



The Exonian

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"The Oldest Continuously Running Preparatory School Newspaper in America"

Vol. CXLI, Number 17

Thursday, May 23, 2019

Phillips Exeter Academy, Exeter, New Hampshire

Class of 2019 Joins Alumni Community

By ANNE BRANDES and DANIEL CHEN
Staff Writers

Seniors gathered with the 1969 alumni in the hockey rink last Thursday to listen to class speakers and enjoy ice cream. Though their graduation years are half a century apart, both classes found common ground discussing their shared Exeter experience.

The 2019 Alumni Induction Ceremony welcomed the class of 2019 into the Alumni family. At the event, Director of Summer School Russell Weatherspoon, 2019 Class President Janeva Dimen, and Founder's Day Award Winner Charles "Chuck" Harris '69 spoke.

The ceremony also included the distribution of class pins, a pen and a book of words of wisdom from the greater alumni community.

Weatherspoon read an excerpt of Robert Fulghum's short essay titled "All I Really Need to Know I Learned in Kindergarten." "The piece tries to remind people that many of the basic things that they need to know through life they probably have picked up early, and the task becomes one of trying to live out those things," Weatherspoon said. "Among the many things that we've learned is to stick together and hold hands; it reminds adults to bear in mind a number of simple things they learned early, no matter what they're doing."

Senior Ingrid Bergill expressed how Weatherspoon's speech was powerful for the class of 2019. "It was a really cool moment to



Senior Class President Janeva Dimen speaks at the alumni induction event.

Courtesy of Communications Office

Students Take Action After Thursday Sit-In

By ANNE BRANDES, ERIN CHOI and EMILY KANG
Staff Writers

In the weeks since the student sit-in protesting Phillips Exeter Academy's history of mishandling sexual misconduct, Exonians have continued to share personal experiences and suggestions for the Academy's reporting process.

Originally planned as a sit-in in Principal William Rawson's office on Thursday, May 9, the meeting quickly evolved into a Q&A session between students and Rawson. The Academy's reporting and investigation process as well as Rawson's understanding and definitions of consent were among the topics addressed. Discussions continued in the Assembly Hall the following day, and many clubs dedicated their meetings to unpacking the sit-in.

Several student organizations, including Exonians Against Sexual Assault (EASA) and Martin Luther King Jr. Committee, have collected proposals from their members on ways to feasibly improve the reporting process, according to senior and EASA cohead Jane Collins.

Other groups put together videos featuring anonymous survivor stories and organized art galleries to raise awareness about the prevalence of sexual assault, both reported and unreported, on Exeter's campus.

Seven students presented a list of demands to Rawson, Assistant Principal Karen Lassey and Director of Equity and Inclusion Stephanie Bramlett at a meeting on Wednesday, May 15. Requests outlined in their proposal included amending the definition of consent and implementing a zero-tolerance policy; that the Principal should undergo explicit sexual misconduct training, should the Principal's Discretion policy remain; the creation of a council of Deans and Faculty, nominated and approved by students to decide disciplinary outcomes modeled after the current disciplinary process; the release of reporting statistics, including number of reports, fully realized investigations and the gender, grade and race of all parties involved; more clarity and agency for the involved students and the extension of Dean's Leave to include continued emotional, not just physical, harm.

Senior and Exonians Against Sexual Assault (EASA) co-head Grace Carroll elaborated on the reasoning behind many of these demands. "I'm really excited about these proposals largely because they're incredibly concrete ideas and enactable policy changes that I think do a really good job of encapsulating the more qualitative angers, fears and injustices that people were speaking to at the sit-in," she said. "The administration seems like they're really willing to listen to us right now, and therefore, I know they can be impactful."

Students met with Rawson again on Wednesday, May 22, to review a new draft of the Academy's sexual misconduct policy, updated on May 19. In this meeting, participants agreed that the administration will be held accountable for sharing a detailed protocol with the student body and follow-up with students over the summer.

Senior Nkemjika Emenike described Principal's Discretion, the principal's authority to determine disciplinary action against students convicted of misconduct based on recommendations from deans, as her top priority. "We should have a committee doling out punishments instead of having one person, especially him being a white male," she said.

Senior Sophie Bunnell added that she would like to see the administration make more deliberate efforts to foster change in the campus culture. "I hope to see not only major changes in the reporting and investigative processes but also fundamental changes in our campus culture around sexual assault and sexual misconduct," she said. "I think that, as long as we continue this dialogue and hold those in positions of power accountable, we can maintain the same pushing force behind this issue that we currently have."

Carroll described statistics as a good way for the broader Exeter community to hold the administration accountable. "I'm really enthu-

PEA Welcomes New Administrators

By ANNE BRANDES and LINA HUANG
Staff Writers

The 2019-2020 academic year will see several administrative turnovers, as Brooks Moriarty will begin his two-year appointment as the new Dean of Students and Math Instructor Laura Marshall will fill Moriarty's current role as Dean of Studies and Academic Affairs.

Carol Cahalane, currently the Interim Dean of Residential Life, has accepted a five-year appointment for her current

position. Jane Cadwell is extending her appointment as Continuing Professional Development coordinator for three to five years.

Principal William Rawson expressed high hopes for the new administrative team, which he appointed with input from other administrators and faculty. "As administrators, we are constantly thinking about ways we might better serve our school and our students," he said. "I look forward to seeing what new

ideas each of these administrators will bring to their new responsibilities."

Each administrator will have "a fresh opportunity to reimagine the role," Rawson added.

According to Director of Studies Scott Saltman, the extension of several interim positions to more permanent tenures reflects Rawson's approval of the current administrative structure. "For a few new roles this past spring, they didn't

ADMIN. 2



Exonians enjoy the warm weather and student performances at Spring Fling.

JaQ Lai/The Exonian

Student Council Spring Term Reviewed

By FELIX YEUNG
Staff Writer

This past term, Student Council (StuCo) has focused its attention on three major projects: RedBikes, Cookies and Convos and the Ten Thousand Dollar Initiative. Capitalizing on its resources and membership, StuCo has piloted several programs to much success, and is eager to pursue new goals in the coming year.

Upper and StuCo President Ayush Noori notes that the largest introduced program was RedBikes, under which students may use bikes provided by Phillips Exeter Academy. "[The program] was successfully piloted this past spring," he said. "We hope to roll the RedBikes program out to the

entire campus at the start of the next school year." Thus far, RedBikes has proven more secure than its predecessor, the Yellow Bike Program, which suffered from theft and poor management.

The Executive Board has also begun reviewing submissions for the Ten Thousand Dollar Initiative. After several years of accumulation, StuCo has amassed \$10,000 with support from the Newman Fund. "Our council is in the unique opportunity to impact the community on a wide scale," Noori said. "We are deciding on how to use them, and it may not necessarily be in one place or for one project."

This term, StuCo also introduced Cookies and Conversations: events during

which students suggest initiatives for StuCo committees. "We generated hundreds of tangible proposals and committees have now picked ideas which they would like to pursue further over this next year," Noori said. "I am, for one, very excited to see what committee heads, under the guidance of the Executive Board, can accomplish with these proposals."

Cookies and Conversations has provided numerous committees with fresh ideas. "We want to improve orientation events, for one," Policy Committee Head Smayl Makyshov said. "[Co-head] Summer [Hua] is also working on improving feminine hygiene products in girls' dorms."

STUCO. 2

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WEB



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News in Brief

Upcoming Assemblies:

- 5/24 SPARC Research Presentation
- 5/27 Memorial Day Assembly
- 5/28 Prize Assembly
- 5/29 Closing Assembly

This year's Founders Day Prize was awarded to former Athletics Instructor Kathy Nutt Nekton.

Three new college counselors will join the College Counseling Office (CCO) next fall: Jeff Wong, Courtney M. Skerit and Ramiro Campos.

Senior Michaela Phan was one of 161 students named a 2019 U.S. Presidential Scholar.

Reverend Heidi Heath's title updated from Interim School Minister to Interim Chaplain and Director of Religious and Spiritual Life.

Senior Skip Day will take place on Friday, May 24.

Spring E/a will be on Saturday!

Students Raise Awareness of Sexual Assault on Campus

Continued from [PROTEST, 1](#)

siastic about one proposal, which is for the Director of Student Wellbeing's office to release yearly statistics about reporting and investigations and Exeter modeled after the Clery Act to show students, parents and the whole community what's really happening on campus," she said. The Clery Act ensures that American universities release crime statistics to receive government funding.

Senior and EASA cohead Jane Collins expressed appreciation for the great amount of support she has received from many demographics of the Exeter community. "There has also been an outpouring of support from alumni survivors and from anonymous survivors of campus," Collins said. "I personally felt unbelievable support from faculty members. Students are choosing to respond in their own ways. Some with art to showcase solidarity. My history class is working on a letter to Principal Rawson based in our readings from this term."

Lowers Audrey Yin and JaQ Lai have also joined the effort to change the narrative around sexual misconduct through a video released this Wednesday on the HapPEA Youtube channel. After the sit-in, Yin gathered anonymous anecdotes from student

sexual assault survivors and worked with Lai to compile the excerpts in a video.

Yin received 36 submissions for the video—a number that serves as a testimony to the prevalence of misconduct on campus. "I was surprised to see the volume of submissions," she said. "To me, it was very telling of how grave this issue is, and I hope that the video communicates that sentiment to others as well."

Lai hopes that the video will empower more students to share their stories. He added that the Academy should place emphasis on supporting students through their trauma, rather than fixating on legal or technical issues. "My hope for the video is simply that those who found the strength to share their stories with us feel that their voices are heard and those dealing with their own burdens find strength in that sharing," Lai said.

Senior Reina Matsumoto is confident in these student initiatives. "I am hopeful that the list of requests that the students involved have put together will take formation on this campus and that survivors will feel the support that they deserve, not just from other students but of the community as a whole," she said.

Administration Sets Goals and Initiatives for Future

Continued from [ADMIN, 1](#)

want to put people into long term positions knowing that there might be structural changes from the Principal," he said. "It became clear to Rawson that keeping these positions as long term positions was the appropriate thing to do."

Moriarty is enthusiastic to pick up where prior Dean of Students Melissa Mischke left off. One initiative Moriarty hopes to continue is Mischke's idea of implementing grade-level deans. "I've been asked to continue the thinking started by Dean Mischke about the best way to organize the dean's office to best support our students," Moriarty said. "She's done a lot of great work on this topic, and I'm excited to move ahead with that."

Moriarty hopes to prioritize student wellbeing and learning in his upcoming tenure. "I want our students to be happy, respectful of and open to new ideas and

ways of thinking, eager to learn, resilient, humble and devoted to the common good," he said.

Cahalane expressed her excitement to work with the new administrative team. "They're all really good people who are good communicators and care deeply about students and look out for them in different ways," she said. "There's a real synergy that happens when you bring up a group of committed people together—it's Harkness at its best."

Cahalane elaborated on the initiatives and long-term changes she hopes to focus on. "We're all looking to see how we can improve the larger whole. We are looking at a change in the dean's office structure and ways that we can better respond or better meet the needs of students and their parents," she said.

For Saltman, many of his duties will remain the same. "My duties revolve around curriculum, schedule and calen-

dar," he said. "My position is not changing due to the title change from Interim to permanent."

In the next five years, Saltman plans to concentrate on the pace of life at Exeter and promote student growth and learning across classroom and co-curricular experiences with input from students and faculty. "I see myself as someone who takes my direction by listening and observing," he said.

Cadwell similarly expressed excitement for her extended role as Continuing Professional Development Coordinator. "I think the best thing about it is watching your colleagues do what they do best, which is teaching their discipline, and see students do what they do best, which is be great students," she said.

Marshall hopes to aid communication between the Dean of Students office and the student body. "I think the Dean of Students office has always tried to be a place where students feel comfortable coming

to for help," she said. "In different years, some groups of students have had different relationships with the administration. I'm hoping to help foster that relationship."

Marshall believes her experience as the current adviser of Student Council will inform her work as Dean of Studies and Academic Affairs. "I feel like I know and work with many students across campus," she said. "Student Council is working on many initiatives and has a strong focus on being more inclusive. I look forward to continued work with them."

Rawson reflected on each position, adding that each administrator was chosen for specific qualities that will allow them to engage with the broader Exeter community. "A baseline requirement is that each candidate must fully support the mission and value of the school and be prepared to work well and collegially with others—students, parents, faculty, administrators and staff—as the particular job requires," he said.

Senior Class Joins Alumni Network After Induction

Continued from [ALUMNI, 1](#)

get to have the 50th reunion class with us and hear Mr Wetherspoon speak," she said. "He is always a brilliant speaker, and it's nice to have him on campus, as he means so much to our class."

The event reminded Costa Mantis '69 to treasure the non-sibi spirit. "It was really great to chat with the class of 2019," he said. "I guess, overall, it was wonderful to connect, because our intellect is a wonderful gift, but if we don't remind each other of the heart and the spirit, I think that we're in trouble."

The significance of the event lies in the strength of the Exeter community, Weatherspoon explained. "I think the event is a reflection on experiences that the alumni had with their peers," he said. "The people in that room all had really intense growing experiences with each other."

The experience of being an alumna for the first time is shocking, Bergill described. "I think it's been kind of funny seeing a lot of seniors forgetting that we are technically actually alumni now and not just about to be alumni," she said. "It's been funny to walk around and see people posting about the alumni there for ceremony and then realizing that they themselves are alums."

While senior Michaela Phan is still adjusting to the label of "alum," she is reminded of graduation as the school year comes to a close. "It hasn't fully hit me yet," she said. "The feeling usually comes during small moments like lying on the common room floor with friends or thinking about how many club meetings I have left."

Senior Maddie Moon noted that the alumni experience is an entirely new experi-

ence to become accustomed to. "Although I'm close with a lot of the current students, we'll be among a different group: a group of thousands of people as opposed to just the few hundred currently at Exeter," she said. "Exeter has changed so much in the past few years; sometimes it still feels like prep year with all of the changes that we have to grow accustomed to."

Moon expressed optimism for life after Exeter. "It feels pretty surreal to be an alumni so soon," she said. "For the most part, I'm excited to be moving on and trying something new next year, even if I'll be away from my friends and home of the past four years."

Senior Dylan Yin credits much of who he is today to Exeter. "Although Exeter is a flawed institution, Exeter has been my home for the past four years, and I have had such a valuable experience here," he said. "I definitely intend to come back and donate."

The event reminded Weatherspoon that most of the Exeter community is beyond the campus. "Most of the Exeter community is actually strung across the United States and around the world," he said. "There are 20,000 plus alumni and a lot of friends of the academy who support the school in a variety of ways, financially and otherwise. Without all those other people doing what they do, we wouldn't be here doing what we do."

Mantis concluded that, even after 50 years, he still experiences the impact of the Exeter education. "That was a good solid foundation for me to go out into the world," he said. "As people [told] stories throughout the reunion of what they did with their lives, [I could see that] Harkness has given us all a confidence in moving through life."

Student Council Enacts New Policies in Spring

Continued from [STUCO, 1](#)

We are also considering incorporating the House System."

Over the summer, individual Committee Heads will be refining their Cookies and Conversations proposals, while the Executive Board will be looking at options for the "Ten Thousand Dollars Initiative." "Hopefully, students will be able to see the fruits of our work as the new school year starts," Noori said.

While large-scale projects continue, individual committees have also been working on smaller events and initiatives. "In this past term, Recreation Committee has been hosting a variety of fantastic events, most recently Spring Fling and the outdoor movie," lower and StuCo Co-Secretary JaQ Lai said. "The Technology Committee has been making some incredible progress on the D-Hall app as well as the StuCo website, while the Mental Health Committee has filmed video profiles of each counsellor for student awareness."

StuCo has also continued its engagement with the community with its Public Relations Committee. "We have a very powerful [public relations] team, who have been doing a phenomenal job. We hope they will encourage students to remain engaged and remain involved in civic life at Exeter," Noori said.

Upper and Public Relations Committee Co-Head Jasmine Liao noted the improved social media presence of StuCo. "Our committee has revamped the Instagram page: we started to upload twice every week," she said. "Our plan over the summer is to amass more


followers and create a regular post schedule."

Noori hopes that StuCo will maintain its positive working relationship with Principal William Rawson. "As usual, StuCo makes an effort to best represent the student voice. This includes extensive collaboration with Principal Rawson, such as on Evening Prayer and diversity, equity and inclusion," he said. "Generally, major concerns the student body had, we worked extensively with Principal Rawson on."

Members of the student body have taken notice of StuCo's increased visibility. "I've definitely seen the posters they've put on campus, and their online presence is growing as well," upper Blane Zhu said. "In terms of being visible on campus, they have definitely improved, but in terms of ... change on campus, I'm not sure if I have experienced that yet." Zhu understands, however, that initiatives take time to come into fruition.

Other students appreciate the effort to hear more student voices. "From my limited knowledge, I think Ayush has been doing a good job, really trying to listen to the students and make meaningful changes for what we want as students," lower William Vietor said. "Cookies and Convos was a good idea because it's a great way of broadening the sources of policies in Student Council."

As the school year draws to a close, Noori is confident that StuCo is on the right track. "I think we have a group that is dedicated, hard-working and remarkably driven," he said. "I am excited to see where we go."



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ExeterLife



AlumniSpotlight

JOHN PALFREY '90

By ERIN CHOI, LINA HUANG and
MAEGAN PAUL
Staff Writers

In a sea of blue pom-poms and Big Blue signs, an Exeter graduate has led the crowd of Andover students on the sidelines of every Exeter/Andover game for the past seven years.

Since 2012, John Palfrey '90 has applied the qualities of grit and selflessness he learned at Exeter to his role as Head of School at Phillips Academy Andover. Beginning in the fall, he will continue to pursue the Phillips family's spirit of non sibi as the next president of the MacArthur Foundation, the United States' 12th largest private foundation supporting issues ranging from climate change to non-profit journalism.

Palfrey arrived at Exeter as a prep in 1986, seeking an academic challenge beyond what the public school system could offer. While Exeter proved to be an intense environment, Palfrey was enthralled by its academic vigor. "I was one of those students who was excited by the challenge and was ultimately rewarded by digging in really hard to the academic work," he said. "I think that has served me well through college and graduate school and law school."

History Instructor Jack Herney, who taught Palfrey in the fall of 1989 in the "War and Peace in Modern Times" senior elective, described Palfrey as an exceptional student. "No question—he was the best student in the class, the only one to receive an A," Herney recalled.

Herney added that Palfrey was always a humble and considerate classmate at the Harkness table. "John would wait to let others contribute and then, when he did, he invariably picked up on what others had said, building on what others had contributed," Herney said.

Apart from standing out academically, Palfrey was an active participant in various arenas of campus, ranging from ESSO to orchestra to



Courtesy of Google

dorm life in Abbot Hall. He served as Student Council Vice President and was recognized as the Most Valuable Player of the boys' varsity squash team his senior year. "I did lots and lots of things," Palfrey said. "It was wonderful, and it was exhausting."

Boys' squash coach and German Instructor Emeritus Werner Brandes spoke to Palfrey's achievements on the squash court. "He came in as a lower and played JV, then Varsity," Brandes said. "Because of his strong mentality and tenacity, he was able to climb the rankings over the years and won close matches. More than anything, he set a wonderful example and cared for others."

Palfrey treasures the relationships and beliefs he formed at Exeter above all else. "The connections and conversations with friends and the ... shared values you develop at Exeter will stick with you for the rest of your life," he said.

In particular, Palfrey remembers the

Assembly Hall to have been a place of great community bonding. "I can't really remember anything that other people said in Assembly, but, I do remember how I felt. And I remember the sense of community and connection that Assembly gave me," he said.

Palfrey's own experience attending Exeter assemblies as a student has informed his own role at Andover's all-school meetings (ASM). "When I am leading a similar thing, like [Andover's] all school meeting, I'm very much bearing in mind that I'm trying to create connections between people and ideas," Palfrey said.

Andover senior, Quinn Robinson, noted Palfrey's effective stage presence. "He talks at a good amount of [all-school meetings] and is very well-spoken," Robinson said. "He has an ASM that's dedicated to whatever he wants to say, which I think is well run and well thought out."

Andover lower Bridget Santos

affirmed Robinson's sentiments. "[Palfrey] always knows how to save the day and understands the student body," Santos said. "It is clear in all of his speeches that he has our best interests at heart."

Palfrey spoke to the common ethos of non sibi that is at the heart of both Phillips family schools. "Because the charter of Andover is very similar to the Deed of Gift at Exeter, it's been very straightforward to try to translate those values into the work that we do here at Andover," he said.

Palfrey voiced his gratitude for the opportunity to carry out his commitment to inclusivity in his new role at the MacArthur Foundation. "The work of diversity, equity, and inclusion is the most important challenge that we face as a society. It is a great way to work on that and to dig into it through these schools, where that is in the DNA of the institution," Palfrey said.

Palfrey continued, "The notion of alignment of your personal values with the institutional values strikes me as especially important."

Andover lower, Phoebe Bicks, believes that Palfrey's decision to leave the Andover community is a testament to his investment in the non sibi mission. "It would be easy to stay at Andover in this community where the students feel so connected to him, but he is putting this aside which shows how selfless and genuine he is," Bicks said. "Everyone can clearly see how devoted he is to the non-sibi mission and truly believes in those ideals."

Palfrey is excited to continue promoting non sibi at MacArthur. "It offers an opportunity to do non sibi work at scale. MacArthur Foundation plays a very important role in philanthropy ... with a fantastic network of grantees and by giving a fair amount of money away," he said.

Palfrey concluded, "MacArthur, I think, is able to make very positive change in the world. And I think it's very consistent with the non sibi mission that both of these schools have at their core."

SeniorSpotlight

INGRID BERGILL

By YUNSEO CHOI
Staff Writer

Senior Ingrid Bergill received the title "Ms. Exeter" from fellow senior Emmy Goyette. "Ingrid is so loyal to her friends. She is so passionate and spirited and she has such a good heart," Goyette said. "She gives her all to all her commitments, especially Fem Club, which is something that she is super passionate about."

Many who know Bergill concur. Around campus, Bergill is known as a considerate and a thoughtful friend and is regarded as an integral member of the Exeter Feminist's Union (Fem Club), a stellar performer on the main stage and a warm-hearted head tour guide.

Bergill's mom had been a college counselor at Phillips Exeter Academy until last year. As a result, she has lived on the campus since she was four. Bergill described her middle school as a nearly homogeneously white, large public school. "I knew that Exeter wasn't going to be like that and I was excited for it to be different but it was definitely an adjustment," she said.

She recounted transitioning from having friends who knew all about Exeter and the nearby towns to making friends with people who never lived in small towns. "It was also funny to stop having to raise my hand in classes," she added.

This year, Bergill's mom works at a boarding school in Maine. Bergill recalled when her mom asked her about being a boarder: "She asked me last year, 'Hey, how do you feel about being a boarder?' and I thought she was kidding at first. She explained and then I was like, 'Oh, okay.'"

Despite her friends expecting her to choose a small house for an easier transition, Bergill chose Dunbar Hall. "I knew so many people in Dunbar, especially the seniors because they are my grade and they are just such incredible people," she said. Another factor in Bergill's choice was to join the advisory run by Eimer Page, an affiliate to Dunbar.



Paula Pérez-Glassner/The Exonian

Bergill loves her dorm life. "I think all of my friends are all driven by how much I love it because they say, 'You've only lived there for a year; what are you talking about?!'" she said. She described Dunbar as a large but a tight-knit community. "I will talk to anyone in the dorm at any point. There are always friendly faces to talk to and to spend time with," she said.

Her dormmate, senior Ela Ferhangil, who noted that Bergill was one of the most thoughtful person she has ever met, is thrilled that Bergill became a boarder. "[Ingrid] remembers the smallest things and can make anyone's day better by just being herself. She has a warmth about her that makes her approachable and makes everyone feel like they belong," Ferhangil said.

Ferhangil recollected the gift that Bergill

wrote for her this past Valentine's day: a "Senior Spotlight" of her own. "She even got quotes from my advisor, friends and sister," Ferhangil said. "She is a truly unique person, and I cannot imagine my senior year at Exeter without her in it!"

Another of her dormmates, senior Emeline Scales agreed with Ferhangil that Bergill is a deep and caring friend. "She's a ball of energy, and she's one of the kindest people I've met. She cares so deeply for the people around her and will do anything for her friends," Scales said.

Through Exeter, Bergill delved into her many passions, notably the classics and feminism. Describing herself as a "classics nerd," Bergill expressed her intimacy with the classics community. "Even though I complain

about it a lot, which I know a lot of classics kids do, it's such a tight knit community," she said.

Bergill's involvement with feminism at the Academy extends beyond the boundaries of the classroom. Her current English class, Feminism and Literature, has been one of her favorite courses at PEA throughout her four years. From reading mystery murder novels to participating in student-led classes, Bergill noted that the opportunity that the class provides is unique.

Outside the classroom, Bergill has been an avid participant of Fem Club since prep year. "I love the people in it, I love the club itself, I love that the school has a space for people to have conversations, even if you don't necessarily identify as a feminist," she said. Through Fem Club, Bergill was able to find a safe space where girls and women are fully appreciated.

Tour guiding is also a commitment that Bergill has been involved in since prep year. Bergill can often be found touring guests around the school as a head tour guide even to this date. "It was always just something that I loved because I got to show kids campus. It was my home and I got to give them one of the first ever impressions that they were going to have of Exeter," she said. Bergill still fondly looks upon moments when the prospective students that she had toured recognized her the following year as students of the Academy.

Bergill's advisor and Director of Global Initiatives Eimer Page complimented Bergill for her dedication as a tour guide. "She's the student I'll text if I have an unexpected guest from a school on another continent, and I want to send them on a tour with a tour guide who will show Exeter's best light," she said.

Bergill's biggest takeaway throughout her time in Exeter was learning how to be an attentive listener while retaining confidence in who she is. "During prep year, I thought that to be an Exonian, you had to be the loud, talkative one in every situation, not just in class," she said. "Now, I think I've calmed down a lot but am still confident in myself!"

SeniorSpotlight

ALAN XIE

By FELIX YEUNG
Staff Writer

Senior Alan Xie brings a dose of joy to every interaction. “Ever since I was young, I’ve always been a very social kid,” Xie said. In his time at Phillips Exeter Academy, he has brightened the community with this joviality, whether it be in the dorm or at school-wide events.

Xie entered the Academy in the pursuit of a rigorous, but not soul-sucking, education. “I wanted, in my high school experience, to be around people who really cared about their education while also having a good time and being able to let loose and have fun,” he said.

Now, his love for the school runs deep, and Xie is willing to show it. “Coming in, I thought [Exeter] was an amazing place,” he said. “The way I show that is through my spirit. Especially at events such as E/A, I like to be loud, a presence ... I just think that I found a way to translate my love for Exeter through spirit.”

Due to his love for the Academy, Xie served as a Red Bandit and emceed several events, always to great success. “Alan emceed Spring Fling for [Student Council],” Assistant Director of Student Activities Kelly McGahie recalled. “The last act was G Yamazawa. In between poems, [Yamazawa] said, ‘You should tour with me. You could be my hype man.’ He certainly came across during Spring Fling as being very excited, keeping the energy level high.” McGahie felt that Xie’s character came across on stage, and he engaged with the student body well.

Similarly, friends described his energy as infectious. “Alan is the embodiment of high school—he lives with a childlike happiness that inevitably infects those around him,” senior Sumit Chandra said. “He has an undying energy, and he will go through anything to cook for people, go to the gym and become a Chubbies model. I wouldn’t want to go to another mediocre school dance without him being there.” Chandra noted that his friendship



Helena Chen/The Exonian

with Xie has bettered both their Exeter experiences.

Friends also consider Xie to be among the most caring of Exonians. “One of my favorite memories with Alan is when we got together a group of our friends and made pizza in the church basement for his birthday,” senior Victoria Lacombe said. “Alan made the dough at lunch, and we all prepared the pizzas at night, blasting music and joking around.” Lacombe noted that Xie is simply a “people’s person.”

Xie is an equally positive presence within his affiliated dorm, Webster Hall. In fact, he was the first student to serve as a Day Student Proctor for Webster.

“I admire that he was able to stay so involved in the dorm community even though he lives outside of it,” History Instructor Alexa Caldwell said. “And I admire that he pretty much created the position that he now holds, just from advocating for himself and ambition.”

From his first year at the Academy, Xie brought his enthusiasm to Big Red athletics. He has participated in lacrosse, wrestling and football. “When I started playing lacrosse and football, I really loved the team aspect of it,” he said. “The coaches and the team drove me to be better.”

With the support of the team, Xie underwent a physical transformation. “I

used to be overweight. I didn’t care about my physical self. After [sports], I worked super hard to lose weight, gain muscle, grow stronger, faster and quicker,” he said. “The sports that I’ve done at Exeter have transformed my habit.” Now, Xie is more mindful of his physical health, and he exercises almost daily. He attributes his successes to mental discipline, which he learned from team sports.

Xie applies his steadfast nature to all that he does. McGahie noted that, in her working relationship with him, he never failed to work to his best ability. “When I asked him to meet with me, he was on time, he was prepared and I got the sense that he would take it seriously,” she said. “I got the sense that this was how he approached most things he was invested in. The way you do one thing is the way you do everything.”

Academically, Xie enjoys interdisciplinary courses, particularly ones related to ethics. He recalls Bioethics, Silicon Valley Ethics and Ethics of the Marketplace as memorable courses. “I really liked those courses because the main points of discussion were case studies,” he said. “They were just very applicable courses, and the discussions were always great. They brought to my attention real-life issues and issues that I might not have thought about in the lens of ethics.”

While he values his academics, Xie sees life as more than that. “I remember Alan working on his meditation, and we had an extremely thought-provoking conversation,” Health Instructor Brandon Thomas said. “[He told me] about how he wanted to make sure that he never took life too seriously. Right then, I understood he was operating with a different mindset.”

Though he has not lost his unique energy, Xie has learned to temper his enthusiasm over this time at Exeter. “Exeter has taught me to listen,” he said. “In lower fall, I was a Harkness Warrior. I talked a lot, didn’t listen—I thought that my points were all incredible ... As a result of Harkness, I learned not to be the center of attention.” With the help of his peers, then, Xie has found himself amongst this community.

FacultySpotlight

ALEXIS SIMPSON

By ANNE BRANDES and DANIEL CHEN
Staff Writers

On Thursday afternoons, Religious Services Staff Assistant Alexis Simpson can be found wandering through the Farmer’s Market on Swasey Parkway listening to the sound of voices around her. Through her tenures as Interfaith Coordinator, former part-time Phillips Exeter Academy teacher and former state legislature representative, Simpson has learned that listening is a creative force.

Simpson believes that a community can be transformed through listening, whether in the classroom or in the town of Exeter. “Around the Harkness table, everybody brings their own story to the table,” she said. “There’s a similar thread in public policy. Every person I encountered, when I would talk to them at their door or run into them on the street or in the grocery store has their own story ... if you talk to a person long enough, you can see where they intersect with real policy, either at the local level, or the state level or the federal level.”

Simpson was first introduced to the Exeter community when her husband, Thomas W. Simpson, accepted a teaching position in the school’s Religion Department. Soon, Exeter approached A. Simpson about joining the Department as well. “The Religion Department thought it’d be a great idea since I do have a Master’s of Divinity, if I could teach as a way to become part of the community,” she said. Afterwards, A. Simpson taught the courses Ethics of the Marketplace (REL460) and Soul Searching: Self, Identity and Meaning in Religion, Psychology and Literature (REL550).

In the first class she taught at Exeter, A. Simpson soon realized that each student at the table could connect to the topic. “It made a really strong impression on me to be teaching Ethics in the Marketplace during the financial crisis of 2008,” A. Simpson said. “I remember we would read *New York Times* articles on the financial crisis every week for Saturday morning classes. I remember that [for] a certain number of the students in my class, the financial crisis was having an impact on their lives and on their family’s lives and their friends’



Courtesy of Google

lives.”

A. Simpson taught REL550 as well, describing the course assignments as “narratives, but from a spiritual perspective.” A. Simpson recognizes diversity of spiritual narratives as essential to collaboration. “All of us have different narratives and different experiences. We work together to explore to tell those stories in a way that’s authentic and vulnerable and honest.”

Outside of teaching courses, A. Simpson has significantly contributed to religious services and initiated many conversations between religious groups, both at Exeter and other schools. “She brought a wealth of experience in interreligious dialogue, peacebuilding and pastoral care and counseling from her time in the office of the Dean of the Chapel and Religious Life at Emory University,” T. Simpson said. “Communities like ours [here at Exeter] are some of the most religiously diverse communities in the world; navigating that diversity requires the distinctive expertise of people like Ms. Simpson.”

Interim Campus Minister Heidi Heath also praised A. Simpson’s efforts to integrate religious services into a

secular school. “Her skills in campus ministry and deep thoughtfulness make her a wonderful colleague,” she said. “Beyond that though, she has a wicked sense of humor and is a lot of fun to be around; I cannot imagine the work of Religious Services in the last couple of years without Ms. Simpson ... [s]he was integral in working with me to found the Interfaith Council, a group of student leaders from each of our religious and spiritual groups that meet monthly for dinner and conversation.”

Lower and co-head of Christian Fellowship Sarah Huang appreciated A. Simpson as a constant and kind presence. “She ... carefully listens to everyone around her,” Huang said. “She has a very important place at Phillips Church.”

English Instructor Genevieve Moriarty explained that A. Simpson’s main talent lies in her ability to connect ideals to tangible change. “I have always admired the way her faith and spirituality infuse her personal and family life and form the bedrock of her relationships with friends, students, coworkers and members of the wider community,” she said. “In all of her endeavors—whether as a community activist, state

representative, pastor, religion teacher or spiritual counselor—Ms. Simpson has consistently worked to match her ideals with actions.”

After one year of teaching at Exeter, A. Simpson transitioned to a career in public policy. In 2014, she was elected as a representative in the New Hampshire House of Representatives and focused on the intersection between locally sourced food and sustainability.

A. Simpson first became passionate about the issue when food shopping for her two children. “When my kids were young, we discovered that we, as a family, had a lot of food sensitivities,” she says. “I was trying to figure out how to feed us in the way that suited our bodies best ... I learned that there’s so much we can do for the environment if we put into practice sustainable farming, and I got really excited about that.”

A. Simpson came back to Exeter in 2017 and was appointed as a Staff Assistant and Interfaith Coordinator. “I wanted to get back and do the work that I was doing before I had kids in some way, shape or form,” she said. “I was trying to figure out how I could do that again and that’s when these jobs opened up.”

Next year, A. Simpson will attend Harvard Divinity School as a Ph.D candidate in ethics and public policy. T. Simpson is excited that the university will give A. Simpson the opportunity to pursue each of her interests. “I’m absolutely thrilled that she’s getting the chance to go back to school [and] have a year to study what she loves most,” he said. “She has cultivated real expertise and leadership in three fields that have a history of being hostile to women—science, religion and politics—and now she gets to develop those gifts, and spread her wings, even more.”

Although she is excited to see A. Simpson explore her many different passions, Rev. Heath knows that she will be missed by the many groups on campus. “From logistics to preaching to constantly looking out for others, she’s got it all,” she said. “Many people won’t ever know the full depth and breadth of Ms. Simpson’s work, as so much of it is behind the scenes, but she’s impacted many corners of campus in her time here.”



Exonians of Spring Exeter Dance Company perform at concert themed "Home."

Paula Pérez-Glassner/The Exonian

LAMONT POET ADAM VINES COMES TO CAMPUS

By **EMILY KANG**
Staff Writer

Sporting a fresh cap and a t-shirt, spring Lamont Poet Adam Vines took his place behind the podium alongside this year's Lamont Younger Poets in the Academy Library's Rockefeller Hall last Tuesday. Vines, who recently published his second book, shared several poems ranging from topics such as his daughter to his first experience with tampons and his elementary school music teacher.

English Instructor Matt Miller brought Vines to campus after meeting him a few years ago at the Sewanee Writers' Conference. He noted Vines' presence at the conference. "The admiration and respect people there had for Adam was palpable and I quickly realized why," he said. Miller befriended Vines and they continued

to correspond, especially during the fall of 2018 when Vines invited Miller to Alabama as a guest poet at the University of Alabama Birmingham.

Out of the many anecdotes and poems Vines presented, Chair of Lamont Poets Committee Todd Hearon expressed his admiration for Vines poetry about life in the South. "I personally admired the way his poetry is rooted in the Southern, working-class experience, a perspective we haven't heard much from in recent Lamont Poets," Hearon said. "[The committee] strives for a variety of voices each year, and Mr. Vines certainly contributed to that."

Miller agreed, highlighting that Vines' poetry also offered students a new perspective into the South. "His voice is not one we always get up here at PEA; the progressive white male voice from deep in the American south," he said. "We need to re-

member that love and wisdom bound are also not bound by region, race, sexuality or gender ... I think Adam, besides being such a fine poet is also the antithesis of the toxic white masculinity we see too much of today."

While selecting the poems for his readings in Assembly Hall and the library, Vines thought about sharing poetry about life experiences and going beyond focusing on school and success. "[Life] is about getting your hands dirty. Sometimes it's about finding things that you're passionate about that sometimes resides outside of academia," he said. "Finding that passion can shape you as a greater and more complex thinker."

Lower Croix Mikofsky enjoyed this theme of life experience and noted how Vines' outlook on life added to his ability as a poet. "The most interesting thing about Adam Vines would have to be the diversity of his life experi-

ence," said Mikofsky. "People like him with the ability to appreciate the small pleasures in life inherent to simple things like landscaping a yard or looking at a painting have inside them one of the essential pieces of being a poet."

Upper Ervin Williams appreciated Vines' attention to detail through descriptive prose. "Adam Vines has the acute ability of crafting poetry from the minute details of a larger self. His poetry defies the limits of the eye, and centers itself on telling the story of shifting colors, shapes and identities," Williams said. "He has inspired me to start writing ekphrastic poems on my own."

Through his time on campus, Vines recounted student interactions as his favorite moments. "My favorite moments are when I look out and I see the students engaged and laughing," he said. "That's what I love—it's when I feel like the students are enjoying my poetry."

VISITING ALUMNI QUOTE BOX

By **LINA HUANG and MAEGAN PAUL**
Staff Writers

Mickey Chao '14

"You know it's going to come to an end. And then you're going to look back and really miss it. Treasure every moment you have while you're here."

Craig Poskanzer '14

"I remember sitting in Mrs. Waterman's room in the spring of my lower year and having that exact same lecture on diffraction-- it made me realize how lasting the lessons I learned at Exeter were and how impactful the experience of Harkness has been."

"There are some new beautiful buildings and the students don't have to wear a shirt and tie to class, but the students I met were interesting, intelligent and more accomplished and impressive than I ever was!"

"Take the time to enjoy your experience at Exeter. It's easy to get caught up in the whirlwind of classes, extracurriculars, and plans for the future (I was, and am, guilty of all of these too), but the people you meet and the friendships you form are what stay with you long after you leave campus and that is what makes Exeter truly special."

Tom Porter '69, Senior Vice President of Production for Pixar

"Back then, you had your coat and tie on, you sat up straight in your chair and if you didn't have the homework, then you were in trouble. It was a different mood, different vibe."

"When Pixar goes to hire anybody, you think it's about talent, but it's also a lot about communication ability. Because ultimately, whether you're designing Buzz Lightyear, whether you're building Buzz Lightyear, whether you're animating Buzz Lightyear, it's a team sport to try to figure out who this character is, what he looks like, how we create what we want."

Donald Light '59

"I started a birthday cake [business] to pay for Exeter. I was able to create a form letter saying to the parents that your wonderful son or daughter is at Exeter and has a birthday coming up, and would you like for me to have a homemade cake made for his birthday?"

"Exeter shaped my life, mainly by being very intellectually rigorous. I almost failed when I first arrived because the standards were much higher here."

Ravi Jagadeesan '14

"It's nice both to see people, many of whom I have not seen in five years, and also to bring back old memories and see some of the teachers I've been out of touch with."

Vasilios Karabatsos '90

"I was friends with a good part of my class. When I see them now, it's like we were just hanging out yesterday. I hope that's what you get out of your experience there, because I have a lot of great experiences where I run into classmates and it's like we never left school."

EUROPA UNIVERSALIS IV

By **PAUL ROGERS**
Staff Writer

You begin the game of Europa Universalis IV (EU4) in the year 1444. Alternate start dates—for example, the United States in 1781—are also available. At the start of each game, you select a province on the world map and then choose your country that exists at the time. Instead of today's nations, you can always discover another interesting empire. In Iberia, for example, you can play as Castile or Aragon, two Spanish kingdoms that have split most of the land. If you make the right choices, you can eventually form the European superpower of Spain. However, there's a lot to learn before that is possible.

It might be surprising at first to scroll across the EU4 1444 map and see playable nations in pre-colonial America, India, Japan and hundreds of other non-western regions. Even more surprising might be that the "enemy" countries of many of the European nations are all playable as well, from the Barbary States of North Africa to the Ottoman Empire in the Balkans. These nations, which used to be seen as "threats to the safety of the Christian world" from European perspectives, are encouraged player choices in this game named "Europa Universalis." The game encourages you to grow, prosper and win by playing as these "opposing" countries as much as any of the other nations—the Ottoman Empire is even a recommended starting template!

The Europa franchise is famous for its extremely difficult learning curve—at first, it might remind you of a needlessly complicated book in your English class. Everything overwhelms you because there's hundreds of countries, thousands of provinces and millions of choices included in the gameplay. The only thing you can really do to learn how to play is jump into the game and take it one step at a time—pulling every lever, pushing every button, opening up the black box and seeing what's inside. You might find that it's a lot more intuitive than you previously thought, and you'll almost definitely

find the process of understanding this intricate simulation rewarding. Once I reached higher levels, I especially found the systems relating to institutions and their technology fascinating.

Institutions always "spawn" in a European city before they spread to other cities. For example, the printing press will spread from a German city, the Renaissance movement from Italy and Colonialism movements from Spain. As the years tick by, the institutions will spread from city to city. Regardless of speed, the one constant is that the further away from European nations a place is (Japan, India or Sub-Saharan Africa), the later they will receive the institution.

Tech Cost makes it even more difficult for these faraway places to get the institution's technology. After an institution is spawned in one place, it increases the amount of resources another country needs to spend to upgrade its technology by one percent each year. Most of Europe will have acquired the institution within seven or so years. But the Incans? They might not get the technology for half a century or more.

Thus, Europa Universalis IV has a system that ensures European countries will always have the upper hand. They'll be able to colonise other lands, build their militaries faster, make more money, conquer native nations and spread their religion and culture. In that way, the game is predestined to follow the arc of our history.

We can see that EU4 provides the player with a spectacular amount of freedom. Players can play as whoever they wish, but sometimes that will mean an uphill battle against reality.

The difference between real life and Europa Universalis 4 is that our battle is over. Our history has left us with the European centuries. We can't redo the printing press or the Enlightenment so that everyone in the world benefits. Maybe, the best we can do is acknowledge the ways in which our world came to be: both good and bad.

Final Rating: 6.5/10

A Call For Transparency in the Discipline Process

Felix Yeung '21
Columnist

Two months ago, I sat across from Dean of Residential Life Carol Cahalane, listening intently as she outlined the planned revisions to the Disciplinary System. I was impressed by the Discipline Review Committee's (DRC) holistic proposal, which placed a clear emphasis on restoration. Yet, I found something lacking in the Committee's recommendation: increased transparency. In the wake of the sit-in on sexual assault, I feel the need to urge the administration to expand its willingness to discuss specific cases that warrant an official response.

I will admit that Phillips Exeter Academy is, by and large, quite transparent in its approach to discipline. The standard procedure for disciplinary infractions is outlined in the E Book, as are the major rules. In addition, the outreach efforts of the Discipline Committee (DC), which included an assembly, have shed light on the functioning of this body. Still, more can be done.

Personally, I am in favor of publicizing written reports of every discipline case at the current major level, which roughly translates to Level 2 and Level 3 of the new Community Conduct System, with student names and identifying information redacted by the Dean of Residential

Life. I further believe that the number of cases brought into Principal's Discretion should be reported to the student body, as well as the broad categorization of these cases. Established procedures for handling certain types of cases, such as sexual assault, under Principal's Discretion, should also be reported to the student body. I believe that this system would boost institutional trust within the student body and alleviate the tensions that have divided our campus in the past weeks.

I understand that the privacy of the students involved should be protected. After all, we live in a residential community, and we value restoration. However, rumors fly. Sometimes, stories about disciplinary cases are embellished to a degree where they barely resemble the actual incidents on which they are based. These stories undermine our trust in the administration, as they may spark outrage due to perceived mishandling. Occasionally, students' reputations may be damaged—or their traumas may be amplified—if inaccurate versions of their stories are circulated around the student body.

Under the current system, students—whose privacy is supposed to be protected—are still judged in the court of public opinion. Instead of pretending that this judgment does not occur, the Academy should strive to ensure that the information out there is as honest and reliable as possible.

At the same time, full disclosure may reduce the unnecessary levels of stress that go into a DC hearing. As Cahalane indicated when we spoke, the disciplinary process is intended to be a process of reflection and growth, and reducing these toxic levels of stress was, as I perceived it, a priority for the DRC. While she did mention the use of case studies, I believe that full reports on previous cases will alleviate some of the stress-inducing anticipations of how the DC will respond to a particular incident. Instead, students will enter the Disciplinary System ready to face consequences and use them to further their own emotional maturation.

Now, I recognize that some cases are simply too complex or personal to reveal to even the DC, let alone the community at large. That is why I affirm the continued use of Principal's Discretion. Nevertheless, I believe that there are certain questions about Principal's Discretion that warrant answers from the administration in writing. While Principal William Rawson answered some during the sit-in and subsequent discussions, concrete, written verbalization hold those involved in Principal's Discretion responsible to the standards that we have as a community.

For example, there is little mention of how the Academy responds to sexual assault in any written materials. The E Book expresses how Principal's Discretion may be applied to sexual misconduct, but little information is truly available. Even if it is

available somewhere, ready access is not provided to the community. It should not take a sit-in for questions about the handling of sexual assault to be answered, nor should it take a sit-in for such information to be revealed.

In addition, statistical information on the use of Principal's Discretion will ensure that the community understands what types of cases are removed from the DC by the principal. While this should not hamper the ability of the principal to exercise his/her judgment, it is important that the community understands what exactly Principal's Discretion applies to, how frequently it is applied and whether any changes to the norm occur in a given period.

I cannot speak for my peers, but I see the adults on campus making an effort to be honest. Principal Rawson's two-hour question and answer session showed me that he wants to be transparent, and my conversation with Dean Cahalane made clear that she, too, cares about openness with the student body. However, I have yet to see these desires being put into action.

At the end of the day, this article is not a criticism of the administration; rather, it is a request that they be more open with the student body. The students should treat the administration as allies, not enemies, in our efforts to better this community. Nevertheless, that cannot come until we know more about the processes that govern our lives at the Academy.

Social Media is Not a Right

Meagan Paul '21
Staff Writer

Whether you were one of the people protesting for a better sexual assault policy, someone who stopped to see what was happening or an adult unwilling to let students run the school, the sit-in was an important display of concern.

The tensions leading up to the sit-in have been brewing for years. Contrary to what some people have heard, the organizers did not stage the sit-in in response to any specific cases. Rather, the flaws within the academy's handling of sexual assault policies have consistently presented themselves.

According to what Principal William Rawson said at the sit-in, the initial reporting of misconduct is sent to Director of Student Wellbeing Christina Palmer, who is then assigned to support the accusing party.

Both the accusing party and responding party are then discouraged from sharing de-

tails of the report with others, which can lead to a great burden for the students involved. The inability to share their experiences with friends and perhaps other trusted adults can be scary for those who have experienced a traumatic experience such as sexual assault.

The alternative may be to avoid reporting misconduct entirely. As some students stated in a separate meeting, they may not feel comfortable explaining such a sensitive topic with a stranger such as Dr. Palmer or even one of the counselors. Even coming to friends or family with such an experience is scary, so coming to school administrators is an even more unattractive option.

Outside of the school community, coming forward with reports of sexual misconduct can be equally daunting. As one of the hardest crimes to prove, it can seem to survivors a risk too great to take. Even looking at cases of blatant sexual assault such as that of Brock Turner can further prevent trust in our legal systems.

Looking at college cases can show that Exeter isn't special in their inability to find someone guilty of sexual assault, but students still search for a bit of hope that systematic

issues can be resolved. That search for hope is what led students to organize a sit-in at Jeremiah Smith Hall. They weren't asking for more indictments, but for more support for what Rawson preferred to call the "accusing party."

The school struggles with the proper terminology to use when referring to all involved in discipline cases. They float around words such as accuser, assaulter, victim and the accused while missing the impact of these words.

On one side, calling a student an assaulter was deemed to be inappropriate at the sit-in, but a word that is oddly similar in message, accuser, has been used rather frequently. Both words give ownership of some action, but gives a title that defines the person as a perpetrator of that action.

When referred to something other than an accuser, the reporting party is sometimes said to be a student who felt that they have been wronged. Without being able to completely prove that any misconduct happened, some adults in the community effectively minimize the experiences of its students by refusing to acknowledge that the students have

truly been harmed.

Using the definitions for terms defined under the sexual misconduct policy in the E-Book, "affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity."

When affirmative consent is not given, the E-Book states that any form of sexual penetration at that time is sexual assault. Although the two students may have different understandings of the event and we must make sure to hear all perspectives, if the student who comes forward with a report feels as though they did not give affirmative consent during a sexual encounter, we must accept that they have been harmed.

As a school, we must resist the urge to treat all situations like a harkness discussion that need to result in some sort of conclusion. It's also important to recognize that it's possible for a student to hurt another while having no malicious intentions. Sexual assault is often nuanced and without clear answers, so we have to learn how to accept the experiences of fellow Exonians without alienating the other side of reports.

Beware Trump's Tariffs

Dennis Kostakoglu Aydin '21
Columnist

In 2016, one of Trump's largest fan bases was centered in rural America—specifically in farmland states like Kansas, Oklahoma, Tennessee, and Kentucky. It was his appeal to these people, the "regular working class," which carried him to the White House. Campaign promises like the building of a border wall and a "Muslim ban" specifically catered to those who believed that illegal immigrants were hurting the United States, and that all terrorists were radical Muslims. Of course, these statements are not true. There are illegal immigrants who contribute greatly to America, and not all terrorists are Muslim. However, Trump perpetuated these ideas so he could win, kowtowing to the farmers and blue-collar workers of America in order to gain their vote, and it worked. The

farmers voted for Trump in droves. Unfortunately, it looks like their investment isn't going to pay off. In fact, it might do the opposite. According to the USDA, soybeans, grains, feeds, and livestock are the US' largest farm exports, and the Far East is one of the heaviest importers of US-made farm products. However, Trump's trade war with China is resulting in less and less products exported to China, offsetting US farmers' income by 16% last year. In addition to farmers, businesses are also being hit by these tariffs. A couple of weeks ago, Trump announced he would raise the tariffs from 10% to 25%, but he went ahead with this announcement without giving companies enough time to react, resulting in well-reported price increases. Walmart announced this week that, in response to the tariffs, they would raise the prices of some of their products, presumably the Chinese-made goods they sell. Macy's did the same thing, raising the prices on their furniture items.

The same thing happened with washing machines. Popular American company Whirlpool had complained earlier that foreign companies had an advantage over them in America, so Trump implemented a 20% tariff on the first 1.2 million washing machines sold every year, and a 50% tax after that. Washing machine prices rose by 12%. However, people often buy washing machines and dryers together, since they are used in conjunction with each other, and they are often sold at the same price. Since the washing machines were now pricier, the dryers' price rose as well.

Tariffs are dangerous, if you don't know what you're doing with them. Trump is using tariffs to bully China into returning to the negotiating table, but he doesn't understand the cost of his decisions. American people are paying more, while also receiving less money. This is bad for Trump, because he billed himself as the blue-collar President. He said that his promises would bring peace and prosperity to the whole of

America and put money into the pockets of everyday citizens. It's clear that he is doing the exact opposite of that.

However, it's doubtful whether Trump's supporters will actually care. After all, Trump's voter base is notoriously loyal, refusing to budge from his side through some of his most turbulent moments. In fact, some of his voters have come out saying that, despite the immediate repercussions for them, they will continue to support Trump, under reasons of national patriotism. However, the idea that to be American, you have to support the president in everything he does is wrong. As James Baldwin said, "I love America more than any other country in this world, and, exactly for this reason, I insist on the right to criticize her perpetually." People aren't really talking about Trump's tariff problem. As he attempts to bully China, he only harms the US economy and the average citizen, whose hard work now goes with minimal reward.

The Exonian

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Handling Cases of Sexual Assault: What Not To Do

Sofia Etlin '21

Guest Contributor

Students organizing the sit-in last Thursday posted on their stories: "Sit In! DM me for details about what we are protesting." Afterwards, I spoke to "X," who said that the protest was about "A recent case involving four girls," while "Y" said this "was a sit-down to discuss sexual assault cases being handled badly on campus."

It was fascinating to see and hear the sheer amount of differing things people were trying to accomplish and the general confusion surrounding all of it.

I am certain that there were students who were genuinely there to protest the school's handling of sexual assault in the past. However, the conversations afterwards, in which students discussed the recent case and bad-mouthed the accused, were irresponsible.

There is a section in the E Book titled Retaliation: "Retaliation for complaining about sexual misconduct or participating in an investigation or disciplinary proceeding involving a complaint of sexual misconduct is prohibited. Any student engaging in retaliation against a student who alleges sexual misconduct or against an accused student, including through electronic means or in social media, will face discipline."

And that is what this piece will be about—retaliation, and the reason behind why, if someone accused of sexual assault does not face a disciplinary response, it is not your job as a student to "fight for justice." This is not a piece written to defend people who commit sexual assault, but one that attempts to illuminate the disparity between mere feelings and the law.

Many students seem to be upset by the term "Principal's discretion," without realizing that this does not mean that he

And that is what this piece will be about—retaliation, and the reason behind why, if someone accused of sexual assault does not face a disciplinary response, it is not your job as a student to "fight for justice."

has the sole power to review both sides of the accusation and come to a conclusion. It is stated clearly in the E Book that, if an accusation of sexual assault is made to a dean, their first reaction is to report it to the police. "Following allegations of sexual misconduct, the Academy, in accordance with our MOU (Memorandum of Understanding) with the Exeter Police Department, will notify the police," says the E Book on page 18. "The Academy will not proceed with any school investigation until the Exeter Police Department notifies the Academy that their case is closed."

Imagine that there is a hypothetical person being investigated for sexual misconduct. They have been reported by an

undisclosed number of people, within circumstances we are unsure about because the school believes in privacy for both parties. They have also been subjected to months and months of interviews, police interrogations and sit downs with councils and Principal Rawson. Then, after all these months, the police find that there isn't enough evidence to support any of the claims made by the accusers.

There is a difference between saying that the police did not find adequate evidence of assault and calling the accused innocent. Within our hypothetical scenario, I am not saying that the accused is necessarily innocent.

What I am saying is that the case is closed. There was an accusation, the police opened a case, but there was not enough evidence to charge the accused with a misdemeanor. The Academy should and will be wary of kicking out a student based off of the feelings of an undisclosed number of other students, when there isn't a case based on factual evidence against the accused.

Compared to something like theft, breach of contract or physical abuse, the crime of sexual assault is much more difficult to prove. This is often true because the circumstances surrounding consensual sex and non-consensual sex are often incredibly similar. Two people leave a party, go to a room, get naked, have intercourse and leave. This could either be a great hookup or a life-changing assault, and the only way to know is usually based on the testimony of both parties. This is why sexual assault cases are often referred to as "he-said, she-said."

There are three types of evidence: testimonial, circumstantial and documentary. Testimonial evidence is the least trustworthy, because one must take into account the various failures of human memory. Because of this, it is incredibly difficult to prove an emotion in court. To pursue a case against someone accused of a crime like sexual assault, police would need some level of circumstantial evidence (skin of the accused under the victims nails, bruises on the victims arms, a swollen vagina, etcetera) or preferably documentary evidence (texts where the accused describes assaulting the victim or a literal video of the assault).

The article about the sit-in printed in *The Exonian* last week included dialogue between Anna Clark and Principal Rawson: "You acknowledged that any sexual interaction that does not involve affirmative, verbal, non-coerced consent constitutes sexual misconduct. Are you then saying that any reported case for which you decide on a disciplinary response was in fact based on a sexual interaction that did not involve affirmative, verbal, non-coerced, continuous consent and that you do not believe the survivor?" To this question, principal Rawson reportedly said: "Yes." Student Nat Love was seemingly horrified, saying "I was so shocked." And this was one of the most scandalous and memorable moments of the whole sit-in.

The question is convoluted, but I've interpreted it to mean that, if Principal Rawson decides to not punish the accused, that means he is saying that the victims were not assaulted, therefore in-

validating them and the experiences that believe they had. But when he said this, I do not think he meant that the accusers don't feel or believe that they were sexually assaulted.

The harsh reality that many students seem to have a hard time grasping is that the law does not care about your feelings. If a thorough police investigation was conducted, concluded and there wasn't enough evidence to support any accusation, then, in the eyes of the law, those people were not assaulted. In their eyes, in their friends eyes, maybe even in the alleged assaulters eyes, they were assaulted, but not in the eyes of the law. And that is an important distinction to make.

The Duke Lacrosse case that took place in 2006 is a good reminder for schools not to jump directly to conclusions. When students found out that 3 Duke Lacrosse players were charged and put on trial for raping a black exotic dancer at a party, there was major retaliation. Duke allowed for photographs of the accused to be posted around campus, with captions requesting them to come forward with a confession.

Only after 2 years and one suspension was it revealed by the court that there was actually close to no evidence to support the case. The woman's accusations were completely invalid.

The harsh reality that many students seem to have a hard time grasping is that the law does not care about your feelings.

The moment that we begin to live in a world where one does not need evidence to be committed for a crime is when we begin living in a totalitarian system. Presumption of innocence—the principle stating that a person is innocent unless proven guilty—is one of the most basic tenets of the American Judicial system.

There is a difference between state punishment, academic punishment and social punishment. While the former two require proper evidence, the last form of punishment is one at the discretion of students. If you choose to believe the accuser's story, you may keep your distance from the accused. Or if you are the accuser, you can request to be moved from a class because their alleged assaulter makes them feel uncomfortable.

But if you think you are in the right when you discuss the details of a case, that you have acquired enough information through word-of-mouth to call someone a rapist despite them not being charged as such, you are not.

Some statements are so egregious that they will always be considered slander—the accuser wouldn't even need to prove that what you said was harmful to their reputation. Accusing any person of serious sexual misconduct after they have been found innocent is an example of defamation "per se," and, if the accused overheard, could lead to a lawsuit that you would not win.

And to those who are fantasizing that the accused bribed Principal Rawson, that their parents gave him money to keep

them in school: you are torn from reality.

Beyond the abhorrent defamation of the Principal's character, does no one understand how much risk accepting a bribe would involve? I understand that, in the past, the school has been terrible with handling sexual assault—hiding it, shutting victims down, allowing predators to roam free, all to avoid a scandal.

The moment that we begin to live in a world where one does not need evidence to be committed for a crime is when we begin living in a totalitarian system.

Now, after *The Boston Globe* incident, the school is petrified. However, the administration would not risk the scandal. Is there juicier news than "Principal of Pretentious Boarding School Allows Rapist to Remain on Campus After Receiving Bribes"?

You don't trust the American judicial system. Fair enough. But trust the media to properly report cases of injustice and to hold the school accountable for its actions, like it has done in the past.

The school is not incompetent because there wasn't enough evidence to convict someone or because you (a person who does not know the facts of the case) are convinced sexual assault has occurred. The police department is not inherently racist because they didn't find evidence of an assault in a case where the alleged abuser is white. If they weren't convicted of anything and no case was filed after months of investigation, it is because there wasn't enough evidence.

Students say they want more transparency, but do they not realize that to have the details of every case made public would be horrible for both the alleged victim and assaulter? The process is embarrassing enough, but to have aspects of your sex life, that were potentially traumatic or hurtful, discussed publicly by the administration with its students would be even more scarring for the alleged victims.

The reality is that the students don't want transparency on the process and rules. They want the juicy details of every case, to know exactly who assaulted who and know as many case-specific details as possible, which is ridiculous. It is a breach of privacy that the school has no right to make.

How much were bystander trainings and other sexual assault trainings ridiculed by students? Actively dicked? The school does have resources, and they make an effort to make everyone know about these resources: there are posters with hotlines and sections that detail exactly what you can do in case of sexual assault, there have been assemblies, talks and advisory meetings with discussion questions. They make these resources extremely clear to everyone; they are all outlined in the E Book. But for some reason, students still claims that the process is not 'transparent' enough.

In conclusion, general anger and a want to revolt against nothing in particular is aggressive, unproductive and frankly immature.

The Plight of Chinese Trans People: A Wake Up Call

Maegan Paul & Olivia McCallum

Guest Contributors

Doriane Lau, a Chinese Researcher at Amnesty International said "China is failing transgender people. Discriminatory laws and policies have left many people feeling they have no choice."

Lau is referring to the growing population of transgender citizens who are self-medicating instead of finding help in China's health system. Due to the country's discrimination, many have decided to navigate China's black market in order to obtain these medicines.

In China, those who want to undergo gender-affirming surgery must be 20 years or older and must have gone through at least one year of psychiatric therapy. The therapy may diagnose them with 'transsexualism,' a term used to describe their perceived 'mental illness.' This label creates a stigma that being who you are, when it goes against the "norm," is something that can be fixed with mistreatment and ignorance. Not only is this label incredibly degrading, but it enforces a binary ideal that is not

the reality in this day and age.

The transgender community in China is not only largely invisible—they also face discrimination and stigma from all fronts. They must hide who they are because of the fear that they will be shunned from their family, friends and even from adequate medical care.

Aside from the discrimination and stigma transgender people face, there are impossible barriers and restrictions that impose on their human rights. Some requirements for medical care include having the consent of their families, being married and having a clean criminal record.

Due to these restrictions, most transgender people take matters into their own hands. Getting hormonal kits and pills off the black market and even performing surgery on themselves are just some off the dangerous ways that transgender Chinese individuals cope with unfair treatment. Taking medication from the black market can be life-threatening, considering the medications' lack of information and risk of counterfeit products.

Huiming, a transgender person from China, felt she had no option but to perform surgery on herself. "I was scared because I was bleeding so badly,

I could die right there. I feared I would still die a man since I only did part of my surgery," Huiming said.

Furthermore, China has inadequate information available for those seeking treatments. The citizens receive little advice or guidance on gender-affirming treatments from their physicians when they first start using hormones. Instead, the citizens learn about treatment op-

Some requirements for medical care include having the consent of their families, being married and having a clean criminal record.

tions from friends and by searching for information on the internet, which is not always reliable.

To make matters worse, China has only a small number of healthcare facilities specializing in gender-affirming treatments. According to Amnesty International, "There is only one multi-disciplinary clinic in the whole of China that specializes in a

range of gender-affirming treatments. The multi-disciplinary medical team for gender-affirming care opened in September 2018 at Peking University Third Hospital and is the first of its kind in China."

In recent years, Chinese society has grown more accepting of the LGBT community. Jin Xing, a trans woman who underwent gender reassignment surgery in 1995, hosts one of the country's most popular variety shows and was the first person in China to openly share her story about gender reassignment surgery.

Despite the representation, many citizens continue to maintain a narrow view of who a transgender person is. "Because Jin Xing is so famous in China, many people think all trans women will be exactly like her," said Su Jingquan, a lesbian Chinese trans woman.

There is much to be done in terms of public awareness-raising. 43% of the population surveyed by Amnesty believe that being transgender is a mental illness, while 42% are against bathroom access. Additionally, many citizens hold negative views of the trans community.

Changing this perception is the first step to improving transgender's rights in China.

Confessions of a Distributist

Stephen McNulty '21

Columnist

If you've been following the Democratic presidential primary, you will find that the race has been largely defined, up until now, by a simple question—"Are you a capitalist?" The more I think about it, the more I am compelled to answer 'no.' I simply cannot profess faith that some invisible hand of the market will assuage our ills, for it has not: when some eight million die each year from lack of clean water access, while a handful of billionaires could finance the construction of potable water systems for the entire planet, something is dreadfully wrong. We should dispel the notion that capitalist economies created economic mobility of their own—their development, in continental Europe and elsewhere, relied at least partially on colonial exploitation and slave labor for their development. Today, capitalist development rests on a different form of exploitation, whereby the impoverished are denied of their fundamental human right to a decent life. So, I am not a capitalist—I do not believe in an ideology of capital.

Nor am I, to clarify, a socialist, at least in the modern sense of the word. In my opinion, most Democratic candidates aren't either, and should stop embracing the term. Modern "socialism" is fundamentally tied to the ideas of Karl Marx, which call for collective ownership of property. This is patent nonsense—the right to property seems so fundamental, such an essential component of human liberty, that to deprive it veers into dan-

gerously authoritarian territory. Unsurprisingly, any political scaffolding made to implement a truly socialist economic system, not the hybrid model employed by the Nordic countries, to clarify, has

Today, capitalist development rests on a different form of exploitation, whereby the impoverished are denied of their fundamental human right to a decent life.

produced gravely unjust consequences. Almost always—in China, the Soviet Union, Cuba, the DPRK, Laos, Vietnam and so on, this scaffolding has included the systematic persecution of the faithful. And should we really be surprised? When the state preaches complete liberation in human fashion, there is no room for another revolutionary, particularly not one in conflict with the state ideal. Where Lenin has saved the people, there need be no Christ. See the problem? So no, I am not a socialist—I do not believe in an immortal state.

What am I, then? Somewhere along the spectrum between the two? Perhaps. I tend to describe myself as a social democrat, placing myself on that spectrum out of convenience. I also tend to line up with most of the political aims of these social democrats. But this has never quite sat easy with me—I'm not too keen with resting at the middle of two ideologies that create gods out of themselves. In terms of real-life politics, however, I'd settle for such a

hybrid model with a strong welfare state: it has arguably been the greatest lever for economic progress in modern Europe. But what if we could reimagine society, from the ground-up? What would your world look like?

As a person of faith and a humanist, I doubt many of you will be surprised that my main goals in the formation of such an economic system are informed both by my understanding of traditional Catholic social teaching and my deep-seated desire for socioeconomic equity. Specifically, I turn to *Rerum Novarum*, a famed encyclical written in 1891, for guidance. Its ideology? Human rights, human dignity, community participation, subsidiarity (the belief that decisions are best made at a local level), solidarity, workers' rights and environmental stewardship. It, and Catholic social teaching writ large, has

I'm not too keen with resting at the middle of two ideologies that create gods out of themselves.

both capitalistic and socialistic ideologies. In their places, scholars such as G.K. Chesterton have tried to construct an alternate economic model—one that avoids the statism implicit in socialistic systems. Theirs rests on a series of reforms that perhaps Latin scholars will recognize—the notion of the small-scale, wide distribution of private property: everyone should get a small "patch of land" and hard limits should be placed on profitability and monopoly. Gracchi brothers, anyone?

How this "patch of land" idea translates into the modern world is open for debate, but the idea is the same. The idea, in Chesterton's mind, was to (a) move wealth into local communities and to (b) prevent its accumulation, which he saw as an economic and social ill. This second point becomes particularly true when corporations are brought into the picture. He contended that they were the primary source of the perversion in a capitalist system, and he seems right, to be honest—what crimes is Anthony's Bakery committing in the developing world? How about Monsanto?

The distributist model also involves a sort of guaranteed minimum income, as a result of that anti-monopolistic check, with the idea that given an income floor, the poor would be enabled to use their "patch of land" to develop small businesses. Basically, distributists imagine replacing 10 large corporations with 1000 mom-and-pop stores. That's the largest difference between social democracy and this "distributist" model—the former seeks to enact equality by building a stronger, centralized welfare system, whereas the latter seeks to shift wealth into local communities and smaller businesses, to the consequence of creating equality.

Is it a pipe dream? Perhaps. But that might just be the point—trying to construct a society that meets human needs from the ground up is no easy task, and in the act of doing so, we may just find a way forward. Even if we don't engage in a little fun, don't play around with utopian worlds like Thomas More did; we shouldn't dismiss an examination of utopian worlds. Every idea to improve society, however radical, should be heard with keen interest.

Joseph Gideon Hoyt: The Great Teacher

Cameron Frary '20

Guest Contributor

Joseph Gibson Hoyt was born on January 19, 1815, in Dunbarton, New Hampshire. Like Principals Benjamin Abbot and Gideon Lane Soule, Hoyt spent his first sixteen years working on his father's farm. During this time, his father allowed him to attend the school only three months each year. His education truly began in 1831, when he began studying and teaching at various local institutions. After five years, he entered Yale in 1836 at 21. He graduated in 1840 and, following a year of teaching, joined the Academy as Professor of Mathematics and Natural Philosophy at age 26.

From 1841 to 1859, Mr. Hoyt devoted himself to the Academy. Together, he and Principal Soule shaped the character of the school. Soule, the old traditionalist, provided a filter for the progressive undertakings of the young professor and helped Hoyt, in Principal Harlan P. Amen's words, balance "a proper degree of modern progressiveness and the Academy's ancient traditions." The pair's legacy lives with us in both spirit and practice.

Mr. Hoyt's first piece of administrative genius was his reorganization of the student body in 1854. For about 70 years, the school had operated well without any structuring of the students, but it's later growth demanded change. In order to mitigate chaos, Hoyt organized the students into preparatory, junior, middle, senior and advanced classes. The former provided instruction to those

ill-prepared for the junior class, and the latter included material typically learned during the freshman year of college.

Until 1857, only the principal and the trustees operated the school. But as the student body grew, the two parties felt the need for a more structured form of daily governance. Mr. Hoyt's solution, to "constitute the Instructors a Faculty," gave the instructors power over disciplinary and academic issues. Hoyt set the governance of the school on its democratic path.

Professor Hoyt also began the school's revolution towards personal relationships between the students and the instructors. Before 1858, the students were required to study under the eye of their instructor in the Academy Building. Mr. Hoyt argued against this practice on the grounds, in Crosbie's words, "that the Academy had always striven to treat its charges as men and not as children." His students, if they were to become men, must be treated as such to learn self-reliance, he believed. In respecting his students as adults, Professor Hoyt earned their respect.

Perhaps the most popular piece of trivia from Professor Hoyt's tenure was his revolutionary and somewhat scandalous step from the desk to the floor of the recitation hall more than half a century before Edward Harkness's gift. There had, of course, been personal interaction between the students and their instructors outside of the classroom before Hoyt walked among his pupils, but as Laurence Crosbie, Class of 1900, writes in Phillips Exeter Academy, a History, the instructors "like the gods on Olympus, would not descend from their exalted stations [in the classroom]

for mortals." Professor Hoyt's students adored him for this friendliness and openness. His student, Professor Sylvester Waterhouse of Washington University, where Hoyt spent his last years, recounted the youthful professor's energy: "[Hoyt] was animated by a strong and unaffected desire to benefit and befriend students ... His keen wit enlivened the sobriety of the classroom, and ... inspired his students with a new and deeper devotion to learning and a generous emulation of his example," Waterhouse said. "He impressed upon them the priceless value of culture and the duty of self-development ... always appealed to their nobler instincts, and reposed trust in their sense of honor."

Professor Hoyt's energy extended beyond the classroom. With Hoyt's encouragement, Professor Waterhouse and his peers "gained new hopes of victory in the battle of life, and fresh determination to redress the wrongs of fortune. The friendship which began between the humble pupil and the warm-hearted teacher has never known a moment's interruption ... His personal interest, his lachless hospitality, his quick sympathy and cheerful encouragement in moments when life looked sunless are titles to my grateful regard."

Hoyt also brought his general enthusiasm off-campus. For years, he served on the town's school committee, authoring reports renowned for their content and style, and took part in many efforts to beautify the town. While in Exeter, he planted many trees and pushed the construction of the present town hall. In 1851, he helped revise the Constitution of New Hampshire and in 1858, he narrowly missed congressional office. Since

his college days, Hoyt had always been a master of many talents.

In 1859, Hoyt left Exeter to accept Chancellorship of Washington University in St. Louis. His chancellorship was a success; Waterhouse wrote, "the institution which [Hoyt] found [as] an academy, he left a university." Hoyt's contributions to the university become more impressive given the brevity of his time in St. Louis. He had only one year of health before an illness seized him. He suffered for two years and passed away at the premature age of 47.

Professor Waterhouse summarizes Hoyt's intellectual and moral positions: "[Hoyt] believed ... that nobility of character should be the primary condition of admission to literary institutions, that only pure worshipers were entitled to enter the temple of learning. In intellectual discipline, he considered it [most] important to teach the mind habits of accurate thought ... He had the faculty to kindle enthusiasm in students, to reconcile them, by the attractions of his instruction, to the toils of scholarship, to develop powers of reasoning ... and to show that the thoughts of the dead past are yet [alive] with life and wisdom and applicable still to the conditions of human society."

During his time at Exeter, Professor Hoyt made "the dispositions of the minds and morals of the youth under [his] charge," as John Phillips put it, the principle object of his attention. He coupled youthfulness with impressive scholarship and true commitment, making himself one of the greatest instructors the Academy has ever seen. All in all, professor Hoyt truly was the "Great Teacher."

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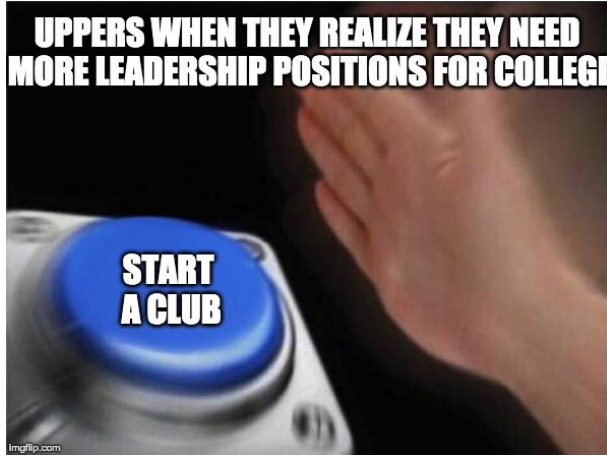
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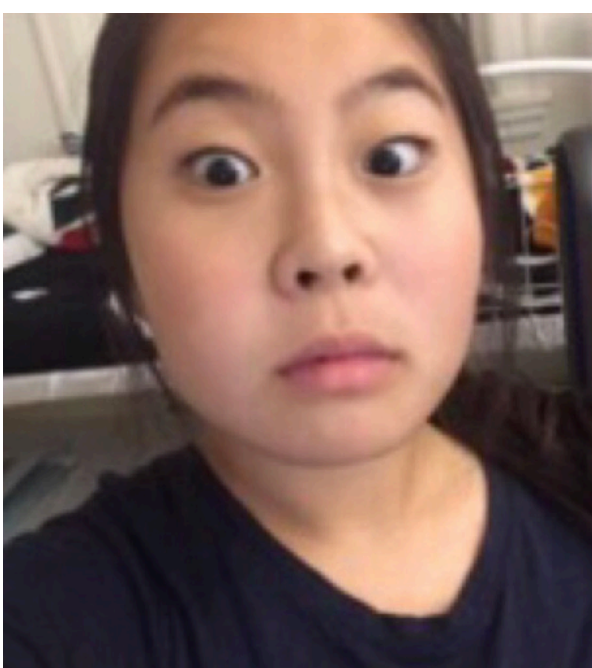


When you ask a really deep question during Harkness that nobody can answer



TFW You Find out That the Heaviest Shrimp in the World Weighs 125 Pounds

By FIONA MADRID
Thanks, Mr. Caldwell



Reunion Weekend

By NICK SCHWARZ

Plans to Give "General" Advice at His Reunion

Reunion weekend means not eating in Weth, sitting in the back of assembly, and more faces with expressions of both pain and pity looking at you struggle in math. It also provides the graduating class a glimpse into their future. However, some members of the Class of 2019 found it difficult to relate with the returning Exonians.

One senior said, "When I asked an alum about making the adjustment to college from Exeter, he kept comparing PEA to Harvard. When I asked if he could speak more generally, as I am not going to Harvard, he just continued on about 'finding a little piece of Exeter in Cambridge, Massachusetts.' Maybe he didn't hear me."

It was clear to members of both current and

former classes that PEA had changed quite a bit. "I don't think most of these kids know how to tie a tie. How do they expect to survive Harvard without having gone to Saturday classes every week?" an alum complained. Another added, "And just look at their grades! Where are the 'Ds?' Who do we think we are, Choate?"

However, some alums thought Exeter had changed for the better. "Girls would have made the whole Exeter experience tolerable. They would have made the New Hampshire winters... warmer," said one alum. "Ah yes, girls," his compatriots murmured, removing their bookstore-issued hats to wipe their now sweaty brows.

The student body was most anxious about being

under the alums' scrutiny as they sat in on classes. "I think that Exonians have changed too much. When I told one alum about how I exercise or journal to escape the workload, he just shrugged and said, 'You sound like someone who needs to buy a ranch. I had no idea how to respond.'"

Remarkably however, the two generations seemed to bond in an A format Greek class. As students struggled to translate, alums chimed in saying, "Woah there Teach, take it easy on 'em," and "Wowie, that's A LOT of homework." When a student translated a sentence correctly, she was met by jeers of "NERD!" by both fellow teens and seventy year-olds. After the class, one attending alum said, "Man, Greek was always a pain. Some things never change."

Quotes of the Week

"Albanian or Albino?"
-Anonymous

"There is immense power behind a single milley rock."
-Andrew Liquigan '19

"If I were myself, I would hate myself."
-Anonymous

Anna Fahey, a devout Friend: I don't pray.
Angele Yang: She Quakes.

Fiona Madrid: Are you color blind?

Rachel Won: *looks at her arm* *looks inquisitively at Fiona Madrid*
Anna Fahey: I think she just can't tell the difference between pale and pale.

"I will attack them with my wit."
-Anna Fahey, in the most legendary lacrosse finesse ever

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ATHLETES OF THE WEEK: ADAR TULLOCH & WILL KALIKMAN

By COOPER WALSH
Staff Writer

Adar Tulloch and Will Kalikman are not only the captains of Big Red Boys' Crew but also the backbones of their racing shell. This season, the captains combined their leadership skills with their admirable abilities to yank hard on their oar handles to win Exeter the number three seed going into the New England Interscholastic Rowing Association Championships (NEIRAs) this Saturday.

Both captains bring incredible individual skills to the team, and when combined, they create a remarkable set of boats. Head coach Albert Léger described Adar as "a beautiful magician," while summarizing Kalikman in one word: "devotion."

Kalikman first took to the waters in eighth grade when he and his family realized that his height might be an advantage in rowing. He learned fundamentals at his rowing club in San Francisco and brought them with him to Exeter to earn a spot on varsity his prep year. When he arrived at Exeter, Francis Baviera-Maloney, one of last year's captains, helped Kalikman develop his passion for the sport and helped him improve a lot. "He encouraged me to work out during the winter and row for a competitive club team during the summer," Kalikman said.

Kalikman does not deny that rowing can sometimes "hurt a lot," yet despite the physical and mental challenge, he loves rowing because "it is the ultimate team sport ... No one superstar is going to make the whole boat amazing; rowing together and being on the same page is far more important than any individual's talent."

Senior and self-proclaimed assistant captain, Aaron Baez, describes Kalikman as the "second coach." "He has astonishing rowing knowledge and shares it with the whole boat every day to make us all improve," Baez said. Léger added that Kalikman is "a leader by example."

Kalikman was the only non-senior on Exeter's boat at the Head of the Charles Regatta two years ago, where Exeter's boat finished eighth out of over 80 boats from around the world. "Kalikman stepped up and showed great maturity and leadership ability because he got thrown into a tough position, and the boat ended up with an astonishing finish," Léger said.

Kalikman described this race as an unforgettable experience. "Despite it being incredibly physically unpleasant, passing crews flying down the Charles River will remain one of my all-time favorite experiences," he said.

To Kalikman, being a captain means exactly what Léger praised him for. Kalik-



Paula Pérez-Glassner/The Exonian

man values leading by example and says that he "puts everything into each practice, both on the erg and on the water."

According to Léger, Kalikman has been "devoted to the sport since his prep year; he rows in the fall and spring, and in the winter he ergs. Then in the summer, he goes to very competitive racing camps." Baez thinks that this devotion has rubbed off on the team because "he never skips a workout and is always bringing the team together to do extra workouts outside of practice."

Two seats in front of Kalikman sits his fellow captain Adar Tulloch, who strokes the top Exeter boat. Unlike Kalikman, Tulloch had no prior rowing experience upon his arrival to crew tryouts his prep spring. He didn't even know what sport he was going to do in the spring until an upper in his dorm suggested rowing to him and his friends.

Tulloch remembers attending tryouts in the gym and "being confused on exactly what the ergometer machine had to do with the actual sport of rowing." He doubted his future with the sport until he was put on boat five with a couple of his friends. The support he received from older rowers during his first season played a crucial role in his decision to continue with the sport.

Aside from enjoying the closely-knit team that he calls his "brothers," Tulloch loves to row simply because he loves to "go fast." "The feeling of those first twenty strokes off a start, as we bolt through the water as if our legs might never get tired, never fails to provide elation," Tulloch

said.

Tulloch's favorite rowing moment happened three weeks ago on Friday just before a regatta against Kent School, where the boat was sprinting down a stretch of open water dubbed "The Straight." Suddenly, the weather changed. Rain began to pour, thunder rumbled and lightning flashed.

"Somehow, the abrupt weather change seemed to energize all nine of us; I had never felt such a euphoric sense of in the moment, and I swear our boat attained that 'next gear' of raw, unleashed power that still vividly amazes me to this day," Tulloch said.

The biggest challenge for Tulloch throughout his rowing career has been stroking Exeter's first boat. Being the stroke of a boat is an important responsibility as they set the tempo for the boat. "It's easy to have a slight sense of self-doubt when a lot of people who sit right behind you are faster, heavier, taller, et cetera," Tulloch said.

However, he came to appreciate stroking the boat because he loves "feeling the power of the whole boat, coordinating it to form a beautiful ratio of power and recovery." This realization helped Tulloch "overcome, and embrace, the duties that stroking a boat necessitates."

Léger could not be more proud and impressed by Tulloch's improvement in his four years. "There's a saying in the crew team that when everything goes right, it's like a symphony in motion, and I can't think of a better expression for Adar, who's such a beautiful magician and

stroke of the first varsity boat," Léger said. He continued that Tulloch "has a beautiful rhythm that is natural to him, and the guys just follow him like a symphony; it's a beautiful symphony in motion to see that first boat go." Many rowers feel this is a fitting description, as Tulloch is also known as a beautiful pianist, earning him the nickname "Piano Man."

Baez noted the many times Tulloch encouraged him in moments when he wanted to give up. Indeed, Tulloch noted, "Yes, the erg workouts are going to be hard. But finishing it well, with 100 percent effort, is, in my opinion, one way to 'lead' a team."

Tulloch also values being very welcoming to the younger rowers, as he remembers that when he was a novice rower, many of the older rowers supported him through his first season and helped him find his love for the sport.

Both captains have been pivotal in sharing their knowledge of the sport with their teammates this season. Senior and self-proclaimed assistant captain, Charlie Brigham, said, "Will and Adar have taught me everything I know about rowing."

Big Red Boys' Crew has been extremely lucky to have Kalikman and Tulloch leading their team; one gives the boat valuable insights on how to improve specific things that the coaches can't pick up from a launch boat. The other sets a perfect rhythm for the orchestra behind him that all follow in perfect harmony. These two captains are why Exeter will be in close competition for the New England title this coming Saturday.

Cycling Claims New England Title

First Championship Title Since 2014

By CHARLOTTE LISA
Staff Writer

Nearing the end of their long and successful season, Exeter's Varsity Cycling fought their way through a competitive pack of athletes at the New England Road Cycling League Championship Race and ended the day victoriously in first place last Wednesday.

Not only did the team clutch the overall title of Champions, but, thanks to prep Owen Loustau, upper Jimmy Allen and senior captain Bryce Morales, Exeter also placed in the Boys' A category. Lower Emily Kang and Joshua Lum each delivered outstanding performances and both placed second in the Girls' and Boys' C categories, respectively. This championship victory was especially meaningful, considering Exeter's last reign as champions was five years ago and the team has only managed a second place finish for the past three years.

The team was filled with excitement leading up to the day of the big race, but went in focused and determined. Lum aptly described the mentality surrounding the race: "This was it. The last race that we had to do well in. We had expectations to win." Upper Elizabeth Fier echoed Lum's statements, saying "Since it was our last race of the season and the championship, we all really wanted to give it all we had and make sure we kept our first place spot in the league."

Both Fier and Morales highlighted the possible threat posed by Andover on the day of the race as another thought on the team's mind. "The margin between PEA and Andover was pretty tight going into the race, and the championship race is worth double the usual points, so in order to come in first we had to go all out," Fier said. Morales added, "We knew we were on top of the league going in and just had



Lower Joshua Lum races around the track.

Courtesy of The Exonian

to keep Andover at bay ... you could tell they were hungry coming into the race." Nevertheless, the team remained confident, since, "we knew we had a strong group of riders and that, as long as we all worked hard, we'd get a good result," Morales said. Upper Skye Newhall affirmed that, indeed, "the pressure was on!"

The day of the race was marked by cloudy skies with sporadic spots of sunlight over the course. "It was definitely a tricky race," Morales said. "It's a relatively short course, so you have to go hard the whole time." Lum described the course as "weird" with "both uphill and downhill, but more flat than our regular race."

Fier also described a few tricky tight turns, as well as the challenges presented by the wind, since "there was a pretty intense wind which, at points, was a nice tailwind and at other points a nasty headwind." As Newhall remarked, "everyone was exhausted after they finished their category."

Nevertheless, the intense effort was no doubt rewarded. "There was a lot of pain and hard work involved, so us winning as a team really helped pay it off," Lum said. Fier echoed some of Lum's sentiments, saying "Coach Jeff [Palleiko] had been pushing us hard on long Saturday rides, so to get the gratification of

winning the league made it all worth it." She added, "We have a lot of lovely seniors graduating this year too, so it felt good to be able to close out their last season at Exeter with a big W!" As a senior, Morales noted that, "After three years finishing second, I'm really glad we finally won. I'm so proud of the team, of the hard work and positive energy everyone has brought throughout the season."

Coming off of the major win, Lum felt it was only appropriate to emphasize not only Exeter's success, but also that "the cycling team is the best and most supportive athletics team on campus."