



## Exeter ESA Survey Results Released

### Survey shows Exonians Self Censor Views

By ANNE BRANDES, SARAH HUANG and TINA HUANG  
Staff Writers

Exeter is widely considered to be a liberal campus—a perception that stems perhaps from the frequent jokes about President Donald Trump delivered at assembly or the prominence of progressive clubs such as Feminist Club, Woke or ALES. Results from the ESA survey suggest however, that, while a greater number of Exonians do identify as liberal rather than conservative, the PEA community may not be as wholly liberal as is commonly perceived.

According to the survey, Exeter is more liberal than Phillips Andover, Deerfield Academy and Northfield Mount Hermon's combined average. Of the 730 Exonians who responded to the survey, 44 percent identified as liberal, while 13 percent identified as conservative. The ESA comparatively had a 34 to 18 percent liberal-to-conservative ratio.

For liberal Exonians such as prep Janessa Vargas, the prevalence of liberal voices on campus is affirming. "I feel like my views usually resonate with the majority of what's on campus, which is liberal or more democratic views... A lot of the faculty share the same values, which makes it nice," Vargas said.

However, Vargas and many other Exo-



Senior Dhruva Nistane discusses his political views at the Harkness table.

Helena Chen/The Exonian

**Editors' Note:** In this issue of The Exonian, we reference several statistics from a survey developed by four schools in the Eight Schools Association (ESA) and administered by the 141st Exonian Board. For infographics, refer to page 12. To view the full results of the survey, visit <http://theexonian.com/esa/>.

\* Asterisks denote name change to preserve anonymity.

### Students Discuss "Hook-Up Culture" in Community

By DANIEL CHEN, ERIN CHOI and JEANNIE EOM  
Staff Writers

Seventy-five percent of Exonians believe there is a hook-up culture at Exeter, while only 34 percent of Exonians are sexually active, according to the ESA survey results.

There is no common consensus on what a "hook-up" entails, and for different Exonians, the term can mean a variety of things. Upper Samuel Chang defined a hook-up as "a one-time engagement that doesn't have any romantic attachment," while senior Jenny Yang said that "anything between making out and sex would be a hook-up."

Senior Selin Ferhangil believes the ambiguity, which gives students the freedom to define a hook-up in any way they choose, to be a distinct feature of the culture itself.

Senior Bella Alvarez suggested that many Exonians view hook-ups as a less time-consuming, more accessible alternative to dating—a way to be romantically involved without having to commit. "We're extremely busy; we have a lot of extracurriculars and homework," she explained.

Chang considers hook-ups to be an inevitable reality of a boarding school where "a [group] of high schoolers with a lot of hormones are put into an isolated area where everyone has their own rooms."

However, Chang believes that students view the hook-up culture to be more pervasive than it truly is. "I would say that there's a small percentage that participates in hook-up culture, and they do it often," he said. "For my prep and lower year, I thought all the uppers and seniors were always hooking up and having a bunch of sex."

Alvarez believes that this misconception is a major source of pressure for students to hook up. "Some people might presume that if they aren't

HOOK-UR 2

## Campus Divided on Discipline Committee Bias

By EMILY KANG  
Staff Writer

In response to an ESA survey question about whether the discipline system favors those of privileged backgrounds, 50 percent of respondents—more upperclassmen than lowerclassmen and more males than females—answered positively.

Discipline Committee (DC) chair and Classics Instructor Matthew Hartnett had hoped that the DC assembly earlier this year would help dispel rumors of bias. Now he realizes this may not have been enough.

According to the E Book, the DC's primary goals are "to educate students and to

treat them as fairly as possible when rules are broken." However, the E Book does not explicitly outline how the DC ensures impartiality.

DC member and senior Matt Kang believes the perception of prejudice stems from students' lack of information regarding the process. "The committee takes on a lot of cases, many of which aren't publicized. Because of this, focusing on a fraction of the cases can be misleading," Kang said. "Unconscious biases can't be ruled out, but the committee strives to create a fair and equitable system."

Kang also noted how the word "privilege," as used in the survey, is quite open-ended. "Privilege is a huge concept with a lot of different facets," he said.

In reference to privilege as a financial status, Kang affirmed that the DC is not given information about a student's socioeconomic background. In reference to race, Kang guaranteed that this is not a factor that the DC considers, though he admitted that there is no way to objectively assess colorblindness.

DC member and upper Tise Okeremi confirmed Kang's statements, adding that students' extracurriculars are also not considered.

Factors the DC does consider, according to Dean of Residential Life Carol Cahalane, include "citizenship on campus, prior attendance and disciplinary records [and] how [the student] demonstrated their understanding of the situation and their willingness to accept

DC 12

## Front Street House Dorm Gear Nixed

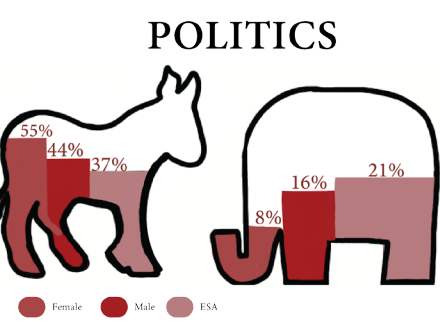
By ERIN CHOI, EMILY KANG and LUCY WEIL  
Staff Writers

Front Street House residents are no longer permitted to wear this year's dorm gear—a sweatshirt with "bhaus," an abbreviation of the dorm's former name "Browning House" printed across a man's face—on the Exeter campus.

Concerns also arose about the sweatshirts being a potential attack on personhood against Louis N. Browning '50, who may be the man depicted on the gear. The administration contacted Front Street dorm head Simon Spanier on Tuesday, Feb. 5, expressing concerns about how the design did not go through the official Student Activities dorm gear ordering process.

Lower JaQ Lai produced the dorm gear after receiving input from the entire dorm. "We held an open forum in which anyone could submit ideas, and this dialogue between everyone in the dorm was what ultimately formed the final design," Lai said. "To my knowledge, the design had the full support of the dorm. I wouldn't feel comfortable creating gear to be worn by members of the dorm if the dorm community was not supportive of it."

"A big part of many [Front Street residents']



experience, thus far, has been one of confusion and ambiguity surrounding our name and the history behind its removal," senior Chris Roper said.

Following a letter from Louis N. Browning requesting his name be removed from the dorm, the Academy, in April 2016, decided to rename Browning House to Front Street House. In the letter, Browning expressed his wishes to cut off ties with the Academy due to lacking representation of students from the Appalachian and Rocky-Mountain area and Exeter's acceptance of "same-gender marriage and homosexual coupling."

This sudden erasure of dorm identity is something Front Street House residents still struggle to cope with. "In those moments when people joke about the Front Street change... we have to ask ourselves, 'How do we acknowledge this history without supporting the views of those who we disagree with?'" remarked Roper.

Lai tried to be mindful of these sentiments in his use of "bhaus" in the design. "I tried to represent that erasure of identity, while recognizing the fact that this erasure is itself a part of our iden-

tity," he said.

Since Lai was tasked with collecting online submissions from residents, however, the origin of the portrait was never clearly identified. Lai said, "I was actually only given that image. I wasn't informed of who the person in the photo was."

Lai's design never went through Student Activities' gear approval process. The 2018-2019 E Book states, "Student Activities is responsible for the ordering of class, club and dorm gear."

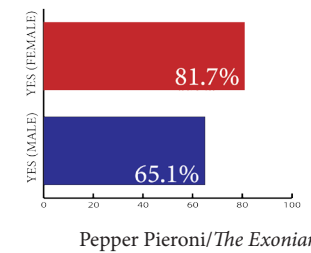
Principal William Rawson voiced concerns about Front Street bypassing this rule. "My understanding is that we have a process for approving dorm gear that was not followed in this case," he said. "When consulted by the deans, I posed the following question: if the gear would not have been approved through the normal process because of its potentially offensive nature, should it be permitted now?"

Rawson added, "I offered to pay for replacement shirts if the decision was made that the gear would not have been approved and should not be permitted after the fact."

According to lower Kei Sakano, however,

FRONT ST. 2

### DO YOU BELIEVE THERE IS A HOOKUP CULTURE?



Pepper Pieroni/The Exonian

## Faculty Passes New Health Curriculum

By ERIN CHOI and MAEGAN PAUL  
Staff Writers

Starting in fall 2019, all first-year Exonians will be required to take two terms of health class—one in the fall term and a second in either the winter or spring. Returning students will choose to take one term of health in either winter or spring term. The proposal passed with a 92-56 majority vote during faculty meeting on Monday, Jan. 28, with 13 abstentions.

Currently, preps, new lowers and seniors are the only students required to take health. While the intent of the revised health class requirement is to provide students with more support and improve overall student well-being at Exeter, many students questioned the necessity of this change. Lowers in Webster Hall even created a public petition to revoke the decision with the goal of collecting 500 signatures. Notably, many of the 300 signatures they currently have are anonymous or from individuals outside the current Exeter community who claim to empathize with student concerns. The legitimacy of these signatures is admittedly uncertain, as there is no way to ensure that every account belongs to an Exonian or that students are not creating multiple accounts.

Facebook accounts under the names

PROPOSAL 2

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# Student Body Reacts to Increased Number of Health Classes

Continued from **PROPOSAL 1**

Thomas, Finn and Joseph left short comments on the petition criticizing the policy. “This is stupid,” Joseph said. Thomas agreed, stating, “we are way too busy for this.” No adults have been involved in possible discussions about how this petition will be used and whether it can truly reverse the faculty vote.

Lower Ibrahim Ahmed, an author of the petition, expressed concerns about the lack of student input. “People started to talk about how they felt as though student input wasn’t really given and student input should have been given to faculty first,” Ahmed said.

Despite student concerns about a lack of communication between the Health and Human Development (HHD) department and the student body, Health Instructor and Department Chair Michelle Soucy highlighted that, academic departments including the HHD department do not consult students when making curricular changes. “If the other departments decided that they were going to change a requirement, they would not ask students for approval,” Soucy said.

More importantly, Soucy clarified that the health curriculum changes were made in the interest of the student body and in light of “high risk behaviors and the state of stress, anxiety and mental health in adolescents,” according to the new health curriculum

pamphlet.

Soucy explained the initial factors involved in changing the health curriculum at Exeter, noting that the content of health classes will change as well. “One of the big pushes for us to change the curriculum in its existing format came from ALES, who made a couple of demands on the school about cultural competency work,” she said. “They asked the school to start talking about these things in health class.”

Soucy elaborated that the changes were also, in part, a result of conversations with the counselors in the College Counseling Office and recent data about student health. “The college counseling office process can be daunting for uppers, and the decisions around college choices can create stress,” Soucy said. “We want a place and time to help uppers manage stress in healthy ways.”

“The other reason we determined that uppers should have contact time with health teachers is because almost all of our data from the YRBS [Youth Risk Behavior Survey], the ASAP [Academy Student Assistance Program], our counselors in CAPS [Counseling and Psychological Services] and our health services (i.e. fatigue numbers) point to uppers as the highest stressed group on our campus,” Soucy said.

However, many students feel that adding one more commitment to uppers’ schedules would only contribute to heightened stress

levels. “I feel that it would be challenging for students to have that extra commitment added into their schedules, especially during a year where you have to start to really focus on colleges while taking U.S. history,” lower Carlos Jones said.

Upper Pepper Pieroni agreed, noting that health classes may take away sleep-ins or frees for homework. “It’s so counterintuitive that a class that’s meant to help you increase your health takes away sleep,” he said.

Soucy hopes to provide clarity about the way health classes will be conducted and their purpose and effects. “Actually, students are getting back a term in prep and [new] lower year, and the senior class will stay the same. The changes are about the sequence for these students,” Soucy said. “The only addition is the one term class for uppers in winter or spring, and the courses for students entering the Academy.” Additionally, health classes that meet twice a week will no longer have homework, whereas senior health classes that meet once a week will have minimal homework.

Soucy explained how all new students, not just preps and new lowers, can benefit from fall term health classes, which help students acclimate to PEA. “New students do not know the information that returning students do, and they can benefit from an introduction to health matters, campus resources, study skills and time management skills that were learned

in fall HHD classes by those who are already at our school.”

While Ahmed understands that students should learn about issues relevant to their age group, he believes that such topics were covered adequately in prep year. “I think they already set a good foundation in terms of educating us about the things that we’ll encounter as we mature,” he said.

In contrast, upper Addie Graham supports the health curriculum change despite the time inconvenience. “I like how new uppers and seniors would be getting an introductory health course as well, since that is currently not an option,” Graham said.

Additionally, Graham, a member of the LGBTQ+ community, feels that the current program “brushes over or completely ignores certain topics such as LGBTQ+ identities which is a very important topic to learn about, especially as teenagers.”

While prep Coco Lipe agrees that the curriculum should be improved, she believes the number of meetings should not change. “Right now, the health classes aren’t very efficient in what they teach. They spend a long time on some topics and barely cover others,” she said.

Lipe concluded that only the prep health classes need to be revised. “A better solution would be to revamp the prep health curriculum and fix it without making people take more health,” she said.

# Dining Services Launch Sustainable "Plant-Forward" Initiative

By **MOUHAMED GAYE**  
and **ALLISON KIM**  
Staff Writers

Dining Services launched the Culinary Institute of America’s “Plant-Forward” initiative to offer more plant-based options and reduce meat consumption.

According to the Sustainable Energy Coordinator Jason BreMiller, the Academy is thinking about “how it can be even more environmentally responsible in its approach to food” while also keeping student health and well-being in mind.

In the past, Dining Services has worked towards being healthier and more sustainable. “We have been working with menus of change ever since 2014. That’s really been the focus of offering more plant forward cookery to reduce sodium, sugar, and fat,” Director of Dining Services Melinda Leonard said, adding that the dining halls prepare the food from scratch themselves rather than buying pre-made meals.

Dining Services Manager Heidi Dumont discussed with Leonard about how the Dining Halls are trying to make plant-based food options more appetizing for non-vegetarians and vegans, while also “providing diversity in choice in menus.”

Leonard said, “I think the thing with the training is that vegetarian or vegan food can be delicious. It’s not getting that hockey puck veggie burger... I think the culture is changing so that the more delicious meals don’t have meat at the center of the plate anymore.”

For Dumont, the three main benefits of the Plant-Forward initiative include community health, sustainability and animal welfare.

BreMiller agreed and also noted the educational value or opportunity that these initiatives may have for students.

In accordance with Dining Services’s goal to improve community health and well-being, some believed the initiative would especially help athletes meet their nutritional needs. “I think it’s a great idea, as long it’s executed well. Incorporating plants into nutritious meals is incredibly beneficial, specifically for athletes like myself,” upper Aaron Baez said.

On the other hand, some students raised concerns about the initiative. Upper Aditya Gowlikar felt that it would not be effective and could drive students away from the healthier foods. “I appreciate the idea of healthier D-hall desserts, but the only thing I question is its effectiveness,” Gowlikar said. “Whenever they have kale cake or avocado chocolate pudding, my friends always groan.”

For senior Joseph Hong, the initiative appears to restrict students in terms of how they can support sustainability on campus. “There are much larger issues of sustainability that Exeter must face,” Hong said. He believed that the decision to drink a kale smoothie should be made out of personal choice rather than necessity.

In addition to this program, Exeter partnered with the Humane Society to bring two professional chefs, Chef Wanda White from Texas and Chef Doreen Nang from Connecticut, to train Dining Hall staff for a week in November and to work together during the Jazz Brunch to “educate the goodness of [Plant Forward], not just the piece about our climate and our carbon footprint,” Dumont said.

In December, Exeter attended the Eight Schools Symposium in Food Service. “We wanted to highlight their work around as the Humane Society in areas of animal welfare, plant forward menus, and healthy nutritional options,” Dumont said.

Furthermore, Leonard and Dumont talked about their efforts in offering healthier bakery items this term. “It’s really a celebration of using different ingredients that happen to be plant forward or healthy or in nature rather than depending on salt and sugar and flour to create a desert,” Leonard said.

Leonard added that many of the recipes from the training have been incorporated into the winter recipe cycle. Dining Services is hoping to add even more for the spring term. “It’s just about using core ingredients towards creating healthier options, so you’ll see a lot more root vegetables during the winter and fall term,” she said.

The Plant-Forward initiative will be implemented in both of the Dining Halls and Grill. Dining Services reduced red meat purchases by 17,000 pounds during the 2017-2018 school year, a change that was coupled by more fresh fish and Plant-Forward options. “We are looking at our retail operation, Grill, always moving it away from sugary and salty carbohydrates and offering a healthier snack options,” Leonard said.

In preparation to showcase the initiative in future events like Jazz Brunch, Dining Services has partnered with the Animal Advocacy Club and the Humane Society to raise more awareness.

Leonard hopes that the Plant Forward initiative will encourage even more community support for Dining Services’ efforts to promote sustainability. “It’s raising awareness and education around what we purchase, how we prepare and offer the locality of where things are coming from,” Leonard said.

# Community Discusses Effects of Hook-Up Culture at Exeter

Continued from **HOOK-UP 1**

Alvarez, recalling how upperclassmen during her prep year would set underclassmen in the dorm up for Evening Prayer (EP) as a Christmas surprise, added that the set-up culture, though less prevalent now, also inherently pressures students to hook-up. “A lot of the times, the pressure would be that if you go to EP with [someone], you would be expected to hang out and hook up with them,” she said.

The ESA survey also revealed that many Exonians do not receive affirmative verbal consent before a hook-up. The E Book was updated in May 2018 to clarify that “consent can only be given by affirmative words, and as long as those words create clear permission regarding willingness to engage in sexual activity.” However, according to the survey, 85 percent of students for whom the question of verbal consent is applicable “consistently ask [their] partner for verbal consent,” while 15 percent of students do not.

While senior Rebecca\* believes affirmative consent is usually sought in first-time hook-ups, participants often make assumptions in subsequent interactions. “The first time you hook up with someone, there is verbal consent, but, if you’re dating someone or [have] hooked up with someone before, they assume,” she said. “We should remind people that just because someone did something with you before doesn’t mean they want to do it now.”

Alvarez voiced that consent and respect in relationships should be taught more effectively in

health classes. “[The introductory course] didn’t really cover what you do when you’re in a relationship or when you’re in a hook-up,” Alvarez said. “It doesn’t talk about how to ask for things or ask to not to do things and be respectful of boundaries and of other people’s bodies.”

65 percent of Exonians thought that the “current health sexual education curriculum at our school is adequate.” There was a significant gender disparity—77 percent of male-identifying respondents expressed satisfaction with the current curriculum, as opposed to only 57 percent of female students.

Upper Bridgette\* feels that the problem lies in how students shy away from in-class discussions about sex but bring up the topic in more casual settings. “While [sex] is definitely a difficult topic to go over, we definitely argue about it and bring it up once in a while,” she said. “It’s like, ‘let’s talk about this because our health class hasn’t addressed it properly.’”

Upper Marie\* attributed this to the presence of an adult and the varying class dynamics. “There are people from so many different backgrounds here, so I can see how going into this can be uncomfortable,” she said. “It’s hard to talk about this stuff with teachers present.”

Marie also feels that the fear of visitations violations may place students in more unsafe circumstances during hook-ups. “As long as you’re safe and comfortable, the repercussions for being caught in another gender’s dorm should be less, because I think people would rather be in the safety of someone’s bedroom having sex than

having sex on a Harkness table or a random place because they’re scared of repercussions of Illegal V’s,” she said.

For many students, another major concern surrounding on-campus hookups was the lack of privacy, exacerbated by the boarding school culture. “The most toxic parts of the hook-up culture here is how everyone knows about everyone else’s business,” she said. “People care and people judge.”

Incomplete or inaccurate stories can spread easily through misunderstandings. “The nature of boarding school, in the way that information is dispersed, makes it so that, when someone feels slighted in the relationship or the hook-up, they can tell a few of their friends and the entire campus can take it as gossip before there’s ever a response,” Miller said.

Rebecca noted that some students—especially underclassmen—share false stories of hookups to fit in with the perceived culture. “Sometimes it’s underclassmen hearing about their upperclassmen friends feeling like they need to exaggerate to fit in,” Rebecca said.

Meanwhile, upper Delilah\* pointed to gender inequalities in discussions about the hook-up culture. “It’s different for guys and girls because there’s a stigma against girls hooking-up versus guys. I think that goes back to guys being praised and women being slut-shamed,” she said.

Bridgette agreed, explaining that her friends were often targets of disrespect or generalizing assumptions because of their sexual history. “I know a few specific girls who have complained about being labeled,” she said.

Upper Casey\* noted that insufficient communication about hook-ups can lead to uncomfortable situations and lack of clarity in a relationship. “I know people who don’t know where they stand after a hook-up,” she said.

Jesse similarly voiced that trouble arises when two people enter a hook-up with different intentions. “There are a lot of guys who think, ‘What’s wrong with having sex for the sake of sex? It feels good, what’s wrong with that?’” he said. “They really honestly go into it thinking the girl feels the same way and it doesn’t work out that way.”

Senior and co-head of Exonians Against Sexual Assault (EASA) Lulu Ezekwenna noted that some students become estranged after a hook-up. “It’s weird that you’re very intimate with someone and then all of a sudden you just never speak to them,” she said.

Bridgette explained how Exeter’s hook-up culture sometimes pushes people to conceal their emotions and approach intimacy very matter-of-factly. “Even if you don’t want a future with that person, a hook-up is still a significant, meaningful thing,” she said. “I think people need to stop protecting themselves from that because they’re scared of going into something or because of the uncertainty if someone likes you back.”

Marie noted the importance of a more positive mentality in the community. “I hope, in the future, people are just more comfortable with their sexuality because sex is a part of life,” she said. “If it’s more normalized, people can feel comfortable to explore in that way, and I hope there’s more acceptance and less drama surrounding it.”

# Front Street Residents React to Removal of Dorm Sweatshirt

Continued from **FRONT ST. 1**

“no current resident in Browning remembers a time where dorm gear went through Student Activities.”

Browning residents were frustrated by this inconsistency and believe the administration specifically targeted Front Street House’s gear due to concerns about liability. “Other housing is made without the approval of Student Activities on campus, and is still allowed. There was no reason why Browning apparel had to go through Student Activities,” senior Michael Indelicarto said.

The purpose of Student Activities’ approval is so that it can become ‘official’ and the school can

subsidize it. “The sweatshirt didn’t have that intention,” Indelicarto stressed. “It’s not official dorm gear.”

Indelicarto questioned how the design was any different from other “unofficial” gear, such as Dunbar’s Back in Black shirts or [Boys’ Varsity] 2018 Soccer apparel, which did not pass through the dorm gear approval process. Neither of these designs were not addressed by the administration.

“I think the argument was that the school doesn’t really have a say because it wasn’t official,” Indelicarto said. “It’s not the school’s property. The school has no authority over the creative license.”

Upper Samuel Chang was upset that the administration had not clarified their reasons for

banning the design. “Contact from the administration was so filtered and so broad in terms of what was problematic. Is it the fact that we didn’t go through the deans? Or the fact that they don’t like the design? I don’t like how we didn’t know what the problem was,” he said.

Spanier was the first to announce the administration’s decision to the dorm. “[Spanier] expressed that, while he obviously doesn’t hold the same views as those who had made the request to retract their name from the dorm, he did say that he believed the sweatshirt could be perceived as disrespecting or possibly attacking Mr. Browning’s personhood,” senior Tabor Wanag said.

Spanier also stated that he was disappointed

that the gear was not run by him as dorm head. With Spanier’s advice, Lai met with Dean of Residential Life, Dean Cahalane, and Dean of Students, Dean Mischke, to explain the situation. “After the meeting, the Deans stated that they would take some time to decide how to act moving forward,” Lai said.

While Lai felt that these protocols could have been more clear, he was understanding of the administration’s decision. “I certainly recognize that all parties could have handled certain parts of this situation better,” Lai said. “I personally feel that the most recent response from the administration has been perfectly reasonable and respectful of the dorm’s collective concerns.”

# ATHLETE OF THE WEEK: WILL COOGAN



Helena Chen/The Exonian

By MEREDITH THOMAS  
& COOPER WALSH  
Contributing Writers

Upper Will Coogan flies around the track, picking up speed in the last few seconds of his race. He throws himself over the finish line and beats out his competition with a season-breaking mile time of four minutes and 16 seconds. Coogan's December mile time was quick enough to qualify him for the Boston New Balance Indoor Grand Prix, an event where some of the nation's top track athletes competed.

"Growing up in a household where everyone runs, that life was all around me," Coogan said. Coogan's older sisters both run at competitive levels in college and his parents are former Olympians. "This culture of hard work has been passed down from my parents to my

siblings and me. I am glad to have my family to look up to as I continue running," Coogan said.

In addition to support from his family and his coach Brandon Newbould, Coogan ultimately contributes his success to the support of his teammates. "It's great to be surrounded by guys like Varun, Connor and Jinwoo," he said. "They all strive to be their best and this good spirit is what makes the daily 10-plus mile runs bearable."

"William Coogan makes me want to push myself in practice. Even if I don't feel like running, I see the way that he puts everything he has into each stride, and I immediately want to do the same," lower Carlos Jones said. In a similar fashion, lower Gavin Pitt commended Coogan's practice ethic. "Coogan's genes help with his speed but if you watch a practice, there will be no one around him

and he will still be pushing his body to its limit," he said.

"One time I fell down in practice and Will stopped to pick me back up. It was a great gesture even though he was the one who pushed me," lower Andrew Luke said.

Prep Bradley St. Laurent and lower Connor Chen both commented on how they had heard of the infamously fast William Coogan before attending Exeter, and both were intimidated by his speed. However, upon arriving at his first cross country practice, St. Laurent said, "I expected Will to be someone who thought of himself better than everyone else when in reality he's one of the boys."

Even outside the track, Coogan serves as a mentor for his teammates. "Besides Will's stellar physique you would never be able to tell that he is a phenomenal runner. He's very dedicated

to his studies and will often give teammates math help," Chen said. "Coogan not only provides running technique and strategy help but my boy Will offers great life tips."

However, Coogan's running career at Exeter did not turn serious until after his prep year. "As a prep I played soccer and baseball, and only ran in the winter. I've stopped playing soccer after prep year, and I now run cross country in the fall. Although I'm a lot better at running, I can't give up baseball, which is why I still play in the spring seasons," Coogan said.

Coogan is looking forward to continuing his high school running career by participating in more competitive national events this season. Coogan believes he'll continue to produce remarkable results if he sticks to his goals of both "pushing himself and his teammates."

## Nominate the Athletes of the Year!

Email your nominations with name and sport to [exonian@gmail.com](mailto:exonian@gmail.com).

# Patriots Capture Sixth Super Bowl Win

By DAVID KIM & ISABELLA  
AHMAD  
Contributing Writers

Super Bowl LIII took place in Atlanta, Georgia this past Sunday between the New England Patriots and the Los Angeles Rams. In a fourth quarter rally, the Patriots secured their 6th championship in the Tom Brady Era with a final score of 13-3. This cemented their status as one of the best teams of all time. Both teams displayed their strong defenses early and the game ended up being the lowest-scoring Super Bowl to date. Many characterized the game as the least entertaining game of the year—"the most exciting thing about the game was the food we had from our Super Bowl party," upper Jinwoo Kang said.

The Rams' elite offense was shut down by the Patriots' defense in the first eight drives of the game. This came as a surprise after the Rams averaged 421.1 yards per game in the regular season. As the offense struggled, the viewers' attention turned to Sam Hekker, the punter for the Rams, as he established key highlights during the game. His third quarter punt that backed the Patriots to the two-yard line was the longest in Super Bowl history. It was also the Rams' only highlight from the third quarter. The weak performance led to much disappointment from the many who watched the Super Bowl, especially the fans who were only watching to see the Patriots lose. Lower Max Tan remarked, "being from New York, seeing the Pats win so much makes me sad."

While the Super Bowl marks the biggest football game of the year, many of the over 100 million viewers watched for other reasons. As Kang put it, "I watched the Super Bowl because it is a dorm tradition." Senior Jenny Yang also tuned in because other Exonians were invested in the game. "Rooting for the Patriots is a part of the Exeter culture," she said. In addition, Yang appreciates viewing the advertisements that air during the Super Bowl—especially



Super Bowl MVP Julian Edelman shows off the Lombardi Trophy.

Courtesy of Google Images

their hilarity.

To others, the much-anticipated annual Super Bowl ads seemed lackluster in comparison to previous years. Upper Maggie Smyth and Senior Julianna Merullo noted that almost all of them were disappointing. Still, there were a few ads that they considered entertaining. "My favorite this year was [the ad showing] the NFL banquet with all the legendary players," Smyth said. Merullo cited the Doritos advertisement featuring Chance The Rapper and The Backstreet Boys, as well as Amazon's advertisements, as her two favorites.

The Halftime Show also disappointed Smyth and Merullo. "I thought that Adam Levine was trying way too hard to pull off a Freddy Mercury or David Bowie vibe," Smyth said regarding the moment Maroon 5's lead singer took off his shirt during his performance.

The NFL continues to receive a lot of attention stemming from the controversial moment 49er's quarterback Colin Kaepernick first opted to sit for the pre-game

playing of the National Anthem during the team's third preseason game in 2016. Kaepernick's movement to raise awareness around systematic racial injustice in the United States gave rise to polarizing standpoints on First Amendment rights and patriotism.

As a result, some Exonians, faculty and student alike, participated in the nationwide boycott of the NFL. "I understand and respect anyone's decision to not watch the Super Bowl," said Merullo. "I personally continue to watch not because I agree with [the NFL], but because I love the Patriots and the game of football. I have separated [the Kaepernick controversy and the sport] so far, but it is getting harder and harder to do the longer the controversy continues and [Kaepernick] continues to be ostracized."

Another cause for controversy were the calls made by the referees leading up to the Super Bowl in the NFC Championship game, where the Rams faced off against the New Orleans Saints. The missed pass interference and helmet-to-helmet calls late

in the fourth quarter angered many Saints fans. Upper Venkat Vellanki expressed his anger, commenting, "Roger is a joke of a commissioner for lying to the entire nation during the Super Bowl pregame conference," and labeled the missed call as "one of the most atrocious missed calls in football history." The New Orleans Saints' anger was compounded by the spiritless performance of the Rams.

This Super Bowl marked the continual success of the Patriots franchise in the past two decades and additionally strengthened the rivalry between the East and West coasts, especially the cities of LA and Boston. This past year, the Boston Red Sox dueling the LA Dodgers in the World Series and Boston also came out victorious. In the end, Super Bowl LIII was memorable for some and boring for others. While fans battled over controversial calls and missing shots during the halftime show, the legacy of football was carried forth, with a repeat champion leading the way.



# Exonian Sports



## COACH OF THE WEEK: OLUTOYIN AUGUSTUS

By SYDNEY KANG, JD JEAN-JACQUES AND BIANCA LEE

Contributing Writers and Senior Reporter

Olutoyin “Toyin” Augustus is known on campus for her enthusiasm, compassion and energetic nature. Before being appointed the PEA Track and Field assistant coach and Girls’ JV Soccer coach in 2011, Coach Toyin had a long history of hurdling: she represented Nigeria at the 2008 Beijing Olympic Games, competed in the African Championships in 2006 and 2008 as well as the 2007 All-African Games, where she earned two golds and a silver in the 100m hurdles.

Aside from earning a successful career as an international athlete, Coach Toyin received a minor in Logistics from Penn State. However, she admitted business was not her path and instead pursued her love for working with kids. Coach Toyin embodies her passions in many areas of her life both as an educator and as a mother.

Recently, Coach Toyin aided in the formation of ESSO Diversity, a club that promotes cultural and racial awareness and inclusion in primary schools around Exeter: “It’s kind of bringing two of my passions together—not just working with little people but also working in areas that involve inclusion and equity for people,” Coach Toyin reflected.

Coach Toyin brings her sense of leadership and responsibility to the track every day, as she feels that coaches have a duty to foster a constantly positive environment for their athletes. “We have to be the example. I honestly feel that the coaches lead intentionally and unintentionally. Our personalities that we bring to that space plays a huge role,” she said.

Being the role model for over a hundred track and field athletes is not an easy job. According to senior and co-captain Hannah Brown, Coach Toyin fulfills her role well. “We all sort of aspire to be like [Coach Toyin] and I hurdle so she has like perfect form and it’s great seeing her perfectly execute what I’m trying to



do,” Brown said.

Senior and co-captain Rajrishi Das agreed with Brown. “I’m not a hurdler but she [Coach Toyin] affected my track and field career here on a similar magnitude as [the other coaches]. She’s always there for you, both as a coach, but also as a mentor and those two [qualities] blend together. You can feel the care she has when she motivates you and makes helpful corrections.”

Apart from her responsibility of being a positive role model, Coach Toyin stresses the importance of fostering a supportive team atmosphere: “Everybody can be successful here—you don’t have to go to Nationals to be a success on this team, or for people to cheer you on and recognise that you’re improving. She hopes that nobody comes into the sport and leaves without getting better.”

Coach Toyin holds the team to consistently high standards, which in turn, strengthens the team’s core values. Brown said, “[The track coaches] definitely hold high standards but they also make them very clear—hard work, good sportsmanship, being on time and being

enthusiastic and ready to go; do your best and no matter how fast you are, if you’re working hard, you will be respected on the team.”

Both Brown and Das recounted some lessons that Coach Toyin has taught them over the past four years, stating “[She’s] taught me to learn a lot and be held accountable for my body. I am somebody who suffers from chronic shin splints and injuries in general... This is definitely something I’ll carry with me.”

Das shared some of the lessons that he’s learned from the Track coaches as well. “People are going to work their hardest when they know that they’re loved and that they’re appreciated.”

Das shows his appreciation for Coach Toyin and the other five Track coaches, saying “I remember how they believed in me, and I could see how much they believed in me as well as everyone else on the team to the point where it made me realize that when you really appreciate someone and know them not just as fellow athlete but as a teammate, it really pushes them to the best they can be both as a human and an athlete.”

Coach Toyin has a similar attitude as her students: “I often talk to students about how they discover themselves, and they grow up here in a way that is really significant, kind of coming of age, really defining, and I feel like that has definitely been the case for me too.”

Coach Toyin describes her past seven years at Exeter as “life”: “it’s life—it’s been tumultuous, it’s been amazing, it’s been frightening, it’s been annoying, it’s been everything.” She is thankful for the opportunity to work at Exeter: “I am privileged to have access here from working with young people to creating and innovating different clubs and different programming and working with some adults to try and make space for voices.”

Outside of her track coaching career, Toyin simply enjoys what she does, saying “I want to share just how kind of novel it is to wake up and be happy about where you’re going to work everyday.” She also remarks on the experiences she has had at Exeter, stating, “I think that I still have room to grow and develop. But I’m pretty happy with what PEA has enabled me to do both in and out of track.”

## Girls’ Varsity Hockey Beats BB&N

By SAVI KEIDEL & TESSA SHEILDS  
Contributing Writers

Last Saturday, Girls’ Varsity Hockey hosted league powerhouse Buckingham Browne and Nichols School for one of their most important games of the season. The stakes were high—winning against BB&N would increase Big Red’s chances of making the playoffs, but a loss would make it almost unattainable. Going into the game, BB&N had won the last three matchups between the two teams. “Everyone knew how important the game was and really wanted to win,” senior and captain Kathryn Kester said. Exeter emerged victorious with a final score of 3-2.

This decisive win for Big Red has kept the team’s hopes for playoffs alive. So far this year, the team has achieved an overall record of 10-

5-3. The 2019 season is shaping up to be one of the greatest that Exeter has produced in a while.

The players worked hard in practices to break the puck out of their defensive zone in the game, improve communication between defense and offense and strengthen defensive zone coverage. Upper Jill Cloonan thought that the drills that they worked on in practice, mainly those focusing on defense, played a huge role in their win over BB&N.

The girls also ran more intense passing and shooting drills to ensure everyone was physically feeling good. The mentality from practice continued into the locker room, and everybody was focused on creating game plans to bring to the ice. The players also carefully reviewed the play sheet given to the team by Coach Sally Komarek. Unlike past games, the team held a chalk talk before the first period to go over

their plays, rotations and important specifics. Cloonan thought that the talk was very helpful to keep the team organized and make sure everyone was feeling confident and ready to go.

When it was finally game time, everyone had lots of energy and a strong drive to bring in a win. The locker room was filled with energy before the game and lots of enthusiasm between periods. The team “was really excited and hyped to play our hardest,” prep Molly Longfield said.

One of Exeter’s highlights happened during a power play in the game’s second period. Lower Alyssa Xu took to the ice and fired a shot from the point right at the goalie. Upper Jenna Brooks rebounded the puck a little to the right, sending it into the back of the net and increasing the girls’ lead to 2-0. Kester praised Xu, saying that she “had a really great

short-handed goal.”

Other players commended the efforts of the team’s goalie, senior and co-captain Michaela O’Brien. “[She] had a tremendous game; she was on fire,” Brooks said.

Overall, the team battled hard to keep their playoff chances alive. “[The team] fought every shift to restrict their puck movement and offensive play,” Cloonan added.

The next couple of games will be challenging for the team, with matches against New Hampton, St. Paul’s and Northfield Mount Hermon in the line up. To prepare for these opponents, the players will continue to show up to practice with a focused mindset, ready to work hard and work together as a team. Brooks concluded saying, “We have to focus each day in practice and get lots of rest and take care of our bodies.”

### WEDNESDAY SCORE REPORT

Boys’ Hockey	2
Proctor	8
Girls’ Squash	7
St. Mark’s	0
Girls’ Hockey	2
Kimball Union	2
Girls’ Basketball	38
New Hampton	49
Boys’ Basketball	64
Worcester	77
Boys’ JV Basketball	72
Worcester	46

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Students receive henna temporary tattoos at International Tea.

Arun Wongprommoon/The Exonian

## STUDENTS DANCE AT INTERNATIONAL TEA

By TANYA DAS  
Guest Contributor

On Feb. 3, Exonians gathered for Exeter's annual International Tea hosted by the International Student Alliance. As teas from around the globe filled the glass cups of Exonians gathered in Grainger Auditorium, students dressed in a range of attire gathered around the circular tables to socialize. Some Exonians came in casual jackets and jeans, while others opted to wear glamorous dresses and suits. Some students decided to wear cultural clothing. Outside the room, a table displayed a variety of traditional desserts representing different countries for students to eat throughout the night.

As a kickoff to the event, Japanese Instructor Kayoko Tazawa served a formal tea to two Japanese students on a mat at the front of the auditorium. Another Japanese student narrated the cultural symbolism behind each action throughout the ceremony, from the significance of turning the cups in different directions to the tradition of bowing as a sign of respect.

Exonians enjoyed exploring the various cultures through traditional activities at the event. In addition to the Japanese tea ceremony, the event featured an Asian culture and origami table as well as an Indian henna station. There were Hispanic and old American dances, and, most notably, there were teas from across the world.

Many students were surprised by the different selections of food that the event had. Senior Katie Yang especially appreciated the diverse assortment of teas to choose from at the festival. "I was able to explore different tastes I had not tasted before," she said.

Upper Olivia Lazorik especially enjoyed the Turkish baklava and chocolate fountain. "The assortment of food they had was really surprising [to me]. They had fresh fruit and pretzels as well as more traditional fare from countries around the world. It was really great to have the opportunity to try all those different foods!" Lazorik said.

As the event went on, some students noticed that some cultures were missing from the event. Prep Emily Wang wished the event was more inclusive of differ-

ent cultures. "International [tea] should probably be a bit more international," she said. Prep Catherine Uwakwe expressed similar thoughts as Wang, specifically noting the lack of diversity in the music playing. "As a West African person, I heard no African songs [at International Tea]," she said. "There are a lot of other African people on this campus as well, and I feel like they would have also appreciated some African songs as well."

Uwakwe proposed an improvement for next year. "The informational sheet should have been pointed to initially when you first get to the henna table. 'Oh, read about this while you're waiting, and then you can partake in the tradition,'" she said. This way students who attend International Tea can learn from the informational sheet while participating in the activities, rather than having to look up the cultural significance on their own time afterwards.

Although there was an informational sheet on the history of henna at the station, most students do not recall seeing it. However, a few students took the initiative to research these cultural activities further on their own accord. There

was also a world map which angered a few students, since Africa was portrayed as smaller than Europe and Asia, even though it's the second largest continent.

Despite the critiques of the event, many students thoroughly enjoyed the festival. "I had a really great time at International Tea this year," Lazorik said. "The ballroom dancing was really fun, and I enjoyed watching the Japanese tea ceremony presentation as well. International Tea is definitely one of my favorite events of the year."

Upper and member of the International Student Alliance Michael Singer believed the more relaxed atmosphere of the dance was a unique opportunity to enjoy the activities with a smaller group within the community. "[The] dancing was great. One of a kind," Singer said. "It was a great study break."

Even though some students believed it could be improved, many students had fun dancing, drinking tea, and enjoying the various events at International Tea. Upper Rose Coviello appreciated the relaxing environment. "Everyone was smiling—it was just a great time," she said.

## TV REVIEW: SEX EDUCATION

By SENAI ROBINSON  
Staff Writer

*Sex Education*, a Netflix Original show that premiered this month tells the story of Otis, a "late bloomer" when it comes to sexual experience. He possesses, however, extensive knowledge about sex and relationships due to the nature of his mother's job as a sex therapist. The series follows he and his friends: Maeve, Eric and Jackson, his mother Jean and Adam, a bully. With the help of Maeve, Otis makes a business of charging his fellow peers money in exchange for sex therapy advice.

The series was an absolute hit with audiences around the world and earned a 91 percent rating on Rotten Tomatoes. Viewers praised the show's honest approach and relatable take on the topic of sex.

Alongside its comedic and dramatic flavor, *Sex Education* brings to television realities and truths many high school students around the world are grappling with. Relationships, sex and love are only a few of the topics *Sex Education* explores. In addition, the show helps answer many questions or curiosities teens may have in a very comedic way. Before watching the show, I was not knowledgeable about genophobia—the fear of sexual relations—and how that affects individuals. But through Otis, who is affected by genophobia himself, viewers are able to observe the personal experiences and challenges a person with the phobia can face.

Another topic that is explored is gay intimacy and the struggles of the LG-BTQ+ community. If it wasn't apparent to you before you start watching the show, *Sex Education* will teach you the reality of homophobia, the strength and courage it takes to persevere through discrimination and the loneliness of being different. Eric, an openly gay black student, is the laughing stock of his school and faces disapproval from his father. Despite being bullied, he is consistently full of cheer and hope.

*Sex Education* also touches upon economic division between students and the academic and social ramifications of being a low-income student. Maeve, Otis's crush and sex

therapy business partner, seems ruthless and careless. In reality, though, she is completely the opposite. Maeve supports herself and lives in a trailer park miles from school. She does not tell others of her situation or of her high intelligence. Her skills in writing and reading, as shown to the audience, are astonishing. However, instead of excelling in school, she sells her work to others to make money and allows others to take credit for her brilliant mind. At the cost of her skills and talent, Maeve spends her time and commitment to raise money for her trailer home and other living expenses.

Along with representation, *Sex Education* contains frontal nudity. For some, it may be viewed as inappropriate, but I believe that non-censorship, to the extent displayed in the show, is an appropriate in a show named *Sex Education*. One of the main goals of the show is an exposure to uncomfortable scenes and frontal nudity is part of that very exposure. I think to avoid seeing *Sex Education* due to its lack of censorship would discredit the many other important aspects of the show.

As of now, the show is only one season long with ten episodes. It would be easy to binge the show in one weekend. To save you the stress of waiting for a long time in anticipation of the next season, though, I would recommend watching it in small pieces to fully enjoy the whole series. An announcement for Season two was released by Netflix on Feb. 1 and production will begin sometime this coming spring.

Overall, I am a huge fan of the show. It has brought laughter, excitement and entertainment for each day I watched it, and it's the perfect way to relax and have fun. I loved watching the show during study breaks as it gave me something to look forward to while I worked through my assignments. I also appreciate the amount of representation in the show—it made way for an opportunity for anyone to learn something new about different experiences or identities. If you're looking for something to do this weekend, watching *Sex Education* should definitely be on your checklist.

## MARIKON CHALLENGE

By ERIN CHOI  
Staff Writer

"Does this spark joy?"

Marie Kondo's iconic question has captivated people around the world—including Exonians—for more than six years. As a Japanese organizing consultant, Kondo has spread her ideology on getting rid of clutter through her 2012 book: *The Life-Changing Magic of Tidying Up*. More recently, she has been hosting her own Netflix show named *Tidying Up with Marie Kondo*, where she guides families through efficiently cleaning up their houses while rebuilding relationships in the process.

Commonly known as the KonMari method, Kondo's approach to tidying is to pick up each one of one's items individually and to discern whether the item "sparks joy" for them or not. Through this process, the idea is that there will be fewer items cluttering the room when one has finished sorting. However, each piece one does decide to keep makes them feel content and increases their gratitude for the item. Kondo has also introduced specific approaches to folding and storing clothes, as well as organizing other aspects of a house ranging from kitchen utensils to office papers.

Many Exonians apply the KonMari method to their dorm room as a stress reliever. Upper Elizabeth Kostina, who practices other forms of minimalism as well as Kondo's approach, connects the lack of clutter to a peaceful state of mind. "My room is pretty clean all the time which makes me less stressed. I know where everything is," Kostina said.

Kostina said that minimalism was also helping her lifestyle be more environmentally ethical. "A huge part of [deciding to do the KonMari method] for me was reducing my footprint; fast fashion is an enormous hazard to the planet as well as the social conditions of workers," she said. "By reducing the amount of purchases I make and becoming more conscious about what I choose to purchase, I know that I'm saving resources instead of throwing them away."

Lower Bea Burack believed that the method allows her to manage her time well and has emphasized for her the necessity to quickly accomplish everyday tasks in order to keep up with Exeter's hectic schedule. "I think it's made me much more organized, which is helpful because Exeter's so busy," she said. "It's much easier to get dressed in the morning."

In addition, Burack credited the KonMari method with helping her reflect on the necessities in her life. "It makes you more aware of what you have and what you need in terms of physical items, so it helps you save money and be less wasteful," she continued.

Lower Bizzie Lynch claimed that the practice aided her during her process of moving into Exeter. The KonMari method not only increased the amount of free space in her room but also helped her realize the significance of each item in her life. "I found that a lot of my stuff wasn't making me happy, and most of it wasn't necessary," she said. "By donating it, I was giving it a life and allowing it to spark joy for somebody else."

Exonians were enthusiastic when asked about KonMari. "I live [and] breathe...KonMari," senior Hanna Pak said. "Every item I have down to the smallest sock, down to my no-show socks that are basically strips of cloth, I fold them the KonMari way."

Pak also noted that the approach could be extended to activities or even personal relationships. "To some extent, the concept [of keeping things that spark joy] has translated into the rest of my life," she said. She advises other Exonians to try integrating the philosophy into their own lives. "Be around people who spark joy! Do the things that spark joy! If you are doing something just to get into college and it doesn't spark joy, don't do it."

Lynch attested that Kondo's wisdom was a motto for any aspect of life. "Now...I feel as if I should do things because they make me happy," she said. "Do the things that are necessary in life and do the things that spark joy in your life. Anything else that you're adding on is not necessarily needed [to be happy]."

## SeniorSpotlight

## EUGENE HU

By LINA HUANG  
and MAEGAN PAUL  
Staff Writers

Eugene Hu balances many roles at Exeter. Some days, he's leading various ESSO clubs as an avid advocate of non sibi or competing with the rest of the track team. Other days, Hu is performing as a center-stage magician for Exeter events or helping other students in his dorm, Soule Hall. No matter what activity you find him doing, Hu's constantly making the best of his Exeter experience.

When asked about his decision to apply to Exeter, Hu attributes his initial interest to a conversation with a mentor at his in middle school. "I was talking to the head of my former school," Hu said. "That's when I really started to learn more about the school because he was—and still is—one of the people I look up to."

Hu joined the Exeter community as a new lower; his advisor, Russell Weatherspoon, recalled his first impression of Hu as a "very quiet person who was committed to [his] studies." Hu also impressed Weatherspoon with his natural stage presence. "He made it clear that he really was interested in the theater," Weatherspoon said. Hu pursued theater during his first year at the Academy, both as a participant in a monologue competition as a magician who performed in front of an audience during pep rally.

Hu's pep rally performance was met with an enthusiastic response from the student body. "The response from the student body was so overwhelming," Weatherspoon said. "I mean, people were screaming his name."

After the positive reception in Hu's first pep rally performance, several students requested the return of Hu's magic during the pep rally of the following year. "He's really good at magic and magic tricks," said senior and fellow resident of Soule Hall, Cade Napier, pointing out that Hu also performs in the dorm. "Everyone [in the



Helena Chen/The Exonian

dorm] was so excited. Magic is cool and so is Eugene."

Hu explained the origin of his interest in magic as "more superficial than [one might] think." He cited the 2013 film *Now You See Me* as a large influence. "This movie felt like a magic trick, not just a film...Being someone who's interested in film, I like to frame different artistic collaborations in a way that reflects the audience of something."

Hu explores different forms of art including writing and performing poetry and prose. On the eve of the school's celebration of Martin Luther King Jr. Day, he stood on stage and performed an original monologue about the current state of America. Throughout his performance,

the sound of cheers and snaps of agreement were constantly heard from the audience.

In addition to his public presence on stage, Hu is also a frequent contributor to the Humor page of *The Exonian* with his comic strips appearing almost weekly. "[Eugene] has a wonderful, dry humor. He has a deadpan way of telling a joke and delivering a punch line," Weatherspoon said.

Hu's friendly stage presence also plays a role in his other activities at Exeter. He frequently reaches out to the larger Exeter community through ESSO clubs. "Eugene is one of the most genuinely caring people I've ever met, and anyone who meets him would see that too," senior and dormmate Adrian Venzon said.

As cohead of ESSO Spanish, Hu teaches Spanish to elementary school children from the wider Seacoast community. "We just have kids from the vicinity come over [to Exeter] and we teach them the vocabulary," Hu said. "We play games of Hangman and musical chairs with some Spanish music. It's really fun."

Furthermore, Hu runs the Cultural Appreciation Club at the Harris Family Children's Center. "He teaches the kids about Spanish and his own Chinese culture, and it's really admirable that he's able to share that with such young kids," Napier said. As a native speaker and resident of Shanghai, Hu is able to provide important information to the kids about day-to-day life in China.

Hu's kindness extends much further than the ESSO clubs he is a part of, though. Venzon appreciates his authentic nature and concern for fellow students. "Eugene never fails to say hi and ask you about your day and has a genuine interest in the answer to that question," he said.

Through various student forums, Hu has offered himself as a resource to those struggling with different issues on campus. He is a particularly prominent member of Exeter's student-run Bus Ride Facebook group page, where students can anonymously submit concerns or opinions on anything affecting the Exeter community. "Last spring was a really odd time where everybody was just feeling sad. It seemed like—compared to other years—the mood seemed a little more negative," he said. "I was able to tell to people that I've been there, but [I understand that] it's a lot more complicated than feeling negative or sad."

Hu's care for others has greatly impacted those around him in the Exeter community. "Exeter can be a difficult place," Napier said. "Eugene can run into problems sometimes, but he's always able to work through them and continue to do his best. It's very inspirational."

## FacultySpotlight

## DR. JEFFREY WARD

By ALLISON KIM and  
FELIX YEUNG  
Staff Writers

Science Instructor Jeffrey Ward never expected to become a chemistry teacher. "[In high school] I did not want to take chemistry," Ward said. Then he and his parents reached a compromise: Ward would take one subject that he already enjoyed in addition to chemistry. "I took French willingly, and that was great. Under great protest, I also took chemistry and found that it made sense—it came naturally to me. I knew then that I loved chemistry."

Ward enrolled as a chemistry major at the Southern Massachusetts University, now known as the University of Massachusetts, Dartmouth, before pursuing graduate and postgraduate degrees at Georgetown. It was there that he got his first taste of educating students. "[The university] asked me to teach an organic chemistry class at night," he recalled. "I really enjoyed [the experience]. Connecting—not only presenting a subject that I loved, but connecting with students—that's why I decided to go into teaching."

Before transitioning to Exeter, Ward began his career in education at the Waterford School in Sandy, Utah. However, he moved back so that his family could be more connected to their relatives. "My wife's family lives in the Boston area, and we started to have children who never knew their grandparents," he recalled. "I said, 'Well, if I can find a job out East, we'll move back closer to our family.' I'm here, and the rest is history."

At the Academy, Ward teaches Principles of Chemistry, Advanced Chemistry and Organic Chemistry. "I love each of the chemistry classes that I teach for different reasons," he said.

Both former and current students of Ward appreciated his enthusiasm for the subject. "Not only was Dr. Ward extremely good at teaching the subject clearly, he also pushed us to ask questions and dig deeper into each topic," said Megi Topalli '18. "He makes difficult concepts easier to understand, and his passion for science is contagious."

Though he did not consider himself a STEM student, alum Mike Hamman '06 also enjoyed learning from Dr. Ward. "I was never really a math or science person, so I was doubtful that I would like [chemistry] or be any good at it," he recalled. "Fortunately for me, I had Dr. Ward. He had, and I'm sure still has, an amazing ability to engage the students and encourage them to be genuinely excited by chemistry."



Helena Chen/The Exonian

Central to Ward's pedagogy is levity in the learning environment. "For some people, chemistry can be extremely difficult and abstract. Unlike biology, computer science and physics, where you can see what you're doing, you can't see an atom. You can only look at the effects of an atom," he said. "If I were to have a completely dry classroom where everyone is serious all the time, it wouldn't make [the subject] fun. Learning, to me, has to be fun."

To keep the atmosphere light, Ward maintains a board of student quotes. "Sometimes, students say things in class that are a little bit odd or unusual...To inject levity into a class, we'll pause and write [what the students said] up on the board," he said.

"If we can't laugh at each other, who can we laugh at?" Ward said.

Students cite Ward's humor as one of the highlights of his instruction. "Dr. Ward really does a lot of unconventional things—he does the Fortnite dance, which is really hilarious—and he says these memes that his daughter tells him [about] that he doesn't understand," upper Sam Lew said.

This style of teaching has garnered Ward the respect of his peers. "Dr. Ward is a consummate professional," fellow Science Instructor Albert Leger said. "He takes his job as an educator here seriously... He has also mentored many of our young chemistry teachers over the years. He devotes a lot of time to [the Academy] during the year, and then does it all again

in the summertime [at Exeter Summer]."

Ward's devotion to the summer program led to his appointment as Dean of Exeter Summer. To him, the summer program is a transformative one. "I know it sounds like a cliché, but it literally changes kids' lives," he said. One summer, faculty discovered a student letter that read: "These five weeks are worth more to me than the past sixteen years of my existence...It kills me to write this letter saying goodbye." Ward printed out that letter and hung it on his Exeter Summer office as a constant reminder of the program's impact to students. "We're changing lives," Ward said.

Elena Gosalvez-Blanco, the Director of Exeter Summer, admires Ward's dedication to the Exeter Summer students. "During his many summers as dean in our program, he has shown great empathy for our summer students," she said. "Over our six summer sessions working together, we have helped each other to solve many problems while focusing on all the positive experiences

and growth the majority of our students experience."


Ward's advisees appreciate his steadfast commitment to them as well as his humility. "He will acknowledge things he doesn't know but will work towards understanding [them]. Overall, he is a great advisor, and, because of that, I have enjoyed my time at Exeter," senior and advisee Weldon Chan said.

Ward's affability towards his students also extends to his colleagues. "Dr. Ward is a man who always offers you a genuine and frank smile. [He is] somebody who makes you feel listened [to] and valued," Instructor of Modern Languages Fermin Perez-Andreu said. "Since [I've known] him, he has been [trying] to learn some sentences in Spanish to greet me. His progress, I must say, is not up to the speed of my students, but I still think his effort is admirable."

Outside his professional life at Exeter, Ward is an avid fan of music. "Music has been a big part of my life, and I want to expose as many people as possible to the music that I love," he said. Currently, he hosts Dorm Radio, a show that runs on WPEA 90.5 FM on Mondays. "I think I'm the second longest-running show on [the station]. It's an hour where I'm not Dr. Ward. I'm not a teacher, I'm not an advisor—I'm just Jeff Ward."

In addition to his passion for music, faith serves a critical role in Ward's life. A member of the Church of Jesus Christ of Latter-day Saints, he lives by principles grounded in spirituality. Ward spent five years as a leader in his local congregation. "Religion is not something I do: it's something that I am," he said.

Although Ward is a man of many interests, chemistry remains fundamental to his life. To this day, he continues to foster a passion for chemistry in young minds. "I love chemistry, and I love getting other people excited about chemistry," he said. "I love teaching high school [students] because [they are] blank slates, trying to figure out what [they] want to be in life."



**Anthony Antosiewicz**  
Owner

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231 Water Street  
Exeter NH 03833

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tel 603.778.0910  
fax 603.778.1870

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## ClubSpotlight

## WPEA: BIG RED RADIO

By EMILY KANG  
Staff Writer

WPEA, Exeter's very own radio station, streams for 24 hours a day, 7 days a week within a 20-mile radius. It is the oldest continuously-operating radio station in the United States. For students and faculty on Exeter's campus, it has been an avenue to pursue a variety of interests and connect with peers through music, commentary and performing arts. General manager and senior Anna Clark sees it as "a small intimate space" where individuals can share their passions in a way that is "completely different from all the other publications on campus."

The station made its debut in 1964 from the basement of Amen Hall after John Pearson '64 acquired a license from the Federal Communications Commission and permission from faculty. The station has been running continuously ever since and now airs from the Academy Center basement.

According to senior Chandler Jean-Jacques, WPEA is a creative outlet for Exonians to explore their interests through original live radio shows. "I like that we really have the freedom to craft whatever type of show we want," she said. Jean-Jacques currently hosts *The Current*, a news talk show, with her brother, lower JD Jean-Jacques.

WPEA proctor and upper Nick Schwarz discusses both professional and collegiate football on his original radio show *The Gridiron*, which he began his prep year. The *Gridiron* is a way for Schwarz to merge his interests of the performing arts and sports, as he focuses on the history of the game and strategies rather than hot takes. "I'd say it is just sort of a happy marriage of my two interests," he said. "It's a pretty rare thing to be able to combine those two things."

Clark, an active member of WPEA since her prep year, views her radio



WPEA proctor Nick Schwarz takes the airwaves.

Helena Chen/ *The Exonian*

experience as a time to bond with her co-host, senior Euwie Park. "I would say the radio station has been one of the early bonding opportunities for [me and] Euwie, who was my roommate prep year," Clark said. The two of them ran a show called *Clark and Park's Jubilee* until this year that featured lively commentary and music that corresponded to national holidays.

WPEA offers Exonians a special opportunity to collaborate and connect

with their peers. Schwarz recounted his experiences of getting to know the DJs through their musical styles and commentary. "WPEA is really great because students at Exeter all have very different interests and they can give a little taste of themselves through the radio," he said.

Lately, Schwarz has been tuning into *Art Heist*, a show hosted by seniors Natalie Love and Bryce Morales. "They'll go from the quirky, wacky, idiosyncratic news stories and then also have

this weekly soccer feature that sort of goes to show you how weird—in a good way—Exonians can be," Schwarz said.

For Clark, the radio has been a way to connect widely within and beyond the Exeter campus. "I was able to give people a lens into PEA and connect with the greater Exeter community in a way that oftentimes I would say students don't recognize," she said. Thanks to the station's 20-mile radius reach, Director of Student Activities Kelly McGahie says that WPEA also receives many calls from listeners outside of the Academy.

McGahie specifically recalled a phone call that came in during Clark and Park's show that featured a community member with down syndrome who was interested in radio. "I heard from a member of the town of Exeter community saying, 'I heard a radio show and I think there was a young man who has down syndrome who's doing a radio show and playing old rock and roll. Please tell him that he's doing a good job,'" McGahie said.

Clark hopes more Exonians will gain interest and appreciation for WPEA, as it is a club that has brought great memories to many. "I think it's kind of a shame that on tours, some tour guides forget to point out that the school has a radio station because that's pretty unique for a high school," she said.

Schwarz agreed, noting that WPEA exemplifies the multitude of opportunities that distinguishes Exeter from other schools. "The fact that this school has a radio show or radio station [is] just the perfect example of the great opportunities that you can find at Exeter and nowhere else," he said.

McGahie hopes more Exonians will get involved in WPEA and take advantage of this special opportunity going forward. "I would encourage people who have a creative spark and an idea to take advantage of it. We'd love to have them," she said.

## ALON GOLDSTEIN AND FINE ARTS QUARTET

By VERONICA CHOULGA and JONATHAN MENG  
Staff Writers

On Jan. 28 and 29, pianist Alon Goldstein and the Fine Arts Quartet worked with student musicians in two separate master classes to hone their skills on the piano, cello and violin. Following the classes, the Quartet presented a concert for the greater Exeter community.

The Fine Arts Quartet, founded in Chicago in 1946, is made up of two violinists, a violist and a cellist. Violinists Ralph Evans and Efim Boico have been performing together for the past 35 years and are joined by violist Gil Sharon and cellist Niklas Schmidt.

Each member of the group brings a unique set of talents to the internationally successful quartet. The Quartet has been nominated for many musical honors including Grammy Awards for "Best Classical Album" and "Best Chamber Music Performance." Some of the musicians have even been commended as soloists during their time in the group: Evans was a prizewinner in the highly prestigious International Tchaikovsky Competition.

The Quartet brought their talents to Exeter and instructed student musicians Erin Choi, Mia Glinn, Alexander Larrow, Sava Thurber, Bona Yoo, Kiese Nanor, Brian Son, Sophia Chang and Zhaoran Chen at their masterclass in the Bowld. After the masterclass, audience member and upper Patricia Fitzgerald praised the performances by the students as "incredibly expressive." She spoke highly of the visiting musicians, appreciating the diligence that the guest musicians put into helping them. "You could tell that [the members of the Fine Arts Quartet] were truly immersed in the music because they came individually and spoke specifically to the students with advice. They were kind but they ensured that progress was made."

Pianist Alon Goldstein hosted the concurrent piano master class. Goldstein has performed alongside the Philadelphia Orchestra, the Chicago Symphony, the San Francisco, Baltimore, St. Louis, Dallas, Houston, Toronto and Vancouver symphonies as well as the Israel Philharmonic, London Philharmonic, Los Angeles and Radio France Orchestra. He played under conductors such as Zubin Mehta, Herbert Blomstedt, Vladimir Jurowski and many others.

At Goldstein's master class, student pianists Penny Brant, Audrey Vanderslice and Vincent Xiao played pieces Glinka's "The Lark," Beethoven's "Sonata No. 7, Op. 90"

and Chopin's "Revolutionary Etude," respectively. Each had about 20 minutes to play and then received feedback regarding musicality, touch, pedaling and rhythm. At the end, Goldstein suggested that all musicians think more about the character of each piece, saying that it is preferable to get the character right and notes wrong rather than notes right and character wrong. Another tip he gave the pianists was to start learning each piece at multiple places instead of just the beginning so everything develops together.

Xiao appreciated the opportunity Goldstein's master class provided to receive personalized feedback from a renowned artist. Though Goldstein's comments were "very subtle," Xiao noted how those small changes greatly impacted the overall tone of his piece. Xiao also highlighted Goldstein's teaching style. "He is a great teacher, and like [the Harkness method], he allows students to teach themselves and just guides them in the right direction," he said.

On Jan. 29, the Fine Arts Quartet performed in conjunction with Goldstein and double bass Pete Walsh, playing intricate pieces such as Mozart's "Piano Concerto in C Major, K. 467," the Andante Cantabile of Tchaikovsky's "String Quartet in D Major" and Beethoven's "String Quartet in C major." "It was a very enlightening concert," said upper and pianist Nathan Sun. Sun was amazed by the technical skill and passion of the musicians and said that he "hasn't seen a concert of this caliber for a long time."

Xiao was also impressed by the professional performance, noting the difficulty of playing a Mozart concerto without a great number and variety of instruments in the group. "The concert was fantastic," he said. "It was great to see how the Fine Arts Quartet and Goldstein could perform a Mozart concerto with just a few musicians."

Prep Alexandria Westray felt that the master class and concert were unique opportunities for Exeter since the Academy is only a high school. Attending both the classes and final performance, Westray was thankful that the school allowed their student musicians to expand their knowledge of music beyond the courses and music groups offered by the music department.

"[PEA] allows world-renowned musicians to come and perform for us for free and teach students and teachers what they know," she said. "I am so fortunate to be at a school like Exeter."

## MATTER MAGAZINE

By ISABELLA BACON  
Guest Contributor

It is common knowledge that bees, butterflies and other pollinator populations have all fallen into a sharp decline. For bees, this occurrence is typically manifested as Colony Collapse Disorder, when the majority of worker bees disappear and leave behind the queen, food and a few nurse bees to care for the remaining immature bees.

Colony Collapse Disorder is caused by a multitude of factors: pesticides, either when applied on purpose or accidentally spread through previously undetected routes (such as dust, soil or plant pollen), pathogens (bacteria, viruses or other illness-causing microorganisms), fungicides, loss of genetic diversity through selective breeding, climate change and malnutrition (due to a reduction in flower diversity). According to the United States Fish and Wildlife Service, the population of the rusty-patched bumble bee, one of the world's previously most common pollinators, has declined 87 percent since the 1980s.

The harms of pollinator reduction are clear: pollinators provide a huge agricultural advantage, and honeybees perform some level of pollination for nearly 75 percent of all plant species directly used for human food worldwide according to Stéphane Kluser of the Université de Genève. Overall, the honeybees' pollination services have an economic value estimated to be \$3 billion. Without these pollinators, both the human species and all species who rely on pollinated plants will suffer.

However, not all hope is lost. In the past few years, a multitude of work has been done to mitigate the effects of this pressing issue. Many service organizations work to protect bee habitats and important pollinator-dependent plants; there has been an increase in research on the impacts of GMO crops and pesticides on pollinators, and other groups, such as the USDA Natural Resource Conservation Service, support pollinator initiatives and incorporate native, pollinator-supportive plants into the service's current activities. One of the most beneficial efforts to date has been this shift in organizations' simple inclusion of native, beneficial plants whenever possible.

What easier place is there to do this then in large fields that receive

lots of sunlight? In 2017, the Pine Gate Renewables facility in southwestern Oregon began to sow a 41-acre solar panel farm with a wide array of native wildflowers. This company isn't the only one to have taken this initiative, with Minnesota estimating that half of the 4,000 acres of commercial solar projects installed in 2016 and 2017 included such pollinator-inviting habitats.

In the past, solar farms have reduced the acreage of agricultural farms while providing no direct compensation to the farmers. But agricultural communities are more likely to welcome replacing areas or turf grass or gravel with pollinator-inviting plants, as pollinators boost the success of farms. According to a study published in *Environmental Science & Technology*, over 2,000 square miles (3,500 square kilometers) of agricultural land near existing and planned utility-scale solar energy facilities could benefit from these changes. The study additionally stated that if all existing and planned solar facilities near soybeans, almonds and cranberry crops included pollinator habitat and increased yield by just one percent, crop values could rise \$1.75 million, \$4 million and \$233,000, respectively.

Additionally, covering lands in flowers reduces both the maintenance costs of these farms as well as the amount of water farms need. Currently, turf grass requires constant watering, typically provided via a sprinkler system. Sprinkler systems use much more water than plants actually need due to the amount of sprinkler water that evaporates. By changing the environment to wildflowers native to the specific area, the amount of rain present in that region would often be sufficient, reducing both costs and the water cost.

Although the long-term benefits and survival rates of these projects have not yet been fully explored, a three-year study between Cornell University and Cypress Creek Renewables has recently begun. With the National Renewable Energy Laboratory aiming for six million acres of solar panels coupled with wildflowers by 2050, there is hope that these lands will provide not only a short-term solution, but an end to the terrifying decline in such a vital group of organisms.

# No Heroes at March for Life Confrontation

**Felix Yeung '21**

*Columnist*

Thirty seconds—that's all it took for the national media to vilify Nick Sandmann. In those 30 seconds, Sandmann engendered what Senate Majority Leader Mitch McConnell has characterized as “a virtual deluge of partisan vitriol.” As much as I hate to admit it, he's right.

The fuse was lit three weeks ago, on the day of March for Life, which happened to coincide with the Indigenous Peoples' March. Students from Covington Catholic High School in Kentucky were preparing to depart Lincoln Memorial when they were confronted by a group of Black Hebrew Israelites. The radical group, considered by the Southern Poverty Law Center to be increasingly militant, spewed homophobic and otherwise derogatory statements. The teens responded with school chants.

Simultaneously, a group of indigenous elders arrived at the scene. Nathan Phillips, one Native American activist, was filmed beating a drum as the teens looked on. In particular, Sandmann was recorded standing still, with a slight smile on his face, blocking Phillips' path. Around Phillips and Sandmann, teens were recorded dancing in a circle. New footage has shown Phillips actively approaching Sandmann.

In this case, bad behavior defines all sides. The students displayed remarkable immaturity in their handling of the situation. By responding to the Black Hebrew

Israelites, the teens courted conflict, adding to the environment of chaos that fueled confusion at the scene. Nevertheless, these students should not have had to deal with this situation in the first place. No teen—no person—should ever be the subject of hate speech. If anything, the students' chaperones should have stepped in and spoken up. They should not have left it to the teens to deal with the Black Hebrew Israelites themselves.

Furthermore, though I have the utmost respect for Nathan Phillips, I cannot rationalize his decision to engage

**The fuse was lit three weeks ago, on the day of March for Life, which happened to coincide with the Indigenous Peoples' March.**

with the teens. What were his intentions in approaching Sandmann, banging on his drum? Why did he not approach an adult instead? Why did he not approach the Black Hebrew Israelites? While he did not appear aggressive within the video, he has cast Sandmann in interviews as racially insensitive—these claims have been countered with video evidence. Why, then, does he continue these claims? As an experienced activist, Phillips should have had the judgment and awareness necessary to consider the situation more holistically. Furthermore, he should cease

his false accusations against Sandmann.

Now, what concerns me more is how the media—and those who consume it—chose to respond. The initial video was depicted as immensely disrespectful by television news, with Sandmann and his friends labelled “bigots” by commentators on multiple major networks. Sandmann has received multiple death threats, and his continued enrollment at school has been put into question. Phillips has not helped this situation. He continues to

**It seems like the collective populace has forgotten what it means to be a kid. Adolescents make mistakes, particularly when under pressure.**

claim that Sandmann's cohorts cried racial slurs, though documentary evidence has shown the contrary.

It seems like the collective populace has forgotten what it means to be a kid, even though they were all kids once. Adolescents make mistakes, particularly when under pressure. Sandmann's smile was not necessarily one of malice—it could simply have been one of anxiety; a gut reaction to a tense situation. How does this justify the verbal attacks, many of them by journalists, that this poor, innocent boy has been subject to?

Perhaps the outrage stemmed from

Sandmann's outfit. In the video, he is depicted with a “Make America Great Again” hat—a source of commentators' fury. The political choices we make do not warrant hatred. Our political affiliations should not make us the targets of hateful speech. I consider myself to be staunchly liberal, but I would never intend malice on someone else for their conservative views.

Now that subsequent footage has revealed a more layered narrative, some are attempting to use Sandmann and his peers as martyrs. Politicians, particularly those working from the White House, have portrayed the teens as victims of the mob-like media. This is equally unacceptable. There were students present who were being disrespectful, clearly so—the dances were clear attempts at mockery. To contort the narrative, in any one direction, creates misinformation.

In other words, there are no heroes here. This is a complicated situation, as with many in life. The never-ending news cycle has taught us to judge first, think later. We need to retrain ourselves to listen, to evaluate before coming to our conclusions. It is imperative that we ask questions, that we delve beyond the superficial in situations like these. Thirty seconds is simply not enough time to define any individual, and the polarization of narratives widens the gulfs in society. Things do not occur in a vacuum. They should not be treated as if they do.

To quote the age-old aphorism: “Content without context is meaningless.”

# With Rawson, Hope For Exeter

**Emmanuel Tran '21**

*Columnist*

During last Tuesday's assembly, Exonians learned that our new principal would be William Rawson, who previously served as interim principal. It took a little while to sink in. Yet, in general, the reaction among students to his appointment has been quite muted, partially because we have already gotten to know him over the year. As an alumnus, Rawson recalls Exeter's historic past and is, therefore, a comfortable choice for the school.

However, the Exeter community is going through a period of turmoil and change after having been at the center of controversy during recent years. Allegations of harassment against students and faculty members have rocked the school and hurt our reputation. Many in the community, both alumni and students, have lost confidence in the ability of the administration to address these crucial issues. The alleged failure of two deans to report sexual assault

**Allegations of harassment against students and faculty members have rocked the school and hurt our reputation. Many in the community, both alumni and students, have lost confidence in the ability of the administration to address these crucial issues.**

and the alleged scapegoating of Rev. Robert Thompson have not helped. Is Principal Rawson someone who can restore that confidence?

This is a hard question to answer at the moment. His background and profile point to different possible outcomes. On the one hand, his work as a lawyer and experience on the Board of Trustees might help him navigate any legal difficulties which the administration may have to deal with. It might give him needed perspective on how do deal with an allegation of abuse in a fair and just manner. On the other hand, his “institutional” profile is worrying, because it might mean that he will focus too much on avoiding controversy at the expense of adequately investigating claims. Often times,

**There is nothing that he has done specifically to make me believe his long-standing links to this community will prevent him from doing his work well. However, we should be cognizant of the fact that we might require an outside perspective.**

“establishment” or “inside” figures are not what is needed to clean out or reform an organization. There is nothing that he has done specifically to make me believe his long-standing links to this community will prevent him from doing his work well. However, we should be cognizant of the fact that we might require an outside perspective.

Dealing with controversy is not the only issue which Principal Rawson will have to address. One of his key roles, in my opinion, is to keep the administration in check. While I intend no disrespect, the administration has messed up in recent

years—the failure to report assault, as mentioned above, is one example. On top of that, there have been other incidents, which have enraged parents and students alike. The principal needs to provide a unifying force within the administration and ensure that there is one coherent policy on every issue that might come up during his tenure in order to prevent sending mixed signals. He needs to be informed about what's going on on-campus and be strong enough to ensure that he will not be pushed around. I acknowledge that he needs to delegate in order for work to get done. I hope, though, that Principal Rawson will be hands-on and in-

**Reforming the curriculum is yet another key problem for Principal Rawson. Over the last few years, there have been many proposals for what the school could do to help Exonians thrive intellectually and explore their passions. Overwork and stress are oft-cited obstacles to that goal.**

involved in the more “menial” dimensions of his job instead of delegating everything to the deans.

Reforming the curriculum is yet another key problem for Principal Rawson. Over the last few years, there have been many proposals for what the school could do to help Exonians thrive intellectually and explore their passions. Overwork and stress are oft-cited obstacles to that goal. Many think that expanding pass-fail, either

to new students in their fall term, or allowing every student to have one of their courses be pass-fail every term could be helpful remedies. Another issue that many have raised is the current course requirements which force Exonians to study many topics that don't interest them. Some have questioned the number of math courses we are obliged to take, or whether it is fair to have religion be a graduation requirement. Despite these proposals, there hasn't been much change on that front. Hopefully, Principal Rawson will spur reform to the curriculum during his tenure and actually begin work on these proposals.

Finally, there is the question of the length of Principal Rawson's tenure. He began here in the role of interim principal. And I hope that he will not have another three-year tenure like Principal McFarlane but will be a recognizable face at the school for quite a while. Changing principals quite frequently is negative for Exeter in my opinion, because we need the continuity that having one principal for a significant tenure provides. Our principal needs time to develop relationships with alumni, faculty and the entire Exonian community. If we have a principal turnover every few years, the principal will not have time to develop those crucial connections which are key to their work. The principal is the bedrock of the institution and we need that figure to provide order within the school and defend our reputation to the entire world.

Overall, Principal Rawson has been a good interim principal. He seems competent and has avoided controversy. However, I worry that he will be too staid in his convictions to bring the change that Exeter needs. I hope that he will address those concerns and be the type of leader needed to bring Exeter out of the troubles which have plagued us for the last few years.

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# ASAP Policy: More Harm than Good

**Chieko Immamura '22**  
Columnist

Once merely an acronym for “As Soon As Possible,” ASAP has undertaken a whole new context amongst the faculty and students of the Exeter community. The academy defines ASAP as the “Academy Student Assistance Program” and states in the E-book that the “non-disciplinary ASAP provides prevention, early identification, intervention and referral services for students who are having emotional, academic, behavioral, social or family difficulties, as well as those with alcohol or other drug abuse problems or eating disorders.” People who get ASAPed are then provided with professional care and services, which of course creates unnecessary drama and

**Oftentimes, the help provided just goes to waste and students revert back to their old ways. Students who have been ASAPed for substance abuse will continue to use those substances, and people who have been ASAPed for mental health will not have their problems fully resolved.**

suspicion about who ASAPed whom.

In my opinion, Exeter’s ASAP doesn’t actually help anyone. When I heard that my classmate, who I will keep anonymous, got ASAPed, they told me that it was a waste of time and resources. “I’ve already talked to people about it in the past and that didn’t fix anything, so what does the school think will happen by me going to talk to someone else?” they asked. Oftentimes, the help provided just goes to waste and students revert back to their old ways. Students who have been ASAPed for

substance abuse will continue to use those substances, and people who have been ASAPed for mental health will not have their problems fully resolved. Though I’m sure that the ASAP system works for some people, I am also sure that for the majority of Exonians the program is a waste of time. Just because the Academy is willing to offer help doesn’t mean that people are willing to receive that help.

But even if ASAPing people did help them heal, not everyone is ASAPing their friends, either because they

**By reducing the amount of revenge ASAPs, the stigma surrounding ASAPing will be reduced and more people might be willing to ASAP their friends.**

don’t want their friends to go through the arduous process or because they don’t see it as a big problem themselves. Many who know of someone actually needing help often take a passive role, not wanting to create tensions between them (even though the school is very strict about keeping anonymity) or have the mentality of “it’s their life, not mine.”

Sometimes, people use ASAPing as a crux in a friendship and as revenge if they start having issues with them. These revenge reports are often occur because the person ASAPed would then have to spend their time getting help and talking with professionals, as well as go through the stigma of being ASAPed. What concerns me is that often, these people would never have gotten ASAPed if revenge wasn’t part of the question. The culture of revenge ASAPing at Exeter is an inevitable byproduct of ASAP, making the program itself faulty since people become motivated to ASAP as a consequence rather than trying to get their friends’ help.

Also, because revenge ASAPs exist, I worry about the accuracy of these

**Many who know of someone actually needing help often take a passive role, not wanting to create tensions between them (even though the school is very strict about keeping anonymity) or have the mentality of “it’s their life, not mine.”**

ASAPs. I worry that the legitimacy of these cases are affected by false rumors

or exaggerated instances rather than what really happened. If a kid were to be falsely accused for the sake of revenge, it is a terrible waste of time and resources that could have been used on someone who actually needed the help. This is another flaw with the ASAPing system that is close to impossible to prevent.

Though I do think that ASAPing does some good to help people in the school, I think that the whole system needs to be reviewed and tweaked by administrators so that more people are getting ASAPed for the correct motives. By reducing the amount of revenge ASAPs, the stigma surrounding ASAPing will be reduced and more people might be willing to ASAP their friends. But at the end of the day, you can lead a horse to water but you can’t make it drink.



# The Government Shutdown: Is It Really Over?

**Brian Son '22**  
Columnist

President Donald Trump agreed on Friday, Jan. 25 to reopen nine federal agencies until Feb. 15, marking the end of the longest government shutdown in the nation’s history. Roughly a quarter of the government was affected by the shutdown, and according to a senior administration official, the potential dates for back pay and permanent reopenings depends on the type of federal agency. While Congress has approved back pay for federal workers, around 800,000 federal contractors—including janitors and security guards—are still in murky waters. Twenty-seven

**While Congress has approved back pay for federal workers, around 800,000 federal contractors—including janitors and security guards—are still in murky waters. Twenty-seven percent of respondents to a survey for federal worker contractors said that they were expecting little to no employees by the end of the government shutdown.**

percent of respondents to a survey for federal worker contractors said that they were expecting little to no employees by the end of the government shutdown.

Constance Summers, manager of the cleanup crew for the Federal Bureau of Prisons (FBP), said in an interview with News13, “I have one staffer who is a cancer survivor. She

called me because she had been unable to even get her medication.

President Trump’s bill hasn’t necessarily accomplished anything to help the government reopen or move forward. His plan doesn’t include any of the money for his “steel wall” that he has so vehemently pushed for. This is the exact same proposal that Democrats have been promoting since December last year—a proposal that Trump himself had rejected. According to the *New York Times*, Trump also conceded that “we do not need 2,000 miles of concrete wall from sea to shining sea—we never did,” and even pointed

**Meanwhile, Democrats have sought to continue negotiating with President Trump, from raising their funding for current border security to holding more stringent stances on the issue of illegal border immigration. However, under no circumstances would the Democrats concede to a compromise including any amount of money for Trump’s wall, according to Speaker Nancy Pelosi.**

out the possibility of using technology, such as drones or sensors, instead of physical barriers. These comments, ideas and proposals are exactly what many Democrats have been arguing for since the beginning of the government shutdown.

However, what’s more important and pressing than possible solutions President Trump has finally come to agree with is the already long-lasting damage he has inflicted on American citizens. In fact, government agencies like the Department of Transportation are predicted to still be affected by the shutdown even after funding resumes. For instance, flights and

management of LaGuardia Airport in New York City were temporarily shut down due to a lack of employees and federal workers. The Internal Revenue Service (IRS) has also been experiencing problems even after the shutdown, with an accumulation of 5 million packages and mail being delayed. As the spokesperson of National Air Traffic Controllers Association, Doug Church, grimly

**However, what’s more important and pressing than possible solutions President Trump has finally come to agree with is the already long-lasting damage he has inflicted on American citizens. In fact, government agencies like the Department of Transportation are predicted to still be affected by the shutdown even after funding resumes.**

affirmed, “It will be like starting up a 150-car freight train and getting it to full speed.” Ultimately, the federal deficit budget has hit nearly \$120 million and the U.S. economy has lost around \$11 billion; and, while the economy could bounce back, the budget office of the Federal Reserve has predicted that approximately \$3 billion will never be recovered.

Despite these innumerable problems arising from the government shutdown and his hypocrisy with the Democratic party, Trump has continued to refuse that he is in the wrong. In fact, the night he made the deal to reopen the government, he tweeted, “This was in no way a concession... in 21 days if no deal is done, it’s off to the races!”

And it is true that this new bill is very much temporary. President

Trump asserted in a speech given in the Rose Garden that, “We really have no choice but to build a powerful wall or steel barrier.” If this

**Trump has continued to refuse that he is in the wrong. In fact, the night he made the deal to reopen the government, he tweeted, “This was in no way a concession...in 21 days if no deal is done, it’s off to the races!”**

doesn’t happen, he will either renew his position or declare a national emergency to circumvent Congress.

Meanwhile, Democrats have sought to continue negotiating with President Trump, from raising their funding for current border security to holding more stringent stances on the issue of illegal border immigration. However, under no circumstances would the Democrats concede to a compromise including any amount of money for Trump’s wall, according to Speaker Nancy Pelosi. Even many Republicans have been exasperated with President Trump’s handling of the issue, with Senator Shelley Moore Capito (R-West Virginia), agreeing that, “there are a lot of other strategies we could employ that would work better” than a government shutdown or a threat to declare a national emergency.

It’s clear that President Trump is very much alone on this one, and his decisions only showcase the many flaws and weaknesses of him and his administration. The only hope for the government reopening permanently is if President Trump somehow finds the flexibility, sense and goodwill as President of the United

# In Response to “Free Palestine!”

Stephen McNulty '21  
Columnist

When I first turned to the Opinions section last Thursday to see “Free Palestine!” plastered over the front page, I wasn’t entirely opposed to the opinion it expressed—there are legitimate issues the Palestinian people face that ought to be addressed, with widespread hunger and conflict among them. But then I read on, and realised that, as usual, it turned into just another rehashing of the same old story, oft-repeated in “woke” circles: that Israel, or the “Zionist regime,” as the author calls it, is engaged in an active campaign of oppression, crushing the hopes of the Palestinian people in the process. It even goes so far as to deny the legitimacy of the Israeli state in

**For its own part, Israel has actually repeatedly made land-for-peace offers. For instance, consider when Israel offered the entirety of the Gaza Strip and 97% of the West Bank to a new Palestinian state in exchange for peace.**

its entirety, calling for the establishment of a “free and peaceful Palestine stretching from the Jordan River to the Mediterranean Sea.”

While I have great respect for the piece’s author, this line of thinking

ignores the complexity of the Palestinian situation, and, dare I say, a thought-process counter-productive to peace. For starters, we should readily dismiss any rejection of Israel’s right to exist—the world’s only Jewish state is here to stay, and there is absolutely no way of creating a Palestinian state “from the river to the sea” short of a potentially genocidal war. Anyone who expects a peace process to include the destruction of Israel is lying to themselves—Israel has fought off invasion before and will do so again. It did so in 1948, again in 1967, and again in 1973, each time invaded by a coalition of Arab nations. The matter is simple—peace will happen when both sides learn to respect the sovereignty and rights of the other. That includes respect for Israel’s right to exist.

For its own part, Israel has actually repeatedly made land-for-peace offers. For instance, consider when Israel offered the entirety of the Gaza Strip and 97 percent of the West Bank to a new Palestinian state in exchange for peace. The then-chair of the Palestine Liberation Organisation (PLO), Yasser Arafat, rejected all proposals for compromise. And after Israel defended its own sovereignty in 1967, the infamous Khartoum Resolution was passed, establishing the “three no’s”: “no peace with Israel, no recognition of Israel, no negotiations with it.”

It can be said that throughout history, there exists a consistent pattern: a group of nations teams up against the world’s only Jewish state, often on the basis of anti-Semitic beliefs (consider that Gamal Abdel Nasser, for instance, was a Holocaust denier), and Israel responds by defending its right to exist.

Reaching even further back, we ought to remember that Israel was a

nation founded by refugees, fleeing persecution from every country they came from, up to and including the most systematically cruel genocide in human history. After such an incident, there was absolutely a need for someone, somewhere to defend the rights of Jewish people to exist, and their right to a nation of their own in their Holy Land. That nation is Israel, and today by far the most free nation in the Middle East, the only one with

**And I should be the first to say that I very much long for the day when peace comes to the Middle East. But in order for that peace to happen, Palestine needs to play its part and accept Israel’s existence, working with it as a partner and not an enemy.**

free, fair, and universal elections, and the only one with an actual mechanism for gay and women’s rights.

And yet Israel is held to an impossibly high double-standard, one no nation could possibly meet. The “Free Palestine!” author brings up the United States’ defense of Israel in the UN, for instance, as an example of some grand Zionist conspiracy. But there’s a remarkably good reason for that defense—the United Nations’ Human Rights Council, itself a who’s-who of the world’s dictators (including in its ranks such esteemed states as Saudi Arabia, China, Cuba, D.R. Congo, and Pakistan) is remarkably anti-Israel. It has adopted a permanent agenda item to go after the

oppression of the Palestinian people (a distinction no other conflict has received), and between 2006 and 2016 has passed 68 resolutions against Israel, a liberal democracy. How many has it passed against the rest of the world in this time? 67.

Most of these resolutions, and much of the criticism against Israel at-large, centers around its actions in the Gaza Strip. Now, of course, the rockets fired into and out of the Gaza Strip are a human catastrophe, but we at times forget that they aren’t solely Israel’s fault. Hamas, a terror organisation who has decreed to “love death more than the Jews love life,” has built a network of tunnels in civilian neighborhoods, effectively using those civilians as human shields.

In short, most of the attacks on Israel are part of a trumped-up double-standard that Israel’s enemies have used to demonize the world’s only Jewish state. And I should be the first to say that I very much long for the day when peace comes to the Middle East. But in order for that peace to happen, Palestine needs to play its part and accept Israel’s existence, working with it as a partner and not an enemy. The real tragedy here is that Palestine’s leaders are nowhere near accomplishing as much. Israel has reached out its hand before, and it’s been turned away. And it will again. But until that peace is brokered—one that respects both Israeli and Palestinian rights—there needs to be organizations like the ADL to defend Israel.

That’s not to say that Israel isn’t beyond criticism, of course. Its settlement policy poses a barrier to peace, for instance. But in the final analysis, most of the criticisms levied against Israel collapse under the lightest pressure.

# Narrative Scarcity and the Asian-American Experience

Anna Tran '22  
Columnist

The reason why we have narrative scarcity is because we have economic scarcity, and people don’t have equal access to modes of storytelling,” assembly speaker Viet Thanh Nguyen once said at an event with Maxine Hong Kingston. Caucasians have an immense amount of representation in society with movies, books and speakers. Blacks and Latinx are finding ground to speak out, and they have many influential people in the mix. Both females and males are able to speak up about offenses made against them for gender segregation and have made a difference in the world.

With the lack of impactful actors, authors and artists speaking about their experiences, the Asian community has not been able to tell their stories. Narrative scarcity plays a role in our daily lives in ways we don’t even notice, and it affects our general perception of minorities.

Viet Thanh Nguyen regularly speaks out about the lack of representation in the Asian community and how most people tend to believe the stereotypes and the accusations made against them. I consider this to be true, especially since I have experienced it personally. Coming from the deep South as an Asian-American female, where racism tends to be prevalent, I viewed behavior in

which stereotypes were ruled out as true to other people and races but also to myself. I went to a school that was predominantly wealthy white students living in central Atlanta, and they didn’t encounter the Asian community very often. With the few Asian students that attended their school, the foreign students were singled out and targeted. And with

**I went to a school that was predominantly wealthy white students living in central Atlanta, and they didn’t encounter the Asian community very often. With the few Asian students that attended their school, the foreign students were singled out and targeted.**

no one to speak up on their behalf, what could they do but endure the humiliation and stay quiet in fear of being further attacked?

Exeter is considered to be a diverse community, attracting people with different cultures from all around the world. Narrative scarcity isn’t particularly a problem at Exeter with the various inclusion groups regarding sexuality, religion, race and more. Minorities on campus are valued, although sometimes we witness favoritism towards those with wealth

and higher status. Since we all hail from all around the world, our per-

**With some having been shielded from a world of inclusion and equality and others having grown up as a minority, the classroom environment can sometimes be tense when a controversial topic comes up.**

ception of minorities differs greatly. With some having been shielded from a world of inclusion and equality and others having grown up as a minority, the classroom environment can sometimes be tense when a controversial topic comes up. At Phillips Exeter Academy, we have various classes and clubs that touch on current day issues, and the atmosphere isn’t the same for all.

Narrative scarcity is an issue that plays a major role in the real world in acting, social media, writers, artists

**Although blacks and Latinx students are still in need of more representation, activism on campus has become more prevalent.**

and more. This lack of representation paints a picture that limits what we

see for minorities. Although blacks and Latinx students are still in need of more representation, activism on campus has become more prevalent. Asian Americans are lacking in this

**Asian Americans are lacking in this department due to one of two reasons: either we lack the representatives to write, express, and speak out for the community, or the media and society refuses to accept our pleas and attempts for our voice to be heard—whether it be through films, novels, or art. When we don’t get the full story,**

department due to one of two reasons: either we lack the representatives to write, express, and speak out for the community, or the media and society refuses to accept our pleas and attempts for our voice to be heard—whether it be through films, novels, or art. When we don’t get the full story, narrative scarcity only allows us to view certain people through certain viewpoints, which results in some taking the information provided to them, whether it be true or false, and shaping these people into the stereotypes and accusations that have been claimed as true.

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# ExonianHumor



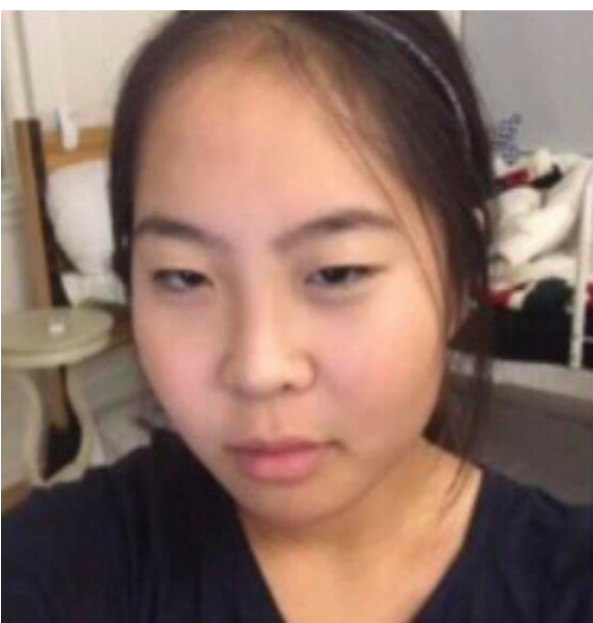
## Types of Screams

By FIONA MADRID  
*It's fine; I'm fine*

- aaennnnwww** (aka the Cardi B): for when you're really feeling yourself.
- aaaaaaa**: for when you don't want to bother your friends, so you sing your scream at an ungodly frequency that only bats can hear. It kinda looks weird from an outsider's point of view though.
- eAAAow** (aka the Wilhelm Scream): for all those film nerds that feel the need to apply drama to their own lives.
- uuuaaaaaAAAAAHHHHH**: for when someone checks you against the boards and you fall and you're flailing around on the ice, but you want to make them fear you and rue the day they ever touched you. In my experience, this kind of scream hasn't given the effect I intended, but I live in a perpetual state of embarrassment, so...
- Ugh** (a ~quiet scream~): for when you want to express mild irritation. It is commonly used when Grill doesn't have the new cookies with the chocolate centers. Or when you check P.O. and there's nothing there, so you momentarily feel overwhelmingly lonely.
- UGH**: for when you want to express genuine, but passing irritation, like when you realize that this week is your three-class-Wednesday week. Or when you say hi to someone and they say "what's up?" and you respond, "nothing much," but they've already walked past you and you feel a tad bit icky and awkward.
- UUGHHH**: for when you actually can't contain the amount of distress you are in, like when you fail a test because you genuinely did not know that you had one. Or when you spill your coffee on your favorite pants and you don't have enough clout to just spill more things on yourself to make it seem stylish.
- OW**: for when you are surprised by how much something hurt.
- Auwooooo**: for when you're channelling your inner wolf :)
- YAWP**: for when you desperately want to resurrect Robin Williams.

## TFW You Realize the TFW Picture is Different than Last Time

By RYAN XIE  
*Gotcha*



If you overhear any funny quotations, tell one of the Humor Editors. We definitely need to fill more of our page with blank space.  
Also, Submit in general because you'll probably get published:  
exonianhumor@gmail.com.

## A Day Stud Compares Dorm Rivalries

By NICK SCHWARZ  
*A Day-Stud who is a Self-Proclaimed "Boarding Savant"*

### Langdell vs. Merrill

The two dorms buttressing Weth have a natural location-based rivalry, as the combatants walk the same paths to their dorms, only splitting once they actually arrive. I would say that who you favor in this face-off depends on whether you dine on Weth's "Merrill" or "Langdell" side. Granted, Merrill is ten feet closer to Stillwell's, but I'm giving the edge to Langdell because I've wasted God knows how many hours staring at the steam coming off the corner of their roof. Bonus points for having a cheer that, though uninspiring, isn't a cookie-cutter "Lang-Dell!" So, to the ladies in Columbia blue, I say "Yoo-Hoo!"

Edge: Langdell

### Abbott vs. Soule

Two of the oldest dorms on campus mean charming, if relatively outdated, facilities. But spiral staircases lose their novelty pretty fast if you ask me, and for 8 a.m. class, the five-foot-longer walk to the Academy Building feels like miles. To be fair, purple is kinda cool, and the Abbot-teers need to up their mascot game, but they take this one.

### Edge: Abbott

Hoyt vs. Peabody (Anti-Peabody jokes are overdone, Anti-Peabody jokes are overdone.) We'll chalk this one up to proximity to Weth and the bookstore, and leave it at that. \*voice jumps six octaves\* "Hoyt Hall!"

Edge: Hoyt

Front Street, I mean Browning, I mean Front Street vs. Lamont. Wait, this is a rivalry?

Edge: Living next to parking lots, Dinosaurs, Dorm gear designers, and "B-Haus" jokes.

### Ewald vs. Main Street

This really just boils down to whether you like Moose or Rhinos more.

Edge: Crosswalks, Horned mascots.

### Amen vs. Wheelwright

Each dorm overlooks the entire campus, one at the edge of North side, the other South side. Both are overshadowed in terms of clout by another girls' dorm of their respective sides of campus, Amen by Dunbar, Wheelwright by Hoyt... so this is basically a battle for third place.

But for God's sake, Amen's floors are CARPETED. Wheelwright is hopping on... picture day.  
Edge: Amen

### Bancroft vs. McConnell

On the one hand, I find something about a dorm nicknamed "Banc" and flamingos really dope. On the other, the out-of-the-way location is annoying. McConnell certainly does nothing to distinguish itself.  
Edge: Flamingos

### Dunbar vs. Webster

The fact that these two are the largest boys' and girls' dorms raises a big problem; either way, lots of people are gonna be mad at me. So, I am Tonight's Biggest Loser.  
Edge: Not humor readers.

### Wentworth vs. Cilley

Bulls are cool, but foursquare is a poor-man's Cilley Ball. Also, Cilley is the one dorm I've actually lived in (preseason a year ago), so it has been blessed with this Day-Stud's presence.  
Edge: Cilley

## All Ten Friends You'll Have at Exeter

By CARLY MAE BUCKNER  
*Convinced Personalities are like D&D Classes*

- The friend in your dorm that pretends to laugh at your jokes and encourages you that your humor article is hilarious even though it's really not (this one's for you).
- The Harkness warrior you hang out with when you're looking to get distracted from your problems because they never stop talking about themselves.
- The friend who makes you feel bad about your GPA (cue handing them tissues as they cry about how their 10.9 dropped to a 10.8 after AP bio/

calculus/whatever it is that they take).

- The friend who makes you feel good about your GPA and is a safe person to confide in about your struggles (50th-percentile unite)!

- The politically-charged kid you always greet on the paths in hopes that 30 years from now you get invited to the White House Easter Egg hunt.

- The musical genius who you manage to see every. single. time. you're in the music building.

- The genius saint who never denies your request for math help and doesn't ridicule you for not understanding basic algebra.

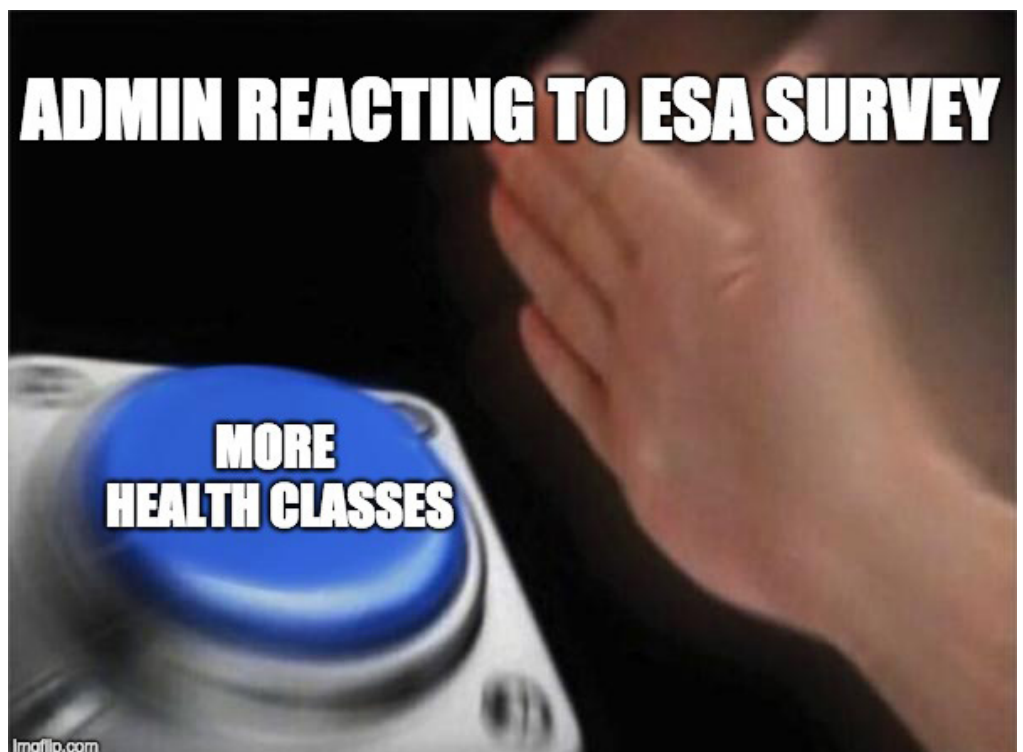
- The *Exonian*-writer friend who sometimes comes up to you acting extra friendly and then says "Can I ask you a few questions for my article?"

- The cool proctor who tells you the tea.

- Your best friends who are fun, but also can get serious in times you need them, and you know that they'll be your friends for life.

## Sex Ed

By NICK SCHWARZ  
*Won't Actually Be Affected*



## Quotes of the Week

"Oh wait, I'm a senior now. That's right..."

-Matt Bates '19

"Doofen-Schwarz."

-Orion Bloomfield '20

Ms. Dean: "Sigh"

Editors: "What article are you reading?"

Ms. Dean: "A prep paper."

"I love the height of your socks!"

-Anna Fahey '20

Croix Mikofsky: "Your voices are so high-pitched."

Isabella Ahmad: "You literally went through puberty two minutes ago, sooo..."

# EXETER BY THE NUMBERS: THE STATE OF THE ESA

This year, *The Exonian* collaborated with several preparatory school newspapers in the Eight Schools Association (E.S.A.) to conduct a joint student body survey in hopes of gaining a better understanding of life at Exeter in the context of our peer schools. In early December 2018, The Exonian, “The Scroll” (Deerfield), “The Phillippian” (Phillips Academy), and “The Bridge” (Northfield Mount Hermon) each sent out the “State of the E.S.A.” survey to their respective student bodies. “The Choate News” (Choate), “The Hotchkiss Record” (Hotchkiss), “The Pelican” (St. Paul’s), and “The Lawrence” (Lawrenceville) were unable to participate.

Below are the response rates for each participating school:

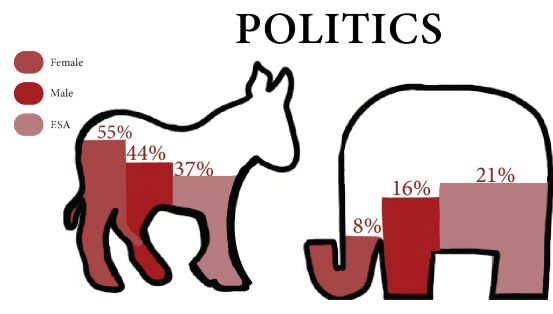
- Deerfield Academy: 79% (518 responses)
- Phillips Academy Andover: 74% (837 responses)
- Phillips Exeter Academy: 67% (730 responses)
- Northfield Mount Hermon School: 37% (239 responses)

730 Exeter students participated in this year’s survey, out of a total of 2,324 respondents across the E.S.A. The anonymous survey asked a comprehensive set of 33 questions, composed of six sections: General, Politics and Worldview, Wellness, Sex, Drugs and Alcohol, and School. The results presented below compare responses from Exeter students with averaged data from across the four participating E.S.A. schools. Results were not separated by individual student bodies due to requests from school administrations at Deerfield and NMH to contain this information within their respective communities.

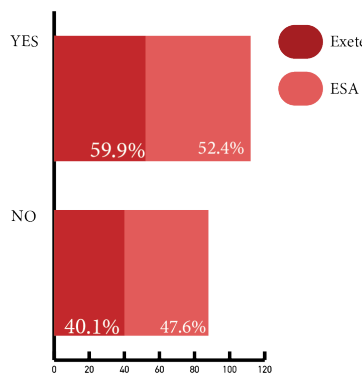
The Exonian has decided to withhold four questions about self-harm and sexual misconduct from public access due to concerns about survivor confidentiality. The results below contain sensitive information, some of which allude to previous incidents of student alcohol/drug abuse on campus. PEA Director of Student Well-being Christina Palmer reminds the community that Exeter has numerous support systems and resources in place to care for students who come forward, as well as for those not yet ready to do so. Parents, counselors, advisers, teachers, religious leaders, Ms. Palmer, or any other trusted adult are ready and willing to help any student in need.

We sincerely thank participating students for sharing information and their personal experiences with *The Exonian*. We thank Joshua Fang, co-editor-in-chief of *The Scroll* for his work in developing this website. We hope that the State of the E.S.A. will serve to inform, enlighten, and create a more holistic narrative of the students at Exeter and our fellow schools.

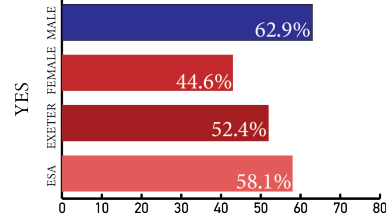
For Andover’s results, follow this link: [esa.phillipian.net](http://esa.phillipian.net).



## DO YOU SUPPORT AFFIRMATIVE ACTION?



## HAVE YOU EVER FELT THE NEED TO CENSOR YOURSELF DUE TO YOUR POLITICAL VIEWS?



## RESPONSES BY CLASS

24%, 175  
2019

29%, 211  
2020

26%, 188  
2021

21%, 157  
2022

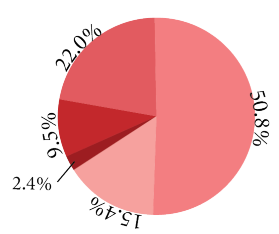
BOARDING  
82%

## WELLNESS

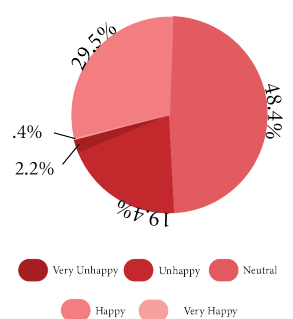
% OF STUDENTS WHO GET 8 OR MORE HOURS OF SLEEP ON AVERAGE



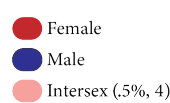
## HOW HAPPY ARE YOU?



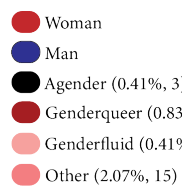
## HOW HAPPY DO YOU THINK EXONIANS ARE?



## WHAT IS YOUR SEX?

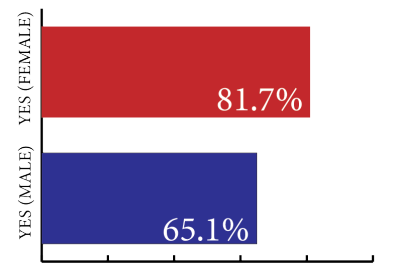


## WHAT IS YOUR GENDER?

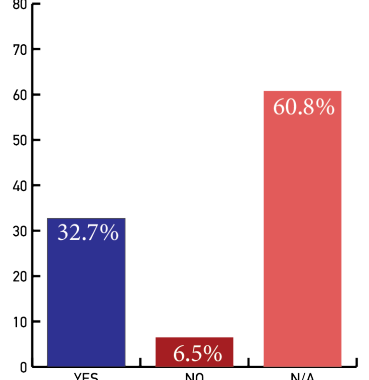


## RELATIONSHIPS

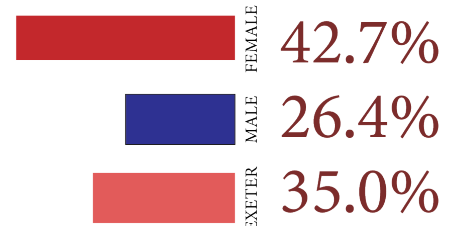
### DO YOU BELIEVE THERE IS A HOOKUP CULTURE?



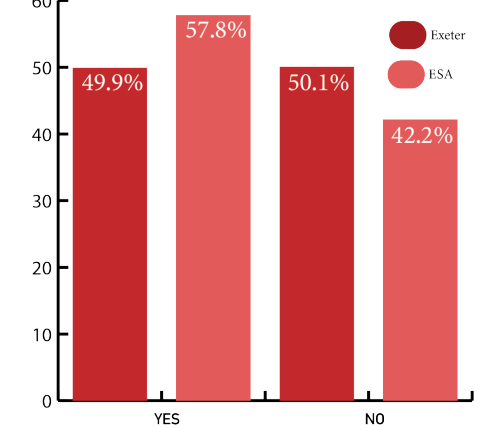
### DO YOU CONSISTENTLY ASK YOUR PARTNER FOR VERBAL CONSENT?



### DO YOU THINK THAT THE CURRENT SEXUAL EDUCATION CURRICULUM AT OUR SCHOOL IS ADEQUATE?



### DO YOU THINK THAT OUR SCHOOL'S DISCIPLINARY SYSTEM FAVORS STUDENTS OF PRIVILEGED BACKGROUNDS?



Pepper Pieroni/The Exonian

# Survey: Males, Upperclassmen Tend Towards DC Skepticism

Continued from DC, 1

responsibility?” This is done to help build students’ case via non-evident aspects of their character. “[The DC] does not ask ‘trick questions’ that are meant to trip students up,” Cahalane said. Prior to the case, she works with students to help them better understand and prepare for it.

During DC elections, candidate statements reflected the concerns reflected in the ESA survey—a perception of bias towards certain demographics. Examples of these statements included lower Nahla Owens’, which reads, “I believe that no students should receive preferential treatment due to their wealth, race or gender.”

Owens, who consulted 375 students while gathering signatures, estimated that around “30 to 40 percent of students believe that white male students were given preferential treatment in the system.” Whether that is true or not, Owens believes more transparency—particularly public

release of information from the DC assembly—will clear up the perception.

Similarly, lower Marymegan Wright’s statement read, “I will treat everyone equally regardless of their gender, race, sexuality or any other aspect of their personality.”

Wright has noticed how Exonians believe that talented athletes, musicians or students from wealthy families are treated with favoritism. “It’s not fair to prioritize one group of people over another,” Wright said. She acknowledged, however, that she hasn’t personally heard of an unfair case.

Whatever reason may be driving the students’ beliefs, Hartnett is willing to take initiative on changing it. “I do think it’s a little bit of an issue if there’s a significant percentage of the student population who thinks that there is some inherent bias in the system,” he said. “If so, I would like to address that.”

Hartnett believes, however, that the committee is doing the best they can to ensure fairness. “That’s one of the reasons why we have

eight adults voting on the committee: to try to eliminate the possibility of any single person’s subconscious bias determining outcomes,” he said. “We’re not living in a perfect world and it’s not a perfect committee, but I can tell you that the makeup of the committee is very consciously conditioned by a desire to make it diverse.”

Okeremi, meanwhile, views students’ lack of knowledge regarding the process as a call for greater transparency, though noting that there is a fine line to be tread between communicating with the community and breaking confidentiality. “DC values confidentiality because they are people’s lives. It is not our business to tell,” she said.

According to Cahalane, the Discipline Review Committee, a committee separate from the Discipline Committee dedicated to reforming the discipline process, has met to discuss students’ complaints about lack of transparency.

“The Discipline Review Committee has discussed whether changing this practice [of withholding data from cases] would be helpful

to the individual students and to the student body,” she said. “We have received mixed feedback from students and faculty on this idea. We might use some case studies for discussion in advising groups to help students understand the process.”

DC faculty member and Religion Instructor Hannah Hofheinz believes the answer lies in conversations about what “a better understanding” of the DC process means. “In terms of pushing on just how the students understand the Discipline Committee, it’s better to start from the beginning and think, ‘Well, when it’s going right, what does it look like,’” they said.

Senior and committee member Yaseen Ahmed looks forward to a future of more understanding between students and the DC. “An idea from this year which I would like to see happen is going around to individual dorms [and talking about the discipline process],” he said. “I think that if you’re in a smaller group, people are more comfortable engaging and really trying to have a better understanding.”

# Exonians Express Desire for More Diverse Political Dialogue

Continued from POLITICS, 1

nians harbor concerns that Exeter’s majority-liberal environment limits political discourse on campus by silencing more conservative opinions. “Conservative views, since they are a minority on campus, don’t have a voice,” prep Danielle Sung said.

The ESA survey results seem to support this observation, as 52 percent of Exeter respondents divulged that they have, at some point, felt the need to censor their political views on campus. “There [have] been times in which I’ve actually expressed my views and been insulted when, in actuality, all my views come from a good place... Every time I express them [now], I am very hesitant because I do not want my views to be misconstrued,” senior Zachary Spencer said.

Looking at a gender breakdown of the respondents, 28.03 percent of males identify as liberals, while 55.31 percent of females do so; 20.76 percent of males identify as conservative while only 7.25 of females do so. Spencer agreed that Exonians are often more sympathetic to certain views depending on their demographics. Spencer said that perhaps survey results revealed more women were liberal because of how the feminist movement has become a liberal issue, repelling some Republicans. “When you look at feminism in the past, they’ve pushed the man’s problems to the forefront along with females, simply striving for equality,” he said. “Now, it seems that that is no longer their agenda when you look at a lot of their platforms.”

Lower Annabel Ramsay noted similar trends, adding that Exeter statistics reflect a national tendency. “[The survey results] may have

to do with females aligning themselves as socially liberal more than men,” she said. “If you look at the United States as a whole, there are generally more liberal women than men; it makes sense that campus reflects that trend.”

Students believe that Exeter’s dominant liberal values are reflected in campus-wide programming such as campus activities and assemblies. According to Ramsay, predominantly liberal-leaning assemblies are a prime example of unofficial political censorship on campus. “I can’t remember any assembly speaker identifying as Republican or even hinting at sympathizing more right,” she said.

Upper and self-identified conservative Pepper Pieroni agreed, adding that the humanities classroom is another space where he often feels the need to water down his political stances. “I have often found in history classes and English classes that I limit what I say, not only because I think that it would spark a whole other conversation, but also it is easier to assume a liberal stance because that’s what the status-quo is at Exeter,” Pieroni said.

When conservative and liberal views clash, political discussion can become fraught. “I think people at Exeter are very defensive and often you’ll come into an argument rather than coming to a discussion. It is very hard to get someone to change ideas, especially for Exonians,” Pieroni said. “After an Exonian says ‘I think we should have a wall,’ the immediate reaction is the assumption that the person is stupid or racist. A lot of people associate being conservative with being evil.”

Race is another area of fraught political discussion, according to lower Nahla Owens. “As

a person of color, I think my views are definitely valued by other people of color as far as that realm goes... [but] it doesn’t matter as much in certain spheres. If I’m around a group of white friends, I feel less comfortable bringing up those issues than if I’m in the Office of Multicultural Affairs (OMA),” she said.

For this reason, many Exonians, including liberals, feel the need to surround themselves with like-minded peers. “I think it’s in spaces where I haven’t felt safe or that I know that I’m with people who identify as being more conservative or whose political views I’m unsure of that I feel I cannot express my views,” Vargas said. “I prefer not to be disrespected, especially when it comes to immigration or the border wall or border security. I don’t think it’s a matter self-segregation, I think it’s a matter of self-preservation and making sure that I’m safe.”

Not all Exonians share this need. Prep Aletheia Zou surrounds herself with friends who frequently engage in divergent political discourse. “During political discussions within my friends, it’s a friendly debate,” she said. “They’re not arguing for the sake of arguing with each other, but because they see that they have different views and that’s interesting to them.”

Lower Charlie Preston believes the fraught nature of Exeter political discussion should be altered. “I have a lot of conservative friends, and most of them are shut out or shut down by people saying that their opinions are just straight out toxic or calling them very cruel names just for moderately conservative opinions,” he said. “I don’t think we accept all peoples’ viewpoints as much as we should.”

Students believe this shift must occur from

within classrooms. “If there’s one person who has a different political view, no matter liberal or conservative, they’re going to feel really singled out and maybe cornered because of their differing views, and sometimes the teacher doesn’t exactly help with that depending on which side of the political spectrum they fall on,” Vargas said.

Ramsay put forward a possible solution: for the administration to insert conservative viewpoints into the curriculum. “Students are going to make their own opinions and so we can’t change how the students speak,” she said. “I think maybe getting one or two conservative speakers might help.”

Similarly, Mathematics Instructor Filip Sain feels that the school should remain politically unbiased. “In my opinion a school should be apolitical, just as other institutions such as the military, the judiciary and the civil service should be apolitical,” he said.

Preston, on the other hand, believes that the administration is not the problem. “Principal Rawson tends to stick to basic values like accepting all people, comforting people in times of trouble, but he doesn’t get too explicitly political,” Preston said.

Preston described the students as the root of the polarizing climate. “The problem is being intolerant of other people’s viewpoints or basic misinterpretation of what people are saying,” he said. “The slightest conservative viewpoint for some people can mark you as a racist, and the slightest liberal viewpoint for some people can mark you as a snowflake.”

“The problem,” Preston believed, “is students who after four years of Harkness are still not willing to listen to each other.”