice to say, if you have never felt inclined to, or participated in a protest, therein lies a privilege. One can choose to be apolitical, but it is a privilege if that choice comes with no perceived or viable consequence.**

consequence.

Proximity to power/decision-making is a privilege, and the powerful often protest in the shadows. There is a palpable class element here that feels paternalistic. Our motives for self-interest are uniform and human. The ends and means of self-interest are socialized and conditioned. If I could endow diversity, equity and inclusion, would I still need it? If I could vote-in prosperity, why would I march? If state-sanctioned violence wasn't my reality, why would I die-in? If the border wall wasn't dehumanizing, why would one erect a human symbol of it?

What does non sibi say about inconvenience? In the aftermath of the demonstration at Grill, I've been thinking a lot more about

**If I could vote-in prosperity, why would I march? If state-sanctioned violence wasn't my reality, why would I die-in? If the border wall wasn't dehumanizing, why would one erect a human symbol of it?**

conveniences. In pursuit of convenience—hobo sandwiches, coffee, muffins, one's routine, etc.—many broke character when they saw the demonstration. Some crossed the line, and others crossed a line. It didn't take very much to produce the most disappointing of PEA moments.

Imagine if you will, the motivation of asylum-seekers at the US southern border in comparison with the actions taken by convenience-seekers at Grill. At no point in my time at Exeter was I more concerned about physical harm manifesting on campus. I spoke to several students in a fit of rage. I witnessed adults storm off with displeasure. I tried to rationalize the unbelievable with demonstrators overtaken by shock. My phone rang as counselors and students inquired about the wellbeing of fellow demonstrators. I saw the brutal underbelly of PEA, the profane-laced encounters, the cheerful celebrations for breaking through and the inability to make sense of it all.

What then about free speech?

Free speech is the corollary of free protest. If one is fundamental to democracy, so is the other. If one is quintessential Exonian-

irony in how many resist any infringements on speech while pursuing a checklist for rules, respectability, logic and convenience for protest is astounding. What am I to make of our reluctance to strike down hate-speech and hateful remarks while embracing only the cleanest, least-disturbing, always peaceful, quietest protest. What remains if you question

**To divorce speech and protest is to be uninformed or unprincipled.**

the tactics of protest without questioning the reasons for protest. Is it silence you covet?

We've been here before. What's new and scary? Physicality and the presence of force. In my brief tenure at the Academy, we've witnessed several student-led demonstrations, none of which were met with force. Indifference, absolutely. Disapproval, sure. Contempt and disgust, perhaps. Yet somehow in a place so revered as the Academy, with gentlemen



like, why question the presence of the other? Individuals that trumpet the ideals of free speech undeniably wave the banner for free protest. To divorce speech and protest is to be uninformed or unprincipled.

Many of us that question the motives and decisions of Grill demonstrators rush to uphold free speech or free political expression. Let's set aside the intent of the costume. The

and ladies, Harkness tables, with teas and regalia, rules of order, conduct committees and all the like, we are no more than pushers and shovers. That is us. As for the old, each moment of student-led demonstration has brought interrogation of the demonstrators' motive. Quiet as it's kept, it has also brought along positive change. I loathe the former, yet I await the latter.

## When Intolerance is Necessary

**Felix Yeung '21**

*Columnist*

The paradox of tolerance, I find, is oft-cited in liberal circles. Advanced by philosopher Karl Popper, it states that unbridled tolerance, including that of the intolerant, will

**Wokeness extends beyond simple awareness of issues relating to social justice and equity—it encourages active promotion of equity in social interactions.**

lead to the loss of tolerance entirely. To use Popper's own words, “In order to maintain a tolerant society, the society must be intolerant of intolerance.” For the purposes of my argument, I will postulate that most agree with this statement. The debate, however, lies in what can be qualified as “intolerance” and the degree to which we must stringently censor the “intolerant.”

In this day and age, the paradox of tolerance goes hand-in-hand with political correctness and woke culture. Wokeness extends beyond simple awareness of issues relating to social justice and equity—it encourages active promotion of equity in social interactions. Some pundits in the

**All too often, individuals argue against woke culture without acknowledging its purpose.**

mainstream media claim that wokeness stems from misguided arrogance. They claim that those who identify with wokeness have a false sense of superiority that compels them to lead others to conform to their behavioral standards.

This perspective is not simply espoused by conservatives. Timothy Egan of the New York Times recently wrote an article entitled “How the Insufferably Woke Help Trump.” He argues that liberals shoot themselves in the foot through their condescension, falsely

believing in their own moral correctness. In fact, his subtitle read, “Democrats are insulting and condescending to the swing-state voters they need the most.”

All too often, individuals argue against woke culture without acknowledging its purpose. These intentions are important, and they are noble. Primarily, woke culture's aims are to generate social change and foster inclusivity and equity. Woke culture attempts to help historically marginalized people feel more welcome in a culture that has not always included their voices and respected their personhood. No matter what your political beliefs, you have to acknowledge that these intentions are just ones.

These anti-wokeness arguments further belie the fact that wokeness often comes

**These anti-wokeness arguments further belie the fact that wokeness often comes from a place of hurt.**

from a place of hurt. You can disagree with their methods, but you cannot simply dismiss the woke as arrogant. Many of them are simply young people who feel marginalized by the dominant (and dominantly white) culture of the United States. These people turn to the internet to empower themselves and unite with others. They hope to diminish the intolerance that they feel from others to preserve what little tolerance already exists. To tell them to simply cut it out is callous and, rather ironically, condescending as well.

Moreover, woke culture's detractors expect the woke to simply back off without meeting them halfway. People moan and groan about how woke culture has imposed restrictions upon them, but they'd be hard-pressed to cite the ways that they have

**Rarely do those who rail against political correctness try to engage in discourse with the woke.**

attempted to compromise. Rarely do those who rail against political correctness try to engage in discourse with the woke. Rarely do

they attempt to listen, nor do they attempt to understand how slight changes in their behavior can have an impact on whether others feel accepted and respected. Instead, they dismiss woke culture as an annoyance. In doing so, they propagate the prejudiced assertion that marginalized people should just accept the dominant culture and do

**Oftentimes, conversations between the woke and those who disagree may feel like condemnations.**

nothing to attempt to change it.

But let's talk about the way that the woke partake in discourse with others. Oftentimes, conversations between the woke and those who disagree may feel like condemnations. The woke do struggle to convey their message in a constructive fashion. They struggle to reach across the aisle and sway others to their side. This is seen in such trends as “cancelling,” whereby members of the woke publicly condemn an individual whose words or actions they perceive as offensive. The choice by many

**Many, including myself, also failed to acknowledge that the protest was planned under a state of similar hurt and anguish.**

of the woke to attack, rather than respectfully and civilly discuss, has been criticized heavily by such liberals as Barack Obama and Hillary Clinton.

Still, with the understanding that these methods are imperfect, it is important that we consider why they are employed. I believe that many of the woke have tried to thoughtfully and constructively strike discourses with those who disagree with them. I believe that, in the past, people who believe in social equity have made good-faith attempts to explain why political correctness is not simply a burden, why terminology, speech and cultural practices matter. And I know that many have not felt heard—I know that

**In some ways, what happened at Exeter reflects what happens across this country.**

many continue to feel that this culture, this country, does not welcome them. It is understandable, then, that they turn to other ways to voice their frustrations.

Let's take this argument from the abstract to tangible. After the protest two weeks ago, I heard members of this community hold it as an example of woke culture's faults. They articulated their qualms about the protest's execution, as I did in *The Exonian*. Many failed to acknowledge that the protest came from a place of hurt. Many, including myself, also failed to acknowledge that the protest was planned under a state of similar hurt and anguish. Like myself, they failed to fully empathize with those who organized and planned the protest and reduced all that hurt to how it was expressed.

In some ways, what happened at Exeter reflects what happens across this country.

When we talk about the “woke,” we need to acknowledge the systemic, historic marginalization that many of them have faced. We need to move beyond the methods the woke use and move into why these methods are necessary in the first place. Of course, I am not saying that we should just accept those methods of expression we disagree with. Still, I ask that people—liberals and conservatives alike—think critically about the why, not just the what. In interactions with the woke, people should not be so quick to defend and retort. Instead, they should ask themselves one question: “Why do the woke take issue here?” Perhaps, it will

**In interactions with the woke, people should not be so quick to defend and retort. Instead, they should ask themselves one question: “Why do the woke take issue here?”**

lead them to a greater understanding of not just woke culture, but the way people exist in relation to each other in society at-large.

## Discussion Should Come First

**Jonathan Meng '21  
and Albert Chu '21**  
*Columnist and Staff Writer*

This past Friday, Exeter's La Alianza Latina (LAL) staged a protest in front of Grill immediately following Assembly, blocking off the main entrance. As explained in Principal Rawson's all-school email, the protest was prompted by a costume of Trump's wall, but ultimately intended to address the treatment of Latinx students on campus overall. Some critics have attacked the protest's tactics, citing incidents in which protesters pushed back Exonians trying to get into Grill.

However, considering the protestors' goal of sparking school-wide conversation and the frankly minimal harm that came out of blocking off Grill for 15 minutes, LAL undoubtedly staged an effective and well-timed

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The aspect of the protest that must be considered first is the event that sparked it: a cardboard representa-

tion of President Trump's border wall worn by three Grill employees. Each member of the costume wore American flag-colored face paint and the employee in the middle also had the words "Make America Great Again" in red, white and blue plastered on her portion of the wall. LAL leaders stated that this costume harmed members of the Latinx community and made many feel unsafe on campus, later prompting Rawson and the Grill staff to apologize for the costume. In his email, Principal Rawson also renewed his commitment to make Exeter a safe and inclusive space for all.

We must, however, examine the profound repercussions that will follow complete support for La Alianza Latina on this matter. "An explicit

**LAL leaders stated that this costume harmed members of the Latinx community and made many feel unsafe on campus, later prompting Rawson and the Grill staff to apologize for the costume.**

policy clarifying boundaries of political speech by faculty and staff," as demanded by LAL, would have wide-reaching impacts on politics and life at Phillips Exeter as a whole.

Acquiescing to subsequent demands that would limit political expression or to reform the policies would in reality only be counterproductive by setting a dangerous precedent of restriction on free speech. Even if the policy only explicitly affects faculty and staff, those are the very people that set the standard for discussion—any restriction will undoubtedly

spill over to the student body.

Such a precedent would therefore be harmful to the very discussion we seek to promote for three reasons: first—ideas that make us uncomfortable and challenge our beliefs can help us strengthen and reconsider our opinions from a new light, second—that this would place far too many conditions on free speech and third—that one of Exeter's many goals is to prepare us for the real world.

It is crucial that a school which

**Leaders of the protest would likely argue that a Trump's wall costume has no place at a school that cares about inclusivity, but this is simply part of a much bigger trend to exclude voices that don't follow prominent majority opinion.**

values discussion above all else respects all opinions, particularly those that differ from the norm. Leaders of the protest would likely argue that a Trump's wall costume has no place at a school that cares about inclusivity, but this is simply part of a much bigger trend to exclude voices that don't follow prominent majority opinion. Shutting down this type of speech only continues to exacerbate this problem, leading to more polarization and a reinforcement of said opinion.

We should also think about what would happen if this type of rule were applied across the board. Many topics would become off-limits to general discussion, devolving into a system that only values the opinions of the most vocal groups on campus. Maybe

**After acknowledging how tame the "Build the Wall" costume is compared to most political expression and disagreements in the wider world, it seems like a great disservice to students to only allow speech that is agreed upon by all.**

we should officially rebuff Friday's assembly speaker, Jose Olivarez, for claiming, even jokingly, that "there aren't any white people in heaven." These changes would have obvious negative effects on our community. Thus, the same basic rights that allow for the LAL protest should also be protected when used elsewhere.

Finally, it goes without saying that Exeter is far safer, both physically, and more importantly, ideologically, than nearly everywhere else in the world. After acknowledging how tame the "Build the Wall" costume is compared to most political expression and disagreements in the wider world, it seems like a great disservice to students to only allow speech that is agreed upon by all. Exposure to only inoffensive ideas will foster a misconception in how the world will actually treat us.

To recall Mr. Rawson's words in the Exeter Bulletin and his all-school email—"at Exeter, we want every student and adult to have an equal sense of belonging and equal opportunity to thrive." Moving forwards and complying with all of LAL's demands only undermines this as students begin to police their political speech and shut down genuine disagreement in favor of falsely affirming the more vocally expressed opinion.

## "OK, Boomer:" Not an Ageist Slur

**Dennis Kostakaglu-Aydin '21**  
*Columnist*

At this point, we've all heard it. The phrase "OK, Boomer" has become commonplace over the last week as a symbol of generational anguish and ageism. To clarify, the term "boomer" refers to someone who was born in the baby boomer generation, or 1950s, in America. These people are generally frowned upon by younger generations for their perceived lack of empathy for the environment and their greedy

**Today, "Ok boomer" is used to denigrate someone who appears to be acting on their own self-interest without care for others. The phrase has become famous, being used all over the world; a member of the New Zealand parliament, when talking about the environment, called out a 50-year old heckler by saying, "OK, Boomer."**

economic worldview which led to the Great Recession, as well as smaller things like complaining about technology and refusing to admit their mistakes.

Today, "Ok boomer" is used to denigrate someone who appears to be acting on their own self-interest without care for others. The phrase has become famous, being used all over the world; a member of the New Zealand parliament, when talking about the environment, called out a 50-year old heckler by saying, "OK,

Boomer." But, of course, you probably already knew that. The real issue, for me, with "OK, Boomer" is that actual boomers are getting characteristically frustrated with the use of the word

**Bob Lonsberry, a conservative radio host, recently said that the word "boomer" is just as disparaging as the N-word.**

"boomer" itself. Probably the most famous example of this frustration is Bob Lonsberry, a conservative radio host who recently said that the word "boomer" is just as disparaging as the N-word.

This argument is ludicrous. First of all, the phrase "OK, Boomer" is not limited to only boomers. It only describes those who exhibit thoughts coinciding with the orthodox boomer mentality. A millennial could be a "boomer" if they demonstrate indifference for the consequences of their actions, like a stereotypical boomer.

**There's just one problem. The issues which boomers strove to fix—like healthcare, the economy, and the environment—are the source of some of the biggest complaints which my generation has. For example, there is a prevailing sentiment today that nobody cares about the environment, except from an economical standpoint. If it makes you rich, then it's good.**

However, there's a bigger, more obvious problem with this argument: it alleges that the word "boomer" is meant to be derogatory, and that by using it, millennials and Gen Z are disrespecting the efforts of the previous generations to create a better world for us to live in.

There's just one problem. The issues which boomers strove to fix—like healthcare, the economy, and the environment—are the source of some of the biggest complaints which my generation has. For example, there is

**And that's coupled with the fact that there's more people attending college today than before. It's problems like this that trigger the frustrations of millennials and Gen Z. It's also why complaining about using "boomer" derogatorily is founded on flimsy evidence.**

a prevailing sentiment today that nobody cares about the environment, except from an economical standpoint. If it makes you rich, then it's good. It doesn't matter if it kills the Earth, so long as you get instant gratification in the form of money.

And as long as we're talking about money, another big issue for our generation today is education. In the 1980s, college cost around \$15,000 dollars per year. Today, it costs around \$36,000 per year, discounting textbooks, which cost hundreds of dollars alone.

And that's coupled with the fact that there's more people attending college today than before. It's problems like this that trigger the frustrations of millennials and Gen Z. It's also why complaining about using "boomer"

**We group those people under the umbrella of "boomer," but in reality, they are not defined by their birth year but by their actions. That's what Lonsberry and others with the same resentment fail to understand. It's not slurring a generation, it's the manifestation of our generation's desire to fix the problems in our society and on our Earth. If someone calls you a boomer, chances are, they're not insulting you because of your age.**

derogatorily is founded on flimsy evidence. Boomers may believe that they worked really hard, and maybe that's true, but it's unfair to complain about being insulted. After all, boomers refuse to listen to our generation's complaints that we have to fix the problems they created.

Ultimately, the use of "ok boomer" may be slanderous, but instead of complaining, boomers need to consider the opposing viewpoint. Use of the phrase isn't ageism; it comes from a generational frustration at certain individuals' unwillingness to comprehend the consequences of their actions.

We group those people under the umbrella of "boomer," but in reality, they are not defined by their birth year but by their actions. That's what Lonsberry and others with the same resentment fail to understand. It's not slurring a generation, it's the manifestation of our generation's desire to fix the problems in our society and on our Earth. If someone calls you a boomer, chances are, they're not insulting you because of your age. They're pointing out your problematic actions, and urging you to fix them.

## Give the Boomers a Break

Stephen McNulty '21  
Columnist

In the past few days, the now-famous “OK, Boomer” meme, originally from TikTok, has gone viral. Naturally, the only way I could ever find out about TikTok memes is through New Zealand politics, so I was somewhat surprised to find out that New Zealand MP Chlöe Swarbrick had used the phrase against an older member of Parliament in a debate about climate change. When any meme becomes so viral that mainstream politicians have taken to using it, the meme warrants examination.

I'd say that's particularly true of “OK, Boomer”—the meme underscores a larger cultural and political divide between millennials (and increasingly, GenZers) and baby boomers. Younger people increasingly see “boomers” as roadblocks to progress on climate, income inequality and other issues. The MP in question, in an interview about her comment,

**“[Young people] are high-minded because they have not yet been humbled by life, nor have they experienced the force of circumstance ... They think they know everything, and are always quite sure about it.” The passionate idealism of GenZ is not unique to GenZ—it is a part of growing up in general.**

summarised this attitude: “My ‘Ok, Boomer’ comment in Parliament was off-the-cuff, albeit symbolic of the collective exhaustion of multiple generations set to inherit ever-amplifying problems in an ever-diminishing window of time.” The Greta Thunberg phenomenon also comes to mind, and really underscores that point; many point to the movement she has sparked as an example of the “generational change” this country needs. There are even presidential campaigns that have harnessed general reactions against

“boomerism” into momentum; Pete Buttigieg comes to mind.

But what is the “boomerism” young Americans are increasingly rebelling against? Well, on

**But what is the “boomerism” young Americans are increasingly rebelling against? Well, on that point, no one is quite clear. Some argue that it is the refusal of older generations to act on long term issues. Others point to their amorphous “conservatism.” Still, others complain about their supposed devotion to capitalism.**

that point, no one is quite clear. Some argue that it is the refusal of older generations to act on long term issues. Others point to their amorphous “conservatism.” Still, others complain about their supposed devotion to capitalism. But too often, we forget that baby boomers are no special exemption—these conflicts play out across virtually every generation. It is worth remembering that boomers led the Vietnam protests so reviled by conservatives of the time. It is worth remembering that they were the ones who carried forth the sexual revolution and built the gay rights movement. By no means are “Boomers” some conservative anachronism; our youth just continue to move forward. The same trends that defined the childhood of the baby boomers are playing out again, in a trend even foreseen by Aristotle over two thousand years ago: “[Young people] are high-minded because they have not yet been humbled by life, nor have they experienced the force of circumstance ... They think they know everything, and are always quite sure about it.” The passionate idealism of GenZ is not unique to GenZ—it is a part of growing up in general.

Lastly, I should note that all these claims about how baby boomers have “failed us” ring hollow. Today, we live in the most peaceful time in human history, shocking as it may seem. Today, extreme poverty is at an all-time low worldwide and the work of boomers has lifted

hundreds of millions out of poverty. Boomers pioneered the green energies that can save us, even if they could not deliver the policy framework to implement them. They tore down the Berlin Wall and built the post-Cold War Western world. They built the internet, and have also built movements that have expanded civil rights to more and more people. And, it is worth remembering, they led the charge for species conservation and built the modern environmental movement as we know it. Simply put, to call “boomerism” a failure is a vast oversimplification.

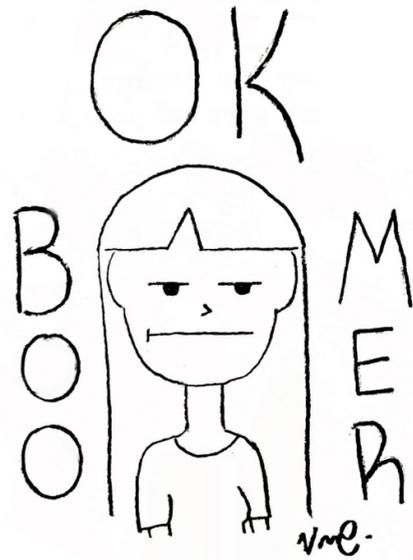
Sure, we still have problems to solve. Any generation does. And they are rather large problems—the climate crisis, the student debt crisis, rising income inequality, the list goes on. And I will concede that many of those problems have been caused, in whole or part, by boomers. But they are not the sole legacy of Baby Boomers, and anyone arguing otherwise is taking a needlessly narrow view of an entire generation while evincing an unfortunate tendency to romanticize the past. The America that boomers have left us is without question the best, safest and freest America we've ever seen. So, boomers just might be “OK” after all.

There are lessons to be learned and generational change will come. That doesn't mean we

**Sure, we still have problems to solve. Any generation does. And they are rather large problems—the climate crisis, the student debt crisis, rising income inequality, the list goes on.**

need to shove voices to the side for being “too old.” Every generation has a place in fixing the problems of the past, and that work is ongoing. Baby Boomers and millennials alike have a place in making that change happen, and if “change can't wait,” don't push aside boomers. Work with them. They have certainly solved problems before and can certainly work with us to do so again.

I'm frankly growing a little tired of all of this hoopla about how the older people need to catch up and about how they've ruined the entire world you live in. All I can do is turn their motto on its head—OK, Zoomer.



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# ExeterLife



Students perform an original choreography of *The Nutcracker*.

Eva Carchidi/*The Exonian*

## Students Perform *The Nutcracker* in Candyland

By TINA HUANG, TINA LI  
and CINDY SU

Staff Writer and Guest Contributors

Two dancers twirled onto the empty stage in flowing white skirts, illuminated by the pale blue light. They fluttered across the stage before disappearing into the wings. Soon, another graceful duet waltzed towards a spellbound audience. Every flick of the wrist and lift of the leg embodied the delicate beauty of a snowflake. As more ballerinas joined the fray, they moved in unison with each other—with a precision that reveals how much rehearsal went into perfecting this performance. Then the snow begins to fall as if it were a scene from a fairytale.

Last weekend at the Goel Center for Theater and Dance, Exeter's dance department showcased a retelling of *The Nutcracker*. The story revolves around the Phillips Family and their children Clara, Marie, and Fritz who are introduced to the Candyland world. Complete with battle scenes, a Queen Frostine and candies, the performance was an hour and 30 minutes long with a 10-minute intermission.

The culmination of hard work from many people resulted in the dance's success. Since September 5th, the dance company has been practicing every day for eight weeks. Dancers and faculty alike collaborated to create a predominantly original choreogra-

phy, while also coordinating with the production team.

Director Amberlee Darling elaborated on the long yet rewarding production process. "I wrote the synopsis in the beginning of September," she said. "Then, we held student auditions for the company and choreographers... From there I created the schedules for creating a giant production in eight weeks and then making sure that the arc of the storyline went through the work of the seven different student choreographers and two adult choreographers."

"Producing a full-length ballet or a full-length show—especially with a narrative—requires a lot of collaboration," Allison Duke, the Assistant Director said. "We like to think of it like Harkness in motion, Harkness on its feet. Everybody's collaborating and exchanging ideas, and trying things out. If it doesn't work, then you learn from it and change it."

In a discussion with the production team, Ms. Darling decided to make the setting of what was traditionally the Land of Sweets into the board game Candyland. They also substituted the typical roles of pieces like Chinese and Russian with the familiar names of "Giggly Gumdrops" and "Mr. Mint."

These choices were not made solely out of a desire for a creative twist. "Traditionally, it's set in a 19th century wealthy German home on Christmas Eve," Duke described. "We wanted to broaden the scope of the

story and not make it so historically situated, and [we] wanted to remove associations with different cultures or ethnicities in the second act."

To coordinate all aspects of the show—from lights to costumes to choreography—Darling led weekly production meetings. The team was comprised of Jacob Josef, the technical director; Lauren Josef, Costume Designer and Director of Costumes; Cary Wendel, Set Designer; Anna-Maria Forger, Teaching Intern; and Allison Duke. "It's been really fun to create a story ballet to have a dream and have the creative team make it come to life," Darling reflected.

Like many of the costumes in this year's production, Queen Frostine's costume was a special order. Making costumes from scratch was no easy feat, according to Ms. Forger, the intern this year in the Theater and Dance Department. "We drew a lot of inspiration from Candyland, the game, and then there's a whole process of making renderings and floating them by the director and getting them approved," she said.

In fact, they had been previously limited to concert dance—four to three-minute dance pieces that expressed something abstract. The construction of the Goel Center has allowed for more drawn out performances and more narrative-styled productions.

With *The Nutcracker's* story-like structure, upper Annie Shin noted the acting as-

pect of the performance. "There's a lot more acting involved," Shin explained. "In any dance, you're always acting on some level, but it was much more prominent in this show."

Dancer and upper Christina Xiao could speak on the increased amount of acting in this production from a first-hand point of view, as she was in charge of choreographing "Gingerbread Farm" which told a lighthearted and mischievous story. "In my dance, there is a narrative I'm trying to tell," Xiao said. "I have a minute and a half to tell the story, and [although] I have to express that in such a short amount of time, I think we've achieved [an emotional performance]."

Members of the surrounding Exeter community also enjoyed the production, including Chad Dixon and his family. "I think it has been very well done, and I thought it was beautiful and very artistic," he said. Dixon heard about the show when out on a walk; he saw posters advertising it and decided to take his children to come see the show.

Many audience members enjoyed the lighthearted performance, noting the dancers' ability to make the choreography look effortless. "I thought the dancers were incredibly skilled and had a lot of grace and poise," prep Lara Muyobwe said. "The whole thing made me feel like a kid again, and I felt truly transported into the world [of *The Nutcracker*]."

### LIFE ADVICE:

## FIRST FINALS SEASON

By MAEGAN PAUL  
Staff Writer

Congratulations! You have finally made it to the end of the term, and there's only that final week to go. Finals can be scary (even for preps with pass/fail), but I'm here to put you at ease. As someone who has completed two full years of Exeter exams, I've obtained a few life hacks along the way.

Although 75 minutes are scheduled for each final, most teachers that I've had in the past do not want to use the full block. Therefore, in addition to the 15 minute passing time, you should have a moment to grab a snack from Grill or to just talk with friends. You could easily choose to cram for the next test instead, but you probably won't learn much in that short period of time. Cramming right before a test will also stress you out, which would most likely lead to more negative than positive outcomes.

On top of that, staying up all night is one of the worst things you can do to yourself. By 2 a.m., your brain will be too tired to focus well or to retain information. Even if you're finishing up an essay, the quality of your writing will drop significantly. Most of the teachers here will be able to tell that you finished it in one night! With about a week left until finals, I urge you to start on that paper now or over the weekend to save yourself from an unnecessary grind when you are even more stressed next week.

If you find yourself in either of these two conundrums, however, that doesn't mean that you are necessarily doomed for your finals. Sure, you won't be at your best, but you shouldn't be too worried about your tests. Again, most of the teachers I've had are understanding of the average Exonian's lifestyle and are not trying to stress you out. If you foresee any problems with the timing or format of your exams, now is the time to speak up. The more notice you give to a teacher, the more they can help you succeed. This goes for all issues in class, so remember to use the resources that Exeter makes so readily

accessible.

As the last days of the term approach, remember to take care of other things as well. I've personally found that cleaning your room before break makes the beginning of winter term much better. In general, it's better to take care of everything as soon as possible, which includes preparing for winter in New England.

This may be the first real winter for some of you, so don't take it lightly! You won't need the puffiest Canada Goose, but a thin down jacket won't be enough. From the wind chill on Wednesday going to as low as 5 degrees Fahrenheit, we can count on a cold winter. Some dorms may have these discussions while others might not, so I encourage everyone to search for appropriate gear. Again, brand and cost don't matter as long as you get whatever suits your needs.

On a happier note, get excited for the fun of winter! Seasonal Affective Disorder can hit some quite hard, but there are many fun events in the winter. January will start with Winter Formal, which is one of my favorite dances here. Most people will stick around only for the photos, but the live music is always fun and the snacks are great.

There is no need to feel pressured to find a date either. You can easily profess your love to someone in a public setting, but most people here choose to go with friends and keep the dance more of a lowkey experience. Abbot Casino and International Tea are similarly formal, so I would suggest that you find dresses, ties or whatever you want to wear to a formal event.

I know I've worn a lot of you, but this all goes to show that finals are one small part of the Exeter experience. As a four year, you'll have a total of over three dozen final exams, so this one is just one of many. You have so much to look forward to, so don't stress about your final grade! There are so many ways to get involved in other things on campus, so stay hopeful.

### TV REVIEW:

## GREEN EGGS AND HAM

By FELIX YEUNG  
Staff Writer

If you asked me to list the things I didn't want, didn't need and didn't ask for, I would certainly include Netflix's *Green Eggs and Ham*. From Executive Producer Ellen DeGeneres comes a thirteen-episode adaptation of Doctor Seuss' beloved children's book, one that tries but fails to recapture the spirit of its source material. Along the way, it contorts and adds to the book, resulting in a flimsy and barely entertaining plot.

The series follows Sam-I-Am (Adam Devine), the only character in the actual book, as he tries to return a Chickeraffe to its natural habitat. Thrown in for the ride are Guy-Am-I (Michael Douglas), a failed inventor, and mother-daughter pair Michellee (Diane Keaton) and Elanabeth (Ilana Glazer). In pursuit are poachers McWinkle (Jeffrey Wright) and Gluntz (Jillian Bell), as well as bounty hunter Gluntz (John Turturro).

As can be expected from a show involving DeGeneres, *Green Eggs and Ham* promotes environmental stewardship and animal rights. While its intentions deserve commendation, the execution can feel a little "preachy." To bring such a loose interpretation of source material requires a more innovative story, one that packs a little more punch. Frankly, the tale of "savior saves animal" has been told—many times over.

Much of the adaptation relies on imitating the spirit of the original book. This comes from the use of whimsical dialogue, characteristic of Seuss' writings and its film or television adaptations. Yet, after years of Seuss' dominance in children's literature, there's something that feels too safe about relying on this type of dialogue. All of it just feels like

it's been done before.

The art style also borrows heavily from Seuss. Each animal and figure is drawn in a way that is fantastical, borderline absurd. Really, the art is where the imitation really shines. *Green Eggs and Ham's* animators have skillfully translated Seuss's drawings into moving figurines, in a way that seems more authentic than previous attempts, such as *The Lorax*. The visuals are simply gorgeous, and—due to the plot's resemblance to real-life events—the artistic absurdity provokes critical thought by reflecting something familiar in a foreign way.

The show's cast also manage to imbue their characters with humanity, even though they lend only their voices. In particular, Michael Douglas embodies his grouchy character, Guy-Am-I, with skill. Diane Keaton is similarly a highlight. With a script this flimsy, it is a godsend that the show's producers were able to pull in such a strong cast.

All in all, *Green Eggs and Ham* is a legitimate, earnest attempt to modernize and expand what is now a classic. While it does not succeed at its admittedly-challenging task, it stands on its own as a mediocre animated show. It doesn't exceed expectations, but there was no way it could have, given public familiarity and emotional attachment to the source. Does that mean it's unwatchable? No. Does it mean it's Emmy-worthy? Also no. Really, this is one to put on for kids when you're babysitting and have nothing better to do. Honestly, the film is just in line with about eighty percent of the content on Netflix today. If you ask me, that's not too bad for an adaptation nobody really wanted.

## Senior Spotlight

## EMILY GAW

By DANIEL CHEN, ANDREA LUO  
and LINA HUANG

Staff Writers

Salmon enthusiast and student biologist Emily Gaw always finds time to appreciate the bustle of Exeter and listen. After all, observation is how she found her place here—as a prep, she explored the Academy’s academic and extracurricular offerings before she found her passion for science on the second floor of the Phelps Science Center. Now, in her fourth year, she has embraced both her love of scientific research and her desire to affect change in the wider community.

When she first entered the Academy, Gaw had a vague idea of what she wanted to explore and wasn’t quite sure how to navigate her interests. “I knew what was important to me but I didn’t know where I should take it and what exactly I wanted to do with my life,” she said.

During her prep year, Gaw immersed herself in a diverse range of activities, from speaking clubs to ESSO. According to Gaw, the thread that tied these interests together was a desire for social change. “Ultimately I got into the things that I was into because of problems that I saw across campus. All the projects that I’ve done have been based on observation, and then things that I think could potentially help fix them,” she said. However, she resisted focusing this passion on one issue. “There are also a lot of dead ends that I’ve tried that haven’t led to anything, project-wise or club-wise,” she said. “It wasn’t so much about finding this subject that was my aim; it was about finding what I like to do.”

Gaw is used to observing and reflecting on the problems that plague her. When she lived in Virginia, she recalled men desperate for work chasing after cars to ask for employment. In response, she started a project to create a website to connect employers with employees, inspired by the possible humanitarian benefit. “I remember thinking that must be so humiliating for them,” she said. While the project did not ultimately work out due to liability issues, this was the beginning of her motivation to create change.

Gaw then took time to reflect on the world around her, settling on one issue: clean water. “I’m used to seeing images of the children who are drinking polluted water and I just thought that was terrible,” she said. “I never really took initiative until I thought of a filtration system that can be cleaned using only dirty water.”



Maegan Paul/The Exonian

She believes this same path can be taken by others. “Everyone has the ability to make a difference ... it’s just whatever [issue] stands out to you,” she said. “I think coming in [to Exeter] I faced a little bit of intimidation and roadblocks, and I felt like I was really lucky to be here, but I didn’t really feel like I belonged at first. I’ve grown older and I’ve taken part in more and more classes now. I feel like Exeter is now my home.”

Seeing a need to explore how Exonians communicate and understand each other, Gaw created the Empathy Through Storytelling club in order to prompt members to understand narratives they had never considered before. Typically, attendees are paired up and given a prompt to exchange stories about. One person shares their experience and the other tells their partner’s story back in the first person. “By doing that, and using ‘I,’ it helps the person understand and really embrace where other people are coming from,” she said.

Gaw’s compassionate personality also played a role in creating close friendships. Senior Clara Stucke roomed with Gaw their prep year and bonded through Gaw’s sense of humor. “One time, [when] there was a blizzard and

school was canceled, we, along with Tia [Stockwell], tried to walk all the way to the [Lindt] chocolate factory, [but] there was two feet of snow. It was so cold we had to stop in different stores along the way, and when we got there, the store ended up being closed. It sounds really bad but we had a lot of fun,” she said.

Senior Bianca Lee lived next to Gaw upper year, and would often nap in Gaw’s room or wake her up in the morning. “We have ... these little superstitions where we say ‘white rabbit’ every time before every month. We always play 2048 together. When we hangout we either talk about nothing or such deep things that nobody would understand. When we get into really deep conversations, we record [them] because we think that we’ll come up with some sort of philosophical revelation that needs to be recorded,” she said.

Meanwhile, senior Erin Ahern appreciates Gaw’s kind and easygoing nature. “When we leave, I’ll really miss her supportiveness. I know that we’ll be able to come back and feel like no time has passed,” she said.

Senior Sophia Chang roomed with Gaw during an Exeter trip to Germany and remembers that Gaw took her to find boba when she became sick. “We took the U-Bahn all around and we ended up

tracking a store down, but it had closed so we ended up having burgers. We were out for two hours just exploring the city,” she said.

Chang also mentioned Gaw’s love for salmon. “I’ve had breakfast with her, and she’ll bring a Tupperware to D-hall. She’ll just put salmon in it so that she can bring it back to her room and put it in her fridge and eat it later,” she said.

Senior Sam Weil, a fellow proctor in Dunbar Hall and Gaw’s friend since lower year, described how her friendship with Gaw was catalyzed by salmon. “I vividly remember being really intimidated by Emily because she was always so cool and put together prep year. Then, lower year, when we lived next to each other, I remember going to her room and seeing this Tupperware of salmon that she just pulled out of the fridge, and thought, now I know I want to be friends with her.”

Her experience in science was especially facilitated by the courses she took at Exeter, particularly BIO670: Biology Research, where she was fascinated by the practicality of her work towards a cure to diabetes. “That that was one of the things that I will remember the most because we did work on an actual project. We designed primers for PCR and everything,” she said.

Robotics was also a formative course for Gaw. Although she struggled in the beginning, she eventually grew to enjoy the challenge. “Going into the course, I had no idea anything about robots, or what the wheels were or how the wheels should turn,” she said. “Robotics really gave me the grit necessary to go through something.”

In the future, Gaw hopes to continue with exploring science along with its intersection with other areas. “A lot of the projects that I’ve done, like the filtration project and the worm project, have been interdisciplinary. That’s something that’s really important to me ... I want to explore the intersection of science to solve problems,” she said.

Looking back on her time at Exeter, Gaw hopes that other students will recognize the supportive community Exeter provides. “Really, no matter what it was that I was scared about, it was completely unfounded. Whether it was making friends with new people, or pursuing topics that I was interested in, just because you think that there are people out there that have ten times the amount of knowledge that you do doesn’t mean that you don’t have a right to pursue the subject,” she said. “No one’s going to bite ... everyone is really here for you and it’s important to know that.”

## STUDENTS CLOSE OUT E/A WITH SOULE TEA

By MAEGAN PAUL and FELIX YEUNG  
Staff Writers

Last Saturday, coinciding with Exeter/Andover weekend, Grainger Auditorium flashed with strobe lights and glow sticks for the annual Soule Tea. A staple of Exeter’s yearly dances, Soule Tea premiered a new theme this year featuring neon lights and futuristic decorations in a bid to draw more attendees. The dance was organized by Soule Hall, with support from Student Activities.

Director of Student Activities Joanne Lembo characterized preparation for the dance as a group effort. “The Student Activities Department works in conjunction with the members of Soule Hall to put this event on,” she said. “The Student Activities Department secures and pays for the [disc jockey], helps make sure the spaces are reserved, does all the decorations and gets the food.”

While Student Activities was responsible for many logistical aspects of planning, Soule Hall was responsible for the dance’s vision. “Usually, the group of students will come together with [Assistant Director of Student Activities Kelly] McGahie and myself. They will give us an idea of what they would like the theme of their dance to be,” Student Center/Transportation Coordinator Daisy Jobarteh said. “We try to coordinate from there what items we’ll need to put it together.” On the night of the dance, members of Soule Hall also assisted Student Activities with setting up Grainger Auditorium.

This year, Soule Tea switched from its traditional theme. “The proctors came together and settled on this new theme,” Soule Hall proctor Jeffrey Cheng said. “It has always been a sort of industrial theme, but we wanted a little change. Turnout last year wasn’t great, and, hopefully, the new theme will have a good effect.”

Soule Hall asked the event’s disc jockey to switch things up as well. “We’ve

been doing events here at Phillips Exeter for fifteen, twenty years now. In years past, this has been a strictly techno and electronic dance music [centered] dance. This year, they sent a request with more pop,” Seismic Sound staffer Mike McLaughlin said. McLaughlin also brought a black light and fog cannister to adhere to the theme of the evening.

Student Activities was responsible for laying out behavioral expectations and restrictions. “During Exeter/Andover weekend, a lot of alums come back, especially when we’re home,” Lembo said. “These events are for current students only. We do this for the protection of our students because alums don’t always make the best decision with regard to alcohol and other substances.” Student Activities asked that students identify themselves with their Lion Cards and wear bands around their arms for this year’s Soule Tea. Backpacks were also banned from the dance.

While Exeter/Andover weekend imposed additional restrictions, Soule hoped that people would translate the energy from the day into their participation in the dance. “We hope that people are able to take that Exeter/Andover spirit to Soule Tea. We want them to really celebrate not only the rivalry but also the end of the term,” Cheng said. “The main thing is that we want people to have fun here, to enjoy the weekend and the end of the term. We want people to loosen up a little before they go home.”

Members of Soule Hall enjoyed planning the event together. “We got to come together as a dorm, help set up. It was fun to work together and get it done,” senior Arman Tang said. “We bring the environment of Soule Hall to this dance. We bring the intensity of Soule Hall. We’re all a very close group of people.”

Many students attended the dance due to team affiliations. “I’m really not

a party person. Cross Country people came, and they told us to come,” lower Emma Chen said. “My friend didn’t want to come alone, so here [at the dance] I am.”

Other students were drawn in simply because of the food offerings. “I honestly just came for the candy. Dances aren’t my thing, but candy’s nice,” prep Sav Bartkovich said. “I thought the candy was really great—they had a wide variety. There was chocolate, regular candy—they even made sure they had candy without nuts.”

Due to the changes made by Soule, many students felt more comfortable at this year’s dance than at others. “I appreciated that the volume of the music was a little lower than the other dances,” prep Clara Gulick said. “I’ve had difficulty with that, so I had to step out at other dances. But now, I’ve been able to stay in the room, and I really appreciate that.”

While some noticed important improvements, others realized that the dance turnout remained similar to that of past years. “I was at Soule Tea last year, and the music was much better this year,” lower Alexandria Westray said.

“Although the music was better, it seems to have the same amount of people.”

Upper Hassane Fiteni agreed. “There weren’t a ton of people, it wasn’t the most hyped-up dance or the most publicized dance. It didn’t get a large turnout, but I had fun,” he said. “Even though there are like thirty kids [at Soule Tea], as opposed to Back in Black, which had nearly two hundred, I feel like everyone found a way to have fun and get hyped up.”

All in all, the event was well-received by attendees. “This event was a ten out of ten,” senior Sam Farnsworth said. “It started out heavenly, but, as it went on, it declined a little bit. There were more people and less song choice. However, it was a great dance, in my opinion.”

Still fueled by Exeter spirit, Exonians used Soule Tea to spend off their remaining energy. “It started off slow, but I think the people who are here are really here to have a fun time. So they helped it get bigger and better over time,” Westray said. “I think the dance is a good chance for people who still have energy to go and finish off the day strongly, [and] this is a great way to celebrate Exeter/Andover.”

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## Staff Spotlight

## DANIEL CONNOR

By MOKSHA AKIL, MARINA AVILOVA and TINA HUANG  
Staff Writers

For 34 years, Rink Manager and Groundsperson Daniel Connor has been a crucial member and #1 fan of PEA's ice hockey team. During his time on campus, Connor has made a lasting impact on the daily routines of both the hockey team and the Academy as a whole.

Prior to his arrival at the Academy, Connor graduated from high school with a desire to work with both students and sports equipment. "I want to be like a parent to these kids and teach them the ways of life, so when they get older, they can do anything," he said.

During his years on campus, Connor has made connections with a variety of students and faculty members through his dedication and optimism. "He always wants to know how you're doing," upper and junior varsity hockey player Charlotte Lisa said. "Not just a 'Hey, how are you?' He's actually interested [in your day]."

Lower and varsity hockey player Grace Emmick believes that Connor brings more energy and excitement to their practices. "On Monday mornings, you don't necessarily want to be up that early, but he's there, he's happy, he's ready to go," Emmick commented.

Connor enjoys the relationships he made with previous hockey players and students. "The kids graduate and they come back," Connor said. "It's a nice feeling to have them remember you after they leave for four years and come back."

Melissa Pacific, the Girls' Varsity Hockey coach, appreciates Connor's interactions



JaQ Lai/The Exonian

with team members. "The kids adore him," Pacific mentioned. "He's supportive at all games, no matter if it's JV or Varsity."

As a Rink Manager, Connor dedicates his time to perfecting the arena before hockey practices and games. "[He is] always there for anything you need," upper and JV hockey player Caroline Huang said. "Whether it's unlocking the locker rooms or bringing you some extra gear, he makes sure you're perfectly prepared to go play your game."

Lisa believes that Connor's work at the

Academy contributes significantly to the success of the hockey teams. "Even if what [the staff] does appear to most students to be in the background, what they do is so critical to everyday life," Lisa explained.

Outside of maintaining the rinks and groundskeeping, Connor enjoys participating in other campus activities. "I go to all the plays at the theater," Connor said. "I go to all the games. I've watched baseball, football, ... I cheer [for the players] and they tell me 'thanks for cheering for me, Danny.'"

Connor also enjoys rollerblading and making use of the Love Gym's facilities. "[Every] Friday from 12 to 1, we have water aerobics in the pool here [with a] class for the staff and faculty," he said. "[It's fun] to get in the water and get some exercise."

Throughout his many years at the Academy, Connor has strived to make students feel comfortable and welcome at the rink. "These kids come here from all over the country and they study hard," Connor applauded. "So when the kids come here I make sure I joke with them and make a nice, happy environment."

Connor believes he has strong relationships not only with students but also other staff members. "If you're good to them, they're good back to you," he said. "We all need each other here, [it's like a family]."

Marianne Barbin, Assistant Director of Athletic Operations, admires Connor's hard-working attitude. "I think my husband and I will probably retire before Danny," Barbin predicted. "I think he's going to keep going. He's just like the Energizer bunny and he loves this place."

"Dan and I have known each other for half a century," Boys' Varsity Hockey coach Dana Barbin said. "When he became Rink Manager, I knew he was going to be fabulous with the kids. His first thought is always what he can do for them to make their experience at the rink a great [one]."

For Connor, his most important priority is maintaining a good connection with the hockey team members and students. "I put the students first and I come second, and it seems to be working," he reflected. "I believe [if] you take care of the kids, the kids will take care of you."

## SENIORS GET "OUT THERE" AT COMIC-CON

By JOHANNA MARTINEZ, OLUWATISE OKEREMI and NIKITA THUMMALA  
Contributing Writers

Thousands of cosplayers dressed as their favorite characters from the Marvel and DC universes streamed into Grande Halle De La Villette for Comic-Con Paris. Small shops filled the complex, selling film and comic book merchandise to eager fans. There was also a variety of stands in which cosplayers could take photos, including rooms of iconic shows like *Stranger Things* or *Rick and Morty*.

With journalism passes in hand, we were able to skip the large lines and go straight to the room containing "Out There: A Musical Experience in Mixed Reality." Many others had crowded around, eagerly awaiting their turn to test out the world of augmented reality.

Created by companies Magic Leap, Wilkins Avenue and Pollen Music Group, "Out There" is the first immersive musical in augmented reality. The experience follows the story of a girl named Liv, who is locked in her bedroom by her grandmother as a way to protect Liv's future after the death of her mother. Surrounded only by books and family portraits, Liv develops a rich imagination that includes a magical spirit whom she believes will free her from her prison. The user's experience begins when they enter Liv's bedroom, which contains only a few dolls in the corners and some paintings on the pink striped walls. They then get fitted into an augmented reality headset, and the immersion begins.

Liv first asks the user if they brought their magic, prompting a sprout of

sparkles to seemingly spring from the user's hands and give her the ability to fly and sing. Throughout the four-minute song, Liv dances around the room as portraits of her family members come to life and sing to her. The perception of the user also changes as they walk around the room: certain instruments become louder as they approach the portraits, providing a real sensation that the user is moving within the song. By the end of "Out There," the user is left wondering if they helped Liv escape or if their encounter was all simply a figment of Liv's imagination.

"The whole idea originally came from a concept that I had which was based on my little niece, [Lyvia]. She gave the name of Liv," founder of Wilkins Avenue and creator of "Out There" Thibault Mathieu said. He was always fascinated with her imagination and ability to see magical creatures from books about around her. "The whole idea came from a simple family story," Mathieu explained.

For musical director and co-producer of "Out There" Alexis Harte, the story paralleled some experiences he had had with his own daughter. "I have a daughter who went through some hard times. In this case, the mom is a portrait who cannot reach out; all she can do is sing to [Liv]. As a parent, how to reach my child when they felt that they were unreachable is a concept that resonated with me very much throughout this project," Harte said.

The personal connections to the young people in their life resonated with Songwriter and Co-Arranger Rachel Garlin as she composed Liv's song in the musical. "I felt resonance with [Liv]. There are a lot of negative voices that all of us are subjected to all the time. One thing we have to do as humans and artists is turn down the negative voices and not let them confine us. A message to the young people: turn off your inner critic and as [dancer and choreographer] Martha Graham said, 'Keep the channels open.'"

In order to bring such a massive creation to life, the "Out There" team had to continuously work and modify the technology of augmented reality and spatial computing. Once the participant puts on the Magic Leap headset, they are immersed in a world of fantasy. Thus, it is critical for the interactive experience to incorporate technology that "places the holographic images and animation within the physical scene," Mathieu said.

Equally important to the animations themselves was the sound. In some versions of augmented reality, participants are left feeling dizzy and disoriented due to a sensory disconnect between what they are seeing and what they are hearing. To curtail the negative effects, Harte declared that they "really spent a lot of time [on the soundtrack and sound effects] so that if you are hearing something, it is really where it should be." For Harte, the goal was to reach the perfect amount of immersion, "not too

much immersion that [the story] isn't conveyed in a crisp and tangible way." To achieve this, those in charge of the musical component of "Out There" focused in on the vocals as a medium by which to evoke immersion. They prioritize this component of sound because as Harte explained, "[there were] obvious sources in the room emitting the sounds—the portraits." For Garlin, the biggest challenge was the song itself: conveying a "bigger story in a short amount of time."

Another vision the creators have involves bringing "Out There" to international film festivals. According to Mathieu, the team premiered their project at Comic-Con Paris because they had contacts there. The creators also felt that their project was entertaining, like other events at Comic-Con, yet innovative enough to make "Out There" unique. Mathieu believes that larger film festivals will embrace the musical's augmented reality experience because "for the past two to three years [traditional film festivals have] started embracing visual reality."

While "Out There" employed amazing new technology, the special effects aren't the only thing the creators hope their audience will take away from the experience. After hearing much praise about the musical's innovative style, Mathieu recalled his surprise when reading an article about an "Out There" viewer who was moved to the point of tears by the musical's beauty. "That's really what you want as a creator," Mathieu said.

## "HIDDEN TREASURES": LAMONT GALLERY EXHIBIT

By ANNE BRANDES and EMILY KANG  
Staff Writers

To the left of the entrance of the Lamont Gallery, a replica of a ship sports a hand-made hull and metal detailing. The ship, crafted by science instructor John Blackwell, stands next to other pieces—from hand-stitched quilts to jewelry—each made by Exeter employees.

These pieces comprise the fifth exhibit of Hidden Treasures, a celebration of the work of Exeter faculty and staff. "I realized how many people [there were] across campus ... with wonderful talents that lots of people don't know about," Lamont Gallery Director and Curator Lauren O'Neal said. "We wanted to find a way to share that, to build community."

One staff member, Costume Assistant Hana Bartosova, displayed jewelry at the exhibition. For her, artistic work began long before entering the Exeter community. "I have been making art since I was in kindergarten," she said. "There is a brooch pin at the bottom of my mom's jewelry box that I made by filling spoons full of beads with wax. I have never considered myself an artist

until I found the courage to be a part of the Hidden Treasures Exhibit — I guess I am an artist now."

Other artists include Marissa Vitolo, a dorm duty employee who used both painting and drawing skills in her two pieces, Clematis and Lily. "My pieces mean a lot. It takes many hours to create something realistic," Vitolo said. "I do this type of work to challenge myself. It's a skill-building exercise but also an outlet for my need to create art."

Vitolo, similarly to Bartosova, has been honing her creative side since her early childhood. "I have been making art since I could hold a drawing utensil," she said. "My mother was a graphic artist and has been teaching art for over 30 years. Making art comes naturally to me. I have been teaching art going on 16 years and have been selling my work since eighth grade in 1994."

Art Instructor Laura Schneider has pursued work professionally and earned both a BFA and MFA degrees in painting. "I think art is one of the most important parts of our culture," Schneider said.

"Painting specifically forces me to slow down my visual thinking and engage in the world with intention. This analog medium keeps me connected to the tangible world and allows me to experience the day-to-day with deliberateness and care."

Schneider decided to display a painting from her series, Scraps, meant to highlight objects that are usually forgotten. "Scraps (upturned pink) features a small scrap of pink curling ribbon that caught my eye due to its architectural bend upwards," she said. "That small upward movement became an assertive stance that calls one's attention to that which is small, overlooked or discarded. By enlarging it, I tried to capture the visual experience of witnessing this minor thing becoming major."

Upper and gallery proctor Sarah Kang, who helped arrange the pieces, was impressed by the variety of works and looks forward to students visiting the exhibition to see the widespread talent. "I hope students see the exhibition and consider all the different facets of

teacher and faculty life because teachers aren't only here to teach but are also creative minds," she said.

Bartosova believed the exhibition will foster art in the Exeter community. "If I can make something, so can anybody else," she said. "It's so much fun to find people who have the same interests and can help you get started or perfect the craft."

Vitolo hoped that the exhibition will also bring the community together. "I hope students and faculty develop stronger bonds because of the exhibit and that [it gives] us more to talk about with each other besides our work at the Academy."

Contributor and Interscholastic Athletics Instructor Dido Nydick reflected on the different aspects of her character that she hopes viewers learn from her work. "I love to see how much emotion I can get through to viewers in my pieces," Nydick said. "When they pause in front of my work, I hope they see spontaneity and humor in the simplicity of a stroke."



# ExonianHumor



## The 11 Stages of Writing an Essay

By JACK ARCHER

*I'm not wearing a mask it's just my face*

- 1) Starting a new Google doc
- 2) Opening a bag of chips
- 3) Finishing said bag of chips
- 4) Acquiring another bag of chips from my chip guy
- 5) Researching what fonts make you write better
- 6) Investigating the noise in the hallway
- 7) Talking in the hallway for an hour
- 8) Staring at the cursor blinking for another hour
- 9) Asking for an extension at 2AM
- 10) Not getting it
- 11) Falling asleep on the keyboard sakldjfljeaj

In conclusion, it's an F.

## School Enrolls Young Victorian

By BENJAMIN GORMAN  
*I am so afraid of those ghosts*

This Wednesday, a time portal appeared in the middle of Assembly, out of which exited three cavemen, Genghis Kahn, and a young Victorian Child named Josiah. The cavemen immediately attacked the projector, ripping down the magic box from the underworld. Once satisfied with their destruction of modern technology, they began ripping the benches out of the floor and throwing them at the windows, from which they then escaped and ran in the direction of Andover, hoping there would be some job openings.

Genghis Kahn took the more civil approach, lighting the stage on fire and yelling at the top of his lungs. Campus Safety tried to stop him, but quickly found the flames too much to handle. Students are especially grateful that the entirety of a certain boys' dorm all decided to dick assembly that

day, as the Assembly Hall would've posed as a serious fire hazard if they were present. Additionally, students have noted that if Sched was still functioning, literally every student on campus would be turned into Dhall's next mystery meat.

Fortunately, Josiah made it out safely. As he has no parents on campus, legally, the school must enroll him and provide him with food, housing, and education. Josiah has been accepted into Main Street Hall. Unexpectedly, Josiah has been accepted extremely warmly. Main Street upper John Muscle is quoted saying, "I'm not gonna lie, dude's like the weirdest kid I've ever met in my life. No matter how much I try he will not use toothpaste. He calls it the 'devil's medicine' and spat at me when I tried to teach him about dental hygiene."

Although his breath may be a little vile, Josiah seems

to be kind in heart. His new club, Blessed Brothers Bewtixt Technology, seems to be doing marvelous work against social media addiction. Josiah, when asked about why he made his club, stated, "I find it absolutely abhorrent that you heathens insist upon melting your souls into these 'cellular phones'. This school needs purity! A proper Harkness Society subsists upon self-respect and healthy hearts. This is deplorable!"

After Josiah's tirade, we asked his advisor how he seems to be doing academically, to which they revealed that, "he's excelling in English, but he keeps on calling Physics an 'evil, wicked, devilish, awful, godforsaken magick, never meant to be ascertained by humanity'"

Josiah is most popular at the gym, where his peers have stated that he's "probably the most jacked little boy [they've] ever seen."

## Comedy Area

By JASPER YU  
*Got Run Over*



## Letter to the Humor Page

By FIONA MADRID  
*Stratford Kid*

Dear Humor Page,

Oh how I've missed sifting through all the disgustingly inappropriate job contribute only to put together very similarly structured humor pages even away from the Upper Board of the Exonian, I've reflected on much of my newsroom. Now, I know that humor can't be boiled down to numbers, but to make people laugh I've concocted a general guide.

$$\text{remaining lives in a joke} = \frac{(\text{comfort level of audience} * \text{time elapsed since last told})}{(\text{number of times repeated in one sitting})}$$

In creating this (sadly unitless) equation, I meant to address a variety of our editors. Whenever you have to ask me, "Fiona, is this joke too offensive/crude?" please consider the comfort of your audience as we all know Exeter is a place where humor is constantly trumped by self deprecating jokes solely based on most intelligence.

Additionally, you cannot tell the same joke every single week. We all get tired of it. Susan made a funny face once and nobody knows who she is. You can be funny, but not too funny.

## Library Floor Stereotypes

By RYAN XIE  
*Finally Came to the Newsroom*

G Floor - You probably don't understand everything from the past two weeks of math class, so you're studying with friends in the Library commons

1 Floor - where people study when they're too lazy to move after a class in the library ends.

1M Floor - You probably think you're a special snowflake just because you study here, and not many people know about it.

2 Floor - Standard Exonian. There is nothing special about you.

2M Floor - you probably post on Bus Ride

3 Floor - Got to the library too late, and floor 2 was basically full. Or you're one of the kids who needs large whiteboards in study rooms in order to learn.

3M Floor - You wanted to study on the Fourth floor just cause, but it was closed. So you dropped half a floor.

Basement ... Bruh

## TFW Nick Schwarz Calls You Mama Suan

By RYAN XIE  
*Got called out on PEA Confessions*



## Quotes of the Week

"Wait 'til I find the freaking CEO of New Hampshire weather."  
- Jasper Yu '20

"My cousin will eat pickles and olives straight up but not pizza."  
- Zane Ice '20

"I already wrote two articles this week."  
- Ryan Xie '20, on his single article and meme.

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# FACULTY SPOTLIGHT: DAVID HUDSON



Photo courtesy of Phillips Exeter

By ANNE BRANDES &  
FELIX YEUNG  
Staff Writers

Ever since graduate school at St. Lawrence University, Athletic Director David Hudson has poured his energy into athletic education. Though he has worked at his alma mater and Governor's Academy, Hudson eventually returned to the first institution he was hired to: Phillips Exeter.

Throughout his time in high school and college, Hudson has been an athlete. During his high school years, Hudson wrestled and played baseball. At St. Lawrence, Hudson lettered for four years in college football and wrestling.

When he was younger, athletics enriched Hudson's life on and off the field or ring. "As a student, being on a team definitely gave me some discipline, some focus and a routine," Hudson said. "You had to manage the hours you were putting into your sport and travel and all that and balance that with academics."

Because of his passion for sports, Hudson is still involved in athletics today, as a coach. At the Academy, he instructs the Varsity Football team in the fall, Varsity Wrestling in the winter and JV Lacrosse in the spring.

Across all three sports, Hudson has tried to cultivate strong team dynamics. "I think one of the things I'm most proud of is that the kids that have come through the athletic program share a collective feeling about the team that's carried over from year to year," Hudson said. "Even for individual sports, having team chemistry in place helps players improve and

enjoy their time on the team."

In his position as Athletic Director, Hudson has many other roles within the department. On the daily, Hudson is charged with committee work and budgetary concerns. Simultaneously, Hudson also handles the long term direction of the Athletics department including athletic scheduling, transportation and staffing.

Apart from the Athletics program, Hudson also works with students in dorms. Over the course of his years at the Academy, he has worked in numerous dorms—from Dutch House to Webster Hall.

"I didn't come from a boarding school background, so I really had no idea what I was getting into when I came here young in my career," Hudson said. "Relationships with advisees, kids in the dorm—I wouldn't necessarily come across in my day to day operation over here [in the athletics department], and those relationships have been some of the best parts of my time at the Academy."

Wrestlers coached by Hudson noted his encouragement for students to explore their own skillsets. "Coach Hudson focused on the individuality and independence of each person as a wrestler. He helps ... us reach our fullest potential by allowing us to make our own decisions," senior Tyler Morris said. "This is much like what happens in the classroom, what happens on this campus. His style of coaching is to let the wrestler figure it out for themselves, while keeping them on the path to success."

Senior Angus Scott further described Hudson as loving, though effective. "He's very

rugged and tough, but—deep down—he really loves all of his athletes," Scott said. "At the end of all the practices, we do conditioning and running—he really wants us to be in good shape for the season. But he also puts our health safety above anything else."

Morris had similar sentiments. "We get down to business when we need to get down to business. The first couple weeks, when I got to know him, he was very welcoming," Morris recalled. "He's just the best coach I could have asked for."

Wrestlers also noted Hudson's sense of humor. "I dressed up as Coach Hudson for Halloween, and I saw him at Grill," senior Ethan Rosenthal said. "He started laughing. He said, 'Meet me in the gym. I'll change so we can match.'" Rosenthal further recalled a time, during weight cutting, when Hudson bought twenty pizzas that the team could not eat.

Hudson's running gag with food goes beyond one-time pranks. "Coach Hudson gets really excited at hotels when they have continental breakfasts. He'll eat as much as he can in front of us," Scott said.

Physical Education Instructor William Glennon agreed that Hudson consistently improves the players around him. "As one of the best coaches I have been associated with in my long career, he is a true teacher and mentor to students as well as fellow coaches," Glennon said. "One of the top wrestling coaches in the country, a great football mind and a strong, technical lacrosse coach ... As one of his former JV Lacrosse coaches used to say, we will be the better conditioned team than

anyone we play."

Throughout his time at the Academy, Hudson has always done the best by the Exeter community. "It is exactly because of his character that some of the most telling anecdotes are ones that he would not want to have shared," Physical Education Instructor Hilary Hall said. "He's the person who does all sorts of selfless acts, behind the scenes things for people and families that make a difference in both a community and the larger world. He does the right thing, even when that is not the easy thing. He is willing to give up something that would benefit him individually if it means the group is better off for it. He's exactly the person you'd want your children to be influenced by."

Due to this quality, Hudson has made a profound impact on the Academy. "In a quiet and humble way, Mr. Hudson has been hugely impactful," Hall said. "His current stepping up to take on the huge job of being the Athletic Director because the school needed him to is a great example. On the teams that he coaches, his athletes see both the coach who cares about each person and at the same time the deeply competitive spirit that has driven him his whole life. He is respected by kids and adults in equal measure. He has shown that you can win a whole cache of titles and championships without budging on character."

To many wrestlers on his team, Hudson is a mentor as well as a coach. "He always stops you in the hallways, asks how you're doing," Scott said. "Our relationship leaves the wrestling room—he sees you as a person as well as an athlete."

## Boys' Soccer Ties Andover 1-1



Senior Billy Menkin attacks the ball.

Paula Perez-Glassner/The Exonian

By FELIX YEUNG  
Staff Writer

Finishing off the season with a record of eleven wins, five losses and two ties, Boys' Varsity Soccer closed out one of its strongest years at Exeter/Andover Weekend. Led by senior captains Jake Gehron and Billy Menken, the team tied Andover 1-1 in a tense game with no overtime. The game was played in Phelps Stadium, in front of a cheering crowd on both sides.

Spectators noted the thrilling nature of the game. "The game was really intense all the way through. [Andover was] up in the beginning, and we scored and tied it. It stayed tied all the way throughout the game," spectator and lower Evan Gonzalez said. "Our players were working really hard—it was near the other team's goal for most of the game."

While the team found success on

the field, some spectators felt that the referees made several miscalls. "There were two bogus calls. The first call was ridiculous. The referee called a free-kick that led to [Andover] scoring a goal. The [Exeter] player made a beautiful tackle on the ball—it wasn't a foul," prep EJ Barthelmy said. "In the other case, an Andover player fouled one of our strikers. He was fouled inside of Andover's penalty box. It should have been a penalty kick, but the referee called it a free-kick just outside the eighteen-yard box."

Despite jeering from the Andover crowd, the Exeter team stayed composed and played their game. "The Andover crowd was chanting Exeter player's names, but we all did well to shut them out," upper Jack Burgess said. "Apparently, the Andover players were more affected by it than we were."

To many Exeter fans, the highlight of the game was the team's goal by Jake

Gehron. "We silenced the crowd with our goal. Burgess found me in a pocket, and I found Jake to the right of me on the top of the box," senior Emir Islamovic said. "He one-timed it with his left foot, and it flew into the post. It smashed the post and went in."

In terms of individual contributions, upper Matt Ngai noted that the captains contributed skillfully to the game. "Jake [Gehron] played a really good game," Ngai said. "He scored a beautiful goal with his left foot and was dangerous throughout."

Islamovic echoed Ngai's thoughts. "Billy Menken's consistent hard work on both the offensive and defensive end, being the link between the defense and offense...kept everyone in line," he said.

Gehron himself had some shoutouts to give. "Billy was fantastic in midfield alongside Jack [Burgess]," he said. "I also want to give a shoutout to our defense,

who played very well on the day."

All in all, the game was a good effort by the team. "Although we didn't get the win to take us to playoffs, we all tried our hardest, and I'm really proud of the team," Ngai said. "It was a good and competitive game."

Members of the team played their best to give the seniors a proper send-off. "[The last game carries] a sad feeling, especially since it was Jacob Gehron and Billy Menken's last game with us," Burgess said. "I only wished that we could have put on a better show for our seniors."

To those seniors, the game was particularly sentimental. "I was almost in tears at the end of the game when I realized it was the final time I would be playing with my brothers," Gehron said. "Although we drew, I am still happy to say that, in my three years of being at Exeter, I have never lost to Andover."



# ExonianSports



## VOLLEYBALL UNDEFEATED



Volleyball celebrates a three set win against Andover.

Eva Carchidi/The Exonian

By ANNE BRANDES  
Staff Writer

As red and blue crowds crammed into Love Gym chanting for their teams, Big Red volleyball players were spiking the ball towards scrambling smurfs. After three consecutive set wins, Exeter vanquished the Andover team, adding another victory to their undefeated season.

The first set, according to senior captain Mia Glinn, was a chance for the Exeter team to get out their nerves. "I think a lot of our errors were due to E/a jitters and just getting it all out there and making all of our little mistakes in the first set," Glinn said. "And then once we won that first set, we knew we could do it. So it was just [a question of] how much can we win. How many points can we beat them by?"

After the initial win, the team made fewer errors and won the second set handily, according to senior captain Joy Liu. "We had the momentum from winning the first set," she said. "We won by a good

margin and got used to playing in front of the big crowd."

Finally, as senior captain Angelle Diamond described, during the final game, the Exeter team "put [Andover] to bed."

Upper Dylan O'Day noted that the difference in Exeter and Andover's games was technique. "We definitely out-served them and passed way better than [Andover]," she said. "That really helped us win by as much as we did."

Much of the Exeter teams' success, Diamond explained, is credited to their purposeful training before the game itself. "Andover relies heavily on their true middles, and rightly so because they jump touch really high," she said. "We also knew that they run really quick sets, unlike any other team in our league. So, we practiced blocking for them and we got a few blocks."

Manager and upper Kilin Tang explained that Girls' Volleyball's longtime coach, Bruce Shang, greatly contributed to the success of the team. "He crafts very purposeful drills to target the team's

weaknesses and the strengths of upcoming opponents," Tang said.

Post-graduate Annah Shaheen added that the Exeter team also worked hard to improve their own playing. "We were really working on eliminating errors, which really helped to not giving them any free points and they had to earn all the points that they got," she said.

A highlight of the game, according to Glinn, was Shaheen's consistent playing. "She had a really high hitting percentage, which was really awesome," she said. "We could count on [Shaheen] to get some great kills."

Another important player was setter Liu, who supported most of the passes and kills of the team. "I always like to shout out Joy because she does so much for our team and her ability to take our passes even if they're bad and make them into sets so we can get kills off of them is just so great," Glinn said.

Most importantly, Diamond noted, the relationship between members of the team contributed to their cohesivity on

court. "Our chemistry's really good," she said. "So I think that along with a lot of hard work and practice and dedication, knowing how good we can be has produced really strong outcomes."

Though volleyball has had an undefeated season, Liu noted that this year was initially going to be a rebuilding year for the team. "We graduated a lot of people last year, but it turns out the team really clicked going into preseason," she said. "Our libero and one of our outside hitters are new, but we're a really cohesive unit and that's why we've been doing so well this year."

After leaving the team this year, Glinn will miss the bonds the team has forged amongst one another. "I'm definitely going to miss the chemistry that we have this year because I think our team is so strong—we just clicked together really easily and we're so really connected team," she said. "I think out of my four years of playing volleyball at different other schools, this team probably has the most chemistry, which shows in our records."

## Cross Country Sweeps at Interschols

By EMILY KANG & SYDNEY KANG  
Staff Writers

This past weekend, Big Red Cross Country swept at Interschols, with girls' varsity, boys' varsity and boys' JV all claiming first-place wins and girls JV coming in second.

The girls' team had their eyes set on a win from the get-go. Senior and co-captain Maddie Machado explained, "We had high expectations going into this meet, as varsity had won Interschols in 2016 and 2018, and JV had won in 2016, 2017 and 2018."

The boys' team held similar expectations after a nearly undefeated season. "We went into the race strongly favored to win, but after last year and our tragic loss to NMH by a single point, we were not taking anything for granted," lower Bradley St. Laurent said.

Knowing Big Red was a conspicuous contender, the runners were determined to live up to their name. "We knew we had a target on our back. Regardless of the success earlier in the season, we had our work cut out for us," upper Gia Pisano said.

The girls prepared for the meet by doing special workouts that put them in top condition. "We spent the week before Interschols doing recovery runs, some cross-training and short track workouts so that our legs would be rested," lower Lindsay Machado said.

Despite several challenges along the NMH course including daunting hills and infamous mud pits, the team pushed through. "We arrived at NMH Friday afternoon, and spent some time on the course looking at the hills, muddy areas and best places to speed up and pass people," M. Machado said.

The boys' varsity team faced several additional challenges in the beginning of the race. "Our varsity race went totally off the rails at the beginning— [Laurent] fell and [upper Varun Oberai] had a rough start—but everyone fought hard until the end and brought it around," upper Phil Horrigan said.

A strategy that helped the girls' team attain their excellent overall placing was pack-racing, according to Pisano. "One of the team's greatest strengths is our ability to race in packs. We pull and push each other along the way, and I think that was the key to our success this season," she said.

The boys' team also used this strategy to push through the rocky hills, which required a

cooperative team effort. "I think out of everyone there, Exeter was the one school who knew how to handle the pain as a team effort," senior Jack Liu said. "We've spent all season honing our pack together, and it was the key to our success at Interschols."

All the hard work that the girls' and boys' teams put into training this season certainly shone through last weekend. M. Machado voiced her pride in the successes of her teammates, saying, "I'm really impressed with the depth that [the team] showed: we placed five varsity runners in the top 20 and all ten JV runners in the top 20 of their race."

Overall, all seven varsity runners placed in the top thirty of a field of about 100 competitors to finish ahead of Windsor by a big margin of 44-114. On the JV team, the girls finished just a few points behind Andover to claim second overall with a close score of 26-30.

The boys' varsity and JV teams also displayed dominance in their races, with all varsity runners placing in the top twenty to win first place with a thirty point margin over Andover. The winning didn't stop there: the boys' JV team brought home a perfect score of 15, sweeping the competition by claiming the first five spots.

Horrigan recounted the emotions and celebration that took place at the finish line after both varsity and JV scored victories. "I will never forget the overflow of emotions at the finish line. We had guys crying, everyone was hugging each other, alumni were giving support and it was amazing to be a part of," Horrigan said.

Looking forward, the graduating girls' team runners expressed excitement and anticipation for the future seasons. "We have a young team, which makes me very hopeful and excited for the future of PEAGXC. We are only graduating two seniors who ran in the varsity race at interschols, which means that we have five returning runners for next season," senior Olivia Lazorik said.

M. Machado shared similar sentiments, wishing the team well in future championship races and reflecting on the outstanding results of the team this season. "It was bittersweet for me to run my last cross country race, but I couldn't be happier with how the team did. I know our JV girls will be more than ready to fight Andover for the Interschols title next year, and I hope varsity will continue their winning streak," she said.



Boys' Cross Country takes on the finish line - together.

Oliver Hess/The Exonian



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