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Phillips Exeter Academy, Exeter, New Hampshire

Tuesday Assembly: GSA Members Share Stories

By VERONICA CHOULGA
and PAUL ROGERS
Staff Writers

"I am a flaming homosexual!" upper Alisha Simmons proudly stated in front of students and faculty during Tuesday's Assembly. Students in the crowd snapped in support as Simmons shared her story of coming out.

The Gender-Sexuality Alliance (GSA) recently took another step towards creating a safer and more comfortable campus for the LGBTQ+ community by hosting an assembly showcasing the stories of the GSA members.

GSA Club Adviser Joanne Lembo explained that the assembly was dedicated to giving members of GSA and their families the opportunity to share testimonies about what the community means to them and to reassure those struggling with their sexuality or gender identity that they are not alone. Lembo opened up the assembly with a summary of the progress PEA had made to be more inclusive and supportive of the LGBTQ+ community. Following Lembo, Simmons, upper Pepper Peroni and Tim Diaz, father of GSA Co-head Elliot Diaz, presented their own stories.

Simmons described her experience of coming out as lesbian, referencing middle school crushes to high school loves. Simmons used personal anecdotes in her story to make it more relatable to everyone in the audience. "We have all had crushes and done embarrassing things like sending text messages to crushes," Simmons said. She also wanted to highlight the difficulty of being a young gay person and the effect of an environment on someone's experience.

In her speech, Simmons elaborated on the breadth of gender and sexuality. "I could have talked about was the whitewashing of lesbianism and what that means. That is a whole speech," she said. However, Simmons wanted the



Upper Pepper Pieroni speaks on his experience transitioning at Exeter.

Elizabeth Kostina/The Exonian

main message to be relatable to everyone. "The main takeaway would be that no one should be able to stop you from loving who you want or stop you from being able to experience love," she said.

Second to speak was upper Pepper Pieroni, who shared his story about coming out as transgender and how support from the Exeter community has changed his life. "I'm so grateful for such a supportive place like the confidential affinity groups that make it okay for students to try to be like 'Hey, I don't know' and everybody [else would say] 'Okay, we don't know either,'" he said. "[Everyone] figuring out [their identity] together—it's precious."

Pieroni also wanted to emphasize his message about the intersectionality of identity. "Not every queer person is just queer," Pieroni said. "You can be queer and also be Republican, or have other interests and not just be a queer person alone."

Being both transgender and a Republican himself, Pieroni has had to cope with conflicts between people of these stereotypically isolated identities.

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Discipline Review Committee Proposes Revisions

By FELIX YEUNG
Staff Writer

Dean of Residential Life Carol Cahalane brought a disciplinary reform proposal before the full faculty on Monday, April 1. Spearheaded by the Discipline Review Committee, the proposal aims to make the Academy's disciplinary process more educative than punitive.

The proposal first renames the Disciplinary System and Discipline Committee as the Community Conduct System and Community Conduct Committee, respectively. Furthermore, it adds two official discipline responses: Dean's Warning and Community Restoration. Currently, students facing a disciplinary case may receive No Action, Restrictions, Restrictions with Review, Probation, and Requirement to With-

draw. The proposal also replaces the two-tier Regular-Major Level system with a three-tier system. "We wanted to get away from the language," Cahalane explained. "We didn't want to say that any level of discipline was regular."

Under Level 1, the Community Conduct Committee may meet without student members, though the Dean of Residential Life and the Community Conduct Committee chair may handle simpler cases. If multiple infractions occur, or if a major rule is violated, a case would move to Level 2, which requires the full committee to meet with Community Restoration as the maximum response. Level 3, the highest level, would address all repeated major rule infractions and other more serious concerns.

The first added response, Dean's

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Student Body Elects Class Representatives

By ANNE BRANDES and BONA HONG
Staff Writers

Rising lowers, uppers and seniors elected their Student Council class representatives for the next school year this Tuesday.

Uppers Audrey Vanderslice, David Kim and Leah Cohen will serve respectively as the Class of 2020's President, Vice-President and Treasurer.

In addition, preps Allison Kim, Adam Belew and Aiden Silvestri will represent the Class of 2022; lowers Hannah Lee, Josh Lum, Louis Mukama and Drew Smith will represent the Class of 2021. Four rising uppers will serve as class representatives due to a tie in votes.

The voting turnout for positions consisted of 121 preps or 58.7 percent, 84 lowers or 30.2 percent and 92 uppers or 31.2 percent for their respective elections.

Upper Sam Farnsworth commented that the turnout was unfortunate but not surprising. "It is disappointing that the [rising] senior class did not come out and exercise their democratic right, but Exeter is a tiring pace and people don't have enough time with academics, sports and extracurriculars," he said. "It's a shame, but it's understandable."

Senior Issy Wise added that students become busier after prep year. "I feel like it has to do with how preoccupied kids are with other things as they get older," she said. "Some people probably didn't even know that it was election day and there are others who don't want to wait in the line at the booth."

Class representatives keep their class-



Vanderslice, Kim and Cohen elected as Senior Class Officers.

JaQ Lai/The Exonian

mates updated on Student Council, design class gear and plan class events. In addition to regular responsibilities, the Senior Class Officers also design E/a gear and maintain a five-year tenure past graduation, keeping alumni connected to Academy affairs.

Cohen added that Senior Class Officers are also responsible for strengthening classmate relationships. "We're a very close class, and I genuinely think we enjoy each other's company. I want to focus on getting together and enjoying our last year," she said.

"You serve as a voice for your class, and as a rep you should have a clear idea of what your class wants," Cohen continued.

Vanderslice entered the election because of her firm commitment to Student Council and her peers. "I really wanted to stay involved in StuCo, so that in itself has been a huge motivator for me," she said. "I really enjoy organizing events and I love my class."

David Kim emphasized the importance of communication. "The main reason I ran

was because there was a lot of criticism pertaining to class gear and events last year among the uppers, and some people were upset with the lack of options," he said. "One of my goals is to improve communication between seniors and officers even [through] using resources like Instagram, Facebook and other social media platforms."

Upper Justin Li has confidence in the new Senior Class Officers. "For our grade, I wasn't surprised at the results because the competition was very stiff this year," he said. "I definitely think the three people who were elected for our grade are very confident and capable people that will do a great job for the senior class in the coming years."

The newly elected Senior Class Officers are hopeful about their tenure and plan to collaborate with representatives from other classes to organize joint activities and events. "I'm very excited to work with my fellow officers," Vanderslice said. "I honestly want to provide my class with the best possible senior experience."

Admissions Office Hosts Experience Exeter

By MOKSHA AKIL and BONA HONG
Staff Writers

Throng of newly admitted students bustled along Academy paths to their classes for Experience Exeter, an opportunity for prospective Exonians to immerse themselves in the Exeter community before finalizing their decision.

Having flown in from around the world, prospective students were assigned to a current Exonian tasked with showing them a typical day at the Academy. The day began with speeches from Dean of Enrollment William Leahy and Principal William Rawson and consisted of attending current Exonians' classes.

Admissions and a group of seven students matched visitors to hosts by considering various factors, such as extracurriculars, gender and grade. "I want them to be able to get a glimpse of what their life will be like at Exeter by providing them with the best possible match," Head Tour Guide and senior Ingrid Bergill said.

Meeting current Exonians was an encouraging experience for prospective prep Kiara Odoms. "I was intimidated and scared that everyone would be smarter than me, but, seeing how everyone is willing to help each other, I am more reassured and more confident now," she said.

Incoming lower Kaitlyn Flowers shared a similar experience, noting that her revisit altered her perception of the Academy. "I

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Students Respond to Proposed Discipline System Changes

Continued from [DC, 1](#)

Warning, would fall between Restrictions and No Action. “Dean’s Warning would not carry any disciplinary restrictions with it, but [it] would be an official notice to the student and the parents that there is concern about that student’s behavior,” Cahalane said.

Meanwhile, Community Restoration would fall between Restrictions with Review and Probation. As the proposal reads, this response would carry five weeks of “additional reflection, engagement [and] restoration time,” after five weeks of restrictions. Community Restoration would not be a reportable response.

To ensure that personal learning is its focus, the proposal maintains only Probation and Requirement to Withdraw as college-reportable responses. “We want a system that really is about people learning from their mistakes ... at deep levels,” Cahalane said. “There’s a certain anxiety about these things being reported to colleges. That [has] created, in some situations, a toxic level of anxiety that has shut down the learning process. The bigger mission ... has been getting lost in the process.”

Discipline Committee Chair and Discipline Review Committee Member Matthew Hartnett echoed these sentiments, saying, “[I hope] for the Discipline Committee not to function merely as an agent of punishment but as a means by which students can learn something about themselves and the community.”

The committee would have the leeway to add obligations to each of the

official responses. “All formal actions ... may be strengthened with specific expectations chosen to help students reflect on their actions, extend their learning, make amends and work to restore themselves to good standing,” the proposal reads. These additional components of disciplinary action will largely come from the student themselves.

Though the changes embrace the spirit of restorative justice, they do not fully implement the restorative circle model, in which transgressors sit and discuss the harm they have caused with those who have suffered. “Restorative justice is something that we investigated ... We do see a great deal of merit in the ideals,” Cahalane said.

Another aspect of the process that the committee has worked on is increasing transparency. “We want to remove a little bit of the sense that people don’t quite understand all that goes down in that room,” Cahalane said.

Instructor in Modern Languages and Discipline Committee Member Amadou Talla felt that the changes indicated a better set of priorities. “Calling it the Community Conduct Committee takes away the stigma of discipline,” he said. “Adding the [restoration] piece makes it even more meaningful—we’re not trying to find a culprit; we’re trying to help a member of the community be restored.”

Talla believes that the changes will increase the committee’s options in handling different situations. “We’ve already been orienting ourselves towards taking each case and looking at the circumstances around what happened in

that case,” he said. However, with the new options available to the Discipline Committee, Talla believes that cases will be handled in a more tailored way.

When Student Council discussed the proposal last week, prep representative Daniel Han saw the planned changes as a step in the right direction for offering more consideration to students. “The current process makes it much harder on the student than it has to be,” Han said. “A case has many shades to it, not just black and white.”

Student Council President Ayush Noori expressed that these changes would make the Discipline Committee more reflective of the community at large. “The philosophy and way of life at the school revolve around Harkness, both inside and out of the classroom,” he said. “The pieces of [restoration] and healing are critical to forming a discipline system that reflects the values that we share in this community.”

Still, some students lamented that the proposals did not address the fundamental issues with the Discipline Committee. “When people turn to drugs or alcohol, they’re signaling a mental health issue,” upper Nick Schwarz said. “These proposals are only focused on what happens after the fact—they don’t address what comes before.”

Additionally, some members of Student Council felt that the changes would not help students learn fully from their mistakes, especially given that both Dean’s Warning and Community Restoration are not reportable to colleges. “I think the standards that the Academy has for her students are quite clear ...

and that failure to meet those standards is usually the student’s own fault,” upper Cameron Frary said. Though Frary believes second chances should be given, he feels that students who do not seek to improve themselves should not be given the benefit of the doubt.

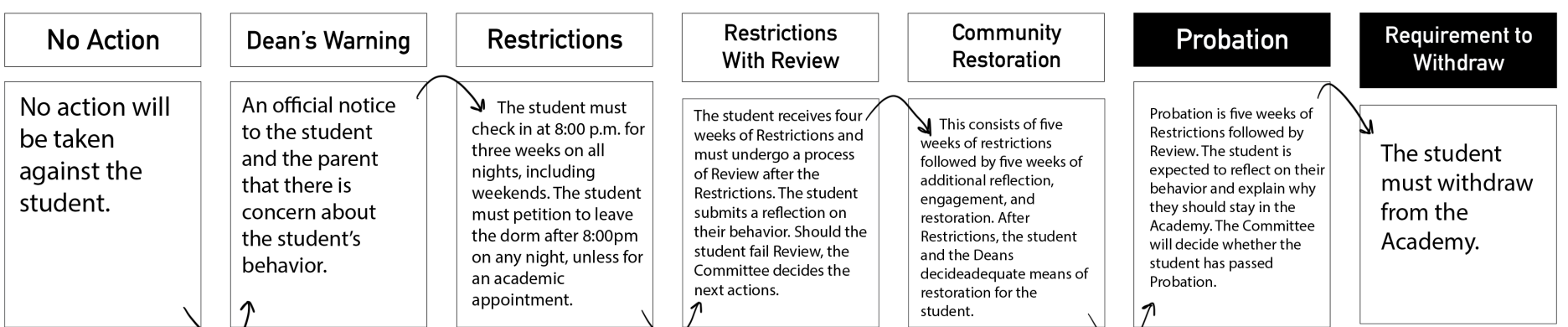
Though he supported the changes overall, lower Charlie Preston warned against too much leniency, noting that the perceived harshness of the current discipline system acts as a necessary deterrent for rule-breaking. “People who otherwise would be on Probation or [Required to Withdraw] shouldn’t get away with it just because they talk some things over,” Preston said. “We need a mild fear, if not reverence, for the rules so that we don’t get more [disciplinary cases].”

Cahalane, however, stressed that these changes would not lessen the gravity of the process. “We think there’s a high level of accountability in Community Restoration. There are high expectations and even more scrutiny,” she said.

Despite divisions over the proposals, students were appreciative of Cahalane’s decision to inform Student Council.

Cahalane hopes that these changes will allow the disciplinary process to become a learning experience. “We don’t want [the Community Conduct System] to be a shaming exercise,” Cahalane said. “Rather, it should be one of people taking responsibility for what they’ve done and taking responsibility for how they will move forward and minimize the likelihood of [rule infractions] occurring again.”

Proposed Disciplinary Responses to E Book Violations



Pepper Pieroni/The Exonian

Exonians Reflect on LGBTQ+ Progress at Academy

Continued from [GSA, 1](#)

“It can feel like two different communities that are isolated from each other,” Pieroni said. “I think that if we start to realize ‘no, we all have this unique combination of beliefs and ideals and identities,’ then we can start learning more from each other.”

Finally, Tim Diaz reflected on his experience having a transgender son and his hopes for what others could learn from him. Elliot Diaz articulated the main message of his father’s speech, explaining, “He talked about affirming that you love and care for the person who comes out to you. That should be the first thing out of your mouth.”

Elliot Diaz expressed pride and gratitude for his father’s love and support. “My father tells me, ‘I still love

you and I want you to be able to find the truth about yourself without being afraid that I’m not going to love you anymore,” he said. “I’m very lucky that I have him as a dad.”

Exonians appreciated the diversity of voices heard at the assembly, which included a parent’s perspective. “I loved all the personal experiences but also the variety,” lower Sarah Wang said. She also appreciated the humor that the speakers put in. “I think that topic was a very serious one and can be hard for some people to deal with. It can still be hard to discuss, and the humor helped relieve some of the tension,” she said.

Lower Panchali Choudhary noted that although there were few parents present at the assembly, having a parent show students that parents could handle

this situation was reassuring for many.

Exonians unfamiliar with the issue also took away many things from the assembly. “I’m from a public school in China and so I think I haven’t personally attended something like this before,” prep David Wang said. Though he felt that he didn’t have much of an opinion on the school’s involvement in these issues, Wang thought that the topic was worth discussing. “We have various identities and it’s really important for us to recognize them,” he said.

Over the years, the Gender-Sexuality Alliance at Exeter has changed in significant ways. Originally named the Gay-Straight Alliance, it was initially created to support only homosexual students. The club eventually expanded its umbrella to serve the entire LGBTQ+

community. When asked about the main purpose of the club, Lembo explained that GSA is “dedicated to raising awareness of LGBTQ+ issues and supporting its members.” To achieve this, the Alliance has supported a variety of campus initiatives, including the change in bathroom policy and the implementation of all-gender dorms.

While many Exonians agree that the assembly was successful in creating a positive community impact, there is more to be done. Simmons, Pieroni, Tim Diaz and all acknowledged issues like the heteronormative V’s policy, racism within LGBTQ+ communities, homophobia, transphobia and the stereotyping of queer people that still need to be addressed at the Academy and beyond.

Exeter Town Hall Discusses Future of Clean Energy

By ANNE BRANDES, TANYA DAS and TINA HUANG
Staff Writers

Last Wednesday, the town of Exeter hosted a Clean Outlook Panel to discuss the future of clean energy in New Hampshire. Following the panel, members of the Academy’s community began looking for ways to save money and reduce emissions.

Clean Energy New Hampshire Member Henry Herndon moderated discussion around energy efficiency, current New Hampshire legislative initiatives and electric vehicle infrastructure. Panelists included Brian Buckley from the Office of the Consumer Advocate and Jessica Wilcox from the New Hampshire Department of Environmental Services.

Attendee Malcolm Sonnett noted that the panel served as a learning opportunity for the town of Exeter. “These are people who probably came here because they want to learn more about clean energy,” Sonnett said. “I wouldn’t say I learned anything necessarily from this, but I know that Exeter is fairly progressive and I think this helped reinforce their options that

are not much more expensive—if at all more expensive—to get electricity energy from cleaner sources.”

Robin Tyner, a member of the energy committee, noted a prevalent theme throughout the panel: an urgent need to act as soon as possible. “We need to be enacting change now,” she said. “I think everyone on the energy committee feels that, which is why we’re trying to educate people.”

Similarly, students at the Academy, such as Divest Exeter co-head and senior Sophie Faliero are concerned with Exeter’s energy usage. “Exeter has an upwards of 93 million dollars invested in fossil fuel industries,” Faliero explained. “Energy and carbon emissions are one of the biggest contributors to climate change.”

Consequently, Divest Exeter is working to reallocate Academy funds to support more sustainable initiatives. “We are trying to get the school to divest from fossil fuels and reinvest to either renewable energy or really any other company,” she said. “We are doing research to present to the school exactly what Exeter can do and exactly how they can do it.”

In some ways, the Academy has already taken strides towards a renewable future, explained English Instructor Jason BreMiller. “Environmental stewardship has been embraced by the trustees as one of the five priorities of the strategic plan, so there’s a lot of thought being put in as to what that means for the Academy and what that’s going to look like,” he said.

BreMiller detailed that Exeter is specifically concerned with reducing the school’s carbon emission footprint. “Before my time at the Academy, we switched fuel types that we used to heat our buildings—and that actually represents a precipitous reduction in emissions—but there are lots of other possibilities to do even better.”

Some ways the school can improve, BreMiller noted, include creating a larger-scale renewable energy project among a larger consortium of schools, like the Eight Schools. “I think there are significant possibilities out there to do something more ambitious with renewables,” BreMiller said. “I’m excited by some of things we’ve done in terms of geothermal, in terms of solar on the field house, but the reality is, given our

overall profile, those are fairly small and I hope that we can grow those.”

In addition to decreasing Exeter’s carbon footprint, Herndon expressed that showing students how to pursue career paths in energy is vital. “I think that it is really important that there are a lot of opportunities for young people to chart out career paths where they end up working in energy and I think that’s really important,” he said. “[These opportunities could be] anywhere up and down the spectrum, especially what’s needed, which isn’t necessarily available at Phillips Exeter, like trades—electricians, plumbers, people who actually can go and do the work of building ... solar installations.”

Reflecting upon the state of the Academy in the environment, Faliero concluded that Exeter should implement the principles that they teach their students. “While Exeter has stated that environmental initiatives is a pillar of their future plans, I’m concerned because we often focus on just educating students about environmental causes as opposed to acting upon them,” she said.

Academy Introduces New Course Requirements

By CHIEKO IMAMURA,
EMILY KANG and LUCY WEIL
Staff Writers

For the 2019-2020 school year, two major changes in the course requirements have been introduced, as well as several new courses. The changes in the course requirements include an expanded health curriculum where all students must take at least one health class a year and a structural reordering of the previous senior elective-based English classes.

In order for a change in the course requirements to take place, the proposal must go through several levels of approval: first through the department, then the department heads and finally a full faculty vote. Proposals for change can come from one department or multiple departments—including the Curriculum Committee that is allowed to encourage department heads and full faculty.

However, Director of Studies Scott Saltman emphasized that all changes are based on current requirements and that there is no new drafting of the requirements during the review of the *Courses of Instruction*. “The assumption is that [the current course requirements] are the status quo. We are not deciding the course requirements every year; we are only deciding on the changes to the requirements,” Saltman said.

According to Health Department Chair Michelle Soucy, the change in health requirements was a decision based on the need for a more timely curriculum where students can apply their learning throughout their time at Exeter. “The benefit [of the new health curriculum] is that we can talk to students at the times when behaviors are about to be experimented, thought about or in contact with,” Soucy said.

In the previous health requirement, which required four-year students to take a full year of health during prep year and a single term in senior spring, Soucy noticed a large gap between the two years of growth throughout lower and upper years. “That is over two and a half years of no contact and not thinking about the kinds of things adolescents should be thinking about in terms of their well-being,” she said.

With the curricular changes to senior English next year, the elective-based system will be replaced with a standard course in the fall term—where the meditation will take place—and electives in the winter and spring terms. English Department Chair Nathaniel Hawkins described the change as a way to create a more “consistent arc within the writing program.” Additionally, the reading of Hamlet is not required but encouraged in the fall term. English Instructor Mercedes Carbonell

connected the compatibility of the play and the writing of the meditation. “[Hamlet] is a wonderful companion for writing a meditation—contemplative, full of inward life.”

In addition to the curricular restructuring, the department has introduced two new courses: *Crime Fiction* (ENG588) and *Poetry and Songwriting* (ENG581).

In the science department, research elective *Collaborative Research* (BIO590) has been included in the *Courses of Instruction*. According to Science Department Chair Alison Hobbie, “[BIO590] is a team-based research course designed with the purpose of helping students develop their understanding of scientific investigation.” The course was designed by science instructors Kadeine Peterson and Frances Johnson after the department took interest in providing more opportunities for collaborative research in the classroom.

The History Department has introduced two new courses: *Race: A Global History* (HIS390) and *American Slavery, American Capitalism* (HIS 590). Additionally, an English and History interdisciplinary course, *From Bessie Smith to Beyoncé: A History of Black Women Performers in America* (EXI539) has been added under the Integrated Studies category.

HIS390, developed by History Instructors Cameron Brickhouse, Hannah Lim and Betty Luther-Hillman, will replace the popular *Art in the State* course next year. For several years, the history department had an interest in implementing a course on race and ethnicity due to the many current issues surrounding race. “We felt that students needed a course that considered the historical development of racial categories in order to better understand issues regarding race today,” Luther-Hillman said. She hopes that the course will give students background and knowledge as to how racism came to be and the number of factors that come into play regarding the categorizations of race. “We hope that students will learn that race does not arise from biological or ‘natural’ human divisions but rather is a historically and socially-created category of human classification.”

In next year’s *Courses of Instruction*, Saltman also noted the name change of “senior studies” to “integrated studies.” “I think in terms of evolution of the curriculum, the change to integrated studies is noteworthy. That even the name of it is suggesting that it is trying to encourage courses that are not in departmental silos,” he said. History Department Chair Bill Jordan expressed his support for the school’s encouragement of interdisciplinary courses. “Interdisciplinary thinking is important to make people start thinking between disciplines and ways of thinking about the world,” he said.

English, History, Modern Languages Cancel Courses

By FELIX YEUNG
and BONA YOO
Staff Writers

Upon browsing this year’s *Courses of Instruction*, many Exonians were disappointed to find that several courses across the English, History and Modern Languages departments are no longer running next year, including the popular 300-level history course *Art and the State*.

According to Director of Studies Scott Saltman, most course cancellations resulted from a lack of student interest. “The vast majority of times, [cancelled] courses are under-enrolled, which means they either have run with very low enrollment or haven’t run at all because there wasn’t sufficient enrollment to qualify,” he said.

However, this was not the case for *Art and the State*, which currently has three formats running. The History Department unanimously voted to cancel the course for two primary reasons: curricular reform and understaffing.

History Department Chair William Jordan explained that *Art and the State* was not compatible with the department’s expertise nor emphasis. “You’re looking at artwork, and you’re trying to understand its place within the art world—that’s art history, which is a wholly different discipline from what [the History Department does],” he said. “People who taught it felt like it was outside of our discipline . . . The kind of papers [in *Art and the State*] that I saw were different from anything that I would ever assign. They were talking about the art [rather than] the context of the time period.”

History Instructor Alexa Caldwell agreed, elaborating on concerns that the course did not adequately prepare lowers for the United States

You’re looking at artwork, and you’re trying to understand its place within the art world ... which is a wholly different discipline from what [the History Department does].

history sequence. “I would like to see a class that more directly and specifically teaches skills and approaches to studying history that would benefit the students taking history the following year,” Caldwell said. “This is not to say that *Art and State* does not teach those skills, but it is a little more subtle and indirect.”

The department also struggled to find instructors willing to teach the course due to its narrow focus. “[The course] was created by two teachers who shortly afterwards left the school,” Jordan said. “It was a course that was created by them without any input from anyone else. It reflected their scholarly interests, their knowledge base and their desires for what they wanted to teach.” Though Jordan sought to continue the course after their departure, he found that the remaining instructors were either not qualified to teach the course or that the syllabus “did not match their vision.”

The department did take the popularity of the course under consideration, but decided to proceed with the cancellation regardless. “Our lower level courses tend to be more popular to get more enrollment, because students want to get their requirements out of the way,” Jordan said. “Also, the students who were a little intimidated by history were perhaps drawn to [*Art and the State*]. It sounds a little different—art instead of history . . . There are obvious reasons why that course would, just by its very name, draw interest.”

Ultimately, the department made the cut to make room for a new intermediate-level course, *Race: A Global History*. “We have a general guideline that, if a department wants to add a course, they have to subtract one,” Saltman said. “Sometimes, this makes room for newer ideas, newer courses. Even if something has been running, departments may opt for courses that are more popular or relevant to the goals of the department and school.”

The History Department does not currently have plans to renew *Art and the State* and has also cancelled the Senior Elective *The Global Cold War—Nationalism Confronts Imperialism* due to low enrollment.

Students expressed their disappointment at the cancellation of *Art and the State*. “Truth be told, I am not a really big history student. [*Art and the State*] seemed like a different route I could take because I do appreciate art and design,” upper Jack Liu said. “This class was really an outlet for me to engage with history in a way that I care about.”

Students also wondered why the difference of the course was a negative, praising *Art and the State* for its unique approach. “Isn’t difference a good thing? Shouldn’t diversity in [methods of learning] be a good thing?” senior Kate Denny

Students want to get their requirements out of the way ... the students who were a little intimidated by history were perhaps drawn to [*Art and the State*].

questioned. “There should be more diversity so students don’t get bored and can actually get some variety.”

Furthermore, students disagreed with the department’s assessment that *Art and the State* was not directly applicable to upper-level history courses. “The majority of that class was looking at contextual clues to figure out meaning. Going into upper history, that was a skill that I needed again and again,” upper Elizabeth Kostina said. “You need to figure out what authors’ biases are later on, so I found *Art and the State* to be a good prelude to that.”

Beyond the History Department, the Modern Languages Department has also worked to streamline its curriculum. “We have reorganized our *Literature and Culture* [course] in Spanish, and that meant changing *Spanish Literature and Culture: Limits of Reality and Imagination* to . . . a sequence called *Panorama of Latin and Spanish Readings*,” Department Chair Evelyn Christoph said. The department has further cancelled *Literature and Culture: An Exploration of Love and Passion* to make way for *Spanish Through Digital Media*.

Christoph attributed these changes to a desire for the department to modernize. “We believe the digital media course will appeal to students who would like to learn [a] language at an advanced level by a different approach. Our goal is always to enhance the learning experience for all our students, and reading is not the sole vehicle for exploring culture,” she said. “[There is a] more explicit emphasis on the culture that is inextricably linked with language learning of any sort.” Christoph considers the changes to be part of a natural evolution in her department.

The English Department also removed several senior electives, specifically *Graphic Narrative/Literary Comics*, *Literature of the American West*, *Passing*, *Journalism*, *Creative Writing Workshop*, *Joan Didion* and *Marlon James*. “The

The majority of that class was looking at contextual clues to figure out meaning. Going into upper history, that was a skill that I needed again and again.

English Department always [removes courses],” Saltman said. “Every year, they look at that list and sort of rotate some out and some in.”

English Department Chair Nathaniel Hawkins attributed the cancellations to reasons similar to those of the other departments. “Senior electives are eliminated or shelved for either of two reasons: low enrollment over a period of years, [or] the teacher of a particular elective that requires specialized knowledge or education is no longer available or no longer wishes to teach the course,” he said.

Despite the cuts to the *Courses of Instruction*, Saltman is hopeful that the changes will positively influence student experience. “We have a very rich curriculum with many, many choices. Adding further choices would dilute that,” he said. He is confident that the loss of certain courses will make way for new ones that better address the needs of the faculty and student body.

2019–2020 PEAN Board

Phillips Exeter Academy yearbook board turns over

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Prospective Students, Parents Shadow Current Exonians

Continued from EXETER, 1

think Exeter is very different when you come for an interview or a tour because it’s more from an outside perspective,” she said. “Visiting helped me see what it’s really like in terms of the community and making friends through classes and clubs.”

The classroom experience was the most integral part of the revisit experience for some visiting students. Incoming prep Cassie Perez described the contrast between Exeter and her current school. “The school that I’m in right now is not that inclusive, and it is only the teacher is talking the entire time. We don’t really get to do anything,” Perez said. “This has been a great experience so far.”

Incoming prep Oliver Brandes, whose sibling is a current Exonian, described Harkness in math as a more engaging method of learning. “The way Exeter students reviewed homework in math class seemed very effective and interactive,” he said. “In my class now, we hardly ever go over the homework and students do not have the ability to really interact in the class.”

Brandes further noted that the teacher’s reduced role aided the class dynamic. “The teacher hardly did any talking; mostly, it was just students discussing the problems,” he said. “I think that is important because it allows students to adopt a teaching position with guidance from their instructor.”

On the other hand, prep Garrett Paik

expressed that there is a limit to how much a student can learn about the Exeter experience from a single day’s visit. “I want Experience Exeter students to keep an open mind and know that visiting for a school day is great, but there are so many other aspects of Exeter that you can only really experience as a student such as dorm life or the community,” Paik shared.

Prep Bradley St. Laurent, who served as a student host, recalled his own Experience Exeter visit last year. “I was very confused when I came to visit because the campus was so large and I didn’t know anyone,” St. Laurent said. “This year, I wanted [new students] to feel like [they] could make a lot of friends here—just like my host did for me—and I tried to convey that welcoming feeling, which is one

of the main reasons I chose to come to Exeter.”

Prep Ethan Aguilar agreed, describing Experience Exeter as an opportunity for prospective students to evaluate whether Exeter is a good fit. “Now that I’m hosting a new student, I’m just trying to be myself and show him what being at Exeter is really like,” he said. “I’m striving to be as real as I can be so he can decide if this is the best school for him.”

Lower Sarah Huang concluded that the new students’ enthusiasm was contagious. “I remember being very shocked about what Exeter had to offer; Experience Exeter made me very excited,” she said. “It’s nice to be reminded of the excitement I had when I first came to Exeter and the enthusiasm of incoming freshmen.”



ExonianHumor



More “If Exeter Was...”

By NICK SCHWARZ

Shocked That April Fools Issue Was Actually Well Received

Actor/Actress: Amy Adams/Jeff Bridges. Both are experienced, skilled, and extremely versatile, but are either relegated to supporting roles, or are unappreciated as headliners (see *The Big Lebowski*). This is enough to make them go insane every five years and perform in something like *Catch Me If You Can*. Bonus: Edward Norton at his nerdiest and most insane. He’s another great and underrated actor.

Cartoon Character: Brian from *Family Guy*. Jaded and sardonic, overtly liberal, Brian’s addictive tendencies and ability to play the straight-man aligns perfectly with a frighteningly large majority of the student body. Did we mention he’s a dog? His Ivy-dropout backstory and profession as a failed novelist seal the deal.

TV Channel: HBO. The channel’s shows only reach their full potential after they’ve been cancelled (graduated) and re-released on streaming sites (college).

Gas Station Snack: Icebreakers. Not exactly filling and only somewhat flavorful, but the alternatives will just make you carsick.

Social Platform: Facebook. I mean, this was too easy. Of course Facebook’s ubiquity and age, as well as abundance of past controversies match with Exeter. Oh, and Zuck, too, I guess.

Car Company: Mercedes. If you squint hard enough at “Non Sibi”, it sorta looks like Mercedes’s motto, “The best or nothing.” However, neither *Niche* and *Car and Driver*.

Superhero: Green Lantern. A classic who’s low-key really powerful, then makes one terrible movie and now not even his peers take him seriously.

Resting on Our Laurels

By NICK SCHWARZ

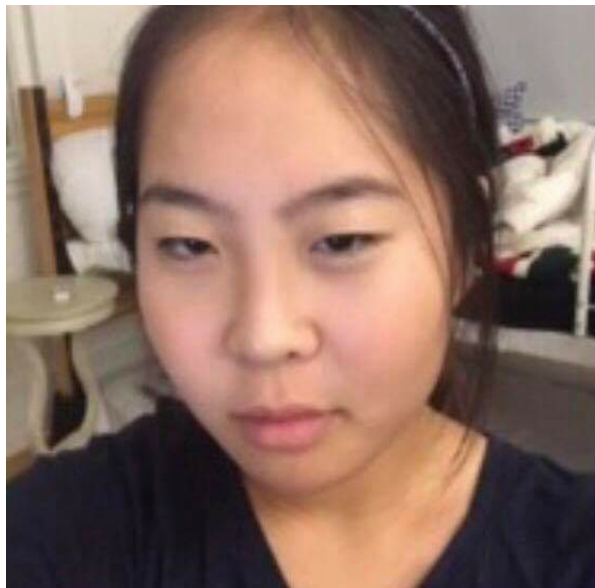
Shocked That April Fool’s Was Actually Well Received



TFW Another V’s Policy Proposal Gets Denied

By NICK SCHWARZ

Doesn’t Even Get V’s Since He’s a Day Student



A Guide To Designing Class Gear

By NICK SCHWARZ

Terrible at Photoshop, But Good at Complaining

In keeping with a time-proven Exonian tradition, the primary plank in all candidates’ platforms this election season was “better class gear.” Seeing as how fashionable apparel have been promised since time immemorial, one would suppose that by now, gear couldn’t get any better. Apparently, however, there’s always room for improvement. As a service to our class officers, who now must make good on their promises, the Exonian humor editors have accepted the weighty responsibility of determining what exactly constitutes gear of superior quality.

1. Numbers. Graduation year is a must. Without it, we may forget to leave when the year finally comes. And who wouldn’t want to wear an otherwise random collection of digits emblazoned on a hood? Bonus points if the year looks like a set of inmate register numbers on a jumpsuit.

2. Colors. This is easy. First step: Complain that the school colors are dull, dark, Harvard knock-offs. Second step: Be secretly glad that CustomInk doesn’t offer “lively maroon” and “Granite State

gray”. Third step: Further dilute the brand by just going with a way-too-bright shade of red and white, making us look like Saint Paul’s. Final step: Dilute the brand EVEN MORE by saying, “screw it,” and introduce black for an extra angsty feel.

3. Logo. If you’re going to involve the Lion Rampant, even minimally, use the one with the chain that the Communications Office is trying to phase out. You’ll feel like a total rebel, and everyone knows that version is so much cooler. Go ahead and throw in the seal, so the tiny details can come out poorly screen-printed. While you’re at it, throw that block “E” (or again, that shield Harvard logo Lacrosse has on their helmets) to give your design a letterman-style, jock-y look. As for typography, completely disregard the school wordmark in favor of using different fonts for “PEA” and “class of”.

4. Actual clothing item. A t-shirt doesn’t have enough space for your cluttered design. Consider a sweater, then realize that your classmates are much more likely to buy the exact same garment with

a hood slapped on it. Also offer “booty sweatpants” to see how long it takes for student activities to axe the idea. Since you’re experimenting, see how your design looks on a leather jacket with those studs on the shoulders. Or harem pants. Or footy pajamas.

5. Extras. The gear should have pockets to hold your lioncard, which you’ll still manage to lose. Thinking outside the box, add some rocket boots, or a showerhead for after your EF sports. Or why not built-in FastPass for dhall lunch lines.

6. Magical properties. Though this category may seem similar to number five, it covers fewer physical accessories and more supernatural powers. Aside from the basics, like invisibility and granting the power of flight, the gear should allow you to telepathically break the Andover starting QB’s leg, get a 1600 on the SATs, and to hypnotize the scheduler into giving you as many sleep-ins as possible.

8. The gear, including all the features mentioned above, must be free.

Sounds Of Election Season

By DANIEL CHEN

Disgruntled Voter

“Hey, it’s me, the kid from your English class prep fall! How have you been?”

“Hm? Oh, I’m just checking up on you because I care about you! I loved all your points in English. I remember all of them.”

“Hey, listen, I’m running for Lower Rep. Would you mind putting up my poster on your Instagram story? I know you already have 11 and nobody wants to see my poster again, but it would be

a great help!”

“You want to hear about my platform? Sure! I have innovative, original and feasible ideas, like re-writing the entire V’s policy to make it no longer problematic and solving all mental health problems at Exeter!”

“How am I going to do this? Well, I’m going to send out surveys to all the students weekly. By sending out surveys, I get to hear your ideas, which means actual change

will be immediately made. We’re also going to have food trucks and fun student dances with bubble tea every week. If you add bubble tea to an event, it makes it immediately a good idea, you know. This is also going to make everyone happy and solve everything wrong with student mental health.”

“Oh, you already posted it? Thank you so much! I’m never going to talk to you until I run next year, but talk to you later!”

Embarrassing Moments: Vol. 4

By FIONA MADRID

Never Tires of Self Deprecation

As The Humor Page has previously established, I am quite the athlete. I am a varsity dancer, 3rd year upper on JV Hockey, and a newbie on JV lacrosse. Yesterday was actually my first game ever! And what can I say, I mean, I crushed it.

Legendary moment number one:

I was out on the field, minding my own business, when suddenly, my goalie clears the ball to me. The audacity. The ball flew so high that I could barely think to catch it. It flew in the bright blue cracks between the heavenly clouds like Icarus. I got so caught up in my profound metaphor that I forgot how to hold my stick and promptly let it drop as the ball fell into the pocket. I let my Icarus crash and

drown in a pool of empty-stick checks.

Legendary moment number two:

There’s this wack rule in lacrosse that, if you’re in either the offensive or defensive zone during the draw, you can’t cross the 30 yard line until someone in midfield has possession. I surprisingly knew this rule before the game started. I studied it. So when I was at the thirty, and the ball was rolling directly at me, I told myself to keep my feet planted. But it was rolling so close to me ... There was something building inside me. Anticipation. Or Fear, the kind of fear you feel when someone whispers, “go go go” as they run up a dark stairwell behind you.

Anyway, I took a step over the line. And then I instantly took it back. No one saw; I was safe. And then it was way too close to not try to reach for it. And then I went, no looking back. Full send. And then I was called. Oops. I looked up to the bleachers where two of my dorm fac, Brock and Brodsky, sat. They had come out to support all the Merrillites on the team and were laughing at me. The support was tangible, my friends.

Legendary moment number three:

Coach called my name across the field with Abby Asch next to her, ready to sub. In that moment, I ran the hardest I ever ran in the span of the whole game. To get off of the field.

Quotes of the Week

“Today in English, people were annoying me. I must be conservative.”

-Anonymous editor

“There were no forks, so I brought you two knives.”

-Anna Fahey, ’20

“You know how boys have testosterone?”

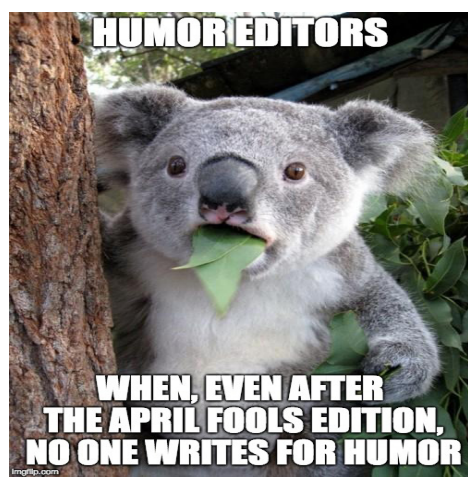
-Jade Goulet, ’20

“No, you.”

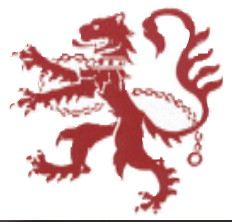
-Ryan Xie, ’20

“I’m not very knowledgeable when it comes to women.”

-Ryan Xie, ’20



exonianhumor@gmail.com



[E]MISSION[S]: CRITICAL exhibit in Lamont Gallery.

Helena Chen/The Exonian

LAMONT GALLERY OPENS [E]MISSION[S]: CRITICAL AHEAD OF CLIMATE ACTION DAY

By LINA HUANG and AMY LUM
Staff Writers

The Lamont Gallery exhibition [E]MISSION[S]: CRITICAL debuted last Friday in anticipation of this year's Climate Action Day, to be held on April 26. The environment and art-themed exhibition featured many distinguished artists, such as mixed media artist Lucinda Bliss and painter Tom Hall, and Exeter alumni, including photographer Evan Anderman '83 and sculptor Jim Sardonis '69.

The exhibit was the brainchild of Interim Director and Curator of Lamont Gallery Weston LaFountain '69, who will bring 25 years of museum and gallery experience to the Academy for the 2018–2019 school year. He chose to organize an exhibition about the climate for his first major project in this new role.

LaFountain attributes his choice to the upcoming Climate Action Day and the prevalence of climate in today's discussions. "How can you escape that as a topic in today's culture? This is a different way of addressing it. People write articles about it. People write newspaper stories about it. Now we have artists who present a different material perspective. It is visual as opposed to literary; it addresses the same topic from a different angle. So it was just enlarg-

ing the discussion," LaFountain said.

The gallery's artworks were arranged with intentional stylistic choices. The staff worked on creating a natural transition for visitors of the gallery. "We mixed mediums and artists in a way where we try to have a smooth transition generally based on color transitions, not so much subject or medium. So you can see that we have really all four artists' artworks integrated on our walls," LaFountain continued. "Just to give a diversity to it and yet a sensible relationship that allows you to sort of transition from one to the next. Hopefully it's a smooth transition that you don't even notice."

Inside the gallery are traditional museum works of art—including paintings, sculptures and photographs—but the unconventionality lies in the Resource Room: a space for visitors to learn more about the climate and ponder the messages they saw. According to LaFountain, the reflection based program comes from importance of climate change. "I do hope that people will invest themselves in the Resource Room and give some thought to the questions we ask them in that room about what they see as perhaps the biggest threat to their health, their

world, and what they can do about it and who can help them do it," he said.

As the exhibit opened and students trickled in, they found themselves taking inspiration from the pieces and resources. Prep Grace Valashinas went as part of a ceramics assignment but found herself appreciating the art. "The exhibit for me so far [has] been an amazing way to immediately and concretely see both the excitement and the wonder that nature holds, while seeing the urgency of the problem of climate change and environmental degradation and how urgent it is that we as citizens act to preserve the environment," she said.

Senior Grace Gray expressed her gratitude in being able to see climate change in art. "When I heard about how this exhibition would be focused on climate change in the environment, I felt that it would be an immense privilege to be able to go here and see all the great work and artistic expression that people from across the country have been working to get the message of climate change across and bring it to us, right in our very academic buildings," she said.

In addition, the curators' work to transform that issue into an artistic medium proved fruitful, as Valashinas acknowledged. "I think seeing the

visual was really helpful for me because everyone always says 'climate change is bad' and you see all this stuff about it, but seeing it in visuals and reading work from actual artists and researchers helped to give me more of a background so I can use this to understand further discussions about it," Valashinas said.

Upper Elizabeth Kostina praised the message of the exhibit, noting how it will help Exonians realize the long-term consequences of the actions they take in their daily lives. "The exhibit is intended to make people acknowledge the reality of it; lakes are shrinking, wildlife [is] being destroyed, and we're the consumers—we are all complicit," she said. "It's not something that future generations should be stuck with. I don't care how old you are, you have no excuse not to care."

In the end, Gray was touched by the works and recommends that others visit. "The only area for improvement that comes to mind is the issue of trying to spread this exhibit towards everyone in our community," she said. "Seeing this exhibit along with the other ones we have throughout the year is an incredible opportunity. We should not let go by us."

STUDENTS PERFORM AT A CAPPELLA SHOWCASE

By MIMI HARI and AMY LUM
Staff Writers

Friday, 8:30 p.m.: the Bowld was buzzing with energy. Cheers and hollers erupted from the crowd as upper, emcee and singer Pepper Pieroni took to the stage to introduce Exeter's very own A Cappella groups: In Essence, Exeteras, Fermatas, PEADQUACs and Sans Hommes. Without further ado, the performance commenced.

In Essence, led by seniors Emeline Scales, Heidi Lichtl and Emmy Goyette, was the first to captivate the audience. The all-female group performed versions of their Valentine Serenade songs prepared earlier this year with new touches that elevated their performance for the stage. Their songs included "Thinking About You" by Frank Ocean and "Can't Take My Eyes Off You" by Frankie Valli. "I thought the performance went really well," upper and In Essence member Jasmine Liao said. "It was absolutely amazing, and we were all so supportive."

Goyette echoed Liao's comment, praising the group's encouraging environment. "One of the most important things is to work together well...we're a team, and [the group's] been a really supportive environment," she said. "I love the girls in my group so much and it's really nice to have a group of people that you sing with who have your back."

Next up was Exeteras, an all-male group led by senior Tommy Kim. The group sang "All My Loving" by The Beatles. Senior and member of Exeteras Adrian Venzon noted his appreciation towards his fellow singers. "Exeteras is really fun and we all get along. I wasn't much of a singer before I joined Exeteras and since joining, I feel

that I've really improved," he said. "Everyone is really open to helping you improve and it's just a really supportive dynamic."

In addition, the Exeteras strategically chose not to have a soloist in their performance. "I think we have pretty balanced sections, which helps create a unified voice," said lower and members of Exeteras Kilin Tang. "I think that's what we're looking for, especially because we didn't have a soloist, so we wanted everything to blend in. I think hopefully that worked for tonight."

Fermatas, an all-female group led by seniors Hannah Brown and Gabby Brown, went next, selecting the powerful "I will Survive" by Gloria Gaynor as well as the well-known "Some Nights" by Fun. Outside of performances, all of the women share a passion for singing, having fun with practices. "Instead of formal warm-ups, we've started picking a song and just singing and harmonizing to it and just vibing," Hannah Brown said. "It's a really great dynamic."

Hannah Brown explained that although each member was different, they were all connected through A Cappella. "We all have different hobbies...It's a really great combo. It's people who I would definitely not have met otherwise, but they're all amazing," she said. "We all get to come together just saying and doing something that we love."

Prep and member of Sans Hommes and Fermatas Cecilia Treadwell noted that A Cappella is a place where she can relax and have fun. "It's so much fun to come together as a group, and work on a piece of music, trying to perfect [it to-

gether]," she said. "It's so rewarding to be able to sing it in front of a bunch of people."

Fourth came PEADQUACs, a co-ed group led by uppers Pepper Pieroni and Beez Dentzer. "Lovely" by Billie Eilish was chosen for their performance. Pieroni described why he loves A Cappella: "It lets me create music without stress, but with friends. I'm involved in a lot of music groups on campus, but A Cappella is special: it's a family."


Pieroni elaborated on the community aspect within the A Cappella community. "We're all here to support each other and make sure we can help each other however we can," he said. "Singing in a group means that you have someone else to blend your voice with, which adds another challenge, but it's so rewarding!"

Last, but not least, was Sans Hommes, an all-female group led by senior Hanna Pak and upper Fiona Madrid. They sang "Get Well Soon" by Ariana Grande and "If I Ever Fall In Love Again" by Shai. According to Treadwell, the co-heads

were an essential part in organizing this event and connecting the group together. "We have really great co-heads," she said. "They try to make everyone comfortable and excited to be there."

Lower and member of Sans Hommes Adia Addison also reflected on Sans Hommes' warm and close-knit environment. "It's like a family to me. Everyone is super nice to each other, and we just sing together and have a great time making music and harmonizing," she said. Addison recalled her feelings when she entered A Cappella as a prep. "Being new in the group, [there was] that feeling of confusion, but also that feeling of love and being safe."

At the end of the last song, the Bowld filled with applause and cheers from delighted audience members. The showcase displayed the talents, efforts and passion that the performers had for singing. "I thought it was a wonderful representation of a lot of hard work by friends and peers," upper Ella Fishman lauded. "I absolutely loved it."



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FacultySpotlight

JESSICA ALVAREZ

By LINA HUANG and EMILY KANG
Staff Writers

Two years into her internship at the Office of Multicultural Affairs (OMA), has made it clear that she is in her element working alongside students to promote change at Exeter. In addition to her work in the OMA office, Alvarez is a Dunbar Hall faculty resident and a club advisor for the women of color affinity club Transitions, the Latinx affinity group La Alianza Latina (LAL) as well as Queer Kids of Color.

Before Alvarez began her career at Exeter, she held a position as a college advisor at the Union High School, a Title I school in rural North Carolina, where more than 70 percent of the students qualified for free or reduced lunch. She was also the sole Hispanic faculty member in a school where almost half of the students identified as Hispanic. Alvarez was moved by the struggles she witnessed in the public school system. "If it wasn't for me [and the other Spanish-speaking faculty], there could have been an entire population that was disregarded in terms of having the ability to receive an education," Alvarez said.

After moving on from this position, Alvarez found her way to Exeter through a friend who happened to be an Exeter graduate. Her friend informed her of a job opening at the Academy, and Alvarez, looking for a new chapter in her career, decided to apply. "When I read the job description, it felt like it was what I was doing at my previous high school minus the actual college advising," she said. Through the internship, Alvarez hoped that she could continue her work with students of color on a different level. "I felt that, by doing this job, I could make more of an impact working towards diversity, equity and inclusion on an official, slightly bigger scale," Alvarez stated.

Transitioning from a job at a Title I high school to an internship at a generously endowed private boarding school was a drastic change and left an indelible impression on Alvarez. "It was



JaQ Lai/The Exonian

like night and day," she said. "The biggest thing that struck me was how much wealth is prevalent here and how much people don't recognize it." In the school district where she had formerly taught, funds were sometimes so low that teachers had a limit to the number of pages they were allowed to print.

In addition to the wealth gap between Exeter and Union High School, Alvarez was also surprised by the way students welcomed her at the Opening Assembly. She was especially confused by the unfamiliar snapping coming from students for herself and a few other faculty members. Later, Alvarez learned that the

snapping was for the newly hired faculty of color. "[That day] was illuminating as to what I was walking into, but it was nice to be accepted by a certain population already for just being who I was," Alvarez said.

In her current position at the Academy, Alvarez helps plan and strategize programming, offers support to students and designs advertisements for OMA-sponsored events. Dean of Multicultural Affairs Sami Atif commended her work with the Academy over the past two years. "Each day I find different ways that she has impacted the larger community," he said. "When I think about the work that she

has done, it's not only serving as support to the office working with students but is absolutely critical in terms of work we do with the students outside of the office."

Atif also praised Alvarez's ability to balance listening with being vocal. "I admire her position to be a bit reserved and appreciate how she takes time to gather insights from others before committing to a certain opinion or position," he said. "She wears her identity on her sleeve and has never been quiet about those things."

The skills Alvarez uses in the OMA office also apply to her roles outside of the office as an adviser of three affinity groups. She works closely with co-heads of both LAL and Transitions to foster a community within the clubs and address topics during meetings that are not as discussed in regular classes. As a queer faculty member and leader of the Queer Kids of Color affinity advisor group, Alvarez serves as an active mentor to students of color who identify as part of the LGBTQ+ community. "I'm honored that I can work with these students to build a space where all aspects of their identities are appreciated, because I didn't have that growing up," she said.

In her time at Exeter, Alvarez developed close relationships with some Exonians. Senior Gillian Allou compared her relationship with Alvarez as to that of siblings. "Over the course of her two years here, I can definitely say Ms. Alvarez has become one of my rocks at Exeter," Allou said. "She is one of the faculty members at Exeter that I am closest to."

As a member of LAL and an OMA proctor, upper Johan Martinez has also developed a friendship with Alvarez because of his many encounters with her in LAL meetings and in the OMA office. "Our forced time together plus the fact that she is a great person really drew me to her, and it is the reason I go straight to her office to check if she is there," he said. "Her iconic response, 'gotcha, gotcha, gotcha' really makes me feel like she [gets] me."

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KAREN UHLENBECK RECEIVES THE ABEL PRIZE FOR MATHEMATICS

By LUCY CAI and ERIN MCCANN
MATTER Magazine Writers

The Abel Prize for Mathematics is one of the most prestigious and coveted accolades in mathematics; it is colloquially referred to as “the Nobel Prize of math.” A few weeks ago, Karen Uhlenbeck, professor emerita at The University of Texas Austin, won the award, making her the first woman to receive the Prize. The Abel Prize Committee recognized Uhlenbeck “for her pioneering achievements in geometric partial differential equations, gauge theory and integrable systems, and for the fundamental impact of her work on analysis, geometry and mathematical physics.”

Professor Uhlenbeck is currently a visiting researcher at the Institute for Advanced Study (IAS) in Princeton, NJ. Her achievements have not only shaped the field of mathematics in terms of how we think about math, but also in terms of the gender composition of a male-dominated field. In 2002, she co-founded the IAS Women and Mathematics program (WAM) with fellow IAS Member Chuu-Lian Terng. In a note about the program, she wrote: “This program is an effort to address [the] gender imbalance.

In accordance with the principle that mathematics should be inclusive, not exclusive, the activities of the program are open to all, regardless of age and gender.” To date, they have mentored hundreds of women through the program and built a network of 1,500 participants.

Professor Uhlenbeck’s work mainly focuses on the areas of minimal surfaces and gauge theory. Minimal surfaces are a part of a branch of mathematics called differential geometry, which combines calculus and geometry to study the behaviors of surfaces in different dimensions. Her paper on minimal surfaces, published in the early 1980’s, pioneered an entirely new field of mathematics now known as “geometric analysis.” Gauge theories are part of a branch of physics called quantum field theory, which explores the interactions between subatomic particles and states that in essence, the behavior of particles should not change based on your perspective of them.

The Exonian was fortunate to get in contact with Professor Uhlenbeck while writing this article. Below are answers to a few questions we asked her:

How was your journey as a mathematician influenced by a lack of (or a presence of) female role models?

“I come from a line of strong women on my mother’s side. My mother was an artist, who made sure to paint on Thursday’s in the middle of a week spent on domestic chores. Also, when I was growing up, there were a series of mostly orange biographies of great men, which included a few women. I also developed a sort of heroine worship of Virginia Woolf. There was a lot written by and about her. I have several times already mentioned that when I was in graduate school, I watched the cooking shows of Julia Child. There was no shortage of women role models, just no immediate ones in mathematics. And you know, I never noticed that my math brain wasn’t as good or better than that of my male peers and ignored those who said it wasn’t.”

What can high schoolers do to prepare themselves for research at a high level?

“Get interested and stay interested in as many things as you can. Learn everything you can. Don’t let messy

details of ordinary life get in the way of doing what is interesting and useful.”

What advice do you have for aspiring female mathematicians, and other females interested in STEM related professions?

“I am not sure I have any different advice to give women or men, whether they are doing math or writing novels. One thing is to get lots of advice, then follow that which makes sense to you and seems to fit your personality. People are all different and your goal is to somehow match yourself with doing something worthwhile. Don’t get sidetracked into thinking you have to go to the best school, or get the best grades, or know all the right people to become good at what you want to do.”

It was an honor and a privilege to receive advice from Professor Uhlenbeck. She has been a role model and mentor to anyone entering the field of mathematics, women and men alike. Her self-prescribed “math brain” and passion for mathematics have led her to a successful and rewarding career. In her comments, she urged students to find what they are interested in and to pursue it passionately.

DHALL CREATIONS

By ANNE BRANDES and SAM WEIL
Staff Writer and News Editor

For the healthy nut:

Elm Street Dining Hall has lots of nutritious food simply waiting to be utilized. My favorite is experimenting with Chobani yogurt, both to add sweetness and crunch. A really simple way to add a spot of color to this often bitter yogurt is to stir in a dab of raspberry jam. With this condiment, one can decide how sweet or bitter the yogurt is by choosing how much jam they add.

Another way to vary this dish is to add fruit or granola to the yogurt. Not only do these additions provide sweetness, but they also provide texture and weight to the dish. If you are looking for a fast way to get ready for a sports game or a grueling assessment, this is a great way to whip up a nutritious and delicious meal.

For the drink connoisseur:

When you are dragging yourself into D-hall for that cup of early morning coffee, consider mixing your caffeine with hot chocolate from the machine adjacent. While the taste is no D-squared mocha, it provides a dash of chocolate to your morning routine. In a similar vein, Exonians have mixed their coffee with a slew of sweeteners outside of the typical sugar packet— these include whipped cream and soft serve ice cream.

Perhaps one of the most underrated drinks in the juice family is definitely cranberry juice. This rich drink, while packed with sugar, is also wonderfully flavored and pairs well with many juice combinations. Additionally, if mixed with seltzer water, cranberry juice is practically a low(er)-sugar soda. This handy trick can also be implemented with

other juices such as orange and apple.

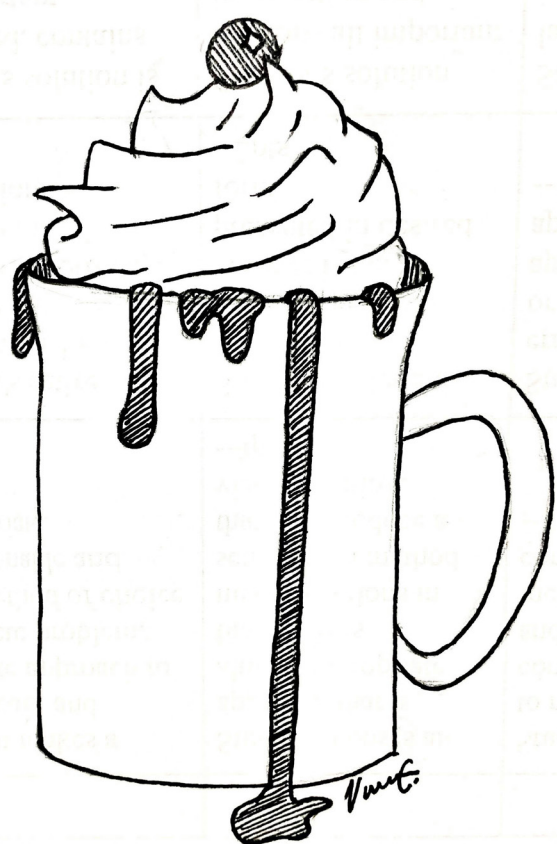
For the sandwich lover:

Now that both Elm and Wetherell have functional panini presses, it is time to make that perfect, golden grilled cheese. While this method perhaps isn’t the most healthy, it is certainly the most tasty. To begin, choose two pieces of either white, brown or whole grain bread. Then, lightly butter the outer sides of both of the slices. For cheese, I suggest mixing American cheese. For body, add another more flavorful cheese, like Muenster, for flavor. Then, there is an option to add a meat or vegetable to your sandwich— a popular choice is turkey or ham.

The most important step, however, is grilling. First, make sure all of the char on the grill is scrapped off. Then, you’re going to want to put the sandwich on the grill for a significant amount of time; to have that crunch and completely melted cheese, definitely make sure to leave the sandwich on a minute longer than you think is appropriate. Give the sandwich a few flips, and then you’re done!

For the unconventional milkshake-craver:

If you have an extra six minutes to spare, you might try an eclectic milkshake. While there are many paths to perfection when it comes to ice cream, I find that this vanilla shake takes the cake. You can mix D-hall soft serve, soy milk and honey in a cup (one can also add a dash of peanut butter for a little pizzazz) and garnish with a sprinkling of coconut flakes. This unusual medley is sure to pass your extra time.



Veronica Choulga/The Exonian

TRENDWATCH

By LEAH COHEN and RAMYANEE MUKHERJEE
Sports Editor and Guest Contributor

Hey Exeter!

Welcome back to a somewhat-sunny Exeter. We hope you had a fun spring break filled with warm weather and rest. Spike ball, dorm teas, the cold breaking in mid-April and summer coming soon means that you can finally ditch the Bean boots and slip on some flip flops. We can’t wait to see the spring clothes Exonians have hiding in the back of their closets.

Last week’s blast of warm weather brought out some of the best for Exeter’s most stylish. **Madison Kang ’19** was spotted in the dining hall sporting the perfect season transition look! She wore a simple black top with jeans but took it to the next level by layering the outfit with a sherpa and suede flared vest. English Instructor **Ellee Dean** wore a comfy but cute outfit ideal for late night study sessions in the library. She layered a pastel pink cocoon coat over a soft grey hoodie in order to keep warm during these chilly spring nights. Dean also combined two trends, raw hems and two-toned denim, in her jeans! **Chloe Malikotsis ’20** embraced the sunny weather by rocking a black quilted jacket over a jersey grey tie-front dress. The basic colors made it great for layering and accessorizing. When the temperature changes drastically throughout the day, try layering with statement outerwear!

It can be hard to keep up with the world of fashion while at Exeter. The workload can feel stifling, not allowing us enough time to shop at different locations. Luckily for you, Instagram has got Exonians and their millions of users covered. With thousands of fashion accounts and influencers out there, here are the top four accounts we believe are worth the follow.

If you’re new to the world of fashion or just want basic information on new designers, trends and more, the account The Business of Fashion (@bof) describes itself as “an essential daily resource for fashion creatives, executives and entrepreneurs all over the world.” Every Friday, the page posts a #FashionFactsFriday, covering key fashion terms from “box pleats” to “dégradé.” The #MondayMotivation hashtag highlights those working in fashion, complete with a short blurb on their involvement and impact on the brands they work with.

For more seasoned fashion followers, @diet_prada is the account for you. The controversial account calls out designers and brands alike for copying each other’s work, racism in the industry and rip-offs. Back when Dolce & Gabbana was releasing offensive “instructional” videos to promote their #DGTheGreatShow in December, Diet Prada was the first to call out the multi-million dollar company. The account kept followers up to date with the news by breaking all of the racist screenshots of direct messages between Stefano Gabbana and “Dieter” Michaela Phuong Thanh Tranova. @diet_prada was the first to tell the fashion world that the show was eventually canceled by the Cultural Affairs Bureau of Shanghai. Started four years ago, the Instagram page has taken off with over one million followers. If you’re looking to up your knowledge of fashion and the behind the scenes drama, then this account is definitely for you.

If you’re looking to do some shopping as the weather warms up, you don’t even need to leave the app! Instagram recently rolled out a new feature where you can shop and check out directly through stories and posts. By simply clicking on a tagged product, you can buy any influencer’s favorite new item!

If the long winter drained the inspiration out of you, turn to Arielle Charnas’s pages @ariellecharnas and @somethingnavy to see candid shots of her styling versatile everyday outfits that are still fashionable! Youtuber and lifestyle blogger Lauren Elizabeth (@laurenleizabeth) recently released her new line, XLE, and she’s been dropping new collections every two months or so! She designs clothes for girls who “work hard and chill harder” and her pieces are just the right balance between trendy and adaptable so you can dress them up for class or wear them with a simple white tee and jeans for breakfast on the weekend!

If these accounts aren’t enough for you, you can always follow us at @ramyanee and @leahkcohen. We promise the content is worth the follow.

Happy spring term everyone! Warm weather is coming soon and so is the fashion.

See you on the path.

XOXO,

Leah and Ramyanee



JaQ Lai/The Exonian

TRANSGENDER DAY OF VISIBILITY

By DANIEL CHEN, ERIN CHOI and STEPHEN MCNULTY
Staff Writers

From the Humans Rights Campaign: *International Transgender Day of Visibility is honored every year on March 31 and is a time to celebrate transgender people around the globe and the courage it takes to live openly and authentically, while also raising awareness around the discrimination trans people still face.*

Pepper Pieroni '20

"I think Exeter's a really accepting environment and it felt good to try new things here. When I came to Exeter I knew I wasn't a girl, I just didn't know what that meant."

"I also think that Ms. Lembo, being the LGBTQ+ coordinator, has helped so many students."

"Something I've told a lot of my friends to do that's a small action but can have a big impact is if you're in a class and it's the first day and you've started introducing people around the Harkness table and you're noticing that people aren't using pronouns, be the person, even if you are cis, use pronouns. Even if you think it might be obvious, there might be people at the table who don't use the pronoun you think they might use. That can say that 'hey, I'm here and I realize that there are people who don't use the same pronouns that I might assume.'"

"I felt really scared speaking at assembly. Often the trans-community speaks to other queer people and that was an opportunity for me to talk to the whole school about something that they're aware of. You're aware that queer students exist but, as Eliot's dad was saying, when it's your close friend or when it's your family member or your sibling or a teacher or a roommate, it becomes a lot more real."

"Exeter's about learning about those around you and finding out what's important to them. This day marks a really important day for me. It means that I've been out since September of this year. Exeter's about learning about those around you and finding out what's important to them. This day marks a really important day for me. It means that I've been out since September of this year."

"It's a day to celebrate that I'm here and I'm loved."

Coco Lipe '22

Q: Had you heard about the day of visibility before this interview?

"I had heard of it mainly because I follow a lot of trans people on Instagram and a lot of trans activists but I wouldn't have heard of it otherwise, if that makes sense."

Thomas Yun '22

Q: What were your reactions to assembly?

"I heard these stories online or whatever, but I've never heard them so close to the community I was in. I just know that people are very conscious of it, you know gender and gender identity, etc., and how it's not easy -- it's really tough to like, be mindful and be accepted I guess, and being accepted is really hard."

Emily Jetton '20

Q: What obstacles would you say there are to transgender visibility on campus?

"I think one thing might be the Vs policy. You know, that's still very heteronormative. I heard one student saying that one time she tried to have a sleepover with someone in an all-gender dorm, and the person on-duty that night said she didn't know the policy about that. So you know having that policy in place so transgender people can do things like that."

Gabe Driscoll '20

Q: What obstacles would you say there are to transgender visibility on campus?

"You asking me this question is the first time anyone has asked me about trans visibility on campus, which I think speaks for itself, in that I don't think there's enough...I think if we have a more natural discourse, I don't know how we would go about it. I think it needs to be student led and organic."

Shrayes Uphadyaula '22

Q: What do you think can be better done to support transgender students on campus?

"I feel like the administration is doing a lot. It's just up to the students to become more accepting and we can change our mindset so that people with different opinions can feel like individuals here."



Alex Myers

"I feel fortunate to be a transgender person at a school where I am supported and accepted, where I can be visible every day. That truly is a privilege. Transgender Day of Visibility is, to me, a reminder to be grateful about my good fortune and use my position of privilege to help others. There are so many transgender people who struggle to accept themselves, to be accepted by others, to make their own lives legible, visible, loved."

Thomas Wang '20

Q: How did you feel about the Assembly the other day?

"It was good ... very heartwarming. It felt very authentic. It was just them going through their things so it was good."

Q: What obstacles would you say there are to transgender visibility on campus?

"We go around and celebrate this one side that we're very accepting, but I think there's this other side where there are large swaths of our population that are not accepting of this and many other issues."

Eliot Diaz '19

"Coming out is a long process. I still come out everyday—to old friends, to new friends, etc. I initially came out as a lesbian in 7th grade. But, by the time I came to Exeter, I had gone back to the drawing board."

"In the future, we hope to host a regional GSA dance. We are also working on planning movie nights, special guest attendees for meetings, and our annual end-of-year BBQ!"

"Not everyone is LGBTQ, but everyone will come across a LGBT person in their life. (If you haven't, feel free to say hi to me on the path! Congratulations! Now you know me, and this also applies to you.) Especially if this person is close to you, such as your parent, child, partner, sibling, or best friend, this can be a process that takes time. To quote my Dad, 'It's easy in your daydreams to be the hero who always has the correct opinions, reactions, and emotions. Reality—up close and personal—is quite different. You don't get to pick the characters. You can't change the plot. The journey can be painful, and there are no do-overs.'"

"My Dad also described during the GSA assembly how 'it's also easy to be a custodian or 'traditional values' when it's not your cousin, or your sister, or your Dad.' The intention of his talk was to give advice to people who will have people they love come out to them. I hope it was also reassuring to my fellow LGBT kids; people really can grow and change over time. It's by no means easy. There are often lots of hard conversations, but, from my personal experience, people may grow and change more than you ever imagined."

Audrie Gonzalez '22

Q: So what has been your knowledge or what has the school shared of knowledge about transgender students?

"I feel like the school is doing alright with implementing gender-neutral bathrooms, but at the same time -- they're only in a couple buildings, only on a couple floors, so you know, it can get weird trying to find one sometimes especially if you're a non-binary student."

Sofina Tillman '21

"I think that the new bathroom policy that was just instituted is a really good one since at the school everyone is...not all students are gender binaries or gender-just gender."

"So I think that's a really good positive forward thinking step the school taken. But we obviously still have a lot of work to do."

"I see [the administration] really trying to make concrete changes to it that would benefit students that are gender nonconforming, so they don't feel excluded."

Q: Have you heard of Transgender Day of Visibility before this interview?

"I haven't but I think the school should have done something about it or I think that they should have brought it to our attention because we have other memorial days/fill in the blank days that are celebrated on campus and have a lot of attention brought to them. I think that we should definitely take the time to also cel-

SUNDAY, MARCH 31

Are You Really Experiencing Exeter at Experience Exeter?

Lina Huang '22

Guest Contributor

Experience Exeter is, in a way, a lie. Of course, Experience Exeter is not a complete misrepresentation—the serenity of the campus and old brick buildings remain unaltered. The wind howls in its unique New Hampshire pitch and the bell on top of the Academy Building always tolls half a minute late. But, the classes, the activities—the impetus students are looking for—are transformed for the day.

On Experience Exeter days, there is a rule that prohibits tests and quizzes. Though a class that is filled with the scrape of pencils and the shuffling of desperate answers is a boring sight, that limitation, coupled with the loose restrictions on class implementation, turns a regular class into a pile of projects that are often consumed primarily by aesthetics instead of learning. It feels as if our school has been transformed into a circus: here are the elephants, here is the trapeze and here is the ringmaster, presiding in calculated silence.

The rule has a different, perhaps unintended, consequence that makes current students suffer the following week. Analogous to the all-nighter, Exonians and tests are moved further

and further back from their intended pedestals of Thursday and Friday. Though students have the weekend

It feels as if our school has been transformed into a circus: here are the elephants, here is the trapeze and here is the ringmaster, presiding in calculated silence.

to study, schedules and expectations will be moved back and the following information for the next test will be taught as a rushed affair.

The Harkness demonstration itself is a bit of a sad imitation of the normal lesson. There is the quiet student that suddenly evolves into a fountain of wisdom and the loud student that stays silent but occasionally interjects with an inspirational idea. Half of the students are nervous and the remaining are tense. But everyone is tired. It's a mixture that theoretically evens out—according to the little I understand of calculus from physics class—except for one factor: the teacher.

In the four few days of Experience Exeter, the teacher, too, transforms. Often the teacher turns into a bubbling spigot of elderly wisdom and impressive resumes. Discussions

are usually lackluster, as a student or two ask questions and review the information mentally for a minute, waiting for that lightbulb moment. The class normally turns to a useless discussion on minute details. So, Experience Exeter is a process that focuses on the visitor's perceptions at the expense of learning the material.

However, in other ways, Experience Exeter is an inspiration. I came to Experience Exeter as an eighth grader that misheard the word

Experience Exeter is a process that focuses on the visitor's perceptions at the expense of learning the material.

“Exeter” as “executioner.” As the “highly-motivated student” admissions essays and parent recommendations proclaimed me to be, I flew to Experience Exeter in anticipation of boarding school and a wealth of opportunities briefly opened by the Courses of Instruction booklet—back then enshrined by the bedside table. But on the day I drove to Exeter, it snowed—something that I, a native Californian, never expected. I was irked by the full two-hour ride there and complained that I would reject Exeter for a school back in

California. But tripping into Experience Exeter in jean shorts was a cotton candy experience.

It was stickily carnival sweet: the laughter with the tour guide—a mature yet sociable Prep—and the resources pointed out matter-of-factly. The classes were incomprehensible, an incomprehensible point to the I-am-an-Exonian ego I had been cultivating ever since the day admissions decisions were released. And the discussions were filled with the experiences and talents of the students, barely fourteen or fifteen, around the table.

In the end, cotton candy is oftentimes an empty sweetness. Although Experience Exeter opened the door for a glimpse of the Exeter experience, it failed to mention the prevalent feeling on campus of long hours of work and all-nighters, of bad teachers and great teachers and crushing grades, of infinite emails and a never-ending myriad of clubs that are impossible to join.

And in the end, the final end, it was neither the facilities nor the students that pivoted the decision I made to come to Exeter. Instead, it was the fragile, indescribable feeling of excitement, love, dedication, fun and a nothing-is-impossible-here feeling that floated around in the air that inspired me to become an Exonian.

Masters Tournament: The Golfer's Religion

Kennedy Moore '20

Columnist

The second week of April is the best week of the year for any golf fan: with it comes the Masters Tournament. The Masters is the first major tournament of the year and is somewhat of a religious holiday for golfers. It takes place at the Augusta National golf club in Augusta, Georgia, which legendary golf writer Dan Jenkins called the “cathedral of pines.” For those who hail from northern climates and haven't been on a course since September, the second week in April is a beacon of hope that golf weather is on the way. Fuzzy Zoeller once said, “I've never

The Masters is the first major tournament of the year and is somewhat of a religious holiday for golfers.

been to heaven and thinking back on my life I probably won't get the chance to go. I guess winning the Masters is as close as I'm going to get.”

The Masters has been compared to the Super Bowl, the Catholic Church, jazz songs, poetry, literature and even craft beers; but perhaps the best metaphor for the Masters is the nation that the tournament calls home. The nation of the Masters, like America, has had a storied and somewhat troublesome history.

The constitution of the Masters nation is the golf course. The authors were Alister Mackenzie, Donald Ross and Ben Hogan. Ben Hogan said of the course's design, “We want to make bogeys easy if frankly sought, pars readily obtainable by standard good play and birdies—except on par-5s—dearly bought.” It's a simplistic goal: make the game fair for the bad players,

challenge the good ones and reward the great. As with any constitution, there has been much controversy over how much this one should change. It

The Masters has been compared to the Super Bowl, the Catholic Church, jazz songs, poetry, literature and even craft beers; but perhaps the best metaphor for the Masters is the nation that the tournament calls home.

remains relatively intact. Many architects have changed the course significantly. Robert Trent Jones was the Masters' equivalent of Barack Obama, adding water hazards, tree lines and narrowing fairways. The bulldozer was his executive order. Gil Hanse, although he would likely cringe at the comparison, is the Masters' equivalent of Ronald Reagan, working to restore the course to its original intentions.

The purists cry foul that the course has changed at all. Others demand that the course must be changed radically to compensate for the new technology in the modern golf ball

It's a simplistic goal: make the game fair for the bad players, challenge the good ones and reward the great.

and driver. Both sides are indignant, but the course is probably just about right. It's not perfect, but good enough to host the best tournament in the world. As the old Churchillism goes, it's “the worst system except for all the other ones.”

What both sides of the architecture debate seem to miss is that while the golf course is special, it is not the most important part of the Masters

Tournament. What makes this nation the greatest in the world is not its government, but its citizens. It's the

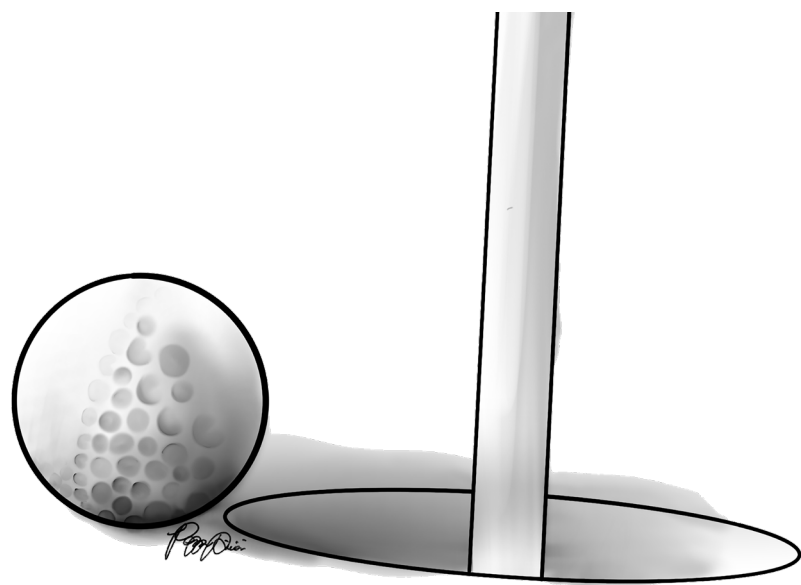
What both sides of the architecture debate seem to miss is that while the golf course is special, it is not the most important part of the Masters Tournament.

history, community, and reverence of the Masters, that makes it so special. It is the fact that a ten-year-old Tiger Woods doesn't go to bed thinking about the PGA Championship—he's dreaming of one tee at Augusta. It is the fact that you can walk into a golf course clubhouse in L.A., New York or Nebraska and talk to the members about how you would play the par 5's at Augusta, or how Greg Norman blew his lead in 1996, or how Tiger hit perhaps the greatest shot of all time in

Illustrated by Art Editor Pepper Pieroni

2006, or how the wind on the twelfth hole tends to swirl just a little bit more on Sunday afternoon at the Masters.

The tournament doesn't seem fair sometimes. When Greg Norman saw a six-stroke lead vanish seemingly into thin air, our hearts all went out to him. Nick Faldo said it was “the only time I've felt bad for someone I have beaten.” We all loved it though and we were all back to watch again the next April. Needless to say, Norman was back to take another shot at the green jacket as well. Sometimes it is a great tournament with a Cinderella ending and sometimes the villain wins when it's all said and done; but no matter what, we'll keep coming back, April after April, probably till the end of time. The state of the tournament is, for the most part, settled, although there is the occasional shake-up. For example, there is talk of a new architect on the scene. She is named Alexandria Ocasio-Cortez. I hear she likes what they have been doing with the French Open.



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Alternatives to Getting a Four-Year Degree

Jacob Feigenberg '21

Columnist

It's April! Many college acceptances have come out, so seniors should experience a huge wave of relief. The struggle is over—or at least temporarily. After college graduation, all the hard work of learning and growing is over and one's experiences can finally be put to use. Right?

But what about those strange formulas I memorized in math or that essay I wrote about the Great Molasses Flood of 1919? Why do we learn things that we will never encounter in our lives outside of school?

In addition to a decent education, the other valuable benefit from college is a degree. Families are willing to break the bank so much that, according to the *New York Times*, 1.3 trillion dollars are owed in student loans. A third of Americans between ages 25 and 29 hold at least a bachelor's degree in hope that it will help them find a job. Because the amount of people carrying a bachelor's degree is increasing, the value of their degrees will continue to drop.

Only 53 percent of college stu-

dents believe their major will lead them to a good job, according to Gallup. What's the point of the 1.3 trillion dollar price tag if, according to the *Times*, a whopping twenty-five percent of college graduates earn no more than people who stopped their formal education after high school? Furthermore, the curricula of

A whopping twenty-five percent of college graduates earn no more than people who stopped their formal education after high school.

schools are becoming archaic with the constantly-changing skills market. Elite schools like our own are starting to offer computer science, leadership and management, and other specialized classes. However, these changes are slow and have yet to begin in many public schools. The focus remains on exposing students to many subject areas, to build a well-rounded student.

The idea of a good education needs to be separated from the idea of a well-rounded education.

In today's workforce, adaptation and versatility are more important than ever. Because more people have a degree, higher management faces

tough decisions in hiring the best candidate. As a result of this, it has become hard to differentiate oneself

The idea of a good education needs to be separated from the idea of a well-rounded education.

with just their degree alone. Combining the depreciation of the college degree with the increased spirit of individuality and self-determination, many people are attracted to the mysterious title of "self-employed."

According to a CNBC small business survey, 56 percent of independent business owners in the United States do not have a college degree. Another survey found that 66 percent of millennials want to start their own business. Some of my friends in college and at Phillips Exeter Academy have made some money with their e-commerce stores on Shopify; even more have put a couple hundred dollars into easy-to-use-investing apps like Robinhood and Acorns Grow. When cryptocurrencies were still relevant, many young people wanted to ride the wave and make a couple bucks on the side. The younger generations seem attracted to the idea of controlling their workday: to invest

in oneself, to travel and to make money without having to report to someone else.

These are the perks of self-regulation, where people can do whatever they want as long as they have a good idea and execute it well. Notice how there is no need for a college degree to become self-employed.

Despite this development of self-employment, college degrees remain a coveted commodity. There is still

The younger generations seem attracted to the idea of controlling their workday: to invest in one's self, to travel and to make money without having to report to someone else.

value in receiving a specialized degree for jobs in medicine, engineering and finance. Degrees from elite schools offer an advantage and will continue to give an advantage over other less selective institutions. However, this new form of employment offers an alternative for the many who are stuck in the middle. The four-year degree still reigns king but self-employment and passive income are becoming the next best thing.

Ignorance is Contagious

Dennis Kostakoglu Aydin '21

Columnist

During President Donald Trump's campaign, his counselor, Kellyanne Conway, received flak for her invention and frequent usage of the phrase "alternative facts." Since that time, "alternative facts" has become the catchphrase of Trump supporters who "stand up against the fake news media." Of course, in reality, instead of revealing the truth, they warp it to suit their own desires. This disfigurement of the truth is one of the reasons why people dislike Trump and his compatriots. However, to say that only Trump and his supporters use "fake news" to their advantage is simply false.

Recently, I read an article in the *Harvard Crimson* that states that Democrats were never going to turn the Senate, but rather, there would be more massive blue waves as some major news outlets were predicting. The article went on to

say that none of these facts mattered, as liberal students were stuck in an echo-chamber, turning their hopes into fact. When I read this, my first reaction was incredulity. However, this was quickly overtaken by a sharper, more passionate embarrassment.

On the night of the midterm elections, I remember staying up late in my dorm common room, tracking the election results on RealClearPolitics as they

None of these facts mattered, as liberal students were stuck in an echo-chamber, turning their hopes into fact.

came in. I had conversations about how Democrats might pull this off. I believed this because I was told, by news sites, by people, that it would work. I saw statistics. But I didn't see the whole story, because I confined myself to what I believed

and what the people around me believed. I suppose that I could have avoided this. Especially in the era of fake news, we are often reminded to fact-check our sources. Even as an op-ed writer, we're all sup-

I didn't see the whole story, because I confined myself to what I believed and what the people around me believed.

posed to present readers with a multitude of varying perspectives so that they can see the whole story and appreciate the value of an unbiased publication.

I was embarrassed at myself because I had lost touch with that vision, and I had allowed my viewpoint to narrow.

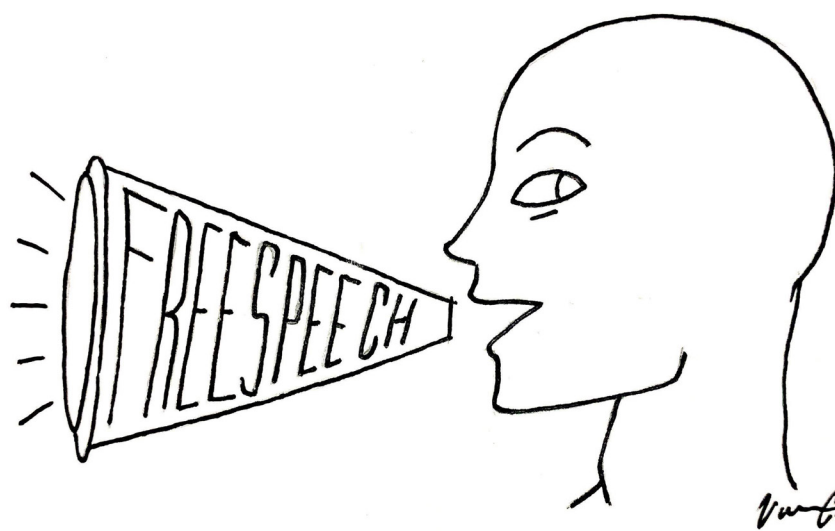
I want to clarify something at this point. I'm not writing this as a letter of self-pity. I understand that the fault at least partially lies with me. I clearly didn't take the necessary steps to figure out the

truth. I just believed what people told me.

The problem isn't being partial, though. The problem is that we don't listen to others when they tell us to not be partial. I didn't listen during the midterms, and I ended up realizing five

I want to clarify something at this point. I'm not writing this as a letter of self-pity.

months too late that I was wrong. Ignorance is contagious, and that's especially dangerous at a place like Exeter, where students become leaders, not just in our community, but in the world at large. If people look up to you, and what you wish influences your knowledge heavily, you will influence your followers to your alternative facts as well. That's irresponsible leadership. As a result, we have to understand the full facts. The decisions we make depend on it.



Talking With The Other Side

Jonathan Meng '21

Columnist

This past Thursday, March 21, President Donald Trump signed an executive order that seeks to improve higher education. Trump's order boils down to protecting free speech in institutions that get funding from the government as well as reforming federal student loans. The bill achieves this by instructing governmental agencies, such as the Departments of Defense, Education, National Science Foundation and NASA, to "ensure institutions that receive Federal research or education grants promote free inquiry." These potential cuts will not affect "funding associated with Federal student aid programs that cover tuition, fees, or stipends."

To help with government loans, Trump directed data regarding earnings and debt for specific majors to be

placed and updated annually on the College Scorecard website and also made it easier for borrowers to track and pay off their debt with "a secure and confidential website and mobile application."

According to the executive order, the federal government believes that these actions will "encourage institutions to foster environments that promote open, intellectually engaging and diverse debate," help students choose degrees and career paths that best suit them, "assist students in completing their degrees faster and at lower cost" and educate borrowers about risks and repayment to minimize defaults.

While critics correctly pointed out that this sudden championing of the First Amendment is quite inconsistent with Trump's attacks on the media, this executive order has the potential to enact a lot of positive change.

Just last year, a study found that more than half of 800 surveyed undergrads felt "intimidated" by sharing their political opinions in class because of dif-

ferences of beliefs with their professors. This fear does not only apply to one side, as 61% of conservatives and 53 percent

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of liberal students reported not feeling comfortable sharing their political viewpoints. A 2010 study showed the same occurrence in teachers, with only one in six professors agreeing that they could safely share unpopular views on campus.

Even on our campus, there appear to be some problems with this. Beyond the obvious fact that students with different political affiliations do not communicate very often, at a recent

assembly, one student asked Principal Rawson whether he had any ideas for increasing ideological diversity on campus, citing the Exonian's survey which said that almost 44 percent of students here identify as liberal. The very fact that such a question was asked demonstrates discontent among the student body with the way that different ideologies have been treated.

Overall, this reluctance to share personal political opinions does not reflect positively on our institutions and the world as a whole. As many before me have noted, the rise of social media, filter bubbles and platforms that cater to our predispositions, have made us less tolerant of those that disagree with us and less prepared for the real world. In order for students to grow, it is absolutely necessary that we get the opportunity to confront and rebut contrasting opinions.

The country is polarized. Coming into contact with people who disagree with you is inevitable, and students should be well-equipped for this.

Girls Lax Gets New Assistant Coach



Lacrosse superstar, Kristan Kjellman Marshall dodges a defender.

Photo Courtesy of *The Boston Globe*

By CHARLOTTE LISA
Staff Writer

During spring break—as Exeter Girls' Varsity Lacrosse trained in Florida—head coach Christina Breen posted cryptic Instagram updates hinting at a surprise development in the team's future. The seemingly bizarre and unrelated hints eventually gave way to a final reveal: Exeter Girls' Varsity Lacrosse would be welcoming Kristen Kjellman Marshall as a new, part-time addition to their coaching staff.

In the lacrosse world, Marshall could easily be equated to LeBron James, Tom Brady or other athletes of high acclaim. “I was beyond excited when I found out she would be joining us this season,” senior and captain Bella Hillman said. “She’s done so much for the sport, and is just so knowledgeable

about it.”

Marshall, originally from Westwood, Massachusetts, played collegiate lacrosse at Northwestern University and currently holds the second most NCAA Division I Women's Lacrosse Championships. The team won their first championship in 2005, the year after Marshall arrived on campus as a freshman.

As a freshman, Marshall started all 18 games with the team, and by the end of the season had been named the Inside Lacrosse National Rookie of the Year. She led the team in goals, making 53, and by the time of her graduation held the all-time Northwestern Record for goals scored and points: 250 and 349, respectively. In her four years there, Marshall won the NCAA Championship three years in a row, in 2005, 2006 and 2007. Marshall also stands as the

first person, male or female, to have ever won the Tewaaraton Award—the Heisman Trophy of lacrosse—for two consecutive seasons, 2006 and 2007. In 2007 she was also a member of the U.S. National Elite Team, and her accolades and accomplishments extend far beyond those listed above.

Marshall now lives in Rye, New Hampshire with her family, assisting the team three times a week out on Phelps Field. During their interactions with Marshall, the team expressed great appreciation for the unique opportunity to work with the acclaimed Tewaaraton winner. “It was really helpful to learn her different strategies and techniques that I never would have thought of,” senior Katherine Kester said, who worked with Marshall on draw controls. “The whole time we were working together

I just kept thinking: ‘here’s this double Tewaaraton winner, one of the best lacrosse players on the draw, teaching me.’”

Prep Molly Longfield highlighted that despite Marshall's talent, she always accompanies criticism with encouragement. “It’s just so obvious that her lacrosse IQ is through the roof,” Longfield said. Marshall is excited to get to know the team and work with them over the course of the season and there are sure to be more Instagram updates detailing Marshall's involvement with the team.

Hillman concluded by emphasizing her gratitude for this opportunity. “With this as my final season here, I couldn't be luckier to get to learn with her before college. We are all so lucky to have her this season, and she is really going to help us improve as individuals and as a team.”

Volleyball Breezes Past Choate 3-0



Senior and co-captain Don Assamongkol leaps for a hit.

JaQ Lai/The Exonian

By MEREDITH THOMAS
Staff Writer

With the final and clinching point of the first set in sight, senior and first-year volleyball player Cole Glennon leaps and strikes the ball, attempting his famous backspin jump serve. This shot has been a focus point in practice for Glennon so far this season. Lower Nam Nguyen praised Glennon's performance, saying, “he's by far the most athletic player we have, and it shows when he's up there about to jam the ball at the other team.”

The Exeter boys' varsity volleyball team started off the season with a bang this past Saturday with their sweep of Northfield Mount Hermon School. This year's team has several new faces and plenty of potential for growth. “I'd say as a whole the team is more athletic on average than in previous years, which is a great thing,” senior and co-captain Don Assamongkol said. “As for the more technical side of things, it always takes some time to get going because most of us only start[ed] playing volleyball here [at Exeter], but we're on track to becoming really good.”

Though the team has work to defend their 2018 League Title from the Final Four Tournament, they are excited about their strong start and have already seen great improvements since the beginning of the season. “By the third practice of the year, we were playing real volleyball. That's not to say that we don't have a long way to go, but if you look at how we played on day one and how we play now, it shows what an amazing job Coach Shang and Coach Rowe can do

with a new team,” Nguyen said.

The team has great leadership from the captains as well as the coaches. Lower James Keeling commended Assamongkol and senior co-captain Sam Michaels, calling them “great captains.” Keeling explained, “They are very helpful in teaching the new kids and integrating them with the rest of the team. They are both outstanding players, and everyone looks up to them.” The team has established a great dynamic and understands how to put the fun in the work.

There is always room to improve, and several players highlighted that there are some technical elements of the game that need improvement heading into the rest of the season. Assamongkol said, “Lots worked well [on Saturday]; we talked, but of course we could always do better getting cleaner hits and communicating more effectively.” Nguyen agreed that the team started out solidly. He said, “it's still the beginning of the season, so there's a lot we have to work on, but it was a good start to the season. I'm also glad we got to open up the season at home.”

The team will be headed to Choate Rosemary Hall this Saturday to hopefully bring home another win. Michaels is confident in the success of the team this season. “We haven't had too many games yet, so it's hard to tell how we are compared to other teams,” Michaels said. “But I would expect we would be better than them as we almost always are.” Boys' Varsity Volleyball is clearly a team to watch. Be sure to catch them on the court at their next home game on April 17!



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GV WATER POLO SLAMS DEERFIELD'S DOORS



Lower Ursie Wise looks up for a pass.

JaQ Lai/The Exonian

By WYNTER SANDS
Senior Reporter

This past weekend, Big Red's varsity girls' water polo team left their home pool to go head-to-head against Deerfield in their first game of the season. The girls demolished their competition, ending the game with a score of 13-4. With their first game in the bag, they are excited for what looks like a remarkably successful season.

The team has only been training together for a short two weeks, but in that time the girls have been giving it their all in the pool. "Coach [Andrew] McTammany made us work really hard from day one," upper Ramyanee Mukherjee said.

Heading into the Deerfield game, the team did not relent with the intense training. The girls have been actively

building up a base with their workouts. "We jumped right into proper mid-season conditioning and practice instead of working our way up to harder practices," senior and co-captain Sam Gove explained. "Since most of the team has played before, we haven't had to spend time teaching water polo basics," Gove continued. "We had swim and leg sets two or three times a practice and worked on lots of different skills," Mukherjee added.

By the time the game came around, it was clear the training had paid off. Throughout the game, the girls played lockdown defense against Deerfield. "The defense was really great during this game. There were a few times when [senior] Gabby Allen stole the ball from the Deerfield offense, and [lower] Ursie Wise did that a few times too," senior Ela

Ferhangil recalled.

Not only was the defense phenomenal, but also Big Red's offense was out for blood. "Sam Gove scored a lot of goals and played really aggressively. She never backed down and played really strategically. [Prep] Lindsay Machado also got her first goal which was amazing," Mukherjee recalled. Mukherjee credited the incredible success to Big Red's offensive tactics saying, "We rely on our strongest shooters to score goals. McT [McTammany] always talks about looking up and down the pool to see who's open and to rely on your teammates to move the ball down the pool."

Although the team's starting goalie, Ferhangil, is currently out with a concussion, the girls did not let this deter them. Senior and co-captain Issy Wise and prep Grace Emmick took on the

challenge of filling in for Ferhangil. "Issy and Grace really stepped up as goalies after my concussion. It was the first time Grace had ever been in goal for water polo, and she did a great job. Issy also did a wonderful job in the goal and in the field, scoring many goals for the team," Ferhangil praised. "Grace Emmick killed it, she's never played polo before and she really rose to the occasion," Gove added. "The whole team is really proud of Grace," Mukherjee finished.

Big Red's next game is an away double-header against Williston Northampton School and Loomis Chaffee. The girls are excited for these next two games and to see what the rest of the season has to bring. "We're coming off an undefeated season last year so we're feeling pretty positive for this year," Mukherjee said.

GIRLS' VARSITY TENNIS SWEEPS MIDDLESEX



Senior Francie Treadwell prepares to strike the ball.

Eva Carchidi/The Exonian

By COOPER WALSH
Staff Writer

Like a broom against a dirty floor, Girls' Varsity Tennis swept Middlesex this past Saturday, clinching a 9-0 dub. This was their second game and they have not lost a single match.

The majority of this year's team is composed of preps and new students, so the girls took their pre-season training experience in California as a chance to create bonds with their new teammates. Upper Mimi Lavin said that "California was great [to get] rid of the rust from the offseason, but the memories and relationships we made are more important and

will benefit the team greatly this season."

"It's especially exciting to watch the preps play because they are all pumped up to play high school tennis for their first time. I can really see my prep self in them," senior and co-captain Katie Yang said.

The new members of the team were able to keep their calm against Middlesex and deliver impressive results. "We had many really good comebacks from behind. It took us a while to get into our rhythm but we pulled through," Elizabeth Yang said, explaining that the team needed some time to adjust to the "wind factor or the different bounce" of the outdoor courts.

After decisively beating Middlesex 15-0 in the 2018 season, Big Red was ready

to dominate again. The team was able to repeat their win from last year and made the Middlesex Zebras return to Massachusetts defeated. Lavin said that so far, "we are off to an impressive start. Of course it's fun being undefeated in every match so far, but what's more fun is being a part of a small, tightly-knit group of girls who are so supportive."

Katie Yang also hoped to highlight her doubles partner, Elizabeth Yang, and her impressive comeback. "Elizabeth couldn't take the pressure while Principal Rawson was watching her so she lost the first four games of her match. However, when he left, she won the next eight to snatch the victory," Katie Yang said.

The team looks forward to traveling to the St. Paul's School to take on the Pelicans. The Pelicans are coming off of a win against Thayer Academy. Katie Yang said that St. Paul's has been an "easy match" in the past, however, she stressed that the team can never go into a match thinking that, and "we can never know if they have gotten impressive new players." Elizabeth Yang noted, "We saw the flaws in our game this weekend and we will definitely be practicing outside as much as we can so that from the get-go, we are ready to go."

Catch Girls' Varsity Tennis practicing hard this week and every week of this season, so that they will be able to claim victory after victory.

Nominate Athletes of the Year!

Email your nominations with name and sport to exonian@gmail.com.