



## Wheelwright Signs Living Agreements

By ANNE BRANDES, MAI HOANG, and ANGELE YANG  
Staff Writers

Exeter dorms differ in their implementation of study hours and lights out; while some faculty members do not enforce these rules, others feel a responsibility to look after students.

Wheelwright recently had its low-eclassmen sign the dorm's "Guidelines for Study-Homework Hours." According to some Wheelwright residents, even before this, the dorm had been notoriously strict. "This is because they are tough on students late to check-in or lights out and are not afraid to hand out sevens," lower and Wheelwright resident Candace\* said. "When we inquired about getting help from others in the dorm, [faculty] said we would have to FaceTime them. This seemed absurd to us."

Wheelwright, however, is not the only dorm that takes lights out and study hour rules seriously. Webster Hall Proctor Gavin Cotter described how at 10:45 p.m. every night, the proctor on each floor knocks on preps' doors to ensure that everyone is ready for bed. "It has helped my Exeter experience, especially with transitioning," Cotter said. "Most of us come from **WHEELWRIGHT, 2**



Girls' JV Volleyball plays against Andover on Wednesday, along with other Exeter JV teams. Angelina Zhang/*The Exonian*

## Health Center Enforces New Fatigue Policy

By ANNE BRANDES, MAI HOANG and MAEGAN PAUL  
Staff Writers

During Monday's faculty meeting, Medical Director Katharina Lilly informed faculty members of the newly-written Fatigue Policy, which restricts the number and the duration of student fatigues.

The new protocol restricts fatigues to one format at a time, and urges nurses to flag students after their third fatigue per term, or sixth per year. The students would then have to "complete an intake form before resting and develop a plan with the nurse to try to prevent future fatigues." At this point, the Dean's Office would also notify the student's adviser.

Though students have used the fatigue process—which allows students to sleep in the Health Center during class formats when their academic or personal affairs have taken a toll on their well-being—there has never been a written policy in the student E-Book or Health Center documents until now.

As Health Center policy is not subject to faculty vote, faculty members were presented with the information during the Faculty Meeting. The new policy has already gone into effect, though the deans have not discussed whether or not it will be included in the E-Book next year. "The way we operate is each department has a great deal of autonomy and can generate policy as they see fit," Dean of Student Health and Wellness William Coole said.

Many students were unaware that an official policy was being formed. During the process, neither the Student Council nor any other student groups were consulted, and there has not yet been a public announcement to the larger school community.

According to Coole, Dr. Lilly raised this issue upon first arriving at Exeter. The Clinical Health Team, consisting of Lilly, Physician Assistant Rebecca Fisher, Director of Counseling and Psychological Services Szu-Hui Lee, all counsellors, the Director of Nursing Nancy Thompson, the Director of Athletic Training Adam Hernandez and health educators met on Oct. 9 to discuss the policy.

The new policy will offer methods for Exonians to handle stress if they frequently fatigue. "We have developed an educational handout to provide students who fatigue that may help prevent future fatigues," Lilly said. "It is important to use downtime wisely. With good planning, fatigues are preventable following a day of no classes." Physics Instructor Ms. Waterman echoed these sentiments, stating that the adults on campus "just want you to make good, **FATIGUE, 2**

## Faculty Note Housing Disparities

By ANNE BRANDES, CHARLES FALIVENA, SHIVANI TRIPATHI and RACHEL WON  
Staff Writers

Faculty members are integrated into the residential life at Exeter through school-subsidized housing, whether they live in dorms or in houses. However, some instructors identified inequity and volatility in the Academy's current housing assignment system and dissatisfactory housing facilities, particularly for single faculty members and for administrative officers, who are not offered housing.

According to Dean of Faculty Ellen Wolff, instructors

must live in a dorm for a minimum of 10 and a maximum of 15 years before moving to a house. "For each year in the dorm beyond 10, they can live for two years in post-dorm housing," Wolff said. As a result, faculty can only rely on school-subsidized housing for a maximum of 20 years. Afterwards, they move off campus and buy or rent housing for themselves.

When faculty have finished their time in the dorm or choose to move into a house, they must apply to live in a particular residence. "Placement is decided based on a number of factors including family size, faculty preference **FACULTY HOUSING, 2**

## Students Seek Help from Outside Tutors

By RACHEL WON and ANGELINA ZHANG  
Staff Writers

In an effort to keep up with Exeter's rigorous academics, many students privately turn to another source of guidance: outside tutors.

Though some students find the additional help necessary, others question whether this usage of outside help is fair, and if it suggests a shortcoming in Exeter's current support services.

Students cited numerous reasons for seeking out non-Exeter affiliated tutors. The high standards at Exeter, for one, seem to pose an obstacle. "It helps that [my tutor is] not affiliated with Exeter," senior Kerry\* said. "I can ask questions and not seem dumb. If I ask my teachers, I worry that they think I'm slow because other students get [the material] and I don't. [My outside tutor] has no idea about anybody in my class and no one will ever meet them."

Kerry calls her tutor once every week for 45 minutes. Her tutor helps her complete her math hand-ins, preview topics ahead of class, and creates practice quizzes for her.

Many students seek outside help on



Uppers Julie Mae Angevine and Leila Erhili work on homework together in the warm weather. Numi Oyebode/*The Exonian*

their own or with their parents' help, but Exeter also connects students to private tutors, according to Learning Specialist and Coordinator of Academic Support Jonathan Nydick. "Mostly what we use is either emeriti or people that are maybe working part time and have some extra time to tutor—people that are already affiliated or have been affiliated with Exeter," he said.

Emeriti work free of charge to provide students with extra assistance—"out of their own good will," as Nydick described it—while other Exeter-endorsed tutors may charge extra fees. However, according to Nydick, the Academy only has a limited number of outside tutors because many teachers are not familiar with Exeter's

unique style of teaching in areas including Harkness mathematics.

Upper Marge's\* adviser connected her to one of these Exeter-specialized tutors. Her current tutor, an Exeter alum, ran the writing center at the Loomis Chaffee School for 12 years, but has now returned to Exeter to tutor Exonians. She had previously struggled with writing, but the first paper she turned in with help earned her an A.

Upper Daisy's\* math teacher recommended that she find a tutor to supplement her in-class learning. Her current math tutor offers services free of charge to Exeter students. "If I did not have [outside tutors] I would be failing. I needed more **TUTOR, 3**

## Nadine Thompson Speaks Out

By SUAN LEE  
Staff Writer

Exeter's former Dean of Multicultural Affairs Nadine Thompson believes that the Academy scapegoated her partner, recently retired Academy minister Robert "Bob" Thompson, for his purported role in the 2016 case of alleged student-on-student sexual misconduct.

In an exclusive interview with *The Exonian*, Nadine Thompson divulged details from the past two years, speaking on the record for the first time since 2016.

In an article from its July 13, 2016 issue about the alleged sexual misconduct perpetrated by a student in 2015, *the Boston Globe* wrote that at Robert Thompson's "urging," the then-student baked monkey bread for the purported survivor as a weekly "act of penance." Three days after the article was published, the Academy placed the Reverend on paid administrative leave, under gag order and banned him from campus. These restrictions persisted for two years until Interim Principal William Rawson announced Robert Thompson's retirement, effective Oct. 31, in an email sent **REVEREND, 3**

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# Administration Makes Changes to Fatigue Policy

Continued from **FATIGUE, 1**

healthy choices.”

According to Lee, the policy aims to help students prioritize their well-being. “Managing it all can sometimes take a toll on one’s health especially if one is not careful to protect their self-care,” Lee said. “Fatigues is one way to give our students an opportunity in their day to take a break and rest.”

The new fatigue policy will ensure that fatigues only last one format at a time. “All the science on sleep tells us that naps should be no more than 20-30 minutes,” Lee said. “If we allow students to sleep

longer than that, we are not really helping the student gain the appropriate amount of daytime rest that will serve them the rest of the day.”

Lee noted, however, that while fatigues benefit students in the short term, they do not offer a long-term solution. “Fatigues cannot address larger problems that may be present (e.g. poor time management, sleep issues, academic difficulties),” Lee said. “What I like about the new policy is that it can give students a chance to rest and also provide some parameters that will help us identify and address other issues that may need further attention.”

According to Lee, taking a long nap can actually impair one’s ability to feel well rested in the future. “Sleeping too long could also negatively impact their sleep that night, creating a vicious cycle that is ultimately unhealthy,” Lee said.

Another aspect of the new policy is monitoring how many fatigues each student takes every term. “We want to track frequency of Fatigues so that once a student meets a certain threshold, we take the time to have a conversation with the student to see if additional resources are needed,” Lee said.

Some students expressed their appreciation of the fatigue program. “When I’m

tired and if I didn’t get a lot of sleep, [the fatigue policy allows me to] sleep, while also not having to worry about getting a dickey,” lower Katie Moon said. Lower Oia Eng echoed her sentiments, stating that the fatigue program “allows you to rest up and not go to class distracted. That way you don’t go to class and not gain anything.”

Although surprised, Moon seemed happy about the proposal. In response to the adult intervention for those using the fatigue system too often, she said, “I think the counsellors will give you strategies [to better manage your time better], theoretically.”

# Wheelwright Residents Sign Wellness Contract

Continued from **WHEELWRIGHT, 1**

being at home where there are rules, when we think we’re completely free we might just watch Netflix instead of do homework.”

Unlike Webster’s proctor-enforced rules, Wheelwright’s guidelines are in print. The signed document prohibits lowerclassmen from being in common space or dormmates’ rooms and from checking out to peer tutoring during the 8-10 p.m. study hours. Teachers must host any study groups in Wheelwright during study hours. Any prep or lower who breaks the rules will be required to check in at 7 p.m. for one night. Wheelwright dorm head Joseph Lambert stated on the guidelines with the intention of helping new students “establish effective and strong study habits prior to upper and senior year,” according to the contract.

Lambert did not reply to requests for comment.

While the contract’s wording is strong, faculty members enforce these rules to differing degrees, according to underclassmen Regina\*. She said, “Most dorm faculty seem to hint that they don’t agree with the new rules. They have seen me go to others’ [rooms] and haven’t said anything about it.”

Dorm faculty and English Instructor

Barbara Desmond, meanwhile, expressed her support for the new guidelines. “This year, Lambert has focused on establishing the right tone during study hours. [...] The hope is to promote good work habits early in the evening so everyone is getting to bed earlier,” she said.

After lowerclassmen signed the document, Lambert followed up with an email amending the contract and clarifying concerns about barriers to obtaining academic support. “You may find that, on occasion, you need to check out to peer tutoring after check-in,” the email stated. “If this is the case, you must check-in at 8 p.m. in your room and then ask the faculty on duty for permission to check out to peer tutoring.” A conversation would then ensue between faculty and student on “overall academic workload.”

Wheelwright faculty maintained that they wanted to foster a positive atmosphere in the dorm. “We want to keep the focus on a healthy dorm community where everyone feels at home,” Wheelwright faculty and History Instructor Amy Schwartz said. She also mentioned that her previous dorm, Langdell, had been even stricter with study hour policies, forbidding students to take showers between 8:00 and 10:00

or to order take-out after their check-in. If students wanted late lights, they were expected to be in their rooms working by 7 p.m.

Proctor Martha\* in Wheelwright brought up concerns about how this system relied on students being able to reach out to faculty members and advocate for themselves. “A lot of the preps and new lowers aren’t at that level of comfort with the faculty yet,” she said. “Wheelwright shouldn’t be creating a culture where it’s bad to reach out for help.”

Martha also pointed out that not all students operate on the same schedule. “[The guideline] does a lot more damage than it helps,” she said. “During my lower year, I had clubs from 7 to 7:50 p.m., but I found my classes challenging so I had to go to peer tutoring afterwards.”

Students and faculty may have contradicting ideas on the amount of freedom students should have in a boarding school environment. “I think a lot of the frustration comes from different expectations,” Hollie\* said. “Students feel like they’re at boarding school and that they should be able to manage their own time, whereas the faculty are coming from a place of, ‘we want to help you do the best you can

in school specifically.”

Not all students, however, are averse to stricter dorm policies. Upper Erin Ahern appreciated having strict lights-out enforcement during her prep and lower years. “Now I have it in my head that I need to go to sleep even though I don’t have lights out as an upper,” Ahern said. “I don’t think the adults trust the students less, they’re just trying to promote good study habits.”

Cotter, meanwhile, attributed his academic performance and overall well-being to “right values” his dorm instilled. “I feel like it’s something all dorms should do,” he said.

Amen Dorm Affiliate Lee Young, Senior Associate Director of Admissions and long-time member of the Academy, explained that more uniform policies between dorms would be convenient, but also impractical. “Overall, because the size of the dorm, the composition of the students in it, and the layout and configuration of the dorm vary, I think dorm heads and the team of faculty should have the leeway to operate in a way that best suits the inhabitants in the dorm,” Young said.

\*Asterisks denote name change to protect anonymity.

# Faculty Discuss Housing Concerns on Campus

Continued from **FACULTY HOUSING, 1**

and seniority,” Wolff said.

Oftentimes, however, new faculty members with families do not live in dorms because of limited space. “The way I understood it when I got here was that everybody had a minimum of 10 years in the dorm,” English Instructor Lundy Smith said. “The year I came, there was one person with a family who lived in a house and didn’t get into a dorm until six or seven years down the road. But she still did dorm duty and got her dorm credit.”

Smith does not view the system as unfair, however. “I came as a single person, so there was more flexibility [in where to place me]. There was a room for me right away,” he said.

While such instances are inevitable, many instructors allege that dorm apartments for single faculty are of lower quality than for families. Mathematics Instructor Aviva Halani described her experience transferring from her fourth-floor apartment in Dunbar to Bancroft. “There’s a lot of inequity,” Halani said. “The first apartment I had in Dunbar had a really weird layout. I wanted to move out because the living area was so small that I couldn’t have my advisees over for dinner,” Halani said. “I was told that essentially I could only move out if they could find another single woman to live there.”

When Halani moved out of Dunbar, it was made clear to her by the Academy that she could be asked to move if a family required her space. “When I got my housing letter it said this [arrangement] is contingent on the needs of the Academy and essentially if there was a family that needed that space, I would get kicked out,” she said.

Mathematics Instructor Panama Geer also noted that single faculty members may face obstacles living in faculty housing. “I’m very sensitive to the fact that for single younger folks, it’s probably difficult for them to have lives outside of the dorm when they’re having to be on

duty all the time. Especially if they live in an apartment where there’s not a private entrance,” Geer said. “Having a personal life is something that can be difficult to balance.”

After faculty members have spent the required ten years in a dorm, they file a request to the Dean of Faculty to live in a house, which can lead to competition. “Some people play the game that if I do a year in the dorm, then I have a better chance of getting that house. People are doing the math, they’re seeing who’s getting out of the dorm. How long they’ve been here. What [houses] they’re looking at,” English Instructor Ralph Sneeden said. “I’m so glad I don’t have to do that anymore.”

Spanish Instructor Jacqueline Flores agreed, commenting on the competition for certain houses. “For years I remember hearing that a faculty member had their eyes on a house. There was already a faculty member living [in that house] but everybody knew the [other] person wanted that house. I think that’s a lot of pressure, when your house is targeted as ‘the place I want to move into.’ It shouldn’t be like that,” Flores said.

In addition to inequities for single faculty members, housing facilities themselves are often subpar. Flores recalled moving into her current house and finding the house in an unacceptable condition. “They told me [before I moved in], ‘the house will be ready in a few days because we have to clean it.’ I walked in, and the living room floor was muddy and trashy,” Flores said. “In all my 22 years of living in campus housing, each time I moved out I always left those residences spotless, because that was my responsibility.”

In addition, Flores, who underwent spinal surgery two years ago, was rejected assistance by a department in Facilities Management. “[Because of my] spinal surgery two years ago, I’m afraid of falling,” she said. “There was one time that I submitted a work order because the ceil-

ing lamp bulb needed replacement and my request got denied.”

However, Director of Facilities Mark Leighton said that facilities works closely with the Dean of Faculty to make sure the assigned house can accommodate any disability “for example, we have two houses that have lifts to accommodate access,” Leighton said.

According to Leighton, each work request is evaluated to “verify who is responsible” before it is acted on. “Each faculty member moving into academy housing is provided with a document that clarifies the faculty’s responsibility and what is the responsibility of Facilities Management,” he said.

Exeter, furthermore, does not subsidize housing after 20 years. As a result, faculty like Sneeden will have to move off campus in the upcoming year. “If you’re trying to build a residential community, most boarding schools house you for the duration of your career,” he said. “In fact, that’s one of the reasons I almost left [the Academy] a few years ago—I was trying to find a school that had that deal.”

Biology Instructor Townley Chisholm also wished that he could play a greater role in residential life. “When faculty move off campus they take about a \$30,000 pay cut and the school loses the after-school hours of service that they once provided,” Chisholm said. “I love living in my house off campus, but I can’t be as present on campus now as I was when I lived on campus.”

On the other hand, Geer pointed out that faculty, before accepting their job at Exeter, should have already been aware that Exeter only provides housing for 20 years. “Perhaps some schools house you for life, but the faculty handbook is something we all get before we accept the job,” Geer said. “I do feel like it’s really clearly spelled out there, so you don’t have a lot to complain about if you agreed to it. You could have taken the job somewhere else, to be honest.”

In addition, Geer believed that work-

ing at Exeter provided faculty with a myriad of other benefits that outweighed the problem of limited subsidization. “It’s really easy for people to look at what other people have and think, ‘oh, they’ve got it so much better.’ But [the fact that] I can call the phone and somebody comes and fixes things? I don’t actually pay for rent right now? My kids can go to school for free? These are big benefits,” Geer said.

Exeter’s peer school, Phillips Andover Academy, is an example of a boarding school that houses faculty members for the full duration of their careers. “We feel faculty housed on campus are more of a presence in a student’s lives,” Andover Dean of Faculty Patrick Farrell said. “Thus, this policy fosters strong connections between our students and faculty, and promotes student safety.”

However, this also means that faculty must perform “residential responsibilities” such as dorm duty. Sneeden acknowledged the downsides of such a system, noting that older faculty members may not want to perform residential responsibilities that become harder with age. Regardless, he wished that the school gave the option.

On the other hand, many administrative positions, such as college counsellors, are not housed at all. According to Director of Human Resources Rachel Henry, administrative faculty are paid additionally when they perform residential responsibilities such as dorm duty and advising, but it may not have the same financial impact as providing housing.

A committee consisting of Henry, Wolff, interim CFO Marijka Beauchesne, Director of Benefits and Compensation Dirk De Roo and Assistant Principal Karen Lassey has been formed to address this problem. “We’d like to open up the conversation about administrative faculty housing,” Henry said. “We don’t currently offer them housing as part of their compensation package, and we’re asking ourselves, should we be looking at what other schools are doing?”


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# Students Unsatisfied with Academic Support System

Continued from TUTOR.1

help than they could offer me at peer tutoring and I needed it more often and in a more individualized manner," Daisy said.

Upper Parker\* added that tutors are more straightforward with subject matter than a peer tutor may be. "[Having an outside tutor is like] having another peer editor except instead of driving you around in circles he tells you exactly what's wrong. He says, 'your thesis sucks, change it.' Instead of teachers, who say, 'I don't know if your thesis sucks, why don't you tell me?' And then some teachers don't even want to read your writing," Parker said.

The dependence on such tutors could also be a cultural phenomenon. Lower and international student Sidnee\* commented on the prevalence of outside tutor usage among international students. "If you walk into the library between 9 to 2 on a Sunday, you'll just see a ton of [international] students with their tutors," she said. "It's very common where I'm from."

Nydick admitted that tutors could be suitable for some students. "I see it as a better thing for students if they have

a gap that they need to strengthen in their background. [...] Somebody might be missing some stuff in their past and the tutor could fill in the gaps they have in their knowledge so they can go back and fully participate in their classes," he said.

Yet, despite the various ways in which students utilize tutors to enrich their learning, Nydick warned against the tutoring straying both "physically and intellectually from the school itself. [...] That's when it gets trickier to monitor the content of what's being taught. I think we try to keep a pretty close, tight circle of people so that we know what's going on and there's control over the quality and the type of person who's going to work with our students," Nydick said.

Math Instructor Aviva Halani also noted the importance of tutors adhering to Exeter's curriculum. "If these outside tutors don't know our material and they don't know where our problems are going, I would think that it would be really hard to come in and help without giving the answer away," Halani said. "I think that strips students of the learning and discovery process—math is about more than just formulas

and answers."

English Instructor Duncan Holcomb, however, believed that it was natural for students to seek tutoring help. "There are all sorts of ways people have great advantages over others. For example, it's a big issue now with SAT prep because some people can afford to pay thousands of dollars for SAT prep while others can't. [...] There is a bit of unfairness there but that's built into the system and can't exactly be remedied," he said.

Halani noted that even on campus, students have access to different opportunities, pointing out that some dorms can have as many as three math teachers that serve duty while others have none.

Despite these claims, some hold that students should not need to seek academic help outside of Exeter. "We attend the best school in the country and our teachers are people that have gone through such a rigorous selection process to work at this school," upper Madison Machado said. "With all the services that the school offers, most people shouldn't really need outside tutors."

Senior and Peer Tutoring Co-Head Calvin Henaku concurred. "I don't

think [outside tutors] are necessary. There are definitely more sources of help within this school than we need. You can go to Mr. Nydick and he can refer you to all the sources of help you need, you have peer tutoring, teachers and the writing center. Everything that outside tutors do for students, these are all things that people within Exeter can help you with," Henaku said.

At the same time, others maintain the belief that the school may not provide enough resources for extra help. Senior Jinpyo Hong noted that several of his friends only started working with tutors after failing to make significant progress with on-campus resources. "Sometimes I'm very disappointed by the quality of the writing center. Sometimes the teacher just reads the essay in 5 minutes and says 'this is a decent essay, keep up the good work,'" Hong said.

For Parker, a non-native English speaker, having an English tutor was his only choice to level the playing field among his Exeter peers. "It's actually unfair to me if I don't have a tutor," Parker said.

\*Asterisks denotes name change to preserve anonymity.

# Nadine Thompson Breaks Silence on Husband's Leave

Continued from REVEREND.1

to faculty, staff and alumni on Monday, Oct. 29.

While Nadine Thompson acknowledged that Rawson's statement provided necessary clarification in certain areas, in her opinion, it did not do justice to the Reverend's contributions to the Academy. "It was good to finally have something out for closure. It's good that [Rawson] was able to say that Bob had not been accused of any sexual misconduct. That was the only thing good about that letter to me," she said. "Bob gave up so much of his [...] life to be here, and to not even end with a celebration of this work or a statement about all that this man has done for the school—that was really hard. That felt like a slap in the face."

Rawson—who is traveling this week and was given limited time to respond remotely via email, said he was not aware of Nadine Thompson's more specific sentiments, but he recognized the community's mixed responses to his statement. "The majority of responses have expressed appreciation for the letter and the fact that a resolution has been achieved," he said. "Some commenters have expressed strong disappointment that the letter did not do more to recognize Rev. Thompson's service to the Academy over the course of his career.

Others have expressed equally strong disappointment that the letter spoke as favorably of Rev. Thompson as it did without addressing other issues and without acknowledging the secondary harm that can occur when sexual misconduct matters are not handled properly."

Rawson, in his letter, wished to convey the Academy's efforts to reach "a resolution fair to Rev. Thompson and responsible to the school," and voiced that the depth and scope of his statement was suitable considering the circumstances. "I did not think it appropriate to say more in the letter than I did, recognizing that though it was public knowledge that Rev. Thompson had been placed on administrative leave, this is an employment matter and in most such cases far less is publicly stated," Rawson said.

According to Nadine Thompson, the retired Reverend is currently drafting a statement to share with the greater Exeter community. "Of course, [the statement] is really important because nobody's heard from him for two years and people don't know his side of the story... People assume that he was a minister with such bad judgement that he would prescribe monkey bread as a penance for sexual misconduct" she said. "To serve an institution for 30 years, be an alum of the school, a black man and be seen as the monkey bread minister is painful—his

whole career was destroyed over a poorly researched article and an institution that didn't care enough for him and his service to set the record straight."

Nadine Thompson recalled the crowd of local reporters stationed outside her and the Reverend's home and the outpouring of "angry calls" they received from rape crisis centers when the *Globe* article was first published. She stated that the Reverend's first response had been to call the school and that he was promptly instructed not to respond or comment on the situation. "It didn't feel like a gag order at the time. In those three days, it felt like 'don't speak to the press because they're going to distort this even more,'" she said. "He was told that he could not speak to anybody about it. And we just kind of sat there in silence because we trusted the school. We trusted that the school would take care of it."

According to Nadine Thompson, the Academy's official response differed from what she and her husband had anticipated. The Academy enforced restrictions against the minister which—Nadine Thompson contends—"silenced" and "isolated" him from the community. "We were naive to think that the institution would want to correct the narrative—that his role was as minister and not disciplinarian [and] that his knowledge of the issues were limited, due to the confidential

nature of the case," Nadine Thompson said. "It was like complete silence. [...] Up until last week, he wasn't able to say anything."

Nadine Thompson also attributed racial nuances to the Academy's decision to place the Reverend on leave. "We're living in a time where there is an awareness of racial and implicit bias. We are in the midst of the Me Too Movement and Black Lives Matter, and the intersection of power, race and gender issues. All of these dynamics were evident in this incident [...] I think the school missed the racial implications of what happened with that one case," she said, elaborating that the Academy had missed a "great teaching opportunity" by failing to more transparently address and discuss the situation.

Despite her qualms with the Academy, Nadine Thompson expressed gratitude for the support she and Reverend Thompson received from the larger Exeter community. "The institution is going to protect itself—it's not going to protect him," she said. "But Bob said to me, the administration is not the school. The students and the alumni are the school. And he felt tremendous love and support from the students and the alumni. [...] If they hadn't supported us in that way that they did, we wouldn't have made it through."



## The Exonian

Come to our Writers' Meeting on  
Sunday at 7:00 p.m. in the Forum!

# Exonian Athletes and Students Get Ready for E/A

By ISABELLA AHMAD  
Staff Writer

All Exeter varsity teams, aside from cross country, are set to compete against Andover on Saturday. The fall athletes and alums returning to campus to spectate are hopeful for a Big Red win. After defeating Andover by five points last week, cross country will race in the New England Preparatory School Athletic Council (NEPSAC) Interscholastic Race on the same day.

While always trying to keep a positive mindset, girls' soccer feels a win is uncertain. The team tied Andover last year and has performed neck-and-neck for the entire 2018 season, win-

ning six games, losing nine and tying two. "We're pretty evenly matched," senior and goalie Claire Theberge reflected.

According to lower Savi Keidel, the players on each of the teams are evenly matched. "I think this game is going to be a battle because most of [Andover's] players were really strong ball handlers and were fast, but our team has a lot of speed and also very good central ball handlers," she said, naming Dennesha Rolle '20, Tessa Shields '21 and Robin Potter '20.

Exeter's volleyball team also hopes to go into their game with spirit, as the suffered a 3-0 loss against Andover when the team competed earlier this season. we have a lot of new players

and learning to play together took us a while. "As a team, we have been working very hard all season," senior Ela Ferhangil said. "We are ready for an exciting and close match this Saturday. We all need to work hard and do what we need to do."

Boys' soccer expects a win, though senior Nick Tilson notes that "E/a is always a battle, no matter the record or quality of both teams." Soccer has had a successful season, winning nine games, losing two and tying four. "I think we're more prepared this year than last. We're a better team with more dynamic players," Tilson added.

Of course, the Exeter/Andover games at the end of fall term are exciting for the entirety of the student

body, particularly due to the number of alumni who return for the weekend to watch the contests. "[E/a] is one of the only opportunities when I can return and see a lot of my friends at once," said alumnus Tiago Schwarz, who is coming to support his former teammates on the soccer team. Alum Christian Glover echoed his sentiments, expressing his excitement to reunite with friends, teammates, coaches and teachers. "I remember last year at E/a games seeing all the alumni and the passion they showed for Exeter," he said. "I think it's important to keep alumni coming back because it shows to the kind of culture that PEA has built through so many years."

## "The 'Woke' Side of Assembly Hall" Revisited

**Mai Hoang '20**  
*Columnist*

First confession: I struggled with the form that this follow-up op-ed would take. My initial idea was to mimic a FAQ section, in which I would respond to every question about the first article, every concern, every accusation voiced or not voiced with an exposition of my intent.

That felt right at first, and then very wrong. It was too much of a defense, an explanation, an attempt to shift the responsibility away from myself. Some have suggested an exercise in self-critique, a paragraph-to-paragraph analysis of intent versus impact starting from the very title: The 'Woke' Side of Assembly Hall. While this was certainly something helpful for me to do, I don't see it as the primary objective of a follow-up article.

So I finally settled on this form of three confessions, to help me be as honest to myself and to you all as possible. It has its limitations, but it will do.

Second confession: I felt a pang in my stomach when I got the first email about the op-ed, right at noon last week when it was published. Not that I haven't received strong responses to my articles before—last year, someone wrote an op-ed to counter an argument I had made about elitism at Exeter. The day I found out about that was one of the most exciting days of the term; that particular op-ed was one which I had mulled over, edited and re-edited, so I was ready, even eager for debate.

This time around, however, my first reaction was fear. Fear, not because of the weight of the accusations themselves or the prospect of responding to them, but my own inability to say that I had done justice to my own article. To be completely honest, I wrote it on a time crunch—not that this is any excuse—and failed to go through the necessary steps of close-reading, editing and weighing the potential benefits and harms of using certain terms.

I can firmly stand by the point I was trying to make, but not by the article's language or structure. So when my friends reached out to congratulate

me on being "brave" and having "the courage" to speak my mind, on writing about an important topic, I did not share in their jubilee. Language is powerful, and I have used it with inadequate care.

**My intention in writing the op-ed was to point out the divisions on this campus, and how concepts that PEA officially champions, namely equity and inclusion, do not illicit the same enthusiasm to some as they do to others. I was not trying to find fault or making fun of any group, either those who are engaged or disengaged.**

The phrase "self-segregation," in particular, is one I deeply regret in hindsight. When employing it so heedlessly to express the spatial divide of students in the Assembly Hall I did not consider the historical connotations of the term: how it had generally been used with accusatory intent and how the systems of oppression in place in many parts of the U.S. had rendered segregation a reality in the first place. It gives me pain that an anonymous Facebook user casually referred to my op-ed as "the article about self segregation," that, the Friday after its publication, someone reportedly Snapchatted: "Are we snapping too loudly now?"

Let me state this plainly: this is not what I intended my impact to be. My intention in writing the op-ed was to point out the divisions on this campus, and how concepts that PEA officially champions, namely equity and inclusion, do not illicit the same enthusiasm to some as they do to others.

I was not trying to find fault or make fun of any group, either those who are engaged or disengaged. My motivation stemmed from frustration, frustration at the situation and how little things had changed despite the school's language. Those who care continued to care; those who don't care continue not to care.

I saw Dr. Bramlett in her role as part of the administration, the adult leadership of this campus, and thus specifically directed to her the call to be more proactive in not just bringing everyone to the table but making sure they all meaningfully engage while there. I am not saying that she should be the only one responsible for such a huge task, but then I also wonder how and where change could start. If you have already made up your mind that something is unimportant, would an article in *The Exonian* suddenly change how you think?

So what about the white hockey players who sit in the back of assembly hall? some people have pointed out to me since the publication of my op-ed. Why don't I add to my original map of the space by calling them out too, in addition to the groups that sit at the front?

The appropriate way of remedying harm is not by creating more harm equally. I have learned, the hard way, that naming specific groups for group behavior, even with no judgement attached, only puts people on the defensive rather than pushing a wider recognition of the bigger issue at hand.

It is only natural to be hurt and withdraw further into our own groups when someone seems to infer, however vaguely, that we are the impediment to community-wide understanding and acceptance. *Me, with all my legitimate personal struggles with clashing identities, hidden or unhidden?*, we say. *Me, who's also trying, day by day, to reach for an unattainable mainstream, an ideal self?*

Wokeness is a spectrum, not an 'either or.' Hence, the quotation marks. It is tempting, however, to interpret others' actions as belonging to either extreme, almost as a substitute for having much harder conversations about what's happening deep inside.

The problem we see on Exeter's campus is one that is present at educational institutions across the U.S. where there is diversity in the student population. A big part of why I am so unsatisfied with the first article and am compelled to write a second one also has to do with how it seems almost impossible to get this topic right.

So there I was last night, or rather, in the wee hours of today's morning,

contemplating what I had put down on this page when I started reading Kenji Yoshino's book on covering—the downplaying of stigmatized identities—for a religion class. A scary feeling it is, stumbling across a passage that felt as if it was meant directly for you and the questions you are asking at a certain moment in time.

"When I lecture on covering, I often encounter what I often think of as the 'angry straight white man' reaction," Yoshino wrote, quoting a typical response from audience members. "Why shouldn't racial minorities or women or gays have to cover?" After all, the questioner says, 'I have to cover all the time.'

Yoshino thus recognized the hostility expressed towards civil rights and equity as a reaction to what some saw as a sense of entitlement, a right to fully express one's full humanity that had been denied to every individual in different ways. He then called for a new mode of understanding in which the civil rights' paradigm is shifted away from group-based equality rights toward universal liberty rights. The quest for authenticity, for once, is applicable to us all.

Third confession: I desperately want to believe Yoshino. I don't think I yet see how this paradigm shift would take place, or even believe that it ever can, given the skepticism towards vulnerability inherent in this culture, where abstract perfection is worshipped. This myth of the American dream, where different identities come together, happily, in a "melting pot."

I guess what I hope would be the silver lining, if such a thing can be, is that what happened last week spurred more dialogue. Conversations are happening—that much I have gleaned from talking to adults and student leaders of different groups.

What saddens me is how those concerned about my article's message have not talked to me directly about it; I have heard from representatives and mutual friends, but not the individuals themselves. I want to believe that I have not hurt anyone so deeply that dialogue becomes impossible. Dialogue is not going to be easy, no matter what form it takes. It is going to take time. But it is absolutely necessary in order for us to move forward.

## The Roots of Anti-Semitism in America

**Dennis Kostakoglu Aydin '21**  
*Guest Contributor*

Hitler was really evil. I know that is a given, but, this man helped initiate a world war and that's not even what he's most remembered for. His worst deed was arguably the senseless extermination of 6 million members of the Jewish faith, the effects of which are still felt today in the hearts and minds of those affected by this tragedy. He did this by manipulating the German public's minds and beliefs, warping their ideals, and by doing so, he enabled an army greater than the one he already commanded: an army of the people, who would be willing to turn in and even help in the killing of Jews. Hitler was unaware of what the consequences of his actions would be, but in the coming years, his beliefs and actions would inspire millions around the globe, creating what we know today as Neo-Nazism, or white supremacy.

Turn to Oct. 27, 2018. A gunman, later to be identified as Robert Bowers, enters the Tree of Life synagogue in Pittsburgh, Philadelphia and opens fire during services. He kills 11 people. Later, the police identify the man as an anti-Semite, citing evidence of anti-Semitic posts on Gab.

com. In addition, he said to a SWAT officer, while he was receiving medical care, that he wanted Jews to die.

As a result, the Jewish-American community has come together over the past few weeks, mourning their losses. The world mourns with them. But it has to be asked: how many times will people die for their beliefs?

We saw it in Pittsburgh. Last year, Heather Heyer was killed by James Fields, Jr., the Neo-Nazi who rammed a car into a crowd of people during the heated Charlottesville protests. Dylann Roof murdered nine African Americans in a church in Charleston, SC, in hopes of igniting a race war. What enables these people? Why do they do what they do?

The answer is complex, and thus, it becomes hard to prevent hate crimes from occurring. However, there is a place we can start. After the deadly Charlottesville protests, Donald Trump, through his platform as the President of the United States, spoke with reporters about the event, saying that there are "very fine people, on both sides." A few days later, he bowed to aides' desires and reversed his statements, condemning the white supremacists. Then, a day later, re-reversed his statement, returning to his original statement and adding: "Not all of those people were neo-Nazis, be-

lieve me. Not all of those people were white supremacists by any stretch."

This would come to be seen as a pivotal moment in the Trump presidency. Not only did he not condemn white supremacists, he appeared to side with them, in a roundabout way. It's things like this that allow white supremacists and Neo-Nazis to think that their ideas are allowed in the United States. The U.S. may admit all people, of all races and beliefs, but if your belief has to do with others, who are unlike you, being inferior to you, you do not deserve a place in this country. It's simple.

**White supremacy's U.S. green card has been renewed. Just like with the Supreme Court, the effects of the Trump administration will be felt for a long time, not only through his words but the actions of those inspired by them.**

Now, however, through Trump's actions, neo-Nazis can claim to have the White House on their side. And don't think that voting Democrats into the House, Senate and/or presidency will change anything. White

supremacy's U.S. green card has been renewed. Just like with the Supreme Court, the effects of the Trump administration will be felt for a long time, not only through his words but the actions of those inspired by them. This is the newest iteration of anti-Semitism.

**Donald Trump, regardless of what he actually believes, enables this type of reckless, hate-fueled behavior. As the President of the United States, his words have become dangerous.**

For example, after Pittsburgh, a synagogue in New York was defaced with anti-Semitic writing, attributed to 26 year old James Polite. In Southern California, a synagogue suffered the same treatment. More broadly, a black man was purportedly lynched in St. Louis, in 2018, over 50 years since the Civil Rights Act.

Donald Trump, regardless of what he actually believes, enables this type of reckless, hate-fueled behavior. As the President of the United States, his words have become dangerous.

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## Stop Downplaying Local Elections

Jordan Davidson '19

Senior Columnist

The midterm elections on Tuesday night were an emotional rollercoaster for many Americans. When polarization defines the political climate, our elected officials are growing in both their partisanship and in the extremity of their views. The results of the House, Senate, and gubernatorial races left some in tears and others screaming with joy.

For me, the most exciting part of the night wasn't when the Democratic Senator from my home state of Connecticut, Chris Murphy, got re-elected. It wasn't even this morning when the news announced that Ned Lamont, an Exeter alumnus and former staff writer for *The Exonian*, was elected as Connecticut's next Governor.

My excitement was for the victory of 22-year old Georgetown graduate Will Haskell, who hails from Westport, CT. Last spring, I found out about Will's campaign for State Senate in my area, the 26th District. The Democrats had not nominated a serious candidate for six years and Toni Boucher, the Republican State Senator, had been in office for 22 years.

Not only did I agree with Will's platform of common-sense gun

regulation, improvements to roads and bridges, faster trains, and paid family leave, I admired the courage of someone so young going against the establishment. I worked as an intern for Will over the summer and got to know him personally. I returned home to Connecticut for Election Night to help work on the campaign for one more day and to go to the election party.

After hours of waiting, we finally got word that Will had won the race. Almost no one outside of the campaign believed that Will had the capability to win, but he beat the incumbent.

Yes, this story sounds like a cliché, but it's far from it. State politicians have effectively galvanized the support of young people for years, often turning a single race into a larger movement. But this is typically seen only at the state level.

For those who follow politics, the most exciting races are often for the larger government positions. This has led to a political culture in which local politics are largely forgotten. Of course, there are many dedicated people who spend time running local campaigns, but, there are large numbers of voters who vote simply according to their party of choice, for local races in particular.

This climate is what led to Toni Boucher, a Republican who sat in office for 22 years and watched our district decline over the last two

decades. State representatives retain an influence on the daily lives of citizens in their district and can have a greater impact on the lives of individuals than federal legislators can. Yet, we continue to forget about the races these state representatives partake in.

In his victory speech, Will thanked his family, friends, campaign managers, volunteers, and also the interns. He read each of our names out loud and said his victory would not have been possible without us. Though I went into the office frequently over the summer, there were countless other students who helped the campaign.

This campaign was an anomaly for sure, but winning Democratic underdog campaigns have a formula: garner young voter support and work harder than your opponent even thinks possible.

We see the positive results of this at the national level with the election of Ocasio-Cortez and at the local level with Will Haskell. The only difference is that local elections do not receive the attention they deserve. But, I can tell you through personal experience that working locally involves you in your community, keeps you informed, and, is even more rewarding than working for a huge national campaign. This is how change will happen, with people like Will Haskell and all of his volunteers at the helm.

## Keep Monday Fatigues!

Erin Choi '21

Guest Contributor

Dear Dean Coole,

I heard that you want to ban fatigues on Mondays. "Two days off and the ability to fatigue the day afterward?" you questioned. You apparently don't see a valid reason for students not being able to wake up for classes after two days of no required appointments.

Guess what? Our weekends are jam-packed with required appointments. Welcome to Exeter.

For athletes, especially on game days at schools hours away, Saturday goes by in the blink of an eye, with no opportunity to do homework. Having been physically drained from sports competition and crashing from their week full of inadequate rest, students understandably would like to sleep in on Sundays. But the most popular day for club meetings is Sunday, and those hour-long meetings add up very quickly, leaving a relatively limited amount of time to complete schoolwork for Monday.

You have the impression that the moment students are dismissed from our last appointment on Friday, we only focus on relaxing and socializing, leaving all our work for late Sunday night. This only reflects the deep misunderstanding of the average Exonian's workload and stress level.

Do not try to blame this issue on poor time management or overcommitment. Parents, teachers and peers expect students at PEA to simultaneously excel in athletics, have a high GPA and become co-heads of the most demanding clubs. Naturally, it's hard for us to find time for ourselves while constantly working and fulfilling commitments. We're teenagers; even adults have trouble balancing their lives.

Moreover, you're assuming that people only fatigue when they didn't get enough sleep the night before and want to sleep in. Do you even know how fatiguing works? You have to wake up just as early, drag yourself to the Lamont Health Center and let the nurses know you're not in the right mindset for classes. Students have to make a very conscious decision to miss class. Exonians fatigue when they are genuinely going through enough stress, personal issues or other problems that they feel going to class would only worsen their condition. Fatiguing is not merely a solution to sleep deprivation; it briefly lifts the burden off of students who need to take some time for themselves.

The option of fatiguing provides an ounce of comfort in a school where extreme stress and pressure are the norms. Few students fatigue in order to slack off—the policy simply provides solace in that we know we won't be forced to face severe consequences for occasional mistakes and breakdowns.

I always appreciated PEA for offering us a few fatigues a term. Although I've never fatigued an academic class—since catching up on the work is arguably more tiresome anyway—the option indicated to me that the school genuinely wished to support its students. And yet when you said that you don't think students deserve an occasional hour of rest after "two days off," you shattered my illusion that the adults at Exeter understand and empathize with the student experience.

Exeter's website says that the school prioritizes student well-being and holistic education. In reality, this school depends on its competitive nature and subsequently impressive college matriculation list.

The least the adults entrusted with our safety can do is let us know that we have the option to prioritize our well-being over one required appointment. The fatiguing policy sent the right message only because it was unconditional. If you start to add limitations to the policy, you're not only assuming that students only fatigue because of a lack of time management and sleep, but you're also adding to students' stress levels and telling us that we should prioritize being present at one class over our long-term health and success.

I've heard that Student Council has been discussing the implementation of a mental health day. This is such an important initiative, as it will lift the taboo off from seeing a counselor, as well as give students the option to take care of themselves when they need it most.

But until a mental health day becomes a reality, students will continue to use fatigues for this purpose. All the pressures and stress factors in our lives don't care if it's a Monday; they could break us at any moment.

So, Dean Coole, there are, in fact, valid reasons why students need to fatigue on Mondays.



## Reconciling Gun Rights

Jack Puchalski '21

Guest Contributor

Armed with an AR-15-style assault rifle, a man burst into the Tree of Life Synagogue and opened fire on the congregation within. By the time police were able to apprehend him after a deadly shootout, the incident had become the most lethal rampage against a Jewish community within the United States in history.

The shooting, which unfolded on Saturday, Oct. 27, on a quiet morning in Pittsburgh, was carried out by Robert D. Bowers, who had openly declared his hatred against Jews in the past. The Gab social media account registered under his name was filled with numerous anti-Semitic slurs and hate speech. He had ardently spoken out against HIAS, a Jewish non-profit organization that supports refugees. Just hours before the assault took place, he posted on his account: "HIAS likes to bring invaders in that kill our people. I can't sit by and watch my people get slaughtered. Screw your optics, I'm going in."

The massacre sparked even more nationwide outrage amid the torrent of other recent shootings. Jewish communities across the world have offered their support for the 11 innocent lives taken on Saturday. Our own Reverend Heidi Heath and Rabbi Jennifer Marx Asch joined in, organizing a vigil to mourn and spread "hope for a better world."

With yet another shooting like this comes the quintessential question of how to effectively prevent such hateful crimes from occurring without infringing on personal liberty.

On one hand, those ardently opposed to gun control believe that

any form of restriction on firearms counters the personal liberty explicitly endowed to all U.S. citizens by the Second Amendment. This principle is rooted deeply in our nation's history, and at its passing, it was revolutionary because it granted an unprecedented degree of personal freedom to U.S. citizens by giving them the power to defend themselves.

It has been proven time and time again that when citizens are stripped of weapons, they are stripped of freedom and the power to fight against oppression. Throughout history, oppression, whether it be on behalf of communists in East Berlin or Nazis, has always been catalyzed by the defenseless situation of the people under it.

On the other hand, avid supporters of gun control argue that times are changing—that firearms are no longer necessary for protection in our developed society today. They argue that the personal freedom granted by gun rights do not justify the human lives lost to a lack of gun control. There is no question that the possession of guns in our nation is an issue: one needs only to look at the astonishingly large number of mass shootings—358 in 2017—in the U.S. that have occurred because hateful individuals were permitted to possess firearms.

So, what is the solution to this polarizing issue? The best way to deal with gun violence in the United States while maintaining our nation's constitutional integrity is to regulate firearm possession slightly, and to focus more on stopping this problem at its root. As shown clearly by both parties discussed above, gun possession does cause unwanted violence, but too much gun regulation infringes on one of the founding tenets of this nation. Thus, the best way to consider both

viewpoints is to lightly regulate firearms. The semi-automatic weapons, such as the AR-15, so commonly used in mass shootings should be regulated. Background checks on those who attempt to purchase firearms should be carried out more thoroughly and include mental health tests, and the number of firearms a citizen can possess should be limited.

However, gun control should not extend any further than this because guns don't kill people; people do. Even if gun regulation were implemented at its strictest form, even if citizens were not allowed to possess firearms, mass killings would still occur.

Anti-Semitic individuals like Bowers would murder innocent people with acid, homemade bombs, trucks and fire, instead. Although these methods are not as lethal as guns, they can still do significant damage. Therefore, we cannot pin our safety on absolute gun control, for the sake of our lives and personal liberty. What we should be focusing our time on is halting this problem at its root. Every mass shooting has one common theme: it sprouts from some form of hatred. This hatred is caused often times by issues like mental health, ignorance and insularity.

We as a nation must take active steps to ensure that those with mental health issues do not harm our society and take innocent lives. We need to improve outreach to troubled individuals to help provide stability. Failure to do so will breed a terrible rage. We must also promote open-mindedness and dispel ignorance in future generations from the moment that they are born, especially through our education system, to prevent the proliferation of blind hatred. Only then will our nation's gun violence end.

Got Opinions?  
Write for *The Exonian*  
Opinions Section!

Come to our  
Writers' Meeting on  
Sunday at 7:00 p.m. in the  
Forum!

## Former Congressman Capuano Championed Honesty

Cooper Wolff '19

Guest Contributor

This summer I worked for the current U.S. Congressman for Massachusetts's 7th district, Mike Capuano. The campaign was in full swing. Without a Republican opponent, winning the primary election in September would guarantee him a seat in the House. I canvassed, called voters and even devoted my weekends to organize get-out-the-vote events. I was working to make an impact in my community and I knew—given Congressman Capuano's seniority and leadership roles in several important committees—that he was one of the strongest fighters we have against the Trump agenda.

**I was working to make an impact in my community and I knew—given Congressman Capuano's seniority and leadership roles in several important committees—that he was one of the strongest fighters we have against the Trump agenda.**

His opponent in the Democratic primary, Ayanna Pressley, championed the young and underrepresented—she is an African American woman—side of the Democratic party. Additionally, the 7th Congressional

District of Massachusetts is a minority-majority district with 57 percent of its population being people of color. While the two candidates barely disagreed on issues, Pressley won a decisive victory, signaling a shift away from the era of the old-white patriarchy of the Democratic party.

**While the two candidates barely disagreed on issues, Pressley won a decisive victory, signaling a shift away from the era of the old-white patriarchy of the Democratic party.**

Even though Ayanna has a lot to offer in the House, Capuano's loss was surprising. He was endorsed by unions, newspapers and other Massachusetts representatives. Moreover, he had not faced a challenger in over a decade. Despite Capuano's firm lead in the polls, days before the election, a member of his staff warned, "This is going to be a closer race than anyone thinks."

Not only did Ayanna Pressley defeat an incumbent, but she will become the first black woman to represent Massachusetts in Congress. At the very least, the diversity she brings to the table is welcoming for a party that desperately needs to find its identity, especially ahead of heated midterms in 2018 and a consequential national election in 2020. Indeed, Congress-

woman Pressley's victory was a cry for change from the Democratic base.

The election of Pressley mirrors that of Alexandria Ocasio-Cortez, a 28-year-old newcomer who defeated Joe Crowley, the Chair of the House Democratic Caucus, in New York. She is the youngest woman ever elected to Congress. While the two women have their differences, the election of youthful, minority, non-corporate women is shaking up the Democratic party for the better.

**Most of the volunteers were under the age of 30, and by listening to what we had to say, Mike empowered us.**

Still, when reflecting on my time volunteering this summer, I can't help but wish the election had turned out differently. Not only has Mike represented his constituents with honor for the last 20 years, but he was also the rare politician with whom the average American can relate. He wore short-sleeve button downs, sported a tacky United States flag for a 4th of July parade in Randolph, MA, and spoke in "common tongue." He never resorted to political jargon.

I trusted Mike as a politician, which is something rare these days. He often showed up at the cam-

aign headquarters where I was working alongside other volunteers to ask what we thought. Most of the volunteers were under the age of 30, and by listening to what we had to say, Mike empowered us.

We wanted to knock on doors for him. We wanted to stay late to finish our dial-lists. We wanted to give up our weekends holding signs at parades. That's why I was saddened at his loss. Not because Ayanna is going to defy the Democratic party, but because Mike was one of the few honest politicians who I looked up to and who stood by his liberal principles for 30 years, unwavering. Kids these days need more public figures to look up to with that kind of integrity.

**While the midterm elections have passed, political efficacy continues to suffer under the current administration. Indeed, we need a regime change to curb widespread mistrust in government.**

While the midterm elections have passed, political efficacy continues to suffer under the current administration. Indeed, we need a regime change to curb widespread mistrust in government. Looking ahead to the 2020 election, vote for honest candidates, like Mike Capuano, so that we can restore the American creed.

## Affirmative Action is Beneficial

Andrea So '20

Columnist

College acceptance stress pervades the Exeter campus. We all spend time thinking about the grades we get, the activities we partake in and our potential futures, and every year, the arduous college application process repeats itself for a new senior class. However, this year's application process is overshadowed by something brewing in the media: Harvard was in trial regarding whether or not its admission process limits Asian American applicants in favor of students of other races.

This trial is long overdue. Tensions have been developing for years within Asian communities about the fairness of the college admissions process, specifically when it comes to the alleged disadvantage that Asian college applicants encounter due to their race. In order to express their anger, some have turned to criticism of affirmative action policies.

The Asian community's frustration is understandable. It is frustrating to feel as though your race inhibits you from achieving your fullest potential, that you may have to work twice as hard as someone else to ensure you reach the same position as them. Many Asian applicants are also the children of immigrants, which adds another aspect of pressure as they may feel the need to gain the opportunities and education their parents were never afforded.

**It is frustrating to feel as though your race inhibits you from achieving your fullest potential, that you may have to work twice as hard as someone else to ensure you reach the same position as them.**

Despite this, getting rid of affirmative action is not the correct way to address these frustrations. Affirmative action is put in place to ensure diversity, which holds

unmeasurable value in classrooms. Diversity within the student body allows you to learn about different backgrounds and cultures. Affirmative action policies also make for a more equitable classroom, ensuring that people who were not born with certain privileges, such as parents who could afford expensive SAT prep tutors and sports training, still have a meaningful chance when it comes to the college admissions process.

We should not be misdirecting our fear and anger towards a necessary public policy. There are so many other aspects when it comes to Harvard's admissions process, such as the preference of legacy students and student-athlete recruitment, which merit a closer look at their equitability.

It is undeniable that Asian and Asian American students are held to a different, higher standard when it comes to the college admissions process, especially when it comes to elite universities. Although they receive some of the highest test scores, their personality scores are often ranked lowest out of all races, which makes me wonder about the way in

which these personality scores are determined.

Are they, even subconsciously, based on the stereotype that Asian students are innately smart and study hard, but lack interesting passions and traits? Do we often play into that stereotype, or is it so ingrained into our society's conscience that even college admissions inadvertently buy into that belief of who Asians are?

**Perhaps that is what we should be putting our effort into—on fixing the details within the current system that view us as unequal, rather than targeting other policies, like affirmative action, which serve a purpose.**

Perhaps that is what we should be putting our effort into—on fixing the details within the current system that view us as unequal, rather than targeting other policies, like affirmative action, which serve a purpose.

## Affirmative Action: Pros Outweigh Cons

Yunseo Choi '21

Guest Contributor

Immediately after I heard about the Harvard University admissions case, I was angry. Especially when I read on BBC that "[a]n Asian American applicant with 25 percent chance of admissions, for example, would have a 35 percent chance if he were white, 85 percent if he were Hispanic, and 95 percent chance if he were African American." Since when has the college admissions process become a probability game, in which some numbers are determined even before you are born? This couldn't be more unfair. But, after my immediate reaction, my thoughts towards the case changed when I reflected on my own experience with affirmative action.

I have always supported affirmative action. Having attended schools in both diverse and homogenous settings, I know how diversity, or a lack thereof, influences education. In the years that I went to school in northern New Jersey, where the majority—and I mean probably close to a 100 percent—of students were White or Asian, no one told me how to approach conversations about sensitivity to diversity. Even in the very few instances in which race was mentioned, everything was binary. One group was pure evil, while the other was the innocent victim. But in the year I attended school in Chapel

Hill, North Carolina, there were in-depth discussions of race that allowed us students to better understand one another. Those discussions were truly memorable. Even beyond the timeline of my conversations about race, there is a stronger reason as to why I support affirmative action.

Currently, I am the only girl in the top eight-person team in the math club at PEA. This is not surprising to me, but I still have trouble getting used to it. Students in the U.S. are ranked in competitive mathematics by how they perform in the American Math Competition series, known to many as the AMCs. There are three stages to this competition: first, a 75 minute, 25 question multiple choice test, then a three hour, 15 question short answer exam and finally a nine hour, six question proof-based Olympiad. At the end of the third round, 50 students are invited to a training camp for a month.

This is when the affirmative action for girls steps in. In addition to the top-scoring students, girls that don't necessarily meet the invitation criteria are invited to the camp. I would not have made the camp my eighth grade year without such affirmative action. Although my score met the qualification for ninth and tenth graders, the bar for being invited to the camp as a middle school student is always higher than that of a high school student.

A lot of people did not like that I qualified for the camp. I still remem-

ber walking into Math Club prep fall, and an upper boy came up to me and said, "How were you at the camp? I saw you today, and you were so bad." He later told me that I was only at the camp because the committee "loves" girls, and employed profanity in his delivery. I also remember last spring, when an upperclassman boy made sarcastic remarks while preparing for the third round of the competition. He said, "Why are you even studying here with us? You can't make the camp at this stage given how they basically take all girls."

Just last week, I was in a classroom with all boys and a male instructor in Math Club. As one of the students walked in, wearing a hat, the instructor commented, "You are a guy, there is no need to wear a hat to make your hair look nice. That's something only girls do." I looked around the classroom, and everyone else seemed to accept the comment. I tapped the table and called the instructor out. "No gender stereotypes here," I said. But he reiterated his original stance, and I saw some people around the room quietly laughing at me.

I still feel as if I can never assimilate to the math community. But what helped me was the community that I gained from the training camp. Despite the backlash I received for being invited to the camp, the camp helped me realize that others are in the same boat I am. Without them, I can't imagine pursuing my passion for math as freely as I

do now.

As an Asian American whose "chill" parents would never mention grades, classes or extracurriculars unless I approach them first with such matters, it would be hard for me to speak for a lot of other Asian American students. It's also impossible for me to speak for what Hispanic or African American students go through during their 12 years of education. But, regardless of one's identity, it is important to let everyone know that they are not alone, and that they don't have to fight against uninformed stereotypes alone.

**It is projected that only about three to five percent more Asians will be present on the Harvard campus. The number of African American and Hispanic students, however, will decrease by 50 percent.**

According to Adam Harris, a staff writer on *The Atlantic* who was interviewed on CNN about the Harvard admission case, if the "Students for Fair Admissions" win the case, it is projected that only about three to five percent more Asians will be present on the Harvard campus. The number of African American and Hispanic students, however, will decrease by 50 percent. And so I ask the "Students for Fair Admissions": is this what you really want?

# Veterans Day

Veterans Day is a day to pay tribute to the service and sacrifice of the men and women who, in defense of our freedom, have bravely worn the uniform of the United States. The following list of veterans includes active and retired employees, immediate relatives of those employees, and our alumni. If you know of any others, please contact the Dean of Faculty's office.

This list is published as a way to honor our living military veterans. If you see any of these veterans on the paths, please let them know their service is appreciated.

vMartin M. Adams (Retiree), U.S. Army  
 Taniel E. Anderson '97, U.S. Navy  
 Stanley P. Babula, U.S. Army National Guard  
 Robert F. Bailey, U.S. Army  
 Martin L. Beckman, U.S. Army  
 Michael J. Beckman, U.S. Navy  
 Joseph F. Belanger (Retiree), U.S. Air Force  
 Carl R. Benevides, U.S. Army  
 Keith Blair, U. S. Army  
 Dave Bohn '57, U.S. Navy  
 Jonathan M. Boyle '00, U.S. Army  
 Thomas G. Bradley, U.S. Army  
 Michael F. Breen '98, U.S. Army  
 Chandler Brewer '06, U.S. Navy  
 Peter H. Brooks '02, U.S. Marine Corps  
 Dallas C. Brown III '74, U.S. Army  
 George W. Bryan, U.S. Navy  
 Christian Burnett '05, U.S. Navy  
 Patrick Cahill, U.S. Navy  
 Ryan J. Cannell, U.S. Marine Corps  
 Chad Carbone '96, U.S. Marine Corps  
 Matthew Carbone, U.S. Army  
 John E. Carbonneau '63, U. S. Army  
 Scott Carlisle '59, U.S. Army  
 John P. Casey, U.S. Navy  
 Brian A. Chadwick '03, U. S. Marine Corps  
 Ronald W. Chase (Retiree), U.S. Army  
 Jean-Paul Christophe '00, U.S. Navy  
 Lester I. Citrin, U.S. Navy  
 C. Robert Clements (Emeritus), U.S. Air Force  
 Edward L. Clements Jr., U.S. Army  
 Bryce T. Cleveland, U.S. Navy, U.S. Air Force, U.S. Army Reserves  
 Frederick C. Clews, U.S. Army National Guard  
 John D. Coburn '97, U.S. Army  
 J. P. Collmus '07, U.S. Navy  
 Zachary Conant, U.S. Air Force  
 Freeman Condon '10, U.S. Army  
 W. Gordon Coole, U.S. Air Force  
 Alyson M DeLeeuw '10, U.S. Navy  
 William J. Dennehy (Emeritus), U.S. Army National Guard  
 David D. DeVoy III, U.S. Army National Guard  
 Mario DiCarlo, U.S. Marine Corps  
 David K. Dimmock (Emeritus), U.S. Army  
 Christopher P. Dion '95, U.S. Navy  
 Emile (Skip) J. Dion III '85, U.S. Navy  
 Sheryl Dion, U.S. Navy  
 Donald D. Doane H'33, P'95, P'98 (Retiree), U.S. Navy  
 Matthew F. Donovan '00, U.S. Navy  
 Terry A. Dotson, U.S. Navy  
 Ernest J. Dowling, U.S. Army  
 Russell L. Driscoll, U.S. Navy  
 Michael Drummey (Emeritus), U.S. Army  
 James Eggers, U.S. Air Force  
 Jeffrey Eggers '89, U.S. Navy  
 Colin Finnegan, U.S. Navy  
 Brian Fisher '86, U.S. Army National Guard  
 Lewis Fitts Jr., U.S. Navy  
 James L. Flocco, U.S. Air Force  
 Eric Fontaine, U.S. Coast Guard  
 Maurice M. Gagnon, U.S. Army  
 Thomas J. Galemba, U.S. Navy  
 David B. Gaudes, Sr., U.S. Coast Guard  
 E. Arthur Gilcreast (Emeritus), U.S. Army  
 James E. Gilmore (Retiree), U.S. Army  
 Chris Glidden, U.S. Army  
 William A. Gorackowski, U.S. Navy  
 Ryan Grace '04, U.S. Army  
 Jenna Grassbaugh '99, U.S. Army  
 Charles B. Gray '52, U.S. Army  
 Gilson B. Gray '49, U.S. Army  
 Gregory H. Guba '98, U.S. Navy  
 Kenneth F. Guthrie (Retiree), U.S. Army National Guard  
 Frank T. Gutmann (Emeritus), U.S. Army  
 Richard C. Hamblet '87, U.S. Coast Guard  
 Allen C. Hansen '72, U.S. Air Force  
 Mary Kay Harper, U.S. Navy  
 Richard S. Hayes '47, U.S. Navy  
 Eleazar Hernandez Jr., U.S. Air Force  
 Ryan Hernandez, U.S. Air Force  
 Andrew Hertig (Emeritus), U.S. Army  
 Gerald K. Hill (Retiree), U.S. Coast Guard  
 Sumner Holbrook (Retiree) P'75, U.S. Army  
 Dennis R. Huber (Retiree), U.S. Navy  
 John C. Hutchins '57, U.S. Army  
 James J. Ireland '96, US Army (Retired)  
 Zachary J. Iscol '97, U.S. Marine Corps  
 William Richard Jackson '51, US Navy  
 Stephen Janco '04, U.S. Navy  
 Tom Jenkins '04, U.S. Navy  
 Brian A. Jones '08, U.S. Marine Corps  
 James Keeble, U.S. Army  
 John Kemp, U. S. Army  
 Kevin Killeen '05, U.S. Navy  
 Jeffrey L. Kimball, U.S. Army  
 Frederick G. King, U.S. Coast Guard  
 Charles Kirkpatrick '60, U.S. Army  
 Harvard V. Knowles (Emeritus), U.S. Army  
 Michael Kolodner '97, U.S. Navy  
 Patricia A. Cooke Kreuzberger '05, U. S. Army  
 Charles C. Krulak '60, U.S. Marine Corps  
 Alexander Lara '05, U.S. Marine Corps  
 Karen C. Lassey, U.S. Army  
 Christopher J. Lawler, U.S. Air Force  
 Benjamin R. Leander '03, U.S. Marine Corps  
 Raymond J. LeBrun, U.S. Air Force  
 Benjamin G. Lepping, U.S. Marine Corps  
 Robert Lim '87, U.S. Army  
 James A. Lombardo, U.S. Air Force  
 Kay Lord '04, U.S. Coast Guard  
 Phil Loughlin '57, U.S. Navy  
 Charles D. Luckey '73, U.S. Army  
 Edward J. Mason '95, U.S. Navy  
 Mike McCarthy '61, U.S. Marine Corps  
 William J. McElreavy (Retiree), U.S. Navy  
 Shaun McGrath '86, U.S. Air Force  
 Matthew F. McKnight '01, U.S. Marine Corps  
 Steven R. Menge, Sr. '60, U.S. Navy  
 Andrew G. Meyer, U.S. Air Force  
 Charles W. Meyer, U.S. Air Force  
 Marshal J. Miller, U.S. Marine Corps  
 Rene J. Milone, U.S. Marines  
 Charlene Milton, U.S. Army  
 Nathan L. Monti '05, U.S. Navy  
 Billy R. Mosley, Army National Guard  
 John P. H. Morris, U.S. Marine Corps  
 Alexander G. Najemy '97, U.S. Army  
 Andrew Neuwirth '05, U.S. Navy  
 James B. Nichols '99, U.S. Marine Corps  
 Todd L. Nichols '95, U.S. Marine Corps  
 Sean A. Norton, U.S. Navy  
 Sean C. Norton, U.S. Navy  
 Charles M. Olmsted '97, U.S. Marine Corps  
 Christian P. Pacific, U.S. Navy  
 Richard P.R. Pannell '85, U.S. Army  
 Nicolas E. Panza '03, U.S. Marine Corps  
 Kathleen L. Deteso Peck '04, U.S. Army  
 Beverly Perriccio, U.S. Air Force  
 Dennis Perriccio, U.S. Air Force  
 R. Thompson Plyler '99, U.S. Marine Corps  
 Charles Pollard '50, U.S. Navy  
 John J. Randolph '96, U.S. Navy  
 Joshua M. Reardon '97, U.S. Army  
 William Creighton S. Reed, U.S. Marine Corps  
 Kathryn M. Reinhold '02, U.S. Air Force  
 John G. Reuland '01, U.S. Navy  
 Michael A. Rizzotti '97, U.S. Army  
 Robert L. Robarge (Retiree), U.S. Army  
 Jon Rogers '02, U.S. Navy  
 Daniel B. Rohrer '04, U.S. Navy  
 Jim Rolston, U.S. Army  
 Keith P. Ronalter (Retiree), U.S. Marine Corps  
 Michael Ross '95, U.S. Army  
 Natalie J. Rowe '02, U.S. Army  
 Richard Rowe '69, U.S. Army  
 Thomas B. Rubel '04, U.S. Marine Corps  
 Mark Russ P'13, P'16, P'16, U.S. Navy  
 Paul W. Sanborn (Retiree), U.S. Army  
 Roy Santos P'17, P'19, U.S. Air Force  
 Alexander H. Scott '10, U.S. Marine Corps  
 Ward E. Scott, II '72, U.S. Marine Corps  
 Peter M. Sherman '02, U.S. Army  
 Kerry Kuykendall Smith '90, U.S. Navy  
 Shaunnah Wark Sopko '01, U.S. Navy  
 Grant Spanier, U.S. Marine Corps  
 Donald Stebbins, U.S. Navy  
 Dennis W. Stevens, U.S. Marine Corps  
 Thomas L. Stevenson, U.S. Navy  
 Matthew Stolpinski '03, U.S. Navy  
 Erica Olson Stooksbury '03, U.S. Air Force  
 Wilson D. St. Pierre '00, U.S. Army  
 Conor Sullivan '02, U.S. Navy  
 Robert C. Sullivan, (Retiree), U.S. Army  
 Erik F. Swabb '98, U.S. Marine Corps  
 David T. Swift (Emeritus), U.S. Navy  
 William G. Thompson (Retiree), U.S. Army  
 Wayne K. Tilton (Retiree), U.S. Army  
 Bradley G. Trafton, U.S. Navy  
 Kenneth Vann, U.S. Navy  
 Edmund H. Vasseur, U.S. Navy  
 Ben Wagner '60, U.S. Navy  
 Wayne D. Walk Jr., U.S. Army Reserves  
 Serena Washington '97, U.S. Army  
 James A. Waters '97, U.S. Navy  
 Susan J. Weis, U.S. Air Force  
 Alexandra Susanna Weisman, '05, U.S. Air Force  
 Mark P. Weisenborn '98, U.S. Army  
 Grant L. Whitmer '94, U.S. Navy  
 Haven J. Wiggin, U.S. Coast Guard  
 John Wilcox '60, U.S. Army  
 Courtney Wilson '04, U.S. Navy  
 David Woodford, U.S. Air Force  
 Jan S. Woodford, U.S. Air Force  
 Sandra J. Wyman '03, U.S. Navy  
 John Zendt '05, U.S. Navy



In Motion performs at Dance Assembly.

Otto Do/ *The Exonian*

## WILLIAM BREWER READS ORIGINAL POETRY

By RACHEL WON and ANGELE YANG  
*Staff Writers*

"Kind of absurd, I wake up still thinking you're alive," poet William Brewer reads. "It lasts maybe two seconds." A still silence falls over the crowd as audience members begin to contemplate the weight of his words. This was last Friday's assembly, when poet William Brewer introduced his poetry book "I Know Your Kind," a collection of poems that reflects upon the opioid crisis in West Virginia. Brewer also engaged with students during a lunch in the Latin Study on Friday.

Brewer is the winner of a 2017 Poetry Society of America Chapbook Fellowship: 30 and Under. His work has appeared in publications such as *Boston Review*, *The Nation*, and *Kenyon Review Online*. Formerly a Wallace Stegner Fellow at Stanford University, he is now a Jones Lecturer at Stanford. In his National Poetry Series winning book, "I Know Your Kind," Brewer illustrates, in painful and stunning beauty, the realities of opioid addiction in his home state of West Virginia.

Brewer enjoyed his experience performing at Exeter, saying that despite the brief duration of his visit, he can "say with confidence

that Exonians are some of the brightest young minds [he has] ever had the privilege of meeting [...] There is a serious intellectual energy between the students that is so rare in most high schools," Brewer said. "It's rare to encounter a community as unabashedly intellectual as PEA."

Fellow poet and English Instructor Matthew Miller invited Brewer to the Academy. Brewer said, "[He] has been a friend of mine for years now, long before I ever had a book. He was an early supporter of my work, and when my first book finally came out, the possibility of visiting PEA became a reality. I was deeply humbled by the invitation."

When asked one thing he wished Exonians took away from his poetry, Brewer responded that he hoped Exeter students would see "how viable poetry is as an art form for engaging with the complicated issues of our present moment."

Sure enough, Exonians were deeply affected by Brewer's poems. "I don't think there's much poetry out there that everyone can read and say they understand, [...] but I think [Brewer's] poetry accomplished that far better than a lot of others. There's a very clear theme to [his poems]—there's a point he's trying to make throughout the book and the point is explicit," upper Janalie Cobb said. "He's trying to tell the story of what life is like in these towns."

Brewer's poems particularly stood out to senior Sloane Valen, who attended Brewer's lunch in the Latin Study. "He wrote for a targeted audience rather than just a personal reflection of him," Valen said. "You hear a lot about the opioid epidemic in New Hampshire, but he actually informed me [about it] while making it more real. He [...] makes the opioid epidemic very real and accessible to everybody."

English Instructor Duncan Holcomb concurred, noting that Brewer's visit to Exeter was fitting in a way, because "after West Virginia, the state that's suffered most from opioids has been New Hampshire."

Upper Thomas Matheos, who attended Brewer's Latin Study lunch, was able to learn more about the opioid crisis through Brewer's assembly and lunch. "He shed a lot of light on a very serious problem and helped to deepen my empathy for the people of West Virginia. It was clear he had a lot of insight into the suffering of addicts and addicts' loved ones."

Cobb commended Brewer's stage presence during Friday's assembly. "He has a way of speaking and engaging with an audience that's simultaneously humorous and very serious and dry, but not boring. Not too emotional, but emotional," she said. "He strikes a good balance between those

which is very difficult to do, and he did that while also touching on a very serious topic."

Senior AJ Willard enjoyed meeting Brewer after reading his poems in his senior English class. "It was really nice to get to know who the person behind these poems was," Willard said. "One big thing I learned and appreciated would be how he continually goes back to West Virginia and interacts with the people and the culture there."

Holcomb, who taught Brewer's book in his upper English classes, commented on Brewer's ability to use poetry as a medium to parse the complexity of opioid addiction. "[Brewer showed] that poetry can be visceral and crude and very immediate. It's not all about high feelings and ideas, it can engage people at any level of experience. [...] It's not just for the literate to enjoy. It can engage you right where you are in your life, just as those poems do in West Virginia," Holcomb said.

When asked about Brewer's message, Miller responded, "I don't know if poets have messages. That is a bit reductive. [...] But why care about Will's work? Because we are members of the human race. Because we are here, we are alive, because sometimes we hurt and sometimes we have the capacity to heal and love each other."

## Music Review: The 25th Anniversary of *Midnight Marauders* and *36 Chambers*

By CHARLES FALIVENA  
*Contributing Writer*

This Friday marks the 25th anniversary of two of the greatest and most important hip hop albums ever: A Tribe Called Quest's *Midnight Marauders* (MM), and the Wu-Tang Clan's *Enter the Wu-Tang: 36 Chambers* (36 Chambers).

A Tribe Called Quest was founded in 1985, consisting of rappers Q-Tip, Phife Dawg, Jarobi White, and DJ Ali Shaheed Muhammad. They released their first album, *People's Instinctive Travels and the Paths of Rhythm*, in 1990, after which Jarobi left the group. After releasing 4 more albums, the Tribe broke up in 1998. They reunited in 2006, releasing their final album in 2016, then breaking up after the unexpected death of Phife Dawg from diabetes-related complications.

The Wu-Tang Clan has been around since 1992. Its original members, with other names or alter egos in parentheses, are the RZA (Bobby Digital), the GZA (Genius), Ol' Dirty Bastard, Inspectah Deck (Rebel INS), Ghostface Killah (Tony Starks), Method Man, Raekwon (the Chef), U-God, and Masta Killa. Capadonna, who went to prison when 36 Chambers was recorded (he was replaced by Method Man), started collaborating on Raekwon's *Only Built 4 Cuban Linx...* in 1995 and then started with the group on *Wu-Tang Forever*, the group's second album, and shortly after became a member. The Wu-Tang Killa Bees (the artists and groups affiliated with the Wu-Tang Clan) are so numerous and obscure that I won't bother to list them here.

The albums are two very different pieces of art, partly because the artists are very different people. A Tribe Called Quest and the Wu-Tang Clan are both East Coast rap groups from NYC that released an album on November 9th, 1993, but that's pretty much where the similarities end. For example, Q-Tip, Phife, and Jarobi are all from Queens and Muhammad is from Brooklyn, while the majority of the Wu-Tang Clan is from Staten Is-

land. *Midnight Marauders* is a somewhat light, profanity-free trip. This in no way discredits the quality of the album—in fact, since it's harder to write good rap lyrics without cursing than with, it makes MM all the more impressive.

The light characteristics and lack of profanity don't mean that the album doesn't cover serious matters—the AIDS epidemic in the black and Hispanic community, the defense of the use of the N-word within the black community as a term of endearment, Phife's numerous day-to-day problems and the line "I really can't say, I guess I laugh to keep from crying/So much going on, people killing, people dying" are all on the album. But when Phife compares the length of his track record to a DC-20 aircraft and creates sounds that make my ears go numb, and Q-Tip's got soul on the end like Jehovah's got the witness, feeling me out from Russia to Jersey, it never gets old.

Ali Shaheed Muhammad, while he doesn't say a word on the album, is such an incredibly amazing producer that Beyonce, Nicki Minaj, Logic, Method Man, Jay-Z, and Kanye West all have at least one thing in common—they've all sampled a song off of MM (Logic and West more than once). And like Miss Lane in "Everything is Fair" (a song from the Tribe's previous album *The Low End Theory* that is hotly compared to MM (I think it's better than MM), MM has some funky beats.

Before I discuss the lyrical gods that the Wu-Tang Clan are, my 3 favorite producers of all time are J Dilla, Danger Mouse, and the RZA. His beats are why I bang them in Penthouse (top room in Soule) or in my room again and again. His rhymes are decent, but his production is way better. The styles vary greatly by member, as they should. Perhaps the most unique of all of them is Ghostface Killah's, a wild sort of bouncing off the walls with an almost never-constant rhyme scheme. His second solo album, *Supreme Clie-*

ntele, along with Ol' Dirty Bastard's *Return to the 36 Chambers: The Dirty Version* and the GZA's *Liquid Swords*, make up the top 3 Wu-Tang Clan solo albums, and are all rap essentials.

Raekwon the Chef is responsible for the Mafioso era of rap in the late 90s with his intimidating drug war descriptions brought to greater prominence with his solo album *Only Built 4 Cuban Linx...*, another essential. Method Man's voice is one of the best in hip-hop, so anything he raps automatically sounds sweet, made nicer by the fact he isn't rapping just anything. Although his solo album *Tical*, the first solo album by any member of the Clan, is disappointingly mediocre. Ol' Dirty Bastard is the rawest member in the entire group, vocals and lyrics. He'll have died 14 years ago 5 days from now. The GZA, another great voice, uses more Five Percenter speak (look it up, it's really interesting) than any other member and has the most unique similes. Inspectah Deck doesn't have a prominent role on 36 Chambers, rapping more and better on other members' solo albums. Likewise for U-God and Masta Killa.

For great verses of theirs, see "Cold World" for Inspectah Deck (*Liquid Swords*), "Knuckleheadz" for U-God (*Only Built 4 Cuban Linx...*), and "Duel of the Iron Mic" for Masta Killa (*Liquid Swords*). Actually, Masta Killa's verse on "Wu-Tang Clan Aint Nothing ta F' Wit" is solid.

36 Chambers is just hard, there isn't a better adjective to describe it. 9 guys really into kung-fu movies in the front of the 7th chamber for parts I and II, bringing the ruckus, shaming those who try to run game. Can it all be so simple? Does cash really rule everything around them? Regardless of the mystery of chessboxin', it's no mystery that they aren't anything to mess with. Protect your neck from Method Man; it will save you the tears from your conclusion.

Why do I like these albums so much? I grew up on the Tribe, listening to their albums for as long as I can remember, so I give credit to my parents. I don't remember hearing 36 Chambers for the first time, but since I must have heard it 11 times since, I must have liked it a lot.

Why are the albums still relevant? Apart from samples, Logic is apparently enough of a fan of the Clan that he reunited them on "Wu-Tang Forever," which is the best thing they've done as a group since 1997 (Don't bother listening to any of their albums past *Supreme Clientele*, which is 2000 and a solo album). And the logo is one of the most recognizable in hip hop. Like I said before, A Tribe Called Quest released a final album in 2016 called *We Got It From Here...Thank You 4 Your Service*, which is worth a listen and is, of course, less dated. Their logo is also very recognizable.

But none of that really matters in the face of the fact that the albums are masterpieces. You don't hear anything today akin to the sound of the Tribe and the Wu-Tang. Heck, you didn't really hear anything akin to their respective sounds in November of 1993. Maybe the Pharcyde is comparable to the Tribe, but not really. I can't think of anyone to compare to Wu-Tang. I cannot emphasize enough that there is absolutely no way that this article can do these two God-given albums enough justice.

Being an Exonian, I know that you're never finished with everything. But if you could find the time to do so, listen to these albums. If you're a Stan, the Tribe and the Wu-Tang Clan are on a higher plane than Eminem. If you listen to modern rap, these are the guys that rappers pay respect to, look up to, wish they could be or dislike because they're jealous. If you haven't had any experience with rap of any kind, I can't really think of two better groups to start you on your journey. Happy birthday to both albums.



## SeniorSpotlight

## JEREMY XU

By CHARLOTTE LISA, RACHEL WON  
and ANGELINA ZHANG  
Staff Writers

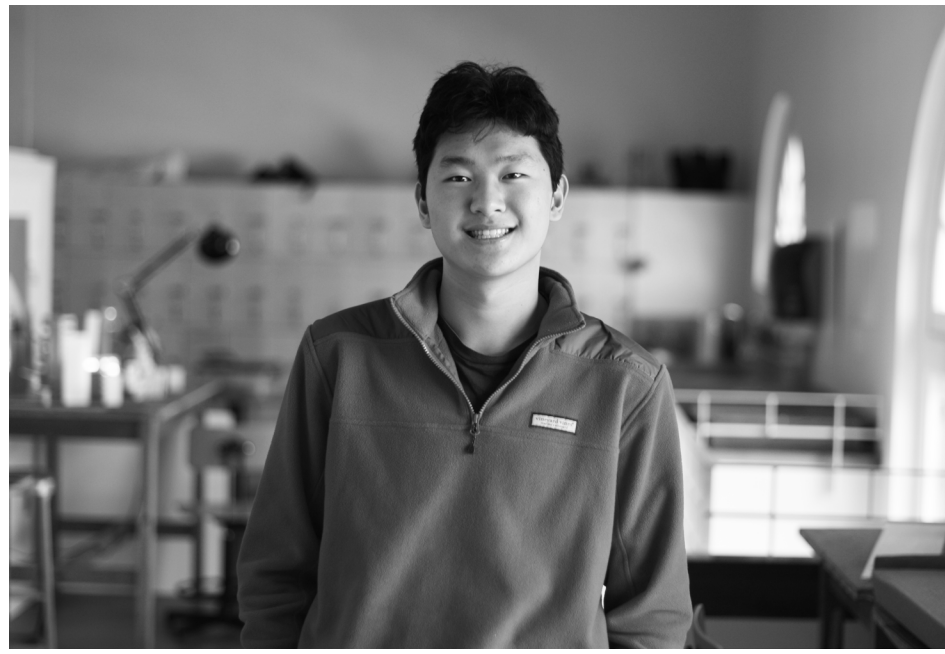
Laughter rings out from a table in the Grill, where senior Jeremy Xu sits, surrounded by Exonians conversing in four different languages at once. Always at the center of any conversation, Xu can not only speak 10 different languages and create beautiful 3D art pieces from scratch but can also make those around him laugh with his glowing sense of humor.

One of Xu's unique traits is his ability to speak 10 languages. Currently, Xu can hold conversation in English, Chinese, Spanish, German, French, Russian, Korean, Italian, Portuguese and Swedish. He first began to explore foreign languages in eighth grade when using the popular language learning app, Duolingo. "While my mother was constantly screaming at me to work on my Exeter application and study for the SSAT, I would be on my phone doing the little lessons [on Duolingo]," Xu said.

However, Xu recalled disliking his first Spanish class after arriving at Exeter. "I wasn't good at it. The first term here I think I got a B-. I never did my homework, I wasn't focused, I didn't see any use of the Spanish language in my daily life," Xu said.

Xu's performance improved in his prep winter Spanish class, but he was still not invested in the language. Then came the turning point. "Spring break of my freshman year, my mother took me to Chile and made me speak Spanish with the people there," Xu said. Xu immediately observed how the people opened up to him. "Usually Americans travel and force the local people to speak in English," Xu pointed out.

This was when Xu came to the pivotal realization that would change his perception of foreign languages for the rest of his Exeter career. "As English speakers, we take it for granted that everyone else seems to learn English. But when you speak in the native language of wherever you're traveling to, you make much deeper connections with people, and you gain a much more profound understanding of the culture," Xu explained. "That's when I realized with each language,



Thomas Wang/The Exonian

there's so much potential to interact with different cultures and different people...I realized I wanted to study [languages] as passionately and intensely as I could."

Spanish Instructor Ahmed Jebari described Jeremy as not only an adept speaker but also an extraordinary student. "[Jeremy is] unprecedented at this school because he knows so many languages...It's inspiring to the other students that in the same class, here is this student who knows so much. A lot of our students just take a language because it's a requirement, but not [Jeremy]," Jebari said.

Senior Humu Braimah is a member of Xu's club, Exeter Language Learners. "[The club] is so much fun," Braimah said. "He started it last year, and right now he's teaching us Italian. I think it's so cool that he is able to learn a language so quickly and teach it to others."

In addition to language, Xu is also passionate about art. Xu recalled his childhood love for Legos. "I loved Lego because it gave the opportunity to create in 3D space. There was no limit in dimension, and I could create whatever I wanted," Xu said. Similarly, after starting art in high school, Xu realized that he didn't want to be "limited by medium or dimension." He said, "Just like Legos, I wanted to be able to use

any medium I wanted to be able to create anything that came into my head."

Each of Xu's pieces reflect his thoughts on issues close to him. "As I've become older and found my way through Exeter, I realized the things that matter to me—the things I want to speak about. So now I love art because it gives me a medium to talk about issues and gives me a way to materialize my thoughts in physical dimensions," Xu said.

As a co-head of Architecture Club, Xu explained that his approach towards architecture was similar to that of art—"architecture means tangibly solving problems and affecting the lives of others through art and design," Xu said. "In architecture you're not limited; you're creating something real. It's the same line of logic, which is why the way I approach architecture is the way I approach art, and I think of both in the same way."

Not only does Xu devote himself wholeheartedly to his passions, but he also embodies *non sibi* in his care for those around him.

Prep Daniel Chen felt especially welcomed by Xu in his first few weeks at Exeter. "When I first came to Exeter, I was pretty intimidated by the upperclassmen, but Jeremy was someone who actually initiated

conversation with me," Chen said. "One time, he just went upstairs to check in with all the preps and make sure everyone was doing all right."

And despite Xu's many accomplishments, lower Tia Reaman highlighted her love of Xu's "ability to laugh at different things and even laugh at himself. Right when you meet [Xu], he's already making jokes and smiling."

Braimah, who has known Xu since prep fall, said "I feel like I'm always laughing with Jeremy."

Xu's cousin, senior Katie Yang, noted how much Xu has changed since coming to Exeter. "Prep year he came in, and he was really immature. He was just the Jeremy that I'd known since he was 5, 6, 7 years old. But then upper and senior year, I really saw him growing into this mature, thoughtful guy who was much more serious and dedicated to his passions," Yang said.

Xu noted his appreciation of the social atmosphere at Exeter and the ways in which it has allowed him to mature. "At public school, my friends had such a strong hierarchy and such high social expectations, but at Exeter, I feel like there's so much less of that," Xu said. "I believe that whatever you do, this community will support you. Your friends, your teachers and the people around you will unconditionally support you. At Exeter, you can be who you are and pursue what you want, and it is unlikely that someone is going to judge you for it."

Through this unique opportunity that Exeter's environment creates, Xu believes that he has "learned to find what [he] loves and pursue it mercilessly, regardless of what others think," citing this mentality as playing a central role in his accomplishments. "I'm grateful for everything: this place and the huge amount of opportunities it brings," he said.

In response to the question of "What should I do at Exeter?" commonly posed to him by preps, Xu responded with the following: "Do what you love, and you may not know what that is. But for me, I keep on finding out things that I love and don't limit myself. That is what I have taken from Exeter."

As Jebari said, "You just don't meet many Jeremys in this world."

## FacultySpotlight

## LINA FEUERSTEIN

By SUAN LEE and  
SHIVANI TRIPATHI  
Staff Writers

With her students describing her as "a ray of sunshine" and her colleagues describing her as a "gentle, compassionate soul," Religion Instructor Lina Feuerstein has already become well known to students and faculty alike for her radiant smile, warm sincerity and attentive demeanor in two short months at the Academy.

Feuerstein returned to Exeter this year after serving as a sabbatical replacement in the winter of 2017. Many may recall the loud gasps and animated chatter that erupted among students who remember her from last year when she was introduced as a new faculty member at the Opening of School Assembly this fall.

"She was only here for a term, but we got so close to her because she was always so open and welcoming," said senior Abby Zhang, who has fond memories of late nights and personal conversations shared with Feuerstein in Wheelwright Hall last winter. "When she left, a bunch of us gathered in the Wheelwright parking lot and saw her off. She was such a comforting presence in the dorm that it wasn't the same without her afterwards, and that's why we were all so excited when we saw her back."

Originally from Chicago, Feuerstein found her way to Exeter on "a winding path," as it took her several years to discover a passion in religion studies and pursue a career in education. Feuerstein had her sights set on engineering during her high school years, and it wasn't until she took a class on medieval history at Carleton College that she redirected her focus. "We studied all about medieval spirituality and asceticism, and I just loved it, though I wasn't sure why," Feuerstein said. "Something about the idea of transforming yourself through rituals and practices and trying to reach a higher sense of self or moral value really appealed to me."

Feuerstein went on to earn her Masters in Science and Education (MSED) at the University of Pennsylvania before attending Harvard Divinity School, where she earned her Masters in Theological Studies (MTS). In the years between and after, Feuerstein "broadened her horizons" by traveling across the globe, teaching in places like China, Italy, Spain and Israel.

One of Feuerstein's most memorable experiences abroad was her time as a university



Numi Oyebo/The Exonian

teaching assistant in Rome, a city at the heart of hundreds of years of history. Visiting old churches, catacombs and mosaics allowed Feuerstein to deepen her reflections on "the boundaries between life and death and immortality and rebirth, why it is that we have rituals around those ideas and experiences... and how architecture and spaces form and represent those same ideas."

Feuerstein, who has a background in the classics, attributes her fascination with ancient languages, beliefs and customs to the richness of ancient philosophy. "I've always felt a deep affinity with ancient and medieval spirituality. I think it's because in ancient life, philosophy was about being a good person...how you brought your heart to your action," Feuerstein said. "In modernity, that's changed a lot as philosophy became something of a thought exercise. That's not really what philosophy is for, in my opinion. There's some sort of resonance in ancient and medieval philosophy that seems to be missing in modernity in some way."

In two short months, Feuerstein has rediscovered home at Exeter. She bears great regard and gratitude for her colleagues and students, whom she describes as "super

engaging 24/7." "This place has definitely given me a family in a way that I haven't really experienced before."

All those who know Feuerstein, whether as a faculty resident in Moulton House, a member of the Exeter Jewish Community (EJC) or a co-coach of the JV girls' soccer team, reciprocate these same feelings of respect and appreciation.

Lower Audrey Yin, who is taking Feuerstein's Religion and Popular Culture class

this term, expressed gratitude for Feuerstein's unfailingly "kind and genuine" demeanor. "She gives our discussions the validation it needs. She encourages students to share their honest opinions and be brave," Yin said. "It's nice to be able to feel so safe in a classroom."

Feuerstein, who describes herself as "an athletically-oriented person," recognizes soccer as an integral part of her life. In fact, Feuerstein played on the Carleton College varsity women's soccer team, which won the Minnesota Intercollegiate Athletic Conference championships and advanced to the Elite Eight round of the NCAA Division. At Exeter, Feuerstein has channeled her love of soccer to her role as JV Girls' Soccer coach.

Upper Alison Lennie, a member of the team, described Feuerstein as a "positive presence," adding that "she always smiles. I don't think I've ever seen her not smiling. She's really encouraging [and] always stays composed...she is big on giving constructive feedback, but never in an overbearing way. I never have to guess what mood she's going to be in because it doesn't affect her coaching or the way she interacts with us."

Religion Instructor Rabbi Jennifer Marx Asch noted Feuerstein's contemplative outlook on life. "She thinks and feels very deeply," Marx Asch said. "She has her eyes wide open and really sees the world and the people around her. She's thoughtful in her approach to everything. She's had a lot of rich life experiences, so she's very wise beyond her years and has a deep soul."

Marx Asch continued, "Some people have just done some really cool things. Others you meet and there's just something about them—you just know they're a really special person. She somehow takes all of that and puts it together in one amazing package."








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# ExonianHumor



## 10 Tips for a Successful E/A Weekend

By MAEGAN PAUL

Still Hasn't Given up on Her Andover Waitlist Spot

1. Cry if you're not a four-year senior because you've never experienced the bonfire.
2. Be glad that pep rally isn't outdoors in the 40-degree temps.
3. Wear the E/a design from Bus Ride because it slightly resembles Andover's from two years ago, and you'll finally get a chance to storm the field when they win the football game.
4. Go to the Health Center to fatigue it while the program still exists.
5. Make sure to add something to your snap story with the Andover geotag so that people know where you are.
6. Use most of your energy at the volleyball game because we typically win that one.
7. Go to their new Field House and remark on how the inside "kinda looks like ours, but blue."
8. Try to hype everyone up in the crowd around you so that you feel the true power of the Red Bandits.
9. Use this opportunity to find John Palfrey and beg him to become our next principal.
10. Miss the bus back on purpose and transfer to Andover, where you'll be "happier."

## ANALOGIES

By NICK SCHWARZ  
Ph.D in English

Andover : Exeter

Ryan Gosling : Willem Dafoe (He was good in that one movie about the creepy guy.)

Mercedes : Hyundai (look at the MPG!)

Converse : Keen (Waterproof!)

Apple : Motorola (Digging the Battery Life.)

Amazon Prime : Ebay (Won auction on used toilet paper.)

Virgin America (lol), Uber : Delta, Lyft (Middle seat, not offered any mints.)

Netflix : Hulu (Hidden gem)

## TFW PGs are Excited About Getting Kilts Disclaimer: Rose Does Not Care



exonianhumor@gmail.com.

You know what to do.

## Comic Strip of The Week: Herlock Shomes Strikes Again!

By EUGENE HU  
More Like EuGENIUS Hu



## An Update on the Flora and Fauna of 1998: Full Version

By FI MADRID  
Huge Fan of Learning

Twenty years ago the Exonian published its first "Harkness flora and fauna," noting that "Harkness warrior" and "Harkness wallflower" did not do full justice to the variety of Harkness creatures around the table. Here is an updated version:

**The Harkness One-and-Done:**  
Reads one pre-written sentence directly from their notes at the beginning of class. This student can then lean back in their chair and zone out for the rest of the discussion. They always have a single check mark next to their name on the Harkness web diagram that every teacher definitely uses to keep score.

**The Harkness Clarifyer:**  
Has probably said, or will say "Just to be clear, Gatsby is dead, right?"

**The Harkness Outside Knowledge:**  
Tries to apply the philosophies of the Existentialists they have read to a conversation about undefined limits.

**The Harkness Teacher's Bane:**  
Says "obviously," over and over.

**The Harkness Flow Killer:**  
Brings the conversation to an abrupt end by asking a long-winded, closed-ended question which pretty much sums up what the whole class has said.

**The Harkness Dramatic Reciter (Me):**  
Reads the text which someone has just referenced and para-

phrased aloud for participation points.

**The Harkness Melania Trump:**  
Only speaks to steal someone else's ideas. Commonly confused with the Dramatic Reciter, but Melania is also a fashionista just sitting there.

**The Harkness Donald Trump:**  
Only adds to the conversation to make a direct attack on a student's (or teacher's) comment over and over and thinks it's funny. The Donald creates their own "facts" and calls all the others' arguments "fake facts."

**The Harkness Cardi B:**  
Doesn't really say that much when they talk, but they fill their contributions with many likes, ums, and random interjections in order to prolong their air time.

**The Harkness Percussionist (aNgeLe YanG):**  
Taps the Mii theme on the table, but only the jazz version.

**The Harkness Geometric Abstractor:**  
Only annotates by underlining, and uses extra thiccque lines for emphasis. By the end of class, their pages look like an Alejandro Otero painting.

**The Harkness Rembrandt:**  
Draws exceptionally realistic portraits of the teacher in their notebook.

**The Harkness Sick Student:**  
Only comments to ask for

someone to pass the tissues.

**The Harkness Debate Nerd:**  
Only ever plays devil's advocate.

**The Harkness Godot:**  
Never comes to class, but always promises to come tomorrow.

**The Harkness Hero:**  
Asks the question that everyone else is too embarrassed to ask. I have personally been saved many times by the Harkness Hero, and I think I can speak for us all when I say, we love you.

**The Harkness John Snow\*:**  
Posts the "truth" about Exeter anonymously on Busride.

**The Harkness Mark Zuckerberg\*:**  
Knows absolutely everything about every student on campus, even their darkest secrets, but apologizes endlessly for selling them to the highest bidder.

**The Harkness Assembly Speaker\*:**  
Talks about how they were near last in their class at Exeter, yet got into Harvard.

**The Harkness Annual Exonian Harkness Award Winner\*:**  
Thinks it's an honor to win an award that everyone else knows is an insult (Harkness Warrior of the year).

\*Important roles in our community which are not limited to the classroom setting.

## Faculty Quotes of the Week

"I don't read the humor page because it's not funny. Not only is it not funny—it's fine if it was zero funny—but it's negative funny. It subtracts from the total sum of humor in the world."

-Mr. Hartnett

"You haven't partied until you party with the history department."

-Mr. Golay

# BXC Floods Out Andover Competition



Upper Sam Kim pushes past his opponent.

Eva Carchidi/The Exonian

By SAVI KEIDEL & TESSA SHIELDS  
Staff Writers

Senior Joseph Walewski darts down the course, speeding up to fifth place. Suddenly, his shoe sinks into a thick puddle of mud, peeling it off of his heel and forcing him to kick it into the woods beside him. With no other option, the varsity runner keeps up his pace, striding just ahead of the Andover runners for the rest of the race.

The boys' varsity cross-country team secured a huge win this weekend in their Exeter/Andover races, defeating them with an impressive 41-20 score. Exeter runners not only won the match,

but placed first, third, fourth, fifth and seventh overall. These outstanding performances allowed only two Andover runners to place in the top seven.

Exeter's knockout performance can be attributed to several runners who ran their hardest to beat Andover, outperforming not only the competition, but their own personal records. "Upper Will Coogan won the race in solid time, despite the difficult conditions and Joe Walewski took fifth place overall after losing a shoe to the mud," senior and co-captain Charlie Neuhaus said.

Walewski added, "In addition to my own performance, lower Andrew Luke, prep Bradley St. Laurent and Coogan also had fantastic races, despite the

very difficult conditions." Rain or shine, the boys' cross-country team strives to outperform every team they face. With the end of the season approaching, many of the runners gave everything they had during the last meet before Interschols.

The team maintained its positivity from their previous successful races. "We are doing very well this season. We beat both Andover and [Northfield Mount Hermon], our steepest competition for Interschols, so there is definitely optimism," Walewski said. "However, we know that many unexpected things can happen on race day—as my E/a shows quite well—so you must be prepared to race in the worst conditions possible," Furthermore, St. Laurent added,

"We are very confident and our morale is high." The team looks forward to the biggest race of the season—the team's competitive record has allowed it to qualify for Interschols this Saturday.

Interschols is an event that includes all of the qualifying cross-country teams in the preparatory league. This year, it is to be held at Avon Old Farms in Connecticut.

"Interschols is what we've been training for the entire season, and we definitely have our eyes on the title this year," Neuhaus said. "I'm really proud of how the team has been racing, and I think if we continue to compete as we have been in our dual meets, we'll have a good shot at that."

# Soxie Triumphs Against Worcester

By BIANCA LEE & CHARLOTTE LISA  
Staff Writers

Last Saturday, the Exeter girls' varsity soccer team battled it out in the harsh winds, rain and mud for a successful 2-1 outcome against the esteemed Worcester Academy. The team ended its streak of away game losses and hopes to continue its momentum in this week's game against Andover in this year's Exeter/Andover games.

"Worcester is a very talented team that has won Championships and beat us for many years in the past so it was a huge win for us and we definitely worked hard for it," recalled senior and co-captain Ogechi Nwankwoala. Nwankwoala also mentioned the hard work the team put into the last game, especially considering the windstorm they were playing in. "It was even hard to keep your balance at times but we went into the game with a good attitude and did not let the wind stop us," she said.

Senior and co-captain Julianna Merullo emphasized Exeter's perseverance despite the harsh weather conditions of winds up to 35 miles per hour, saying, "I think that we just did a better job than Worcester at adapting to the wind and continuing to play our style."

Lower Mei Li Hart agreed with Nwankwoala and Merullo about her personal grit throughout the game. "I think I play better [...] with the idea that it's going to be a hard fight," she reflected.

In addition to the team's fortitude, the players' training the week before also contributed to their successes. Upper Robin Potter described the tough, yet rewarding practices leading up to the

game. "It was rainy all week and our field was a mess but we got out and had productive practices anyways," she said.

The lowerclassmen had their time to shine in last week's game, with the only two goals both coming from preps. "Shoutout to our two preps Kaylee Bennett and Kate Mautz for scoring our two beautiful goals," Nwankwoala said.

Merullo, added to the praise, and said, "It was both of their first goals for the team, which was awesome." One of the goals, shot by prep Kaylee Bennett, was particularly impressive considering she had just recovered from an injury. Merullo extended her positive sentiments by saying that "to have these preps step up big in a game we really need to win [is] what our team is all about: supporting each other and making the plays we need to win."

All forces of offense, midfield and defense played phenomenally. Additionally, Merullo recalled that "[senior] Gilian Quinto, our goalie, had to combat really tough shots in the wind," Potter remembered that lower Tessa Shields also played a good game at center midfield: "She played composed and distributed the ball well."

The team is eager to play Andover in this weekend's E/a, which is arguably the most important game of the season. Potter stated, "I know that everyone will bring the spirit and the effort needed to take home the dub."

Merullo hopes for a victory against Andover this weekend. She said, "No matter how the rest of our season goes, a lot of it is defined by what happens against Andover. I really believe we have a solid chance to beat them, especially after defeating Worcester, who had beat Andover."



Senior co-captain Julianna Merullo carries the ball.

Helena Chen/The Exonian

## SATURDAY SCORE REPORT

Girls' Soccer	17	Girls' XC	30
Worcester	7	Andover	25
Volleyball	3	Boys' XC	41
NMH	0	Holderness	20
Football	17	Water Polo	7
Avon Old Farms	28	Boston Metro	19
Boys' Soccer	2	JV Field Hockey	1
Holderness	0	St. Paul's	1



# ExonianSports



## GXC ANNIHILATES ANDOVER

*Rainy Showdown Ends in 25-30 Victory*

By COOPER WALSH  
Staff Writer

A missing shoe, cold and windy conditions and giant puddles throughout their home course. Girls' cross country faced all these obstacles at their Exeter/Andover races last Saturday with grit, prevailing in both the varsity and junior varsity races.

In the varsity race, Exeter beat Andover 30-25, with Exeter runners placing 2nd, 3rd, 4th, 6th and 10th out of the top 10 finishers. For JV, Exeter also defeated Andover 36-21. Exeter's top three runners were lower Gia Pisano and seniors Hanna Pak and Alexandra Van Dijkum. Another standout runner was upper Lucy Gilchrist, who won the JV race by over 10 seconds.

Senior and co-captain Ashley Lin commented on the racing conditions, explaining that the team had to "run through a pond that literally went up to my knee height."

"Our shoes were wet and muddy throughout the whole race, and it was basically like running through an obstacle course on American Ninja warrior," Lin said.

Fellow senior and co-captain Grace Gray expressed that she "couldn't be prouder" of how her team competed. "I knew that we were ready for the harsh conditions going into the race, but it was magical to see every person on the team step up to the challenge of digging into the pain each minute of the race and making those conditions ours to own and take with us to victory," she said.

Most teams would flinch at the thought of having to run in these harsh conditions; however, Big Red prevailed and found extreme success. Lower Caroline Huang mentioned that going into the race, "Our team felt pretty good. We felt that the conditions would give us a leg up on Andover because we are really tough and have trained to run through



Uppers Madeline Huh and Molly Finnegan fiercely power through the course.

Eva Carchidi/The Exonian

rain and mud."

Her teammates shared similar sentiments regarding the team's mentality going into the race on Saturday. Lower Helen Lieberman agreed and added, "I think the mud and the lake was an advantage because we were prepared for those obstacles, but Andover was intimidated by them."

This perseverance created numerous standout performances for Exeter. Pisano lost her shoe in the middle of the race and finished second for Big Red. Huang praised Pisano's grit. "She raced more than half the course without a shoe and came in first on the Exeter team and second overall," she said.

In the JV race, the team's strength and

depth shone through as well. Lieberman added, "Around the 1-mile mark, lower Charlotte Lisa twisted her ankle. I was running beside her, and she told me to keep going. Half a mile later, she caught up to me, and we ran almost the rest of the race together. It was really inspiring seeing her work through pain; I have so much respect for the mental toughness it takes to do that."

Big Red has unfortunately suffered many injuries throughout the season, but this didn't stop the runners from coming out on top when the team needed it most. Huang said, "[senior Gabby Allen] bounced back after her injury and absolutely killed it."

Lin also lauded senior Hanna Pak's

race, the third overall finisher. "She killed it on Saturday. She has been severely injured since our prep spring, but she made a huge comeback this season."

The team is happy about their victories against Andover but has its sights set on Interschols this Saturday. The team has started tapering—a period of low practice volume in preparation for an important race—so that they will be in perfect shape to crush the competition at Avon Old Farms.

Looking ahead, Allen explained that the team will "keep working hard and encouraging each other as best we can. We have one week left, and we want to make it a memorable and fun week full of love and running."

## Wednesday Scoreboard

Girls' Soccer	0	Boys' Soccer	0	Field Hockey JV	1
New Hampton	2	Kimball Union	2	Andover	1
Field Hockey	0	Girls' Volleyball JV	3	Boys' Soccer JV	0
Governor's Academy	2	Andover	0	Andover	1

## BVS Snags Victory Against Holderness

*Win Motivates Team to Dominate at Exeter-Andover Games*

By WYNTER SANDS &  
MILO WALSH  
Staff Writers

Boys' varsity soccer played against the Holderness School, extending their winning season record to 9-4-2 with a 2-0 victory last Saturday.

Big Red soccer players shivered as winds blew against their rain-soaked jerseys. The field was engulfed in water and the players were soaked from head to toe. Senior Tyler Swanbeck lines up a free kick from the top of the penalty box. He strikes the ball with power, and it soars into the net. Exeter leads, 1-0.

The first goal of the match was scored off of a free kick by Swanbeck. Garland said, "It was a really nice shot from around the top of the box. Tyler's goal got things started for us offensively, and we were able to open it up after that."

The weather during the game was not ideal. Exeter played in the middle of a rainstorm with high winds. This affected both teams' ability to pass the ball. Upper Carson Garland said, "I was cold, and it was really windy, which was hard to play in. Also it was raining very heavily, so there was about an inch of water on top of the turf. Every time the ball got kicked, it would completely stop moving."

However, the team was able to adapt to the conditions. Lower JD Jean-Jacques remembered, "The rain made the field hard to play in, especially in the middle.

But as the game went on, we started playing more towards the sides of the field where it was less wet so we could move and pass the ball more easily."

As the game went on, the boys picked up the pace and did not allow any room for Holderness to gain the upper hand. "We pretty much dominated the whole game," Garland mentioned. "We kept the ball on Holderness's side of the field for about 75 percent of the game."

Rolling with their momentum, upper Jake Gehron got the team their second goal of the game. "Jake scored off of a penalty kick, which cemented our lead for the rest of the game," Jean-Jacques said.

This momentum can be attributed to the team's success so far earlier this season. Garland explained that the team has been working hard to keep the streak alive, promoting motivation going into each game. "We haven't lost in thirteen games which feels pretty good. Right now I think we are ranked third in our league, and the top eight teams go to the playoffs," he said.

The boys' next game is the Exeter/Andover game, and the team looks forward to bringing in another dub for the second year in a row. "Our upcoming game against Andover should be good. We have a really strong team this year. Last year, we won 1-0, so hopefully we can win again, especially with so many students and alumni watching," Jean-Jacques said.



Senior Behaylu Barry dribbles the ball.

William Vietor/The Exonian