



COLLEGE COUNSELING AND TRUSTEES: COLLEGE COUNSELOR ASSIGNMENTS

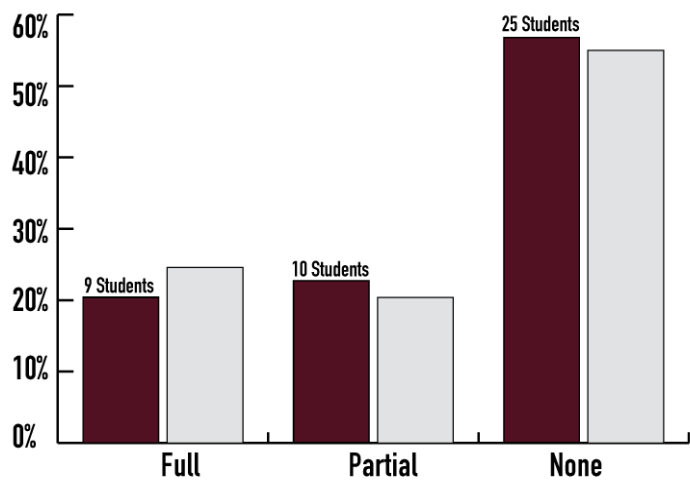
21 Total PEA Trustees
→ 9 Trustees are parents
→ Total of 22 children from '06 to '20

50% of the Trustee kids have Dolan for their assigned college counselor.

11	DOLAN
3	BERGILL
3	EINHAUS
1	APPLETON
1	CLAGETT
1	(DECLINED)
2	(UNKNOWN)

COLLEGE COUNSELING AND FINANCIAL AID

44 respondents out of 53 Dolan counselees



Pepper Pieroni/The Exonian

PEA Enforces Attendance at Assembly

By ERIN CHOI, LINA HUANG and MARY TIMMONS
Staff Writers

With a flurry of clipboards, shouting and hip to hip seating, the Academy rolled out its new assembly seating system on Tuesday, April 23. The policy, created in response to low assembly turnout, assigns students by class and last name to sit in specified sections of the Assembly Hall, where faculty members take attendance. Despite logistical challenges on the first day of implementation, the Assembly Committee plans to continue to take attendance.

In the weeks before implementation, Assembly Committee Chair and English Instructor Alex Myers and incoming Dean of Students Brooks Moriarty sent emails to the student body with seating assignments with two faculty members for each section. Faculty members will switch off between Tuesdays and Fridays to take attendance for their designated students at the beginning of the period. After checking in, students are allowed to sit anywhere in the vicinity. Late students will be asked to check-in with a dean since the front doors would close once assembly started.

As a result of the new attendance program, the Merrill Speaking Prize assembly began approximately six minutes later than the scheduled time of 9:50 a.m. Furthermore, the assembly ended at 10:36 a.m., in contrast to the traditional dismissal time of around 10:20.

The late start was partially caused by logistical issues and the resultant confusion. Lower Iliana Rios recalled that the attendance check method was inefficient and chaotic. "There were a lot of people standing around the teachers, and some of them didn't show up," she said. "It took them a long time to get

ASSEMBLY, 4

College Counseling Process, Privilege Examined

By 141st EXECUTIVE BOARD and STAFF WRITERS

The Phillips Exeter College Counseling Office (CCO) is widely lauded as one of the best of its kind. However, students have questioned its equitability, especially in the wake of Operation Varsity Blues—a recent scandal that prompted national dialogue about the role of privilege in college admissions.

While all uppers are asked to read the 80-page CCO Guidebook before meeting with their college counselor, nowhere in these pages is there a reference to how their college counselors are assigned; nor is this information available anywhere else.

Due to this ambiguity, speculation about how the CCO pairs students and college counselors has persisted for years among the student body. According to Principal William Rawson,

all of the CCO practices, including the assignment process, uphold the Academy's values of Diversity, Equity and Inclusion.

However, many students surmise that there is a correlation between privilege, the assignment of certain college counselors and matriculation to selective colleges.

"There is very little transparency in the college counseling assignment process," senior Andrea Liu said. "The statements they make are sweeping; it is difficult to draw what exactly is going on from their statements."

Dean of College Counseling Elizabeth Dolan noted in an email to *The Exonian*, on behalf of the CCO, that the office is mindful of student demographics and fair distribution during the assignment process. "We try to ensure [that] every counselor has students with high and low GPAs and everything in between," she said. "Counselors will have students who are National Merit Semi-finalists, musicians, artists,

[students] who have geographic, racial, ethnic [and] gender diversity, probation cases, medical leaves, learning differences, [students who are] athletes, legacy, [children of] staff, faculty, [students who have] trustees relations—and the list goes on."

Dolan emphasized that the Exeter CCO does not partake in "any unethical actions."

Counselors' Influence Examined

Elizabeth Dolan was appointed to Exeter's CCO in 1997, became the Dean of College Counseling in 2001 and currently oversees the seven-member counselor team. For the past 18 years, she has served as both a member of the Academy administration and a counselor who

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Read the Editor-in-Chief's editorial on page 5.

Visit our website on Friday for our methodology report and more details.

Students Recite Speeches for Merrill Prize

By MOKSHA AKIL, DANIEL CHEN and VERONICA CHOULGA
Staff Writers

"A lost black boys speaks, will you hear my cry, or will you just continue to live your lives while, day after day, we die?"

Staring intently at each member of the Assembly Hall audience, upper Ervin Williams delivered a raw and impassioned rendition of the spoken word poem "A Lost Black Boy Speaks" by Daniel Beaty. Williams' performance on black identity in America was one of nine monologues and duologues performed during Tuesday's assembly.

Students of all grades performed for the school body in the 122 year-old Merrill Prize Speaking Competition on April 23. The competitors, who passed the preliminary audition on April 10, presented a diverse assortment of monologues and duologues, ranging from Maia Mayor's slam poem "Perfect" to Shakespeare's classic play *Macbeth*.

The seven monologue performers were upper Ervin Williams, upper Caitlin Sibthorpe, prep Siona Jain, senior Sam Gove, lower Chloe Minicucci, lower Charlie Preston and upper Destiny Rogers. For the duologues, the pairs performing were upper Nick Schwarz and lower Felix Yeung as well as seniors Elliot Diaz and Sarah Hardcastle. As with tradition, all of these finalists were invited to a luncheon at Principal Rawson's house that same day.

The first Merrill Prize Speaking Competition was hosted on June 6, 1897. The Prize was introduced to the Academy through the generosity of the Abner L. Merrill '38, the same namesake of Merrill Hall, who sought to support the art of public speaking at Exeter. The results of the competition are traditionally announced at the prize assembly, which occurs during the last week of school.

Cary Wendell, designer and technical



Senior Samantha Gove performs for the Merrill Prize Assembly.

Eva Carchidi/The Exonian

director for the Theater Department, one of four preliminary judges, emphasized that contestants needed to have a deep comprehension of the selected piece to be able to translate their interpretation into expression. "If you don't understand the material, nothing else is going to be right," Wendell said. "You have to analyze it, almost like literature. And then, somehow, you have to get that understanding resonating in your own person."

Wendell also noted the power of choices in gestures and movement. "A director would choose to tell an actor to move here, move there," he observed. "But here the actor is the only making those choices. Not everyone understands the importance of physical expression. Have you translated your understanding into pacing and blocking?"

Lauren Josef, preliminary judge and director and costume designer for the Theater Department, noted that clear enunciation was a must for the monologue performers. "I'm looking for clarity in their voice and delivery so I can know what they're saying," she said.

Wendell agreed with Josef, citing projection as a necessary component of clear diction as well. "Being heard is important," he said. "I'm hearing impaired. So it's even more important for me to hear what people

are saying. And that's a whole skill by itself—having words coming from inside all the way to people's ears."

Josef expressed her happiness on the Speaking Competition coinciding with the beginning of the new Assembly attendance program. "I'm not sure how students felt about that [attendance], but I thought it was really refreshing to see the entire school supporting everybody."

Prep Siona Jain, who had never attempted dramatic performance before, chose the contemporary play *Moving* by Lee Kalcheim. Jain emulated a monologue from Megan, a character doubting her faith for the first time. "Religion is a crutch," Jain declared in character during her monologue. "Not a day goes by where I don't wake up and wonder if I'm going to find a God today."

Jain also expressed how she saw the competition as an opportunity. "It was a way for me to perform in front of the school and to try acting," she said. "For me it wasn't so much a prize as it was a way for me to try something new."

For Jain, she chose the piece to reflect her own internal turmoil with religion. "If you guessed from my last name, I practice Jainism, but I always found some things about

MERRILL, 3

Climate Action Day Plans to Engage Exeter

By ANNE BRANDES and LINA HUANG
Staff Writers

With an emphasis on student and local community involvement, the fifth annual Climate Action Day, organized by the Climate Action Day Planning Committee, will take place on Friday, April 26.

The goal of Climate Action Day, according to biology instructor and CAD member Sydney Goddard, was for faculty, staff, alumni and students to bring "climate change more to the consciousness of the Academy." The principal at the time, Tom Hassan, arranged the first Climate Action Day and a committee composed of volunteers planned out guest speakers and activities.

Goddard spoke to the importance of staying mindful about the fate of the planet. To her, climate change is "the most pressing issue of our lives ... Unless we do something about it and make some kind of difference, we're not heading in a very good direction," she said. "I'm passionate about it, and I'm very worried about where [the planet] is headed."

To further the Committee's mission, 30 workshops will be offered Friday with a keynote assembly at 8:45 a.m. While some workshops inform students through a presentation about Icelandic glaciers or climate change data, others will involve students actively aiding the environment through workshops such as Dune Grass Planting, Tree Planting or Habitat Restoration.

Each student must attend the keynote address "Every Choice Matters," in which Intergovernmental Panel on Climate Change Vice-Chair Ko Barrett will discuss the latest climate developments. "We're always trying to make things more current, bring in people who are experts in their field, involve alumni,

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INSIDE

CORRECTIONS

The *Exonian* misreported that the DRAMAT play "Actually" was centered around a false accusation of sexual assault. In fact, the character in the play had been sexually assaulted. *The Exonian* apologizes for this error.

OPINIONS

Lower Stephen McNulty compares assembly attendance to drug enforcement. 4.

LIFE

Negley Award Winner and Senior Abby Zhang gives advice for 333 research and writing. 8.

SPORTS

Read about a day in the life of a Girls' Lacrosse player. 11.

Read about Varsity Crew's sweep at their regatta. 12.

WEB



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News in Brief

Upcoming Assemblies:

- 5/3 Reunion, Alex Okosi '94

The Discipline Committee (soon to be called Community Conduct Committee) appointed five new members: Seth Amofa, Graham Guite, Nahla Owens, Senai Robinson and Meredith Thomas.

Dean of Residential Life Carol Cahalane announces policy change for residential life and dorm affiliation.

Campus Safety conducted a lockdown drill on Monday, April 22.

Beyond the Bubble:

On Easter Sunday, April 21, suicide bombers killed over 300 people and wounded hundreds more in Sri Lanka.



Lowers Graham Guite, Senai Robinson, Nahla Owens, Seth Amofa and Meredith Thomas join DC.

Helena Chen/The Exonian

Counselor Assignments Factor in Student Demographics

Continued from CCO, 1

advises students each year.

"Ms. Dolan is a critical member of our administrative leadership," Rawson said. "She brings to every conversation a deep commitment [both] to this school and to every student in our community."

Upper Sam Lew pointed out that, while every college counselor can provide similar support, there is a belief that Dolan's longevity has granted her more leverage in some college admissions offices. "[Some believe that] Dolan is a better college counselor because she's been around longer and has more experience," Lew said. "She is the head college counselor, and while I believe that all college counselors have the same abilities, I think, given her title, she seems to have more power."

Dolan acknowledged Operation Varsity Blues in an email to upper parents this month, specifying that recent events are not representative of most college admissions offices. "What we're seeing in recent news reports about the college admission scandal is highly unusual," Dolan wrote. "We feel that the overwhelming majority of our college admission colleagues are ethical professionals. Their best practices do not include bribery and cheating."

Treating each student and their respective needs fairly is a regular practice for Exeter's CCO, Dolan noted. "Our advice is based on facts and historical experience, and our advocacy is always honest and equitable for all Exeter applicants in the senior and gap-year class," she wrote.

college counseling office at Exeter."

While the Dean of College Counseling typically has 25 to 30 counselees and the six Associate Directors have between 36 and 45 from each grade, Dolan noted that all counselors have access to information about the whole class. "It should be noted that the college counselors do an extensive review of the entire class to ensure we know everyone in the class," Dolan said.

The entire CCO office conducts a "Class Review," where each counselor becomes familiar with the students in a class and their candidacy. "A 'Class Review' is similar to an admissions committee review process," Dolan said. "The counselor of record will present a student's candidacy to the team, and we will discuss the case. This allows all counselors to understand each senior's candidacy. Additionally, the Class Review process will look at a student's candidacy in relation to a student's college list."

All college counselors are capable of speaking on behalf of every student, Dolan added. "Each college counselor has access to all our college admissions readers. When colleges are willing to communicate with us about Exeter applicants, particularly by phone, all college counselors are at the table," Dolan said.

However, some students believe that having Dolan—the head of the CCO and the only member of the department with an administrative title—as a college counselor confers certain

under-10% acceptance rate for Exonians from the three most recent alumni classes.

From the 26 students accepted to Harvard, 17 could be reached by *The Exonian*. Four out of the 17 had Dolan as a counselor.

From the 15 students accepted to Stanford, 7 students could be reached by *The Exonian*. Two out of 7 had Dolan as a counselor.

Regardless of these statistics, due to a persistent perception among the student body that certain counselors may have greater sway, Exonians have wondered whether various forms of privilege factor into the college counselor assignment process.

The Exonian contacted the current upper and senior classes and identified the counselors of 98.63% of the uppers and 94.16% of the seniors. Four uppers and eighteen seniors declined to disclose this information or could not be contacted. Uppers and seniors, 53 in all, said that they had Dolan as their counselor.

Socioeconomic Background

Senior Jenny Yang noted that wealth always has influence, both at Exeter and beyond. "I think Exeter operates in a similar way to the rest of the world in that money will get you places," she said. "I think that's something that's worldwide no matter what situation you're in. If you have money, you will be able to have better opportunities or resources."

However, Einhaus is confident that the office is committed to supporting students with financial need. "College Counseling colleagues volunteer during their own vacation time as readers with Jack Kent Cooke Foundation, Gates Scholarship and other similar programs in support of greater financial equity and access," he said.

After sending an anonymous survey about financial aid status to Dolan's 53 identified counselees across the two classes, *The Exonian* received a total of 44 responses. Of these respondents, 56.82% (25 students) said they are not on any form of aid. Among those asked, 44.18% (19) said that they are on aid, of whom 22.73% (10) said they receive partial aid and 20.45% (9) said they receive full aid.

These figures closely match Exeter's student body makeup. According to the school's Factbook and the Financial Aid Office, 45% of this year's Exonians are on financial aid, of whom 24.6% receive partial aid and 20.4% receive full aid. These figures are based on total enrollment at the start of the school year.

Trustees

According to Dolan, parent connections to the Academy, such as trustee relations, also do not impact the assignment process. "For the record,

we have had Dolan as their college counselor—a 50% rate.

These 22 trustee children belong to classes ranging from 2006 to 2020, all of whom *The Exonian* contacted. Three did not respond or declined to comment.

While not every one of the current trustees assumed their position before their child's assignment, the trustee role is often a status given after longtime commitment to the Academy, according to a 2018 Governance Review by the Committee on Trustees. "We place a premium on an individual's level of commitment and capacity to devote significant time and attention to the needs of the school," the Review states. All trustees must be alumni of the Academy.

President of the Trustees Committee Tony Downer emphasized that the leveraging of trustee power in any form is prohibited. "I cannot stress enough the messaging we communicate to the Trustees and the behavior we expect of them—namely, the all importance that at no time do they use their status as trustees to secure preferential treatment for themselves or, if they have children at the school, for their children," he said. "That message is conveyed unambiguously as part of new trustee orientation, and if we find that a trustee is found to violate that principle, that trustee is reprimanded for that."

Parent Connections

Aside from trustee parents, however, Exonians also question whether donors could influence the college counselor assignment process. Parents and students have noted that, while there is no official requesting process, many parents have contacted the CCO prior to assignments to express interest in specific counselors.

PEA Parent Committee member Andrea Fleming said, "I had asked Ms. Dolan, 'Can I request [you] because you know, everyone wants the head of the department' ... And she said, 'No, we don't do a requesting process.' But Caroline [Andrea's daughter] does have Dolan now."

A. Fleming re-emphasized that, during her conversation, Dolan "made it clear that there is not a requesting process at Exeter."

Dolan clarified that requests do not have a direct impact on counselor assignments. "Although we respectfully hear parent and/or student requests, they do not play a role in counselor assignments," Dolan said.

In addition to examining parents' attempts to request a particular counselor over the phone, *The Exonian* considered the list of Heritage Circle members—"alumni, family and friends who indicate that they have made provisions for the Acad-

COLLEGE COUNSELOR DISTRIBUTION

Out of 293 Uppers:

46 Appleton
25 Dolan
45 Einhaus
45 Hernández
42 Hoven
43 Manderlink
43 Terhune

4 students were unreachable

Out of 308 Seniors/PGs:

43 Appleton
28 Dolan
47 Einhaus
44 Hernández
34 Hoven
49 Manderlink
44 Terhune

19 students were unreachable

Associate Director of College Counseling Cary Einhaus commented on his experience working in the office. "As a member of the Academy's faculty for the past 22 years, I've seen firsthand how college counselors give unstintingly of their time [and] talent—and even on occasion, their own money—in support of all Exeter students, regardless of gender, race, sexuality or sexual expression, family income or special interest status," he said.

Dolan noted that sensitive personal circumstances may, at times, warrant special consideration. "In any given year, the assignments may be influenced by confidential information," she said. "As such, the college counselors treat confidential matters with great care."

According to Dolan, Exeter's seven current counselors all have a wealth of experience and do not specialize in any field of expertise. Each counselor is deliberately assigned a diverse counselee group. "Because we believe students will benefit from a philosophy of shared wisdom, there is not one 'expert' in the office for any one topic or area," Dolan said. "Each of us brings to our students a bounty of experience and knowledge."

The College Counseling Office assigns counselors to each member of the upper class during winter term and meets with each student at least twice during the spring term. During these meetings, students are encouraged to compile a list of schools to apply to and begin working on their applications over the summer. The first round of applications for early action is due the following November, and the college process typically concludes during the latter weeks of March, when regular decisions are released.

A college counselor's responsibilities include advocating for their counselee in a detailed letter of recommendation that draws from past teacher comments and their own relationship with the student, and ensuring that their counselee meets numerous deadlines, including financial aid forms and scholarship opportunities.

The CCO supports students in each facet of their identity, according to Menat Bahnasy '18. "Einhaus took lots of time to get to know me and the aspects of my life that mattered most to me, and it was clear that he did so in order to best support me," she said. "I definitely felt supported by the

privileges.

"There is a perception among students that, because she is the head, there is information that she might be privy [to] which other college counselors aren't," senior Niko Amber said.

This perception is not universal. Other students, like senior Isadora Kron, postulated that there is little correlation between college acceptance and the counselor. Rather, Kron explained, the student-counselor relationship has a greater impact on admission. "I think a lot of people talk about one college counselor being better than the other, and I don't necessarily think that's true," she said. "I think that some college counselors work better for some people than others."

Nonetheless, senior Henrietta* speculated that candidates with greater potential of admission are granted an additional advantage by being assigned to more influential counselors. "There's a clear pattern with kids who might be deemed good candidates for college being assigned to certain counselors, and these students are more likely to get in," Henrietta* said. "Some counselors have been here for longer than others, and thus may have a greater pull in terms of admissions."

Meanwhile, senior Andrew Loevinger noted that his peers have referred to Dolan as a "shoo-in college counselor" or a "matriculation college counselor." "I heard rumors that... if you were given that college counselor, that means they want you to [attend] a particular prestigious school," he said.

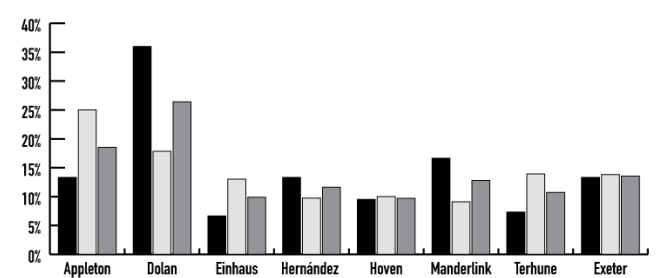
The assignment of counselors, therefore, is always a subject of much discussion. Senior Anton* voiced his belief that, "CCO is an admissions office in and of itself... It seems like they choose the winners and losers before your application has even reached colleges."

Because of her long tenure as the Dean of College Counseling and her reputation among students as Exeter's most well-connected counselor, *The Exonian* investigated the trends in Dolan's current counselee demographics in comparison to the whole student body as well as trends among certain alumni demographics.

The Exonian surveyed Exonians from the Classes of 2016, 2017 and 2018 who were accepted to Harvard University or Stanford University—two prestigious American research universities with an

COLLEGE COUNSELING AND LEGACY STUDENTS

We defined LEGACY STUDENTS as students who had at least one parent attend Harvard, Yale, Princeton or Stanford University for their undergraduate or graduate education.



trustee children are not given preferential treatment," Dolan said.

However, some members of the Exeter community, including senior Anton*, believe that the correlation between trustee children's college assignments is not an accident. "The fact that the children of trustees and big donors get Ms. Dolan as their counselor does not appear to be a coincidence," Anton* said.

Senior Merissa* offered a similar perception, suggesting that being a trustee at Exeter could be a type of investment. "When one is a trustee, they are funneling their wealth in this school and it would make sense if they would like to see their investment pay off," she said.

Out of the 21 current Academy trustees, nine are also PEA parents; at least 11 of their 22 children

emy in their estate or retirement plans," according to the Exeter website—who graduated between 1980-90, the common high school graduation year for many Exeter parents. Three of these alumni are also Exeter parents, with a total of four children.

Out of these four students, *The Exonian* was able to reach three; one student was assigned Dolan.

Exeter alumni have the option—hitherto unused—of setting up an endowed fund under their name to support college counseling officers.

Institutional Advancement Director of Principal and Major Gifts Chuck Ramsay stated, "We created this fund to provide an opportunity for donors to support our college counseling office, along with the myriad [of] opportunities we provide for

Academy Implements Summer Reading Initiative for Preps

By ANNE BRANDES,
MIMI HARIPOTTAWEKUL
and PAUL ROGERS
Staff Writers

This summer, incoming preps will read *The Prince of los Cocuyos: A Miami Childhood* as assigned material to facilitate a common ground for discussion and connection. Members of the Academy Life Task Force and the Orientation Planning Committee, who organized this initiative, hope that the reading will bring the diverse student body together.

English Instructor Tyler Caldwell, who coordinated the ninth grade program, selected *The Prince of los Cocuyos: A Miami Childhood* by Richard Blanco to introduce students to a range of new experiences. “[We] aim to preface the upcoming year of discovery, curiosity and learning [with this assignment],” he said. “Students will arrive with a range of experiences and perspectives. We encourage all students to consider how we might prepare individually to enter, celebrate and nurture a diverse and inclusive community during the upcoming school year.”

Furthermore, author Richard Blanco will speak on campus in the fall of 2019. “I worked with Mr. Myers to coordinate an assembly in early September so that the author, Richard Blanco, will meet with the whole school and then meet separately with just the [prep class],” Caldwell said. “These assemblies will allow us to build programming around the summer [reading] and to engage the rest of the school in the ideas, themes and experiences Blanco’s book addresses.”

For returning students, members of the Martin Luther King Jr. Day Planning Committee have proposed pilots to require *Just Mercy* by Bryan Stevenson, a public interest lawyer and two-time assembly speaker, which discusses mass incarceration. However, these plans have yet to be passed and implemented.

This idea for the school-wide reading program was the brainchild of upper Lilly Pinciario.

“I had the idea after Bryan Stevenson came ... my friend goes to Lawrenceville Academy and she had *Just Mercy* as required reading over the summer,” Pinciario said. “I thought this

would be a really important step for Exeter.”

After pitching her idea to the MLK Committee, Pinciario was able to garner support from many members. “I brought it up in MLK committee because we were discussing ways in which we could continue Bryan Stevenson’s message after his assembly,” she said. Believing that the reading would be beneficial to the student body, the committee sent a letter to Principal Bill Rawson to advocate for his support.



This winter, Bryan Stevenson visited Exeter and spoke about his experiences written in *Just Mercy*.

Courtesy of Christian Harrison

According to Pinciario, Rawson supported the proposal, but there was some discussion regarding to whom the required reading would apply. “Rawson responded very positively and it’s definitely something he’s interested in,” Pinciario said. “However, I’m not sure that it would be able to happen for the whole school due to the required reading already in place for incoming preps.”

However, proposals for collective readings are not new, according to English Instructor Mercedes Carbonell. “For a long time, there was a staple in the English Department to have a core text during the year,” she said. “In this case, the hope is that a summer reading each year might flourish; there is a prep common text arising. Perhaps there will one day be a common text for each rising grade.”

The vision for this proposal includes a series of discussions at the beginning of the school year with this common book.

Members of the community had differing ideas about the impact of a required reading. Regardless of the selected text, upper Jasmine Liao had doubts over the enforceability of the proposal. “I don’t know how feasible a reading would be ... it might be required, [but] I doubt many people would actually read it,”

day. I highly recommend that everyone should read this book.”

On the other hand, lower Nam Nguyen described how the impact of the reading may not be far-reaching since not all Exonians would complete the summer reading. “I think while some Exonians would complete the reading, others would not,” he said. “Therefore, regardless of the caliber of the book, I do not imagine that the impact of the reading would be substantial.”

Lower Caleb Richmond shared Nguyen’s skepticism for required reading, especially for incoming preps. “Due to the different styles of Exeter teachers, and all of the different texts they assign, I think it would be hard for a common text to be effective,” he said. “Also, preps do not know how to read texts for a Harkness discussion yet, so I’m not sure how well they would be able to find meaning from the text.”

Carbonell imagined a campus where students read *Just Mercy*, concluding that the reading would improve Exeter’s consciousness of race issues. “Imagine walking into dining hall as a new lower and talking with someone who works in dining hall about *Just Mercy*,” she said. “Imagine entering as a prep and being uncertain, and yet you know that you can always turn to the person next to you and say, ‘What did you think of *Just Mercy*?’ What is our collective consciousness? What will happen at all of the Harkness tables all over the school if we all have one common text ... to speak?”

Regardless, Pinciario concluded that a book should be required for the entirety of the student body so that the impact of the text reaches every member of the Exeter community.

Similar to Caldwell’s justification for the prep reading, Pinciario believes that each student must be given a chance to enter thoughtful discussions. “I think that we lacked a common vocabulary, and, as a school that advertises that we have people from all quarters, we need to understand that many people do not have experience discussing issues of Diversity, Equity and Inclusion,” she said.

Pinciario added, “We have a duty, as a school, to help people educate themselves and provide a common basis for understanding for the entirety of the student body.”

Climate Action Day Planning Committee Invites Speakers

Continued from CAD, 1

get students to lead,” Goddard said.

Some members of the Exeter community are particularly interested in specific workshops, such as Music Instructor Jon Sakata, who is looking forward to “Water Quality at Exeter and Beyond” with Mindi Messmer and the GULL Class. “I’m particularly excited about the student-organized and driven workshop on Exeter’s water treatment issues and THM levels that grew out of fall term’s G.O.A.L. class of Mr. BreMiller,” he said.

Sakata continued, describing the far reaching lens of the workshop. “The intersection and galvanization of environmental science, activism, community care and rigorous criticality that the students are enacting is a model for us all,” he said. “More generally, I’m excited about the range of global and local conditions, problems, solutions that the entire day involves.”

MATTER Magazine Editor-in-Chief Anjali Gupta agreed, expressing that the interdisciplinary nature of the day will aid its impact. “What I feel is so important about the climate is that it’s not just one singular issue,” she said. “It’s not just going to affect the economy, it’s going to affect health, the economy, the way we live, the way we have to learn to adapt and build our infrastructure to rising sea levels or the way that we have to push science even farther to adapt.”

Another workshop that members of the Exeter community have devoted time and energy to is the “RedBikes Rollout!” workshop. This event commences a new bikeshare program run by the Green Umbrella Learning Lab and Student Council’s Student Life Committee. “This project is sustainability focused,” Student Council President and upper Ayush Noori said. “RedBikes allows Exonians to increase the pace and quality of campus life without increasing their carbon footprint.”

Science instructor Alison Hobbie hopes that students will develop an action-based mindset from their workshops. “Climate change is real and requires both reduced emissions and innovations to

minimize its impact on our environment. It is also the responsibility of all of us to make changes if its effects are to be minimized,” she said.

Upper and Redbikes co-founder Summer Hua echoes Hobbie’s message of responsibility. “I think [that] as students, we have the responsibility of being the future generation to change some sort of thing like that,” she said.

Gupta hopes that students begin to understand that helping alleviate climate change is possible. “I like seeing different ways in which people can help. You don’t just have to be someone who travels to the North Pole to take measurements about rising sea levels. There’s so many other ways; there are many different fields in which you can get interested in climate change and make your mark,” she said.

Sakata noted that change begins with the individual, but that alone, individual impact does not suffice. “When one witnesses what current students and alums, colleagues and parents near and far are doing on so many fronts of environmental and human justice, then it is important to express that the Exeter community is making a difference,” he said. “That said, the staggering immensity, complexity, layers of what we face really demands each of us to bring, daily and sustainably, our full capacities, capabilities, energies as individuals, collectivities, institutions, peoples.”

Goddard reflected on the mission of the day, concluding that the event should spark action. “I want students to have an understanding of what’s happening and maybe to have some agency that they feel they can do something about climate action,” she said. “It’s not that the day itself is going to have [a large impact], but instead that it may spur individuals or students on in their future direction, so give them a spark and make them want to pursue something related to climate action.”

“There are few things as powerful as the voices of youth, of high school students, of Exonians,” Noori said. “If we follow our words with appropriate action, we have the ability to make an impact in the world.”

Assigned Seating Checks Delay Start of Assembly

Continued from ASSEMBLY, 1

everyone’s names, and everyone was lost as to where they were supposed to go.”

Myers also noted that there were a few mistakes in the printed attendance check sheets, such as the inclusion of students away at the Washington Intern Program or duplicate lists. Besides correcting such mistakes, Myers explained that the committee would wait a few weeks before implementing any other changes to the process. “I think we won’t know that accurately until we do it four or five times. People [will] just get used to it,” Myers said. “That’s the point at which we can say, okay, let’s put more people in this section. We can mess with things.”

Myers said that the committee expected that assembly would start and end later on the first few trials, but that the process would accelerate through the weeks. “If we get seated within five to eight minutes of the time we’re supposed to be on the first time through, every time after that, it’ll just go faster,” he said. “We just knew it wasn’t going to be perfect, but we figured that’s acceptable.”

The philosophy behind the new system was to create a space for a unified school-wide experience, Myers said. “We want students up on stage doing incredible things, faculty on stage doing incredible things. We want our leadership out there and our alumni saying, this is who we are, this is what we do. And we want everybody there saying, that’s amazing, or I completely disagree or I can’t wait to talk about this [in the] afternoon,” he said. “If not everyone’s there, I don’t get that feeling.”

English Instructor William Holcomb, while acknowledging the technical issues, expounded on Myers’ hopes of community engagement. “There’s a dynamic and synergy to the school when everybody’s there that’s not there when you’re missing 200 students,” he said. “I don’t know if it’s the best system, but it’s never going to be easy. There are some logistical issues, but there’s something to be said about having the entire student body together.”

Lower Charlie Preston, who performed in the Merrill Speaking Prize, was in support of the policy. “I think it was the best thing to do,” he said. “A lot of interesting ideas go into assembly. It’s kind of shameful when students don’t show up and we have giant blocks of the hall with blank seats.”

Other community members, however, were opposed to this implementation of mandatory attendance at assembly.

Prep Josephine Elting felt that the as-

signed seating conflicts with the Academy’s approach to students. “I feel like at Exeter, we get so much freedom with who we want to be and how we want to spend our time,” she said. “All of a sudden forcing us to sit in assigned seats in assembly is kind of taking that away from us, and also, forcing the teachers, who have stuff to do, to police us is unfair to them too.”


Faculty have traditionally organized meetings during assembly blocks; therefore, some have raised concerns about how duty assignments will disturb said meetings. When asked about the effects of the reformed assembly seating on faculty, Moriarty assured that “faculty are assigned to attend one assembly per week, so in theory this will not impact teacher schedules. The reality is that the importance of assembly as a community event is undercut by assigning faculty to attend one but not both assemblies.”

Prep Aletheia Zou questioned whether assigned seating would resolve low attendance. “That’s not really solving the problem, which is that people are not interested in assembly because they’re not seeing the speakers that they want to see, because when there are popular speakers or seniors who [are] well known or who talk about important parts of identity, a lot of people come,” she said.

Similarly, lower Bizzie Lynch cited the inconsistency in the quality of the speakers as a cause for dwindling assembly turnout and suggested that the school reduce the frequency of assemblies in exchange for more expensive but interesting speakers. “Focus on getting better quality speakers than a greater number of speakers,” Lynch said. “We would also have a greater assembly budget to get better speakers.”

Preston believed that mandatory assembly attendance would be rewarding as long as the committee made sure to hire a variety of speakers. “I still don’t like that we don’t have enough conservative speakers,” he said. “As long as the Academy is responsible and maintains a diverse range of speakers, I think this can be a good change for the student body.”

Overall, Myers hoped that the new assembly policy would encourage students to engage with the assembly program in other ways. “What I really hope is that, with everyone going, students and faculty can say, okay, I have to go. So because I have to go, I’m going to care about this program. And because I care about this program, I’m going to think about how can I be involved in it,” Myers said. “Because, if people don’t like it, if people think assembly is totally a waste of time, tell me that, and let’s make it better.”



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Editorial: Examining CCO, Discovering a Culture of Silence

Suan Lee '20
Editor-in-Chief

"It is not enough to simply inform, for we must inform conscientiously, identifying all pertinent perspectives and making an active effort to build holistic narratives ... We have a responsibility to use The Exonian as a positive platform that will record and contribute to our community's growth and progress."

I made this statement at a Faculty Meeting earlier this term, in a speech reaffirming *The Exonian's* commitment to the core journalistic values of accuracy, fairness and integrity and my own sense of purpose as Editor-in-Chief. This is the mission that the 141st *Exonian* board has sought to uphold in all of our reporting and the mindset that the Executive Board has maintained in over two months of work on this week's News article examining the role of privilege in Exeter's college counseling process.

I received my own counselor assignment last December, as did every member of the Class of 2020. A slew of College Counseling Office (CCO) appointments awaited us upon our return from winter break, and the college process emerged as a topic of regular discussion in the January weeks that followed. While there was certainly talk of general college jitters, the most popular subject of conversation pertained specifically to the distribution of college counselors across certain student demographics, based on factors including race, legacy, financial aid status, trustee relations and leadership positions on campus.

The Exonian's Executive Board found that many students strongly believe Exeter's college counselor assignment process is not equitable. Some of my peers characterized the process as "cherry-picking," while others described the perks of being assigned

the head of the office, who supposedly has greater leverage in college admissions offices and gives counselees a leg up before they have even submitted their applications.

Our Executive Board wished to examine this perception—both its origin and credibility. However, we were also wary of giving airtime to potentially unsubstantiated speculation, which has the power to unfairly undermine the reputation of an important campus organ.

We mulled over the best journalistic approach for much of the winter.

Then, over March break, the FBI's revelation of Operation Varsity Blues investigation brought back into the national spotlight the role of privilege in college admissions—a regularly-broached topic in recent years. Perhaps more remarkable than the exposé of this elaborate bribery scheme was the unfazed response from a significant portion of the public. College students in particular remarked that the function of race and wealth in college admissions was old news.

The Academy identifies Diversity, Equity and Inclusion (DEI) work as an institutional priority, and as such, Exeter's progress on those fronts has been the subject of many discussions and community initiatives in recent years. However, the national response to Operation Varsity Blues reminds us that we live under a larger system that does not offer a level playing field when it comes to college admissions.

Our Executive Board realized that examining the equitability of the college counselor assignment process was a crucial component in determining the role of privilege in our own CCO, which in turn pertains to the larger question of how Exeter might successfully uphold its DEI mission in a society that recognizes countless forms of privilege and disprivilege.

To fairly assess the equitability of counselor assignments, *The Exonian* conducted an independent investigation

into the distribution of college counselors for all current uppers and seniors, as well as certain demographics of recent Academy graduates—alumni with PEA trustee relations, those accepted to Harvard or Stanford University and previous Student Council presidents and runner-ups. We asked all students to self-identify through numerous surveys and granted them the chance to refrain from comment

We sought to fully disclose the subject of our investigation to all upperclassmen, and faculty requested to comment in hopes of encouraging as many people as possible to contribute their insights and perspectives. "Our intention is not to pursue sensationalism or point fingers. As journalists, we want to report the complete story and encourage all who have a stake in this issue to contribute their perspective. Fairness is our top priority ... Any reflection on your college counseling process at Exeter would be valuable to us; again, we are not looking for a particular type or tone of story," we wrote in an email sent to all uppers and seniors.

Indeed, we did not conduct this investigation with any intent of targeting the CCO or any of its members; rather, we hoped to bring to light a seemingly opaque process that had long been subject to widespread speculation, discern where this student perception of inequity had come from, and examine how the nuances of privilege in college admissions might have impacted Exeter's college counseling practices.

Yet, it became evident that college counselor assignments was a highly fraught topic in the community, as students and faculty either voiced concern that *The Exonian* was seeking to incriminate the CCO or praised our efforts to expose corruption, when in fact, we were doing neither.

Despite all the attention our investigation received and the numerous, often inaccurate, rumors that circulated about our findings, very few agreed to share their

perspectives and personal stories on-the-record. Even with the offer of anonymity, some hesitated to acknowledge that they may have benefited from privilege, while others were concerned that contributing to this article could jeopardize their relationship with the CCO. Others still were instructed by parents and trustee relations not to comment or to retract quotes after an on-the-record interview.

Much of our final data, as presented in the article, does not appear to confirm the student perception that having Dean of College Counseling Elizabeth Dolan offers an advantage in the college admissions process or that the counselor distribution is wholly skewed toward certain demographics.

However, even after two months of reporting, we know that we do not have access to the complete story. Not only are we limited by our sources and the information they choose to share on-the-record, but the nature of privilege is also nuanced to such a degree that it is often nonlinear and thus becomes entirely untraceable.

After several months' worth of interviews, investigation and data collection, we are unable to make a conclusive statement about the equitability of Exeter counselor assignments. However, what we have observed in these last weeks is a concerning culture of silence pertaining to all CCO practices. Much of the student speculation about counselor assignments would not have gained ground in the first place with more transparency from the CCO. The hesitation of so many Exonians and Exeter families to openly express their thoughts about the office for fear of reprisal is also worrying.

If the Academy hopes to better align its practices with our DEI mission, it must facilitate an atmosphere of full disclosure—even when it comes to the college process—that invites all community members to join the conversation.

Assembly Attendance: Three Schools of Thought

Stephen McNulty '21
Columnist

I could, presumably, use this article to lambaste all the people criticizing the new Assembly policy. I could rant about how disappointing it must be for a renowned Assembly speaker to be giving a speech before a nearly empty audience. And I could point out that Exeter really isn't asking that much of us—and I should know, having gone to a junior boarding school that locked our phones and computers in a closet every night at 9:30.

However, I do think this whole debate is actually an interesting case study into our attitudes about legal enforcement.

Or, on the other side, I could argue on behalf of faculty members who now have to give up flexibility in their schedules to check in fifteen students in a random section of Assembly Hall. I could enter an impassioned tirade about Assembly taking 20 minutes longer because of attendance. You get the point by now—I'm not going to do that, because I think it's boring, frankly, and there's no reason for me to rehash arguments already being made across campus.

However, I do think this whole debate is actually an interesting case study into our attitudes about legal enforcement. Broadly speaking, there seem to be three camps. The first, more or less, can be called

the "criminalization" camp. Their argument is that because Assembly is a required appointment, it should be treated as such, and Administration should take actions to enforce attendance. Why else, they argue, would it be a required appointment? From my understanding, some faculty members and several administrators seem to hold this general view. As such, this side tends

In both cases, the other side is really divided in two—those seeking relaxed enforcement and those seeking complete legalization. And this side tends to argue from liberty—the belief that students at Exeter deserve more freedom, and with it, less oversight.

to punch above its weight in terms of influence and is arguably the driving force in the new Assembly policy, for better or worse.

The second camp, as I describe it, seems to hold the general opinions of the student body and, if silent, a few faculty members. Let's call them the "decriminalizers." The decriminalizers mostly believe that though Assembly attendance should be required, most strict enforcement mechanisms are counter-productive or cumbersome. Some decriminalizers might have supported the old Assembly check policy, or are at least praising it now in contrast with the new plan. Further, some might argue that the punishment for dicking Assembly should be diminished, though they might be unclear on how this is to be done.

The last camp, I believe, expresses the secret sentiments of some students

who want Assembly to become entirely optional. I'll call them the "legalizers." Their opinion might be held for a few reasons—because they want the extra free time, because they don't see value in Assembly, or maybe because they think there are more productive uses of students' time. The list goes on. I'd say that they probably

Similarly, per the DEA's guidelines for enforcement, cannabis use is treated with the same severity as heroin. Is this fair, in either case?

represent the smallest or at least the least vocal group among the three.

So, we have three sides to this debate assembled—legalizers, decriminalizers, and criminalizers. The debate centers around a particular issue that remains controversial but arguably victimless. Namely, people dicking Assembly. One camp, invoking liberty, argues that it should be entirely legal, while another, invoking a sort of legal moralism, is fighting to enforce attendance at the expense of seeming draconian to the other camps. And in the meantime, there are some who lie somewhere in the middle, looking for milder enforcement or reduced consequences for a variety of reasons. There's also a generational gap at play here—older individuals tend to support stricter enforcement, while younger people, some of whom are dicking Assembly themselves, tend not to. Now, what does this remind you of?

Immediately, I already see plenty of parallels to the national drug policy debate. Not seeing it yet? Consider ideology, for instance. Just as in our Assembly case study, the group arguing for criminaliza-

tion makes an argument fundamentally rooted in legal moralism—the belief that laws are made to legislate morality. This can generally be true, as there are some things we do illegalize sheerly because they are wrong. In the drug debate, this takes the form of the criminalizers arguing that drug laws are needed because drug use is bad and unhealthy. In the Assembly Hall case, the Administrator's argument ultimately centers around the belief that dicking Assembly is bad, disrespectful, or harmful to a student's education. In both cases, the other side is really divided in two—those seeking relaxed enforcement and those seeking complete legalization. And this side tends to argue from liberty—the belief that students at Exeter deserve more freedom and with it, less oversight.

There are even more nuanced sub-debates hidden in here. For instance, should dicking Assembly be treated the same as dicking math class? At present, it is. Similarly, per the DEA's guidelines for enforcement, cannabis use is treated with the same severity as heroin. Is this fair, in either case? Some would argue no, for clear reasons, but the criminalizers would retort that dicking a required appointment is dicking a required appointment. Drug use is drug use. See the parallel?

Of course, the two aren't entirely similar, in large part because the drug debate is tied up with the broader social issues surrounding race in America, but the fundamental forces at play here are rather similar. And I'm interested to see this all play out, because I think this debate is a microcosm for much larger societal discussions, even if we pretend it isn't. It is a clash of legal systems, of moral models, of generations, and of power dynamics, all playing out on a small scale. And I'm sure there are connections I'm missing as well.

In short, I'm not taking a side. I just think it's quite fascinating, and really hope the debate doesn't just sizzle out.

The Exonian

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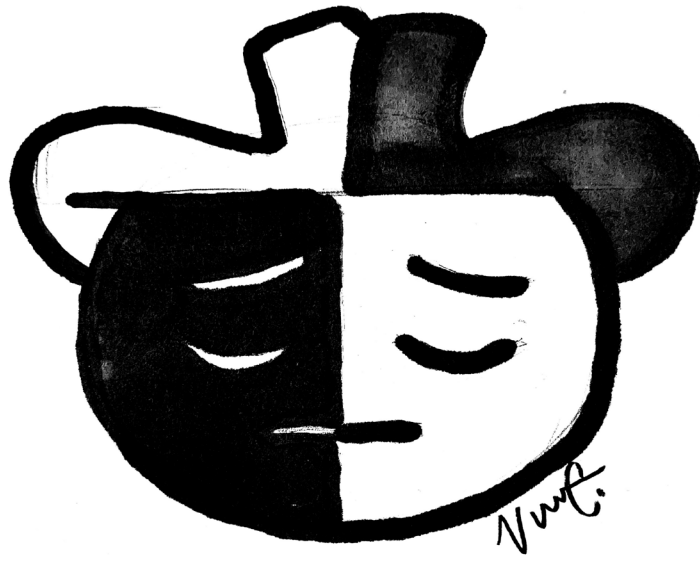
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Lil Nas X is More Than a Meme



Dennis Kostakoglu Aydin '21
Columnist

Everyone knows the lyrics: "I got the horses in the back, yuh." "Old Town Road" has become a cultural giant—not just for its lyrics, but

This argument is inherently incorrect. Genres are constantly evolving; they are not defined by whether or not songs adhere to ambiguous structure and content guidelines.

also because of the conversation it has sparked. Labeled as "country rap," the song debuted on Billboard under the Hot Country chart, the Hot 100 and the Hot R&B/Hip-Hop chart. It is no wonder that it has been described as "genre-bending."

However, soon after the songs release, "Old Town Road" was removed from the Hot Country chart. The song allegedly lacks fundamental elements of country music.

This argument is inherently incorrect. Genres are constantly evolving; they are not defined by whether or not songs adhere to ambiguous structure and content guidelines. In order for change, the envelope must be pushed to prompt people to rethink their perspective. Ultimately, "Old Town Road" is an example of how Billboard has fallen victim to a fixed mindset when it comes to songs, which is dangerous as modern songwriters and singers are creating songs in new and innovative ways.

Last year, Jason Derulo, collaborating with French DJ David Guetta, American rapper Nicki Minaj, and French singer Willy William, released a song called "Goodbye," which features elements of the famous opera "Time to Say Goodbye (Con Te Partiro)." Additionally, Kacey Musgraves, a traditionally country artist, has also created songs featured on Billboard's pop charts, namely "High Horse" on Adult Top 40 and "Rainbow" on Adult Con-

temporary. In fact, "Rainbow" peaked at sixteenth on the chart. Yet, the exclusion of "Old Town Road" throws Billboard's decision into a new light.

Billboard actually has a history of dividing songs based upon the racial identity of the singer (R&B was originally called "race music.")—Musgraves is white. Danny Kang, the co-manager of the internet-famous yodeling cowboy kid Mason

It's not just Billboard, however. Country music as a whole is reluctant to accept black recording artists into the genre.

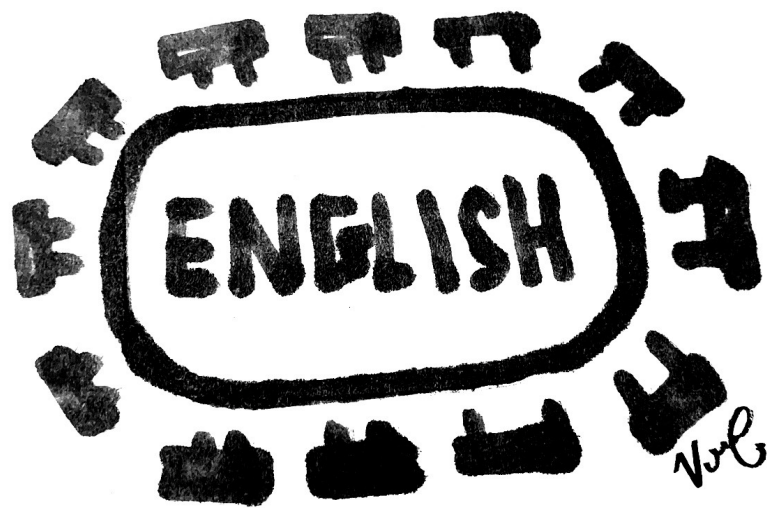
Ramsey, said that "[Old Town Road] is a hip-hop song." Hip-hop is a primarily black-dominated genre. The question begs, did Lil Nas X's African-American identity factor into Billboard's decision to take "Old Town Road" off the charts?

Billboard does not determine what constitutes a genre. Taking "Old Town Road" off the charts shows Billboard's backward

decision-making. Lil Nas X has every right to be on that chart, and since Billboard didn't do anything with Kacey Musgraves, they owe it to Lil Nas X to make sure he is treated fairly. It's not just Billboard, however. Country music as a whole is reluctant to accept black recording artists into the genre. In 2016, Beyonce submitted "Daddy Lessons" to the Grammy country music committee. Despite performing the song alongside the Dixie Chicks that same year, the committee decided to deny her submission—a decision made all the more confusing when Beyonce's "Don't Hurt Yourself" was nominated that same year for a rock award.

Genres like country are commonly misconstrued to be for white singers, but this type of thinking is far from the truth. Genre is determined by the songs of the era, and if there is cross-genre interaction, then the music industry should welcome it as a sign of change. Modern singers are blurring the lines between conventional songs and innovation, but the stories of artists like Lil Nas X and Beyonce only highlight how much change there is still yet to enact if everyone is to be given their deserved fair chance.

English Department: Suggestions for Improvement



Felix Young '21
Guest Contributor

I am not averse to receiving a bad grade. After all, my work is—on occasion—so outright dreadful that it warrants an equally dreadful mark. However, what irks me is that works of equal caliber may receive wholly different grades from different teachers. At the Academy, where teachers are justly accorded a great deal of autonomy, a lack of consistency has become an issue. This issue is particularly prevalent in the English Department.

Naturally, I'm not asking the Department to enforce rigid adherence in every single classroom. Still, I feel that the sheer existence of a model curve would allow for more equity in grading across the board.

There's a common practice amongst students of catering to certain teachers' likings. Students will reinvent their entire writing styles to fit the demands of their instructor. Of course, teachers are within their right to have preferences. After all, writing is inherently subjective. However, I find it ironic that, in a subject where students are encouraged to explore

their identity and lived experiences, they feel the need to change themselves to receive higher grades.

Instead of building on previously developed skills, instructors sometimes expect students to fit into a new mold of "good writing." To mitigate this issue, the English Department should attempt to craft a general rubric for each type of writing that is commonly utilized—poetry, narrative, analysis and the like. Teachers would then be able to make modifications to this rubric as needed. This system would leave enough flexibility for teachers to exercise their professional discretion while providing the student body with some semblance of uniformity.

Now, there's also the problem of standardizing grade distribution. In some teachers' classrooms, nearly half the class may attain a grade that another may award to only one student. I know that different classes have students at different stages in the learning process, but I would encourage the English Department to implement a general distribution curve that offers teachers a reference to draw from. Naturally, I'm not asking the Department to enforce rigid adherence in every single classroom. Still, I feel that the sheer existence of a model curve would allow for more equity in grading across the board.

I would also encourage the Department to look into different teachers' criteria for grades. There are some instructors that follow strict numerical grades. Meanwhile, others offer a letter

grade based solely on their observations. Others do not provide grades until the end of the term. The diversity in grading styles makes navigating the English Department confusing for many students, particularly when terms are only ten weeks. I feel as though I've been drowning in a sea of numbers that somehow convert into letter grades on my LionLinks page. The moment I come to understand a teacher's grading system, I am whisked off into another's classroom.

I've learned to analyze literature through a more critical lens.

Furthermore, one disparity in grades is the amount that Harkness factors into a final evaluation. To some teachers, Harkness is a core determinant in a student's final score. To others, it barely factors in at all. As Harkness discussion illustrates the degree to which a student understands a text, I feel that its importance should not be lost in any classroom. Hence, I hope that the English Department encourages teachers to place more emphasis on Harkness in the final student evaluation. Perhaps the Department would go so far as to craft a sample weighting scheme that teachers could use, if they elected to, as a reference in breaking down their own evaluations.

Lastly, while the Department offers a wide array of texts for analysis, certain classics are eschewed in favor of more modern works. English teachers draw from different sources. However, students should still be exposed to works that have reshaped the landscape of the English language. I would urge the English Department to consider making more texts on their book lists mandatory, exposing students to more readings that they may need to draw from in their collegiate studies.

I feel strongly that the English Department should reconsider some of its practices. Yet, I do appreciate the diversity of perspectives that English offers. From each of my instructors this year, I've gleaned skills and strategies that have changed my approach to writing and discussion. I've learned to analyze literature through a more critical lens. Still, I wonder how my experiences would have differed had I been assigned a different slate of teachers.

I understand that the Academy cannot fully normalize the student experience, but I feel that—in areas where they can—they aren't doing enough. The suggestions I have do not strip teachers of their ability to run their own classrooms. Instead, they offer a series of references that may aid teachers should they choose to use them. The last thing I want is to hamper teachers in their efforts to teach effectively; all I want is for students to learn more effectively. As I see it, that comes from cohesion, not confusion.

Climate Change Hits Developing Nations Harder

Tanya Das '22
Maya Boulden '22
Guest Contributors

It is upsetting when one compares the incredible progress made in the last few decades towards global equality to the possibility of the impending threat of climate change which dashes any hope for an equal world. The Climate Change and Social Inequality report published by the United Nations Department of Economic and Social Affairs in Oct. 2017 shows that progress towards a future free of inequality has slowed due to climate change. From 1961-2010, the wealth gap between the wealthiest 10 percent of people in the world and the poorest 10 percent was 25 percent larger than it would have been without climate change. This trend will only continue if proper precautions are not taken.

Consequently, extreme temperatures, flooding and wildfire are all natural disasters that become more frequent due to climate change. Any of these could destroy food supply beyond restoration, effectively killing the livelihoods of those in countries where the economy centers around agriculture. These crops may

have been exported and been staples in the diets of many cultures, such as Indian wheat and African maize. Nearly one in six species may go extinct because of the changing environment. Such loss would be detrimental to the biodiversity and food sources of countries around the world. Severe droughts are leading to a scarce water supply. There are also several more widely used crops at risk, such as coffee and cocoa.

These issues mostly impact developing nations, which tend to emit significantly less compared to more industrialized ones. They depend on cheap fossil fuels to run their economies, and with green energy on the rise and a lack of action to lighten the burden of fossil fuels on the economies of developing countries, a potential transition to renewable sources would be much more difficult. In communities within countries where the workforce is primarily focused around the production and harvesting of fossil fuels, many jobs would then have to be reoriented to greener fields. The workers in these industries may not possess adequate skill sets to efficiently make this transfer of work fields, resulting in a diminished workforce and higher unemployment rates in major oil-producing countries.

What is almost as sad as the diminishing food and water supplies is the fact that many developed nations will ignore these issues until they directly and tangibly affect them. Some of the most developed countries have even become wealthier as a result of climate change.

All of these factors culminate in one reality: the chasm of inequality between developing countries and developed countries is widened by both the effects of climate change and the policies that are put into effect to try and combat it.

So far in this piece, I have examined the effects of climate change at the global level. However, climate change has dangerous effects on a smaller scale as well. More impoverished communities that are initially more dependent on cheap fossil fuels have a harder time adapting to green energy initiatives and adjusting their economies accordingly. Not to mention that underprivileged citizens tend to live in areas more prone to experience the effects of climate change. However, due to financial constraints, it is even harder for them to recover, resulting in a self-fulfilling cycle between inequality and climate change. Especially as wealthier citizens tend to hold more political power, public policy often fails to consider the majority of the

public. Policies may be swayed to benefit more wealthy, powerful corporations.

Some potential policies which may be implemented include a carbon tax or a cap-and-trade emissions trading system. Such laws might institute a quota of carbon emissions on different companies. Nonetheless, these regulations also exacerbate pre-existing inequalities, because more affluent companies may be able to buy more carbon permits from poorer companies. Policy changes need to be made rapidly, but this does not change the fact that they still significantly impact many economies both within and across countries, whether for better or for worse, and would substantially change the global power dynamic.

Environmental issues caused by climate change must certainly be addressed, but one must not lose sight of the actual people affected by the policies put in place. Nor should one forget how different demographic groups and countries are affected, along with the global population. We need to stop looking at this from the perspective of a developed nation, for whom the harshest effects of climate change may be farther off, and start considering those already in stressful situations. For them, direct action towards climate change could mean life or death.

Assembly: Something Else to Complain About

Paul Rogers '21
Guest Contributor

The more things change, the more they stay the same. We're officially back to mandatory, regulated assembly and opinion on campus is split on whether or not this is a good idea. Well, split between Principal Rawson and ... everyone else.

As many know already, the decision to reintroduce assembly checks was an administrative decision—and I have to respect that, if only as a power move. Nothing says harmonious student-teacher-administration cooperation than executive decision-making free of tiresome considerations such as “student input” and “making assembly release 15 minutes late.”

Now, of course, there is an argument about the democratic imperative to protest against the administration's unilateral decision. But before we can begin passing moral judgement, we need to look at the pros and cons of assembly checking and determine whether or not it's practical and justified.

There are certainly plenty of positives, we have to admit, with enforcing assembly. It's true, for example, that assembly is a tradition, honored by most Exonians that came before us. It has historically been mandatory because the school believed it to be an important part of your curriculum.

And it is part of your curriculum—the school spends a hefty sum of money getting assembly speakers, and for good reason: many of them have valuable lessons to teach, and they've come from far and wide to do precisely that. The job of Exeter, as a school, is to educate you, and this simple, 30-minute lecture period was designed to bring the school together and further your education. If you have the ability to take advantage of this education with very minimal effort, doesn't it seem like you have a responsibility to do so? Shouldn't you want to, if you care about your education? On top of all this, it's a community event. It's one of the only times that the entire school is supposedly invited to be in the same hall sharing time together, sometimes listening to a speaker and sometimes listening to their peers give heartfelt performances on stage.

But sometimes that's the problem—that the whole school is invited. The fact is that the Assembly Hall simply does not fit all the students at our school. This makes it a time-consuming hassle to get out and, as I am 100 percent sure every Exeter student has heard, is a fire hazard. This Tuesday, for example, students were let out almost fifteen minutes after the intended time of 10:20, and this was a student event, not a speaker going over their allotted time. Not that there's necessarily something wrong with a speaker talking for a couple of minutes more than usual, or a performance

running a bit late; but now it's far more likely that the school will either have to cut them off to enforce break—thereby ruining a paid event—or simply let assembly time eat into the next class every Tuesday and Friday. All because of the extra time it took to count the students as they came in.

All of this comes without mention of one of the biggest variables in this equation: the teachers. A lot of the complaints about assembly are, ironically, both coming from and being caused by faculty that have been required to perform checks against their will. Because the decision to enforce assembly was mostly Principal Rawson's, many teachers didn't have a say in whether they even wanted to go to assembly and check in a ton of annoying kids they don't know. Because of miscommunications, and perhaps the novelty of the system, many had trouble finding their assigned checker. Some teachers arrived late to assembly, making it difficult for their students to check in, and others were not even in the right place. One student, whose identity will remain anonymous, claims to have gotten into a dispute with their checker because that teacher waited outside the assembly hall, where teachers used to be to enforce for random assembly checks, for his students. When the student left assembly hall through an alternate route, he only later realized he received a dickey for not meeting with his assigned assembly checker. The attempt to punish

purported troublemakers only creates more annoyances for all.

You might have noticed that many of these worsened conditions for assembly affect the people who actually want to enjoy assemblies the most. The inevitable irritation on all sides that will result as tensions escalate between these groups of assembly lovers and assembly haters will just be one more needless disaster we can trace back to assembly checks.

Look, I'm not sure that any of these things necessarily spell the end of assembly checks. At the end of the day, a lot of them are more likely inconveniences than looming catastrophes (except the fire hazard problem, which is an actual, literal, looming catastrophe).

If I had to place a bet, I would say that after a while, people will settle in, meet their checkers, then silently harbor a mild resentment for the administration every Tuesday and Friday. True, some problems aren't really going to go away. But people's priorities will change, possibly for the better. Things will change until they stay the same.

Eventually, we'll adapt. Maybe resistance to the new rules will wither away as we forget what it was like not to suffer, or maybe we'll realize it's just not that big of a deal. Maybe an enterprising student will make it his goal become Student Council president and end assembly checks forever or something like that. Until then, we'll have something new to complain to Experience Exeter kids about.

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ExeterLife



Lamont Poet Elizabeth Alexander presents her poems to Exeter community.

JaQ Lai/The Exonian

ELIZABETH ALEXANDER SHARES WORK WITH EXONIANS

By ANNE BRANDES and AMY LUM

Staff Writers

Elizabeth Alexander's gold hoops swung under the assembly hall spotlights as she leaned over the lectern—resembling her time at the inauguration of former President Barack Obama—and her voice swelled as she moved from stanza to stanza.

The Lamont Poetry Committee continued its 2018-19 series, a collection of events featuring prolific poets including Julia Alvarez, with Alexander's work. During her decades in academia, Alexander has been the author or co-author of 14 books, a finalist for the Pulitzer Prize, President of the Andrew W. Mellon Foundation and the chair of the African-American Studies Department at Yale.

Alexander described her experience with all genres of writing and how she found creative writing. "When I got out of college, I was a newspaper [reporter], and after, I went into creative writing program where I found a poetry teacher," she said. "I showed him the things I was writing in my journal and he said, 'You're actually a poet.' At that moment, I knew I wanted to write more than anything."

There is a distinction between writing as a hobby and as a profession, Alexander noted. "I think that many people like to write, but to really be a poet as a profession is very, very, very hard," she said. "Especially when writing poetry, because you have to find a job, but it's almost something you can't do."

Reflecting upon the markings of great poetry, Alexander concluded that originality is central to the piece. "Poems are like the people

whom we love," she said. "We know their voices and that is a voice that you will remember."

Upper Elizabeth Kostina believed that Alexander's own voice was very memorable. Kostina explained that Alexander's eclectic style was a testament to their skill as a poet. "I think she is a really brilliant writer," Kostina said. "In American Sublime, she's proven herself to be a master at so many different forms and styles of poetry. Short to long, syllables and rhyme."

Upper Ayush Noori added that the historical aspect of Alexander's writing distinguished it from other works. "She addresses black empowerment, among many other [things, and] she touches a little bit on the HIV/AIDS epidemic in the '80s. [Those] are themes we need to discuss more that aren't discussed enough in our society," he said.

Prep Lehka Masoudi also praised Alexander's bravery in writing these poems. "She's not afraid to shy away from these very controversial topics," she said.

Another aspect of the poetry that many enjoyed was the lyrical element, senior Sarah Hardcastle said. "The warmth that her words fill you with when you read them, aloud or on the page, is remarkable," she said. "If poetry is the human voice, Alexander's poems sing songs that reach right into the heart and call you to listen."

Kostina remarked that there is always more than what initially meets the eye with Alexander's poetry. "Once you look into her work more and more, there is so much packed into

the simplest lines," they said. "Her language does not doubt the intelligence of the reader: she uses few words at times but uses beautiful, intricate, dual words in order to form this perfect image."

Noori reflected on Alexander's diction, and hoped that Exonians would learn from hearing her speak. "I hope it teaches us how to be better poets [and] how to pay closer attention to our language," he said. "Language is among one of the most profound tools we have, as youth and as Exonians, to spread our voice and create change in the world. Part of what makes our education so valuable is our attention and precision of language."

Upper Maureena Murphy remarked that Alexander's poetry resonated with her. "I think her work may have been a struggle for some students," Murphy said. "When we engage with the narrative of a black woman, especially one presented in poetic form, on a campus that lacks people of color, it is convenient for us to read her work and not fully engage with it. As a black woman, I was able to engage with Elizabeth Alexander and, through that engagement, contribute to the fruitful discussion my class was having."

Hardcastle reflected on how the general Exeter community received Alexander. "I think many people were touched by her work," she said. "I think there was something unique for every person somewhere in the poems she shared. The parts of her memoir she read made me tear up, and there were so many snaps that you could just tell she had everyone hooked."

English Instructor Rebecca Moore felt similarly to Hardcastle, mentioning that students were captivated by Alexander's words. "The students listened with ... care—my students in class have just started reading her work and so far find plenty to discuss," she said.

Alexander herself lauded the Exeter audience and its unique listening abilities. "Everyone listened so attentively and curiously and hungrily and with engagement; both seriously and feelingly," she said. "That doesn't always happen."

Chair of the Lamont Poetry Committee Todd Hearon noted that the slew of accomplished poets speaking at the Academy are together advancing Exeter's creative community. "Hers was one of the warmer and more enthusiastic receptions I've seen in my time here," he said. "She and Julia Alvarez this year, and Tyehimba Jess last year, were very visibly important to our students, [both] culturally [and] imaginatively."

Reflecting on their experience reading Alexander's works, Kostina concluded that reading and hearing Alexander's works is a journey each time. "She does not equate poetry with simplicity, but at a first glance, her work may look deceptively simple but is in fact so inherently complex with so many nuances that understanding one reference is like falling into a rabbit hole," Kostina said. "You can't stop, because you're seeing the entire Wonderland of references, the literary connections; and it is gorgeous but overwhelming, and you just want to stop to take it all in."

EXETER CELEBRATES PASSOVER

By ISABELLA AHMAD

Staff Writer

Surrounded by their classmates, members of the Jewish community celebrated the week of Passover with the annual Seder on Friday, April 19. Hosted by Rabbi Jennifer Marx Asch in Grainger Auditorium, the dinner event attracted both Jewish and non-Jewish members of the community. The dining halls will continue to serve Passover-friendly meals through Saturday for students and other community members observing dietary restrictions during the holiday.

The weeklong festival commemorates a time when ancient Israelites would bring offerings and make a pilgrimage to the holy city of Jerusalem. It celebrates Exodus, the Biblical story of Moses, Pharaoh and God helping Israelites leave Egypt after hundreds of years of slavery. According to Marx Asch, there are two especially significant aspects of the celebration. "The first, to follow the Biblical commandment to teach children the story [of Exodus]. The second, to experience the holiday as if we were ourselves being enslaved and freed," she said.

Overall, the Seder was less packed than it has been in recent years. Marx Asch owes the quiet week to Passover falling on a weekend, allowing many members of the Exeter Jewish Community (EJC) to return home for the holiday, as well as the beginning of Passover coinciding with the Easter holiday, prompting many of the usual non-Jewish attendees to also return home for religious observances.

However, according to Instructor of Mathematics Thomas Seidenberg, attendance at Passover Seder has increased significantly over the last 20 years. He noted the venue change as a testament to the Passover Sed-

er attracting more members of the community. "This time [the Seder] was in Grainger," he said. "The fact that there is now a Rabbi on campus has really made [Passover] a lot better... [It] makes all the difference in the world."

Some Exonians felt that although the Seder succeeded in providing a home away from home, there were still elements that they would like to see improve in the future. "I think when I have a Seder at home it is with my family and a lot more personal," upper Ethan Rosenthal said. "When you have Seder in a big room like that, with a bunch of little tables, it kind of makes it impersonal. Even if there was one, big, super-long table, it would be more fun and it would be more personal, because everyone would be sitting at the same table."

In addition to the Friday Seder, the annual Chocolate Seder took place on the following Saturday. A beloved event to the community, Marx Asch brought the Chocolate Seder to Exeter her first year as EJC advisor in 2009 — this year marked the ten year anniversary of its establishment. "It is a great, fun way for people to experience Judaism first hand," said senior and EJC co-head Andrew Loevinger, who created "a triple decker chocolate covered matzo, Nutella, marshmallow sandwich, topped with some religious iconography" at the Seder. Others echoed his sentiment. "I miss the Chocolate Seder," said alumnus and former EJC co-head Theo Jaffrey '18. "I hope I'll be able to return to Exeter for it again at some point."

The practice is in some ways reminiscent of the blend of practices Marx Asch herself grew up with. "We kind of had a mix of different Jewish traditions," she said, referencing the tradi-

tions of her Orthodox mother, Conservative father and Sephardic family friends. "Passover is a home-based holiday," Marx Asch said. "Everyone has similar yet different experiences. Many families will take time to create creative twists for their own families; things that speak to their own traditions. It is a very grassroots holiday."

While the Chocolate Seder is certainly a creative twist beloved by Exonians, it also serves in fulfilling one of the main purposes of Passover: community. "I think it is important that Exeter host a Seder so that one is easily accessible to all Exonians," senior and EJC co-head Peter Tuchler said.

Many also feel that the Chocolate Seder is important in exposing members of the Exeter community unfamiliar with Judaism to Jewish traditions. "I find that a lot of non-Jews feel less intimidated to come to [the Chocolate] Seder, and yet they have the opportunity to understand what Passover means," said Campus Safety Officer Lauri Winter, who has been attending the Passover Seders for eight years. Upper Aiwen Desai, who attended the Seder for the first time this year, agrees. "It educates students of different faiths about Passover," she said.

The Friday night Seder ended with Winter's annual performance. Many people in the room joined in on her rendition of "If I Had A Hammer" by Pete Seeger, bringing the night to a fun and energetic close. "The more that we all understand what everyone's religious celebrations are about, the more that I feel everyone can find more compassion and empathy for one another," Winter said. "[It] is so very important for people to have tolerance and understanding of others' religious beliefs."

333 TIPS

By ABBY ZHANG

Guest Contributor

1. Pick a topic that you are genuinely interested in. I cannot emphasize how important this is! Don't stress over being unique—the lens through which you present your topic is so much more important than the topic itself. The 333, at its core, is an incredible learning experience. You have the opportunity to learn as much as you want on a topic you love with endless resources at your disposal; make the most of it.

2. Keep an open mind and read, read, read—read about your topic, events related to your topic, primary sources, secondary sources—as much as possible. Follow up on any details that pique your interest. Try not to begin the process with one particular thesis in mind. Evidence that contradicts what you might expect is just as valuable as evidence that supports. My thesis ended up being the opposite of what I would have expected and it was the best thing that could have happened to my paper. If you do your research properly, you probably will not end up using most of what you find.

3. JStor and other archives of periodicals are your best friend for research projects. If a secondary source quotes a voice from the time period you are researching, look up the name and topic on one of the many databases the library offers. The chances that you'll find the actual primary source are very high. Also, don't be scared to use microfilm!

4. The librarians are amazing! Never hesitate to reach out to any of them for help. They're all so friendly and knowledgeable and were an absolutely incredible resource when I was doing research.

5. Note-taking tips: Organize your notes by themes or ideas rather than by source. This will help you when it's finally time to decide what your thesis will be. Do make sure to keep track of the page number and source name from where your evidence was gathered. Make a list of fascinating quotes or stories you find; these will make great narratives that you can use to begin your paper.

SeniorSpotlight

DON ASSAMONGKOL

By MOKSHA AKIL and ANNE BRANDES
Staff Writers

Upon arriving at Exeter, Don Assamongkol met Sam Michaels, his neighbor from Thailand, for the first time. Throughout their four years, they taught each other how to play their respective sports and are now both varsity volleyball and squash players. Reflecting on his experiences, Don noted that this was one of many stories that reflected his Exeter experience—new friendships and opportunities.

Don's classmates know him as being a divergent thinker with the assurance to question new ideas brought up around the table. "I'm most known around the table for asking questions, in each one of my classes," he said. "The primary thing I do is ask questions."

History instructor John Herney noted Don's willingness to advocate for unbroached perspectives. "Don always entered the classroom with considerable energy every day," Herney said. "He was valuable around the table because he would challenge predominant viewpoints. He would keep [the] conversation going by offering a different slant on what we were talking about."

Herney continued, describing Don's transformation as a writer in his class. "His strength was bringing detail to an essay and over time developed a better way to bring analysis to that detail," he said. "From essay to essay, he got better and better."

Other teachers, such as history instructor Leah Merrill, noted similar trends. "Don brought his love of learning to discussion each day," she said. "His warmth, kindness and keen intelligence made class both more comfortable and productive. He listened attentively and didn't hesitate to advance his own ideas, always anchored in the text."

Merrill recollected that Don had the ability to take seemingly arduous assignments and find a way to make them enjoyable. "He went above and beyond in his research project, and his excitement for the assignment really paid off," she said. "I continue to use it as a model for students; he drives a clear and sophisticated argument, uses specific evidence and well selected quotes and skillfully includes narrative snapshots to engage the reader and deepen his support. Don worked hard all term while always



Thomas Wang/The Exonian

smiling and finding the joy in the process."

While Don's academics flourished in Exeter classrooms, he attributes most of his personal growth to Soule Hall, where he is a proctor. "The most important community at Exeter for me was the dorm," he said. "I feel like I really developed as a person ... when I was a prep, I was very, very immature."

Senior and fellow Soule proctor Cade Napier agreed with Don, describing how he changed from his prep to senior self. "I remember he was pretty crazy prep year," he said. "He was super high energy, and he was trying to prove himself to the seniors—I remember thinking that was hilarious. Now, as he has studied more, he's more mature."

Fellow Soule resident and senior Mark Blekherman commented on Don's presence in the dorm. "Don is always the senior with the most dorm spirit," he said. "He's always the one who is getting people together for dinners in town, for long convos in his room or for cooking in the dorm kitchen."

Senior Sam Michaels agreed that Don acts as a mentor in the dorm. "He focuses on the underclassmen to help them learn fundamentals and always works on improving the team culture by staying positive," he said.

Another area of campus life that Don has devoted energy into is Exeter athletics—both in

the squash and volleyball programs. Volleyball coach Bruce Shang described Don's presence on the volleyball team. "Don is a good teammate and is always willing to help others on the team with technique or just understanding the game," he said.

In athletics, Don has also grown each season, according to Shang. "Don, over the last four years, has become more confident and mentally tough from his prep year," he said. "He has also been training hard and it shows in his increase in power every season. I see how hard he trains and plays in every practice and I think he leads by example; players see what the standard should be in practice and games and they want to follow."

Shang noted that Don is a staple of the volleyball team. "Don was basically my first recruit for Boys' Volleyball and he has played as advertised," he said. "With Don we will probably not drop a set. Without Don we would struggle."

Senior and team manager Jenny Yang agreed, describing his impact as captain. "He's always encouraging others and holding his teammates accountable for themselves and their growth as players," she said. "Don brings a lot of energy to the court and hypes everyone up with his great hitting."

In respect to squash, Stuart Rucker '18 said that Don always put in all of the effort he could.

"Don is very disciplined and dedicated to the sport; whenever he has a free minute he starts doing push-ups and sit-ups," he said. "You can tell Don has a great drive to succeed in whatever he does, but he is one of few to do so graciously and respectfully."

Another area of campus that Don has poured his energy into is *The Exonian* as a news editor. "I enjoyed becoming a better writer through *The Exonian*. It was great working with and befriending the editors when I was writing and then taking that position myself—it was nice to see it come full circle," he said. "I've met some of my best friends working in the newsroom."

In addition to *The Exonian*, Don was also a member of the Exeter Student Service Organization (ESSO)'s board as an On-Campus Coordinator. Napier, another member of the ESSO board, spoke to Don's contributions. "I think he had a lot of really good ideas," Napier said. "He is definitely a realist so he kept us grounded. His good ideas were always achievable."

Yang, a co-President of ESSO, elaborated on Assamongkol's unique perspective in conversations. "He was always willing to speak his mind on the ESSO Board," she said. "When he became excited about initiatives he would wholeheartedly throw himself behind the effort."

Blekherman noted that Don's honesty transcended each of his commitments and friendships. "One thing I value most about Don is that he is very upfront and genuine with his friends," he said. "He will always tell you what he truly believes."

Upper Arman Tang attested to Blekherman's sentiment, noting how the senior is never afraid to speak his mind. "He has a very outgoing personality and always wants to make his voice heard," he said.

Yang noted similar attributes, noting that his genuity is reliable. "I think his ability to always speak his mind is what makes him unique—you can count on him to give it to you straight, and he is really honest about his perspective and opinions," she said.

Napier reflected on his time at Exeter, remarking that Don was an important part of his Exeter experience. "He's definitely a large part in a lot of the things that I do," he said. "Then I leave for a break and I'm just excited to see him when I get back. I think that's just the impact that he's had for me and for a lot of people."

AlumniSpotlight

KEVIN ZHEN

By FELIX YEUNG
Staff Writer

In his many endeavors, Kevin Zhen '16 hopes to build community. Currently, the Yale University junior is using his entrepreneurial skills to turn this goal into a reality. In the past year, Zhen has worked with several others to launch Homecooked, a social dining app that, as the *Yale Daily News* reports, "feed[s] the city's appetite for friendship."

This appreciation for community is not new to Zhen. At Exeter, he experienced the benefits of a supportive network. "[I noticed that people] were really gunning for my success, and they were really trying to help me grow as a human being," he said. "I have a lot of touching Exeter stories. But at the end of the day, it's the combination of these stories that really blows me away ... There wasn't a specific incident [that touched me]—there was a string of moments."

His desire to foster deeper relationships led him to take on a number of leadership roles at the Academy. He served as Senior Class President, proctor for Cilley Hall and an editor of *The Exonian's* Humor Section. Zhen also spent his free time building stronger connections with his dormmates. "I played a lot of League of Legends with my friends," he joked.

Despite holding these positions, he recalled his work with the Harris Family Children's Center and Breakdancing Club most fondly. "Honestly, [I most enjoyed] the small clubs, where I could really engage with people—where I could spend time with them on an individual basis," he said.

Zhen discovered his love for breakdancing while at Exeter. "I didn't know how to dance when I first came to Exeter, but Rudy Oku [class of 2013] would coach me through many, many individual sessions. Whatever I wanted to learn, he was always willing to teach," he said.

Oku was not Zhen's only mentor at the Academy. When he sought writing advice, Robert Conner '15 came to Zhen's aid. "When I first came to Exeter, I was a pretty bad writer," he said. "[Conner] would coach me at night. We would print out my narrative, and he would grab three colored pens and look at what's showing, what's telling, how to convert telling into showing, how to balance the ratio [and so



Provided by Kevin Zhen

on]."

In his lower and upper years, Zhen's improvement earned him the Vasiliou Prize in English.

The willingness of mentors to take him under their wing inspired Zhen to do the same. In Cilley Hall, Zhen held tutoring sessions to help students with papers during his years as an upperclassman. "We would go through narratives together, and I would show them what was effective, what was not effective, what to avoid and what to strive for," he said. "We looked at lots of different prize papers, and I would try break it down for them."

Zhen's peers recall his willingness to engage with others, especially younger members of the community. "[Instructor in Physical Education Bruce] Shang's daughter was in our dorm, and [Zhen would] always say he couldn't do something [until] late at night since he was enjoying his time with her and enjoyed spending time with younger kids," Hiroyuki Kuwana '16 said.

His actions left a lasting impact in the underclassmen he mentored. "Kevin Zhen is like a big brother to me," senior Troy Marrero said. "From taking the three preps who he called his 'sons' out to breakfast at Rogan's to tutoring us in almost every class to editing all my papers, there are numerous [things I

admire about him]. All of them say the same thing: Kevin Zhen is an unreal human being."

As a senior, Zhen saw the community embrace him back when he delivered his meditation in Phillips Church. "It was crazy. It was packed beyond belief. I saw people sitting in the aisles," he said. As he shared his meditation, Zhen cried before his audience. "It was a really vulnerable story that I told. When I was done, there was a line of people—out through the door—coming up and giving me hugs ... I think it was a life-changing experience. I had always wanted to share my story, but I had no idea so many people would listen and react in the way that they did."

Today, Zhen brings the sense of community he found at Exeter to the world at large. Through Homecooked, he has organized dozens of events that have brought people together. His journey with the startup began when another Exonian, Hojung Kim '14, approached him about the initiative in his sophomore year. "Hojung was at the University of Chicago, and he started cooking for his friends in order to pay rent. It started with three or four friends that he would see that on a weekly basis before it grew," Zhen said.

At first, Zhen was skeptical about Kim's proposal. "I was like, 'Oh my gosh,

this is the worst idea I've ever heard. Somebody's going to get food poisoning,'" Zhen recalled. Still, Kim signed Zhen up for a pitch competition at the Tsai Center for Innovative Thinking at Yale. "I was half-furious, half-nervous. I was shaking—in front of people pitching an idea that I didn't really care about. It turns out, though, that a ton of people at Yale thought the idea was a brilliant one."

After its incorporation, Homecooked continued to expand. The startup brought in Yale University junior Eric Duong, who helped the founders launch an app. Now, Homecooked is operational in New Haven and New York City. The *Yale Daily News* further reports that, after receiving an award from the Missouri-based 1ST50K startup competition, Homecooked plans to expand into Cape Girardeau, Missouri.

Friends are not surprised by Zhen's devotion to his startup. "A lot of that is because of his status as a second generation immigrant: in a time when his parents struggled to keep their Chinese restaurant afloat and give Kevin the opportunity to achieve his own dreams, he bonded the most closely with them over the meals they had together and the food they made for him," Cam Rider '16 said. "He doesn't just want Homecooked to grow as a company—he wants it to spur on a new cultural phenomenon."

Zhen believed that his experiences at Exeter further informed his work with Homecooked. "There are very few people in the world, in the course of human history, who have built a company all by themselves. I'm not even sure it's possible. It's inherently collaborative," he said. "At Exeter, I learned about dialogue, collaboration, open communication—these are absolutely crucial. They're key."

Despite its successes, Homecooked has not lost sight of its mission: reaching different communities and drawing them together. "We employ a community-building approach over food," he said. "We built Homecooked with a specific goal in mind ... We're in the middle of a mental health crisis. This is the most connected age in human history, yet we're lonelier than ever before. [Homecooked] is about conversation, about relationships."

And, as an Exonian, Zhen certainly knows how to engage in a discussion. "Homecooked is Harkness around the dinner table," he said.



ExonianHumor



The Lamont Poet Starter Pack

By RYAN XIE

The Snacks Afterwards Were Good

1. Snaps
2. Rushing to get in line to get the poet's signature or buy a book that you low key won't read
3. Snacks afterwards
4. English teachers scoping Assembly Hall for attendance
5. The one kid with his/her book and notebook out, taking notes and annotating everything. He/she is ready to Harkness Warrior the next class, even though you know the class will only discuss the Lamont Reading for at most 10 minutes.
6. And the one kid who doesn't show up to the Lamont Poet reading. The whole class can tell s/he didn't go.
7. Resting your legs on the seat in front of you and hiding your phone behind your legs
8. Snapchatting
9. Taking snaps of the person sitting behind you
10. Taking snaps of the person sitting to the right of you
11. Trying to find which page in the book the reading is on
12. The one kid who forgot to check in with their teacher and got a dickey

Math Class

By RYAN XIE

HiLd GeNluS

When you try to put up a math problem that you don't know how to do and then everyone is waiting for you to finish



TFW You Don't Get Your First Choices for English Electives

By RYAN XIE

Got Both of His First Choices



Go to assembly.

PEA Finds Its Own College

By NICK SCHWARZ

This Will Surely Raise Big Red's "Clout" Levels

According to highly placed sources, the Board of Trustees will announce next week the most radical initiative in PEA's history: the Academy will start its own undergraduate program beginning in the fall of 2022 to be called Phillips Exeter University (PE-U).

"Yes, these are big plans," admitted a trustee, "but they're the only solution to a ginormous problem."

The secret initiative is in response to the challenges that the current college landscape presents. "We just can't seem to get them in anywhere," a college counselor complained. "The conventional institutions of higher learning in this day and age don't seem to understand the specialness of PEA's academic program and student accomplishments." Repeatedly, the CCO found that colleges were dismissing its attempts to describe Exonians' specialness. "We tell them that a 'C' in Latin at Exeter is really the same as an 'A' from any other high school, that Exeter students don't have APs, because all of their classes are at the college level, and, while it's true that none of them have read 'Jane Eyre' or 'Moby Dick,' every one of them can write a whipsmart 26-page exploration of a social slight suffered in 7th grade, but these admissions offices just don't understand," the counselor lamented.

The problem came to a head this winter when the University of North Portsmouth informed the CCO that it would be radically curtailing the number of PEA students it could admit. "Yes, the Academy students we accepted were mostly in the top half of our class when it came to academic accomplishments," a UNP representative said, "but they're draining the Student Activities Budget with all the weird clubs they want to start, they're always complaining about the food, and our professors keep telling us that they talk too much."

In an emergency trustee meeting last spring, a visionary solution emerged: PEA would found its own college, so that its students would have somewhere to go. "This will be a place where the specialness of the Exeter student will finally be appreciated," a trustee promised. "The continuation of the Harkness method will allow them to go on expatiating and speculating without being stifled by pesky facts and chronologies. We'll also offer a Classics Recovery Program."

In fact, the curriculum for the freshman and sophomore years will be devoted to helping students recover from the academic trauma that was their PEA experience. As an anonymous dean, who will be promoted to the new institution explained: "We envision a lot of hot chocolate and stuffed animals. The specialness of PEA students has to be repaired and nurtured."

Athletic coaches are excited about the prospect of a special PG program at the new school. They'll be looking at... "Yes, we already have feelers out to the basketball, football and baseball programs and we'll definitely be able to get some Johns Hopkins lacrosse graduates." A spokesman from the athletic program was particularly enthusiastic about NFL rejects. Plus, the new athletic department is deep in negotiations with the (Prep School Athletic Conference) to insure that the college can still play its traditional rivals. "After all, Phillips Exeter will still be part of our name, why shouldn't we play Deerfield? This arrangement will finally acknowledge the specialness of our scholar/athletes and could well mean that our teams may even have more wins than losses," an athletic department spokesman said.

These heady plans hit a snag this winter when a CCO survey of law, business and medical schools revealed that those institutions were unlikely to accept the graduates

of PE-U. As a CCO staff member revealed, "Professional schools admissions committees turn out to be just as blind to the specialness of anticipated PE-U graduates, as their undergraduate counterparts are to the specialness of current PEA students." In an emergency meeting, the trustees arrived at yet another bold and innovative solution. The Academy will establish its own law, business and medical schools.

Plans were fully underway for the university and professional schools and, in fact, PEA has been quietly buying up property in the surrounding community and the few remaining lots it doesn't already own in downtown Exeter, when the plans hit a further and seemingly insurmountable obstacle: Trustees had informally surveyed their friends and colleagues and realized that law firms, hospitals and corporations were unlikely to hire the graduates of the Phillips Exeter professional schools. As one trustee complained, "My law partners just don't understand the PEA education. Sure, Exeter's lawyers, doctors and business people might not be competent in conventional ways, but that's because they're too special." This problem was resolved in one magnificent stroke: PEA will soon be establishing its own law firm and hospital, plus a movie studio in Newington. "Our humanities and theater kids are going to need high-powered jobs, as well," explained a trustee.

While trustees are excited about making these plans public, there's one potential dark cloud on the horizon. "Well, you see," a trustee explained, "I have a sense that we might be headed for malpractice suits and I'm not sure that our lawyers will be able to mount successful defenses. We're going to be looking at establishing a special justice system. We think the Model UN, Debate Club and Mock Trial kids could be really helpful with this."

Upper English METIC Actually Features Minimal Complaining

By NICK SCHWARZ

#METICszn

METICs usually fall into one of three categories: the first is a series of criticisms of the teacher, which really stem from dissatisfaction with grades, the second involves excusing the class's struggles on the inadequacies of the material, and the third is essentially a revolt in which the Harkness warriors get ragged on by the rest of the class. The one commonality is complaining.

But yesterday, in an upper English class of all places (uppers being naturally grouchy and English class being the ideal breeding ground for grouchiness), an entire group of students passed on the nearly obligatory opportunity to flex their griping muscles.

"I mean, class isn't perfect: the reading is beyond us, not everyone speaks exactly seven times, and we only do

the homework about half the time, but then we realized that that's par for the course for an Exeter class, and doing any better would be expecting A LOT," said a member of the class from Hoyt.

A classmate in Webster concurred. "Yeah, I could've just done what most people do during METICs, and said something vague about 'air-time' or 'discussion balance,' while looking passive-aggressively toward the more outspoken kids, but let's be honest: that means I'd have to talk more."

The class didn't even follow the conventional METIC structure, which includes making three lists, with titles that often read something like "Things we do well," "Things we can improve on (euphemism for what makes the class

insufferable)," and "What we are going to do."

Explained a Day Student member of the class, "Why just have the same kid, who's been 'the scribe' since prep year go up and write the teacher's name under the 'doing well' list, and that we should 'start in small groups' or 'write things on the board at the start of class' like we always do? That stuff isn't even that helpful. and what is with this ritual of sitting for five minutes after we're done before getting the teacher? Someone has to stop him from coming back irritated because he lost Angry Birds again."

All the students in the class have been admitted to the Heath Center to have their mental well-being assessed. Please forward any information regarding other rebellious classes to J. Smith.

Quotes of the Week

"Previously on *Project Runway*..."
-Professional Heidi Klume impersonator

"Don't take classics."
-Nick Schwarz, '20

"What if there's a fire?"
-Everyone during assembly

"Drink your f***** milk!"
-Destiny Renae-Rodgers, '20

A Day In the Life: Girls' Varsity Lax

Behind the scenes with a Big Red superpower



Lower Marymegan Wright prepares to pass out of double-coverage.

Avery Napier/The Exonian

By **ABBY SMITH**
& **TESSA SHIELDS**
Staff Writers

Girls' Varsity Lacrosse prepares for a game against the New Hampton School on Wednesday. This is a tough opponent, and in past seasons the scores have been close. In the practices leading up to this Wednesday, we prepare specifically for this game.

It's Monday, and we start our practice with a lift in the fitness center. Coach Craig Doran gives us sheets that detail the exercises and reps. These lifts are important to maintain strength throughout the season. "At the lifts there is always great team energy," says prep Molly Longfield.

Sometimes we do fitness testing, which includes vertical jumps, pull-ups and agility exercises. We get tested once or twice throughout the season to moderate our fitness. After the lift, we march out to the field as a team. On rainy days like today, we leave our bags in the team room and walk out with only our sticks. Our practice starts with partner-passing to warm up our hands. After that we move onto shooting drills. In our previous games, we have not scored as many goals as we should have, because we kept hitting the goalie with our shots. In order to beat New Hampton, we need to hit the net.

Now is Tuesday—the last practice before the game. We have an early

practice time which allows us to have a short, efficient practice. We come out to the fields right after classes and start with the usual passing and shooting drills to warm up our sticks. When Coach Breen, Coach Hayes, and Coach Marshall get to the field, we start our real warmup with a quick lap and stretches. Next, we form shuttle lines and some players warm the goalies up with eight-meter shots. Our first drill is one of our favorites: a man down drill starting from the crease. This exercise helps us move the ball on attack and forces the defense to slide and adapt quickly. After a competitive game, ending when either the defense or offense gets 10 points, we go into a seven on seven scrimmage. The focus

during the scrimmage is to hone our offensive and defensive transitional skills in a game-like situation. We have been specifically working on quick, efficient passes around the perimeter so we can find an open cutter or space to drive the ball. Senior Peyton Sanborn explains how "our main focus is spreading out more and communicating on defense."

Today is Wednesday, game day, and unfortunately we lost to New Hampton 8-12 at their field. We had opportunities to score, but our shots went right to the goalie. In the upcoming practices we will continue to work on our shooting accuracy. The team is ready to get a win this Saturday against Holderness.

Parents!

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Exonian Sports



CREW CRUSHES AT LAKE QUINSIGAMOND

All Six Boats Sweep Competition at PEA Invitational

By **BIANCA LEE**
Senior Sports Reporter

Braving the wind and rain on Lake Quinsigamond last Saturday, both Big Red Crew teams rowed their way to victory. Fueled by comradery and optimism, all four boats on both the girls' and boys' teams won every race, leading Exeter Crew to a successful start of their spring 2019 season.

Despite the 23 MPH headwinds, the teams' intense erg sessions and on-water practices prepared them well for their first race of the season. "In the first four weeks back, we spent a lot of time on the erg. Thankfully, ice on the lake melted early this year, so by the second week back we were already on the water and practicing in our boats," recalled Adar Tulloch, senior and co-captain of the boys' crew team.

The girls' crew team had a similar experience. Senior Isadora Kron said that the team had "a lot of practice with rowing in bad conditions on our river." The harsh weather conditions at Exeter in this past week readied the team for the worst conditions. "Friday [had] pretty similar conditions to what we raced in on Saturday. Because of the high winds, we had to be as technically correct as we possibly could, so we didn't swamp the boat or catch crabs," senior Ollie Young said.

In addition to their resilience to harsh conditions, the teams attributed much of their success to their strong relationships off the water. "All of us are really close to each other, which helps because, in rowing, being uniform and having a connection is really important," Tulloch continued, applauding the teams' strong sense of brotherhood and hardwork. Upper Kyle Marshall echoed Tulloch and said that "the team dynamic is very positive and supportive, with the friendly competition allowing us all to try our best every practice for ourselves and our boat."

Senior and co-captain Amelia Lee commended the team for their adaptability to the conditions: "There were certain times [on Sat-



The Exeter crew team prepares to launch off the dock.

JaQ Lai/The Exonian

urday] when, regardless of the conditions, the team was still able to push through and work cooperatively. I admire how team was able to stay spirited throughout the day." Lee continued, "There were a couple of boat switches right before the race, and I admire how our team was able to take what the coaches tell us into account, as well as be able to work with anybody on the team."

In coalition with team efforts, a few rowers, namely the coxswains, were given special recognition. "They did a really good job of leading the team through difficult conditions. There were moments where we thought the races were going to be cancelled, then they were delayed. The coxswains did a really good job on making sure we stayed in the racing mentality, while also not letting

us get too hyped in case we didn't race. They were good at controlling everyone's emotions," Kron said.

"Our third and fourths boats were initially cancelled. An hour and a half later, they were told they were going back out on the water, so I thought it was really impressive that the third boat got into the mindset of racing, were told they weren't racing, then got back into it and ended up winning by three full boat lengths," Young added.

On the boys' side, upper Alex Urquhart brought attention to his teammate Aaron Baez's performance both in and out of the boat. "He's been helping me and the rest of the boat out a lot in practice, reminding us to keep our power and our form. We had absolutely horrible conditions during the

race, and we had a really bad last 250 meters, but he kept us all motivated and through the finish line."

The team is looking forward to utilizing their supportive team environment in order to beat Kent at St. Paul's next week. "Last year, my boat only beat them by 0.3 seconds. We're all just making sure to stick to our race plan and to power all the way through," Urquhart said.

The teams' "one boat, one mentality" mindset has set them up for success. If their consistency in practice and supportive team environment prevails, Exeter Crew has another shot at winning the New England Interscholastic Rowing Association's competition and maybe even rowing at Henley in London by the end of the season.

WOPO FINISHES STRONG IN DOUBLE-HEADER

Girls' Varsity Water Polo Defeats Choate in Second of Two Matches

By **CLARA GERAGHTY**
Contributing Writer

Girls' Varsity Water Polo made a splash at Choate Rosemary Hall on Saturday, playing two difficult games and performing well. Facing off first against Williston Northampton School, the team suffered a painfully close loss at 5-6, but came back quickly to take down Choate for a 8-5 victory.

Although Choate and Exeter both brought immense talent to the pool, Big Red ultimately reigned victorious. "Choate also had great skills," lower Avery Wise remarked, "but we definitely outmatched them."

Senior Sam Gove added, "We couldn't really find our rhythm when we played Williston, but once we did, we were able to play a lot better against Choate." Gove was especially impressed by Wise's ability to move quickly between positions and still succeed—something she believe greatly assisted the team against Choate. "Our coach had her in a ton of different positions during the game and she played really well in all of them," Gove said. "She's a really flexible player, which is awesome to have on the team." Wise was equally appreciative of Gove's play, highlighting her "many steals" and all around defensive skill during the game.

Wise also commented on her sister senior Issy Wise's effort throughout the day, stating that "she put up a good fight in the

whole set."

In contrast, Big Red's loss against Williston may have stemmed from the strong rivalry between the two teams. The team believed that although they have the skills to defeat Williston, the game "got in their heads a bit," as Senior Gabby Allen put it. Ursie agreed, stating that "Williston is a very skilled team." "We fought a great game against them," lower Avery Napier added. "Our offense wasn't quite up to our normal standard, but our defense played great," Napier said. However, any mistakes the team made in its first match were quickly amended by the time the second game began.

The team's emphasis on offensive plays this week in practice undoubtedly made their victory against Choate easier. "We've been preparing through practicing our shooting and front court offensive plays," Allen said. However, this team's strength on the offensive end in no way detracts from their skills in the defense, especially when it comes to the goal.

Team members were quick to praise senior Ela Ferhangil, who was back in the net for the first time since her concussion. "As it was her first game coming back, [and] she did really well," Allen stated. Gove agreed, saying that Ferhangil is without a doubt "one of the best goalies we've ever had."

The team will take on Loomis Chaffee at home this Saturday, where it will look to add another win to its record.



Senior and captain Sam Gove makes a pass.

JaQ Lai/The Exonian

SATURDAY GAME SCHEDULE

- Varsity Golf:** 12:00 PM vs. Andover in Newport, RI
- Varsity Softball:** 12:30 PM vs. Cushing Academy/BB&N
- Boys' Varsity Tennis:** 12:30 PM vs. Northfield Mount Hermon
- Varsity Baseball:** 1:00 PM at Deerfield Academy
- Boys' Varsity Tennis:** 1:00 PM vs. New Hampton School
- Varsity Track:** 1:00 PM at Falmouth High School
- Boys' Varsity Lacrosse:** 2:00 PM vs. Loomis Chaffee School
- Boys' Varsity Volleyball:** 2:00 PM vs. Wilbraham & Monson School
- Girls' Varsity Water Polo:** 2:30 PM vs. Loomis Chaffee School
- Girls' Varsity Tennis:** 3:00 PM vs. Andover
- Varsity Crew:** 4:00 PM vs. Kent School at St. Paul's School
- Girls' Varsity Lacrosse:** 4:30 PM at Holderness School