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Phillips Exeter Academy, Exeter, New Hampshire



Senior Ryan Alcorn enjoys the warmer weather.

Numi Oyeboode/The Exonian

Exeter to Hire Coordinators For Next Year

By MAI HOANG
and SHIVANI TRIPATHI
Staff Writers

After encouragement from students and faculty, Exeter opened to faculty members the opportunity to fill part-time positions of LGBTQ+ Program Coordinator, Asian Student Program Coordinator and 9th Grade Program Coordinator for the 2018-19 school year.

Although the official job description for the LGBTQ+ Program Coordinator position will be released in a week, many community members have already expressed enthusiasm for the new position's potential. "As one of the adults involved with Gender Sexuality Alliance (GSA), I look forward to the possibilities that a focused position like this will bring for our LGBTQ+ students," Reverend Heidi Heath said.

She believed that although LGBTQ+ students have "wonderful resources on campus," there is still room for improvement. "I would identify a lack of LGBTQ+ adults of color on campus as a place for improvement, for example," she said.

Lower Justin Li shared similar sentiments and hoped that the new coordinator will emphasize the numerous support options for LGBTQ+ students on campus. "The support is extensive, but it isn't well advertised," he said. "I don't think that the school pushes these support systems to the students. I had to try very hard to find support systems for myself."

Li added that this position would have a significant role for the community. "It's necessary for the school to provide someone to be a liaison between the school and students. They can mentor them about LGBTQ+ life and the school specifically," he said.

Senior Katie Goyette hopes to see
COORDINATOR, 2

Academy Life Task Force Drafts New Proposal

By DON ASSAMONGKOL
and SARAH RYU
News Editors

The Academy Life Task Force (ALTF), a committee created last spring to improve aspects of campus life, recently sent to faculty members an updated version of a proposal that suggests creating a group of academy life coordinators, improving living spaces and holding additional training for different leadership groups on campus.

According to English Instructor Tyler Caldwell, the committee is divided into three subgroups that focus on different elements of academy life: residential housing, academy life programming and advising. "Each subgroup evaluated the efficacy of current practices and investigated or brainstormed new structures or practices that would benefit our students," he said.

The committee recommended that protected time be built "into the weekly schedule for academy life programming in all of its different forms." To accomplish this, the school's Scheduling Committee has proposed to fit into the weekly schedule, specifically for Wednesdays, designated "community time." If the proposed sched-

ule is not implemented, the task force still hopes to add a slot for community time for next year.

Upper Janeva Dimen felt that the addition of a designated "community time" format to the weekly schedule would affirm the school's commitment to building an inclusive student community. "Making time for proctor meetings and dorm meetings during the school day would increase community and incorporate day students, who otherwise wouldn't be able to attend," she said.

One of the Academy Life Task Force's additional suggestions was to restructure the Assembly Committee to include the current chair, two faculty, the Dean of Students, the Director of Equity and Inclusion, the Director of Student Well-Being, the Director of Student Activities and the Chair of the Health Department. This process is currently underway, and Assistant Principal Karen Lassey will oversee its completion.

Another of the committee's suggestions is to enhance the advising program. The ALTF suggests adding more faculty advisers to the current pool to reduce the number of advisees for each faculty member. Faculty

members who choose not to serve as an academic adviser would then be asked to take on the role of an "academic guide."

The task force hopes to form a committee to investigate the possibility of establishing Class Deans—who, as part of the Dean of Students Office, will advise members of each specific grade. This investigation is planned to finish by next fall term, with discussions in faculty meeting beginning in winter term.

The work of the Academy Life Task Force will continue throughout the next academic year, according to Dean of Residential Life AJ Cosgrove. "There are two critical areas where more time is needed to address questions and create proposals: advising and restructuring the Dean of Students Office," he said.

The committee will continue to meet regularly, making changes with more discussion and feedback from the faculty. "Most of our proposals aim to streamline or make more efficient the great work we already do in academy life. Hopefully next year we can continue to build off that work and expand or enhance our academy life program in creative, innovative ways that further benefits all of our students," Caldwell said.

Elm St. Dining Hall Considers Renovations

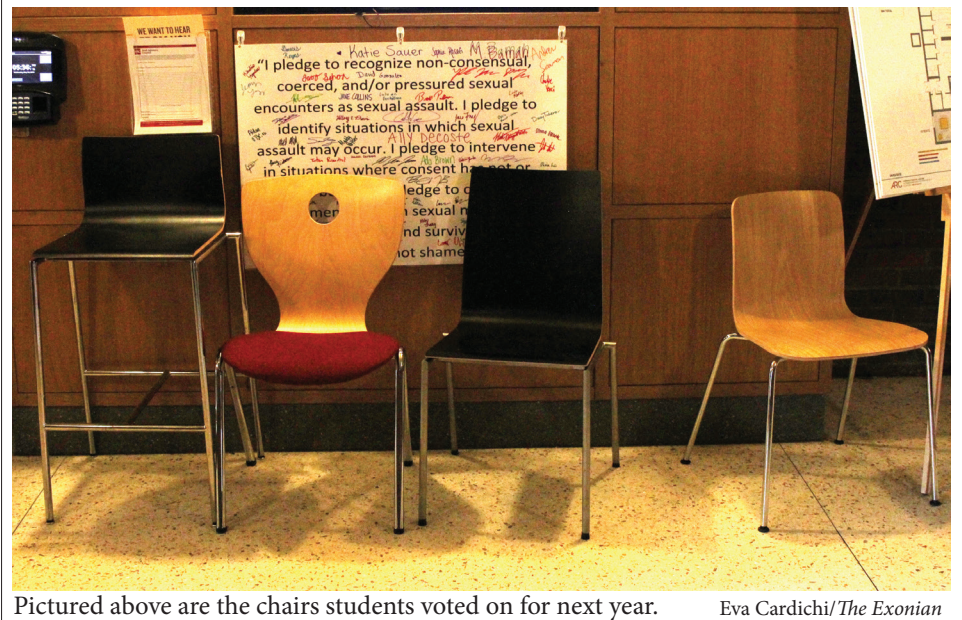
By JACOB FEIGENBERG,
MAI HOANG and SHIVANI TRIPATHI
Staff Writers

Two wooden ballot boxes were stationed at the entrance of Elm Street dining hall next to a row of modern-style chairs and blueprints of three alternative arrangements for the dining space. Exonians heading in and out of the dining hall casted their ballots on the chair designs and hall renovations from April 9 to April 20.

Over the summer, as part of Dining Services' renovation efforts, Director of Dining Services Melinda Leonard and Director of Facilities Management Mark Leighton recommended the replacement of dining hall chairs, as the current ones are worn out due to old age and use. The two decided to bring in an architectural design firm called Architectural Resources Cambridge (ARC) to develop possible new layouts for the dining hall.

Together, ARC, Dining Services and Facilities Management developed two different options for Elm Street's interior layouts, both involving the breaking of long tables into smaller ones, a wider variety of seating types, such as lounge areas complete with cushioned seating, and tables of different heights. Leonard emphasized her desire to preserve form and functionality.

"Over the course of this year, Dining and Facilities have met with ARC to develop some options with the goal in creating a



Pictured above are the chairs students voted on for next year.

Eva Cardichi/The Exonian

warmer, more inviting space, without sacrificing seating," Leonard said. She emphasized her desire to create "more flexibility and functionality in how the dining spaces can be managed and cleaned."

Principal MacFarlane and Chief Financial Officer David Hanson reviewed ARC's proposals in early April. Hanson noted that aside from the change in arrangement and chairs, there would also be upgrades on "behind the scenes" equipment and systems. "We are planning to spend roughly \$350,000 on all new seating and design," he said. "This comes from facilities management's operating budget and capital budget."

After the meeting, Leonard set up the ballot system on April 9 to gather community feedback about the two types of chairs they liked best; she is currently in the process of reviewing the responses. "The chair that had the flexible back on it [with the red cushion], I believe it was the most popular choice for first chair," Leonard said. "The tall chair with the higher back was the

most popular choice for the second chair."

Leonard also met with Student Council's Executive Board to introduce the plans and chair samples. The Board held an all-council meeting to discuss the different options last month.

Lower and Co-secretary Ayush Noori described the overall reactions to the renovations as positive. Personally, he thinks Elm Street dining hall needs renovation because unlike "cozy" Wetherall Hall, it creates an atmosphere that's "more factory like." Noori also noted that the current seating arrangement may not encourage students unacquainted with one another to sit together.

Senior Wendi Yan, who conducted a capstone research project for her Anthropology class last term about seating arrangements in dining halls and Exonians' socialization patterns, would agree. Yan and her group went about breaking up the long tables, making dining hall as differ-

RENOVATIONS, A2

PEA Prepares for Upcoming Accreditation

By ANNE BRANDES, EMILY KANG
and SENAI ROBINSON
Staff Writers

Exeter is in the midst of undergoing review by the nation's regional accreditation association, the New England Association of Schools and Colleges (NEASC); a judging committee will visit campus next April to verify that Exeter is adhering to NEASC's standards for private institutions.

Faculty members head each of the 13 committees that assess various facets of life at Exeter including the school's governance, student life and faculty and financial resources. "We determine whether we meet aspects or indicators of each standard. We identify areas of strength, as well as areas that need our attention," said Governance Committee co-chair and Mathematics Instructor Laura Marshall.

Committees were formed in winter term and met a total of nine times throughout the winter and spring terms. Residential Committee Member and English Instructor Tyler Caldwell explained the importance of accreditation. "Though the accreditation process can be time consuming, I think it is helpful for us to study and understand areas of the school in which we do well and areas of the school that need more attention and work, especially as we continue with our Strategic Planning initiatives," he said.

The accreditation process will last two years and includes one year of collecting reports and one year of writing recommendations. "This year has been self-study phase one. We've had major programs including every academic department prepare reports on what they do," NEASC Committee Chair

ACCREDITATION, A2

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PEA Strives to Improve in Preparation for Accreditation

Continued from ACCREDITATION, A1

and Physics Instructor Scott Saltman said. “Next year will be phase two of the self study where we’re looking at what the standards committees have come up with. We will synthesize probably five major recommendations from those reports.”

According to Saltman, as a larger school and one that “digs deep,” Exeter has formed a more detailed process than most schools. “For example, I know of a reasonably large school that underwent the process and their standards committees met twice as a group and then the committee chair sort of took care of the rest of it, whereas we had people meet nine times as a group. It’s a bigger process,” he said.

Recent changes in Exeter’s administration, specifically Principal Lisa MacFarlane’s departure at the end of the 2017-18 school year, have complicated to the accreditation process. “When we got the email that Principal MacFarlane would be leaving, I immediately called the commission and said ‘where are we on this?’” Saltman said. “And the commission said just continue forward [even though] you’re going to make a leadership transition.”

He continued, “The resignation has

complicated things because now we will have to be mentioning in some areas, particularly on administration and governance, that this is the 2018 snapshot and that [it] might not be the case in a year when the visiting Committee is here.”

Though the accreditation process is formal, many faculty members emphasized that it was geared towards developing and improving the Academy, rather than checking that the school meets standards. “It is very unusual for schools to lose accreditation, so for most schools it is an opportunity to improve,” Marshall said.

These recommendations lay out multiple paths Exeter can take to improve as a school. The most recent NEASC review, from 2007, showed that Exeter’s evaluation process for continuously appointed faculty members needed to be improved. The school has since begun changing related programs including the Continuing Professional Development (CPD) Program.

Each of the committees conducts its work differently. Caldwell said that the Residential Committee is divided into subgroups, and each focuses on two topics. He further detailed the subgroups’ methods to study the school. “[The subgroups] read through and examine different documents or surveys, and

they interview certain adults on campus to assess whether or not we meet a particular indicator,” he said.

Marshall noted that the change affects the Governance Committee’s role. “One of our indicators [questions provided by NEASC] asks if the governance of the school has a process in place that provides for stability and an effective transition of leadership,” Marshall said. “The recent announcement of the change in leadership has not made our job more difficult, but it has meant that it has been more time consuming.”

Co-chair of the Health and Safety Committee Michelle Soucy shared similar sentiments on the administrative changes’ effect on the accreditation process. “It is somewhat arduous to figure out what areas of strategic planning line up with areas of accreditation and what our priorities are with a changing head,” Soucy said.

However, the committees have largely discovered that Exeter’s performance adheres to NEASC standards. Soucy found that Exeter is “in many ways above standards” but that “there is always room for improvement.” She said, “We found that PEA does a fairly consistent and good job when it comes to the health and safety of our students.”

Throughout the process, Saltman

noticed recurring areas the school could improve upon, many of which faculty members were already aware of. “Diversity, equity and inclusion [are] popping up in various places as [areas] where we’ve taken certain steps, but...we’re not where we want to be as a community,” Saltman said. “There will be likely some recommendations coming out that are related to that.”

Soucy also cited “supporting a more diverse student body,” as an improvement that Exeter hopes to achieve.

Faculty also noticed high workload levels was a recurring theme. “We’re getting some more focused suggestions coming from these committees that are able to look at these problems with different lenses,” Saltman said.

Whether by evaluating or improving, the purpose of accreditation is to “show the outside world that we uphold the highest standard of care and education,” Soucy said.

Saltman concluded that the accreditation process’ intent is to support a better environment for students. He said, “[It] all comes down to the student experience, how we can improve all aspects of our school in order to ensure that students are thriving and getting the best education and experience possible.”

New Positions to Support LGBTQ+ and Asians on Campus

Continued from COORDINATOR, A1

more administrative support for LGBTQ+ groups. “[I] don’t feel like the support we get is official. Ms. Lembo and other GSA advisers don’t get compensated for the additional work they do to support us,” they said. Considering the fact that not all parents are supportive of their child’s non-binary gender expression, Goyette also thinks that having an adviser to act as “a liaison to parents” is important.

English Instructor Mercy Carbonell noted that although Exeter has made strides towards inclusion, “it is still a dominantly heteronormative institution.”

She added, “As one of only a very few Out adults, I can speak to how much our LGBTQ+ students want and need support. I have heard some say that this position shows that we still have so far to go in our acceptance of LGBTQ+ youth and people in our community.”

Lower Sam Park noted how having contact with the administration through a coordinator would strengthen ongoing efforts. “My efforts to improve gender-neutral spaces in athletic and academic buildings would be bolstered strongly by someone in the administration who would be able to present information and requests at a level that I as a student simply don’t have the access to,” she said. “We as students need to work with this great opportunity given to us to truly generate sustainable systemic change within campus life.”

An Asian Student Program Coordinator (ASC) will accompany the incoming LGBTQ+ Coordinator. In an email sent out to all faculty members, Dean of Students Melissa Mischke said the ASC will “promote understanding and awareness through co-curricular programming, engagement opportunities, leadership development and competency training for the

experiences of Asian students.”

She added that the person selected for this position would “assist the Dean of Multicultural Affairs to ensure that [the] entire spectrum of Asian-identifying students are supported equitably by the Office of Multicultural Affairs and institutionally by Phillips Exeter Academy.”

The ASC will achieve this endeavor by serving as a faculty adviser to Asian heritage clubs on campus, along with organizing Asian celebrations and coordinating with the Associate Dean of Multicultural Affairs Hadley Camilus and the International Student Coordinator Jennifer Smith.

According to Camilus, “I don’t know who prompted this development...I know that Asian students have advocated for this position, especially those who are part of the affinity group Asian Voices (AV), and we talked about it in OMA. AV helped me understand what issues Asian students are facing so I could bring them to the table at OMA,” he explained.

In considering these new positions, the Principal’s Leadership Team first discussed the logistics. Then, Dean of Multicultural Affairs Sami Atif gathered faculty input for the specific job description. “I hope this person will be able to help our administrative team understand issues Asian students go through,” Camilus said.

English Instructor and Asian Advisory Board Instructor Wei-Ling Woo sees a lack of affirmation when it comes to Asian students’ experiences, which “manifests itself in all sorts of ways, big and small—from not seeing their experiences reflected in our curriculum to recognizing that Asian students, diverse as this population may be, have specific needs.”

Woo also recognized a problem in how current programming for Asian Students is managed by faculty, who are juggling many other responsibilities. “The

creation of this role will allow someone to focus more on serving the needs of Asian students specifically, to interface more closely with OMA and to dedicate more time and resources to programming,” Woo said.

She also hopes that the coordinator will bring to campus the Asian American Footsteps Conference, a gathering for Asian American students who attend New England independent schools.

Mathematics Instructor Brandon Hew hopes that this new coordinator will serve as an advocate and “push the conversation in new ways,” by introducing new programming. “To bring it all under the same coordinator will, I think, help give a new focus and attention to this,” he said.

Sharing a similar perspective, lower Jasmine Liao is grateful that there will be someone to coordinate more activities that pertain to the Asian community, or incorporate Asian voices into existing events like MLK Day. “I think it is really beneficial to have one just so we can have a voice to be heard and have more of a presence on campus,” she said.

Araya Sornwanee, a postgraduate from Thailand, brought up the idea of implementing ALES’s model for an Asian society under the new coordinator’s guidance. “The adviser should also be able to lead discussions similarly to the ALES,” she said. “I hope the adviser would be able to connect with students, especially ‘new internationals.’”

Sornwanee elaborated on what she felt was a lack of support for students from predominantly Asian communities to transition to Exeter. “I believe that I need more support from the school to feel more included in this community...I sometimes feel that the CCO and the health center view Asian kids as academically talented but socially awkward,” she said.

Although the Academy has been try-

ing to be more racially inclusive, Sornwanee expressed disappointment at how “the resources for creating that inclusive community seem to be limited to certain ethnicities.”

Lower Mia Kuromaru also voiced that an Asian student adviser is a crucial position on campus. She described her own difficulty with facing the stereotypical Asian image on campus. “The common misconception is that Asian or Asian American students are excelling in academics and therefore doing fine in school. An Asian student coordinator would understand our experiences and take them into account when advising us,” she said.

President of the 51st ALES Board and upper Rose Martin acknowledged the existence of “stigmas against Asian students and the debate about, whether they’re people of color or not,” which may have discouraged Asian Exonians from utilizing support from OMA.

Some community members, however, feel that the new ASC position would be hypocritical given the proposed position of Director of Equity and Inclusion (DEI). “I wish [the Asian student coordinator] position didn’t have to exist,” upper Daniel Kang said. “The need for that separate position indicates a deep, underlying disconnect between what the position of the DEI is supposed to do and what they will do.”

Camilus emphasized that hiring an Asian student coordinator does not mean that other OMA members are “passing the buck.” “It’s about satisfying needs as quickly as possible,” he said. “Students appreciate seeing a face in OMA who understands. This new person will open the doors to Asian students so they feel welcomed to use [OMA] as a resource,” he said.

At this time, details on the ninth grade coordinator were not available, but are expected to be released soon.

Dining Services Proposes Possible Renovations for Elm

Continued from RENOVATIONS, A1

ent as possible. “There were students who were more comfortable with being in the smaller groups; it was easier for them to find small tables and have their own instead of awkwardly sitting at the edge of the longer ones,” she said.

Yan stressed the importance of diversity in seating arrangement at dining halls. “We have way too many long dorm tables, it’s hostile to more introverted people,” she said. “We found that students choose to not go to [the] dining hall because they feel it’s too much of an intimidating place. You’re seen by everyone else if you sit alone by yourself.”

Student reactions were not entirely positive, however. “One big concern was that at high traffic times, if mixing the seating would affect the seating capacity of Elm,” Noori said.

Other concerns revolved around the practicality of the new chair designs. Senior Claire Melvin, while acknowledging that

the higher chairs, similar to those in Grill, would be more appropriate for students who want to do work or eat less food, was worried that they would cause inconveniences. “Can the side with higher seating accommodate faculty children? Will this make it more difficult to clean the dining hall?” she asked.

Some Exonians found the taller chairs impractical. Senior Joy Zhang, for instance, shared that she would like to be able to touch the ground with her feet while eating. “I don’t feel the need to swing my feet around. The seats are also less deep—I can’t really fit myself snugly in it,” she said.

Meanwhile, upper Jordan Davidson recognized that the cushioned chairs and the lounge area would be “ruined easily” with students spilling food and drinks. Upper Niko Amber shared a similar sentiment, adding that the high chairs would become less serviceable over time as they become more prone to wobbling.

Upper Luca Cantone, in a similar vein, criticized the chairs for their “subpar rigidity and comfort,” adding, “I don’t see the level-

up in replacing good wooden chairs with self-consciously ‘modern’ looking composite chairs, which are less comfortable.”

The “modern” look of the new chairs also worries students and adults who want to preserve the architectural integrity of Elm Street. “Changing [the chair] is like renovating the architecture, something a third party has no business doing,” senior Harry Saunders said.

Faculty emeritus Jim Samiljan, who has been at the Academy since 1967 and still regularly uses Elm Street Dining Hall, also commented, “There aren’t any problems with the current [chairs] design; we should stay loyal to the architecture of the building, which has been here since 1973.”

On the other hand, while he does not see where the impetus for change comes from, Mathematics Instructor Joseph Wolfson appreciates the concept of a creating a more welcoming dining space. “I really like Grill and its seating arrangement because it’s more casual,” Wolfson said. He did question, however, whether this more casual style

would work well for Elm Street, a high-volume lunch and dinner space, voicing concerns about the smaller tables.

“I used to live in Cilley Hall, and the boys there had a table to themselves. Some dorms still do now,” Wolfson said. “It’s a trade-off, because they won’t be able to do that anymore with the small tables. Or they might just move the tables, unless Facilities bolts them to the floor.”

On a more positive note, upper Bryce Morales shared that he did like the idea of making Elm Street more colorful with the addition of the new chairs. “Some of the current ones have broken legs, or the bars connecting them are not quite right,” Morales said. “I think the new designs, especially the black one with the high back, are more comfortable.”

Noori shared this sentiment. “I think that breaking it up and having different seating options would make Elm more like home,” he said. “That’s what boarding school it supposed to be, right? It’s our home for eight months.”

Update on Interim Principal Search as Trustees Visit Campus

By JOHN BECKERLE
and SHIVANI TRIPATHI
Staff Writers

As the 2017-18 academic year comes to a close, the role of the Interim Principal remains undesignated. The trustees, headed by President of the Trustees Tony Downer ’75, will return to campus this weekend.

The *Exonian* previously reported that the trustees hoped to select one of three candidates—Director of Student Well-Being Christina Palmer, Head of the Doane Stuart School Pamela Clarke and former Academy trustee and alumnus William Rawson ’71—by the end of the month.

The trustees’ arrival on campus marks the beginning of “considerable time meeting with Principal [Lisa] MacFarlane

and her leadership team,” Downer said. The trustees will also meet with Robert Greene, the school’s outside consultant on Diversity, Equity and Inclusion, and will celebrate the giving of the Founders’ Day Award as well as attend the memorial service for recently-passed fellow-trustee Kerry Landreth Reed.

Additionally, the trustees will attend sessions devoted to strategic planning

and foundational committee work that concentrates on the student experience, including faculty and staff workload, the school’s infrastructure and finances.

Although their on-campus work does not seem to include deliberations on the Interim Principal, Downer said he anticipates that “the selection and the announcement...will be in the very near future.”

The Importance of Coco Connors

Andrea So '20

Columnist

On May 4, the widely anticipated second season of *Dear White People* was released. *Dear White People* is a Netflix show centered around a group of black students navigating life at a predominantly white college, not unlike Exeter. While the first season focused on introducing the characters and exposing injustices at their school—such as the problem of major donors trying to force integration of a historically black dorm—the second season is addressing the relevant issues of alt-right nonsense on social media websites and the people hiding behind the anonymity of the internet age.

Ever since the first season, the character Coco Connors has been one of most ingenious and authentic

The second season is addressing the relevant issues of alt-right nonsense on social media websites and the people hiding behind the anonymity of the internet age.

parts about *Dear White People*. She serves as a juxtaposition to Sam, the show's protagonist who is biracial and extremely passionate about her beliefs pertaining to social justice. In the Netflix series, Sam hosts her own radio show, *Dear White People*, and chastises Coco for wanting to join a sorority instead of the Black

Student Union, which is eventually explained as we learn more about Coco's past and why she is reluctant to be as vocal as Sam.

From a flashback episode in the first season, we know that Coco grew up on the South Side of Chicago, and that from a young age, she learned to associate blackness to ugliness (i.e. when she and her friends chose different dolls to play with at preschool.) In order to attend an Ivy League university, she had to seek help from a wealthy white mentor.

On the other hand, Sam grew up in a financially stable household. Her character is clearly meant to be pretty in a bohemian no-makeup sense, contrasting with Coco's full face of perfectly applied makeup, weave, and formal everyday outfits. Sam has light skin and light eyes, while Coco doesn't. Sam's real name is Samantha, while Coco's is Colandrea.

In one particularly poignant scene, Coco says to Sam: "You can get away with murder because you look more like them than I do. That's your light skin privilege. Until you acknowledge that, shut the [expletive] up about who's woke or not."

While Sam is the one making her voice heard on racial injustice across campus, we cannot ignore the fact that she benefits from the privilege that her light skin and biracial background affords her.

In order to counter this, Coco chooses to assimilate into the white groups that hold power and influence on campus. She is acutely aware of the particular way in which

the world views her because of her dark skin, as it is something that she has encountered over and over again throughout the course of her life. It has affected her in such profound ways that she is tired of engaging with it; instead, she chooses to act as if she is above it.

Yes, we should be able to critique her lack of participation in issues of social justice, but to call her "unwoke" is to disregard the complexities that make up her character and her background. Coco knows how to cement herself in a position of power that no one can bring her down from, whether it's chatting up wealthy white alumni or making herself head of student group CORE, she does it regardless of the cost. While that is sad to see, her sheer determination is incredibly commendable.

Dear White People is doing a

Dear White People is doing a great job of bringing a diverse cast of characters into the mainstream consciousness, and through Coco Connors, it is also showing us the different ways in which racism can affect people of the same race.

great job of bringing a diverse cast of characters into the mainstream consciousness, and through Coco Connors, it is also showing us the different ways in which racism can affect people of the same race.

Palestine and Israel: The Taboo Topic

Safa Firas '19

Haya Firas '21

Guest Contributors

Over the past few days, Exeter has been buzzing with conversations around schedule reform, release of the 2018 yearbook and the hottest teas from last weekend. Whether it's around the Harkness table or sitting with some friends at lunch, we always seem to be talking. This campus is filled with young intellectuals and bright students who are always willing to engage in discussions, and as a community, we are definitely capable of addressing important subjects. But although it is within our capability, numerous examples from the past have shown that we often fail to address the most controversial topics; topics that are not agreed upon by the majority.

As we make our way from class to class, students are protected inside our Exeter bubble. But outside of our campus, young Palestinians flee from the uproar of gunshots while protesting the recent relocation of the U.S. Embassy from Tel Aviv to Jerusalem.

On May 14, 2018, the Trump

administration held a ceremony in Jerusalem to mark the official opening of the embassy. Ivanka Trump, alongside Israeli Prime Minister Benjamin Netanyahu, revealed an inauguration plaque and proudly applauded the strong alliance between the U.S. and Israel.

However, at the very same time, Israeli drones were dropping tear gas on seas of protesters near the Gaza border. The ground was scorched and flames lit up the landscape. Clouds of black smoke blocked out the sky as some Palestinians stayed to fight with rock slings in hand, and others chose to run for their lives. Although tarnished and dirty, Palestinian flags were raised high. Men and women of all ages were rushing back and forth, carrying the injured away on stretchers. According to the Palestinian Health Ministry, at least 59 people died, and more than 2,700 Palestinians suffered injuries that required immediate medical attention. Among the deceased was an 8-month-old infant, Laila Anwar Ghandour. She died from gas inhalation, raising the death toll from 58 to 59 in mere seconds.

Palestinians are constantly dying at the hands of Israeli soldiers, making the incident on Monday far from unique. This is what Palestin-

ians endure almost every day. This is their life and it shouldn't be. But it is and unfortunately, we've all accepted that.

The victims of May 14 are now just part of Palestine and Israel's long and painful history, a history so atrocious that the massacre this past Monday has left the Exeter community virtually unfazed.

As Jordanians, coming to Exeter instilled a sense of helplessness within us. We are very far away from home, and we're the only current students from the Middle East. This makes it very hard for us to find people to talk to about the issues in Palestine. It's heartbreaking to hear all the tragic news from our family back home but hear nothing from the Exeter Community.

During our collective time at Exeter, we have seen the community address many important issues, but rarely have we spoken about Palestine and Israel. It might be due to a lack of knowledge or it might be because of a lack of mindfulness. Perhaps we are so scared of offending people with viewpoints different from ours that we never address bigger issues.

No matter our beliefs, it's time we opened discussion even if it's just an acknowledgment of the facts. It's time we talk about Palestine.

An Exonian's Mindset for Change

Mai Hoang '20

Columnist

Since brevity is more challenging than verbosity I will task myself with writing an op-ed under 700 words. You can count and see.

Lately, I've been thinking a lot about how human minds work, which is to say, my mind is thinking about my mind. (And the moment you start going meta, you realize that if you think about how your mind is thinking about your mind then it's your mind thinking about your mind thinking about your mind, so on and so forth.)

A week ago, being both dumb and vain, I went for a light jog in the woods without any baseline knowledge of the trails. Someone running in the opposite direction told me to make two right turns and a left turn. But before I knew it, I lost track of the minuscule crimson arrows pasted on the tree trunks. One moment, I was on the red trail; the next, I was wading through water and mud, wondering how I had arrived there. The more I ran, the deeper I went.

Panic descended upon me and I could sense it too, the way my brows started furrowing, the way I started to curse the trees, the wet ground and my own stupidity. I shouted amongst the dense leaves, hoping someone would hear.

This is what it means to be lost - the split interval between following arrows on the trail and losing track of which path is which, losing track of where

you came from, running with your eyes closed.

Exonians don't have enough free time, most committee members conceded, classes go on for too long, and extracurricular commitments clog up the remaining hours of the day.

I have been lost many a time, both physically and metaphorically. There is not much difference between the two. The last thing I want to do is universalize my experience, but I believe that many Exonians are also prone to getting lost.

So, I will dedicate this op-ed, the last one of the school year,

to the unorthodox task of reminiscing how half of my Exeter career has gone by in the blink of an eye; I am now filled with trepidation, looking at the upper year ahead, not sure when and how I arrived at this point where so much of my happiness depends on the things I do on campus.

"Live in the moment" is quintessential good advice, but it's easier said than done. I am aware that most of the time, I try to follow arrows rather than enjoy the beauty of my surroundings. But I cannot run without arrows.

Prompted by concerns about student health and well-being, Exeter's Curriculum Committee tasked itself with reworking the daily schedule for the past year. Exonians don't have enough free time, most committee members conceded, classes go on for too long, and extracurricular commitments clog up the remaining hours of the day. The Committee thus proposed to shorten class periods and designate certain extracurricular activities as "sports" that could be incorporated into the schedule, all in the hope of alleviating student stress.

I don't think that having fewer mandatory hours will better my mental health. With more "free" time in the week, I will only feel added pressure to take on extra commitments, either inside or outside school, so that each hour winds by in as productive a way as possible.

Mental health has recently become a topic of much interest for students and faculty alike, but can a few "upper meditations" and less time in class really change the way students think, when the culture around them still values the same things?

It all boils down to a certain Exonian-esque mental-fixedness, which no remedy I know of can cure. We are lost in a tangled mesh of neuroticism measuring ourselves up to the people who "have it together," worrying about the endpoint, worrying about what happens next. "HYMPSSSSS!" a stressed-out upper once messaged me on Facebook at 20 minutes past midnight. They failed to enunciate a clear reason why this matters so much, but I could guess.

It has to do with enforced elitism, with how we feel that there must be some greater reason why we are at this school. The responsibility of not wasting away our good fortune, the burden that comes with privilege.

After all, I truly don't believe Exonians deserve to be carefree. Do we even deserve to be happy?

Letter to the Editor

Dear Editor,
In the recent issue of *The Exonian*, Head of the Trustees, Tony Downer, stated that the purpose of the interim principal role is "bringing closure to the journey we have been on over the past few years, addressing our past shortcomings and flaws in the realm of sexual misconduct and endeavoring to provide support and bring comfort to those who have

Given that this is the stated purpose of interim, PATH (a group comprised of both alumni harmed on campus and non-harmed alumni) believe that the selection should reflect, at least in part, our input and concerns.

experienced harm." Given that this is the stated purpose of interim, PATH (a group comprised of both alumni harmed on campus and non-harmed alumni) believe that the selection should reflect, at least in part, our input and concerns.

We would like to request that the finalist be given access to Rockingham Files as well as information

from the investigations (Holland Knight, Nixon Peabody, NH State Troopers, Choate Hall, etc). They will need to be aware of what has been, and what is now, so they can make a determination about their suitability for the work.

Secondly, we respectfully ask that the candidates respond to the following questions.

Sincerely,
PATH

Phillips Exeter Alumni for Truth and Healing

QUESTIONS FOR THE CANDIDATES:

Mr. Rawson,

You don't give dates in your statement, but it seems you might have been a trustee during the first Schubart internal disclosures. If that is true, what was your position, or vote even, on disclosure to the community?

What experiences can you share that suggest that you are ready to lead the current Exeter, and not the Exeter of the past?

Ms. Clarke,

In *The Exonian* you state, "We could work to heal relationships with members of the greater Ex-

eter community who may have been harmed in the past, perhaps involving alumni in the process." Please clarify your use of the words "could" and "perhaps" here.

Also, your sentence, "All school Heads today wait for the phone call that a student in the distant or recent past has been sexually mistreated at our school." If you are appointed interim, you will not have to wait for this phone call. Aside from your mention of Ms. Sciocchetti and your support of your front line friend, how do you intend to handle the many "urgent," and "call back" messages from harmed alumni?

Ms. Palmer,

Some in our group have experienced your efforts to change the culture on campus first hand. Our question is somewhat unfair, because it penalizes you for doing good work, but it is a valid concern.

How does it benefit the "greater good" to move you away from your important current work to the interim position, which would necessitate action (if done well), that might make your stay at the Academy, beyond the interim 2 year term, impossible?

Want to have your voice heard?

Submit a piece to the Opinions

section of *The Exonian*!

Contact exonian@gmail.com

Send Letters to the Editor to the same address.

From Genius to Moron: Kanye West's Beautiful Dark Twisted Fantasy

Alan Wu '19

Life Section Editor

Until just over a week ago, I was still excited for new Kanye West music. Even after all the stupid remarks, the tiresome celebrity nonsense and his endorsements of Donald Trump. I still wanted a new Ye album in my iTunes library.

Kanye's been playing this game of celebrity-contrarian for a long time now, and while this facet of his character has primarily attracted derision, it has also inspired equal amounts of pleasure and excitement for music fans and cultural spectators alike, myself included.

I mean, he's a *genius*. At the end of the day, after all the tabloid fervor dies down, what emerges from the rubble is a masterpiece and its creator, who only grows more and more sure of his own brilliance.

I bought into all of this worship as much as Kanye did. I was fine with the public outbreaks as long as it meant I could listen to "My Beautiful Dark Twisted Fantasy." I was fine with his ignorance and narcissism because they inspired "Yeezus." I was fine with "BILL COSBY INNOCENT !!!!!!!!!!" because "The Life of Pablo" was on its way. All of these incidents became prologues and footnotes to the Kanye West story because the greatness of his music shone brighter. But, as we saw last week, genius is a fragile concept. As much as Kanye is a genius, he is also a blithering moron.

What I see in Kanye's embrace of Trump, as well as his deeply problematic comments on slavery, is the inevitable collapse of the "genius myth." Kanye has placed himself in the same lineage as Walt Disney, Steve Jobs, Howard Hughes and Pablo Picasso. These comparisons used to absolve him of any serious consequences. He made us believe that he could flirt with fire and get away with it. But as America's societal friction burns stronger, Kanye has unknowingly immolated himself and the people he represents.

As a "proud non-reader of books," it is extremely apparent that Kanye's understanding of the world and his ways of approaching it are not determined by principle, discipline or knowledge, much like Trump himself.

He has no coherent political dogma. He has no consistent moral principle. He has no dependable value system. Kanye, by both fate and his own doing, is a fugitive. To give him the benefit of the doubt, I don't think Kanye ever recovered from his mother's death and it is likely that he still blames himself. I don't think he's recovered from the fact that his wife was at the gun point of armed robbers. We need to realize that he just got off a rehabilitation stint and

is trying to spend time with his family. For better or for worse, Kanye is still acclimating to this new social climate and figuring out how he fits in context.

As a result, Kanye has given himself over to, as *The New Yorker's* Doreen St. Félix describes, "some Faustian contract with fame."

"Trump is one of rap's favorite people," Kanye said recently in his now infamous interview rant with TMZ. I mean, yeah, he was, before his actions determined the well-being of the wealthiest and most powerful country in the world. What Kanye sees in Trump is not his policies or political ramifications (he has yet to name a single concrete Trump policy). Rather, he still views Trump in the context of a celebrity.

He still views Trump as the host of "The Apprentice," as a symbol of wealth and unabashed egotism. For Kanye, Trump is exactly the vulgar-celebrity president he wants to be. This perspective reveals two primary points of consideration: Kanye's, and by extension our, understanding of "genius" and how that idea exists for a black pop culture figure in America.

Genius is really just societally-celebrated madness. It's an idea that elevates individuals to saviors and subjugates the rest. Given enough money, space and permission, genius becomes something that is unmanageable and relentless.

Even if Kanye has sailed far past the final Rubicon, far beyond the realms of discussion he wants to have, he won't stop. Geniuses never stop. They are, by definition, forever onto something. Think

of Steve Jobs circa 1997, triumphantly returning to Apple after a decade-long exile, ready to give the world translucent iMacs and iPods. And if geniuses are always on the verge of some hidden brilliance, then they can never be wrong, just presently misunderstood.

It's easy to comprehend Kanye's desires for the "genius" status as an exercise of ego and severe delusion. But I think there's something deeper. As a black pop culture figure in America, Kanye is more than aware of the history that his racial identity carries.

The gift of the music that he produces, every beat that he samples and every rhyme that he writes is entirely inseparable from the killings, the beatings and the suffering that brought his ancestors to this country. The gift of black art in America comes from this collective, binding lineage. Its magic comes from the fact that it does not belong to singular talent and that it reflects, in a manner that is gracious and inspiringly truthful, the blood shed under America's creation.

Ta-Nehisi Coates's phenomenal article "I'm Not Black, I'm Kanye" defines the unifying force of black art as an instructive we. He compares Kanye's rebellious attitude to Michael Jackson's changing appearance, finding the desire for liberation in both geniuses.

Liberation from what? Liberation from that we, from the all-encompassing burdens that come with being black in America. The kind of freedom that Kanye touts is a white man's freedom, a freedom without limit or criticism, reserved for

the geniuses that he loves and compares himself to.

No wonder why he thinks that slavery—specifically, four hundred years of institutional and mental slavery—is a "choice." He views black America's heritage of suffering as something that needs to be overcome. What Kanye doesn't realize is that he cannot escape his roots, especially as an artist who is supposed to reflect the world as it is. In the process, he has hurt his community and his ancestors the most because they are tied to his words and his actions as much as he is.

I have no hopes of wrapping any of these points in neat conclusions. Maybe Kanye does like Trump for his policies. Maybe "genius" is a myth we need to kill entirely. I do honestly doubt that any new music from Kanye, even if it's the next "Sgt. Pepper's" or "Dark Side of the Moon" or "OK Computer," can validate the comments he has made.

Kanye is not mentally insane or a political messiah. He is a human being worthy of more nuanced analysis than the boxes of ideology provide. His reasons for rejecting the we, for liking Trump, for embracing the dangerous idealizations of geniuses and for wanting freedoms historically reserved for white men are deeply misguided but understandable. At the heart of this issue is person who is clearly lost and disconnected from his community, colleagues, fans and the ideas he wants to engage in. We can only hope that Kanye finds his way home, back to Chicago and the ancestors that inhabit his art.

Smokeless, but Far from Harmless

about filtered cigarettes? Research now shows that not only are they unhealthy, but they are also actually linked to a different form of cancer called adenocarcinoma, which grows in the periphery of the lung and as a result, is harder to treat.

Fast forward to 2018, electronic nicotine delivery systems (ENDS)—otherwise known as e-cigarettes, electronic hookah, e-hookah, personal vaporizers, vape pens or juuls—are the latest "healthier" smoke. These devices are marketed as a whole-some alternative to cigarettes since they do not produce smoke that results from a tobacco cigarette. Instead, the device has a battery operated generator that detects a change in pressure as the user draws a breath, which then heats a nicotine solution and creates an aerosol.

The fact that ENDS does not produce smoke as found in tobacco cigarette implies a positive shift. But the perceived jump to "healthier" is a stretch to say the least.

According to a new study from UCSF,

hidden under the term "flavorings" in the ingredient list for ENDS lies a host of carcinogenic substances. Researchers tested the urine and saliva of teenagers who used ENDS and found significantly higher levels of dangerous chemicals such as acrylonitrile, acrolein, propylene oxide, acrylamide and crotonaldehyde compared to those who did not use ENDS. Higher levels of acrylonitrile, a poison used in the plastics industry, were found in adolescents who smoked fruit-flavored products. Far from healthy, ENDS also contain many of the same toxic chemicals found in regular cigarettes.

Other studies have found that ENDS aerosol contains heavy metals and carbonyls linked to cancer, like acetaldehyde and formaldehyde. Even the simple act of inhaling foreign, fine air particles while "smoking" an ENDS triggers an immune response, inflaming the lung.

Most importantly, the key ingredient in ENDS, just as in cigarettes, is nicotine—a highly addictive chemical that,

once used regularly, ensures a legion of loyal paying customers who cannot quit. Nicotine adversely affects the developing brain and is also toxic to fetuses. Due to its concentrated nature, less than half a teaspoon of an ENDS solution can be fatal if swallowed by a 20 month old child. Overdoses of nicotine cause vomiting, sweating, cardiac arrhythmias, seizures and respiratory failure.

History usually repeats itself, so the surge in popularity of "healthier" ENDS is no surprise. As long as there are ways to manipulate normal chemical interactions in the brain through use of exogenous chemicals, there will always be new substances emerging and innovative ways to market them.

Utilizing the brain's most powerful resource, the ability to think and reason, rather than believing the hype of a so called "healthier" product like ENDS, is the best way to truly make healthier choices.

Aida Cerundolo, M.D.

Interim Medical Director

The popularity of electronic nicotine delivery systems (ENDS) reflects a predictable trend in the history of tobacco in the US.

In the 1950s, as public knowledge of the association between smoking and cancer grew, cigarettes sales slumped. In response, the tobacco industry developed filtered cigarettes as a "healthier" option. This move reversed a decline in cigarette sales and the industry prospered once more.

Since then, mounting scientific evidence about the harmful effects of smoking, lawsuits, and tighter government regulations have plagued the tobacco industry. Greater public awareness of smoking risks has resulted in a steep drop in cigarette use over the past 50 years down to only 15% of adults in 2015. And what

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ExonianHumor



Things to do as An Opting Prep

By AVA HARRINGTON
Take Time for Yourself

Stuco has suggested a new policy in which preps and lowers have the opportunity to opt. Here's what *The Exonian* suggests you spend that time doing.

1. Something illicit probably.
2. Your health homework.
3. Strategizing your next social event.
4. Awkwardly ask your friend to set you up with someone for EP.
5. Do preps do anything besides gossip? Not sure.
6. Obsess over room picks when there's no rooms for you to pick from.
7. Shopping for lanyards.
8. Complain about how terribly your teachers are and how much homework they give.

New Schedule

AVA HARRINGTON
Wants to be Done by Noon

01/17/2019

Today was a great day! I woke up for my 8 am class, which was math. We got through three whole problems! Then, I went to my 8:25 class, which was English. We didn't get a chance to get into the text or anything, but at least we caught up with each other. After that, we had a ten minute break for faculty meeting. I hear they're discussing the V's policy. I hope they get a lot accomplished! I was all done with classes for the day.

During FG it was time for club puck. With the new sports schedule all of our sports meet during that time, so we have to share the rink with the four real teams. We got to skate with boys Varsity today, which was fun until a PG checked me into the boards. I don't really remember much of what happened after that, but I did get to touch a PG, which was hot.

With all this free time, I've had the extra time to reach Nirvana. I also read the Bible (Spoiler Alert: The main character dies, but he pulls a bit of a Kenny McCormick if you know what I mean). This is so much better than the old schedule!

xoxox
Ava

TFW The Grad Edition is Due and You Don't Want to be Mean but You Have to Do It Anyway

By THE HUMOR EDITORS
I'm Not Trying to be Mean



From all of us at the Humor Page, have an amazing summer! Keep in touch, keep making jokes, and please keep (start) submitting to the humor section.

P.S. Ava wants me to add that she would like to make more friends for the summer and to add her on snap at @aharry01.

Meditations on Fishing

By AVA HARRINGTON
Likes fishing, hates boats.

There comes a time in every man's life where he, being of a wealthier standing and possessing a reluctance for physical exertion, takes up a new hobby. This proud son, much like his bucket-hat-wearing forefathers, discovers the secrets of life and meaning in himself by luring in creatures to admire. He will never possess such creatures, but will touch and should I say fondle these slimsters until they squirm away. Our hero is, of course, a fisherman.

Fishers have found a new target recently: Exonians. Donning a pair of waders and four extra socks, these "apex predators" dangle their

bait of "Important Updates" from "The University" above our heads like some sort of sick Spongebob crossover episode ("How could they be dangerous? They're covered with free cheese!") Can we ever escape these E. B. White-loving, "Once More to the Lake" reading, endlessly catch and releasing fishes in pursuit of a childhood thrill they'll never experience again? Will we ever free ourselves from this ceaselessly "Important Task?"

We must educate ourselves on the dangers of the least physically demanding sport. We must keep in mind that standing around

waiting for a quarter pound sun-fish or apparently Exonians is not just a hobby. Fishing is a way of life. When we understand this, we can divert these fishers back to their smaller (though equally intelligent) prey. We must remind ourselves that this cannot become "The Most Dangerous Game." This must remain, if anything, "The Most Mildly Irritating Game." We cannot get baited hook line and sinker by frat boys in high-end flip flops. We must stop fishing at the Academy, or else risk becoming a group of floppy craniates.

Overenrolled!

By MAEGAN PAUL
Let's Kick Some Preps Out

Blessings and thanks to the good Lord for allowing Exeter's yield to surpass Andover's this year. We love Exie! But now we have a problem because we really don't have enough space for all of those people. In fact, almost all of the current preps will have roommates next year, which is TeRriFiC.* Although this can prove to be a great excuse for disliking the incoming preps, I have some ideas to make everything great again.

We can destroy Fisher Theater and build a massive dorm in its place. Not only will some people have rooms, but if there are a ton of doubles, half of the entire prep class should be covered! Sure, Fisher is not in the best of loca-

tions, but Lamont is nearby and some of the Lamonsers seem to be perfectly okay with it.

Alternatively, we could have the preps live in giant halls like in the military movies. Everyone can get their own bed with the incredibly fashionable E&R sheets. Also, who doesn't want to wear drab military uniforms that separate them from others at Exie? Not only will the preps look the part, but they can wake up at 5am to work out just like the real 'army'! So much fun!

DON'T PUT 70 PEOPLE IN DUNBAR. First of all, no. Second, NO. Just because we are the biggest dorm on campus doesn't mean that we need to become even bigger! This year was already a

stretch by having a whole 63 people, so why should the number of students increase? It's understandably hard to assign rooms for the numerous new students, but please don't flood Dunbar with any more people.

The Dean of Residential Life is going to have a lot of work to do in order to fit all of these people, but hopefully my feasible ideas will be implemented to solve the issues.

*Editor's Note: I'VE HAD A ROOMMATE FOR THE PAST TWO YEARS AND I'M GOING TO HAVE A ROOMMATE MY SENIOR YEAR AS WELL. YOU HAVE NO RIGHT. That is all.
- Ava

Yearly Reflection, As Told by "Exeter Memes for Non Sibi Teens"

By AVA HARRINGTON
A Sibi Teen

This is the last edition of *The Exonian* and, more importantly, the last edition of the humor section for the year. We editors (royal "we") at the humor section decided to present you with an anthology of the 2017-18 school year, as told by the Facebook group Exeter Memes for Non Sibi Teens, a platform for posting memes related to the trials and tribulations of life at Phillips Exeter.

What a year we've had! The summer brought us the great Jeffrey Drummond, who commented on the lack of alumni involvement in memes and gave us all hope for our own future. In September, a new wave of preps brought in the EJP (Exeter Juuling Pandemic) and subjected us to conversations about "preserving our health." Tychimba Jess brought us a mobius strip, and PMac taught us about her affinity for strong,

black coffee and spawned a bunch of terrible memes that the Humor Section capitalized on. In October, the "boonk game" swept through to take mail room covers. I really don't know what satisfaction a mailbox cover can bring, but if that makes you happy, have fun with those cameras. By the end of the month, the centerpiece and crown jewel of our Facebook timelines was discovered and picked up by *The Exonian*. Nevertheless, PEA Memes persisted, reminding us of our habit for enjoying assembly livestreams from the comfort of our bedrooms instead of the discomfort of those padded benches, and Dean Coole's habit for stopping us with punishments. Speaking of assembly, we had Schwarzy and Chisholm throw it down and lay it out for us in a Battle Royale of "friendly discussion."

In winter, "everyone was slip-

ping!" into the new year. It was certainly a "New Year Numi" for a lot of people, especially the many that discovered the Academic Dishonesty Statement is "copied and pasted." Perhaps this was what frightened PMac away from Exeter, which made Sarah Rae wonder "Wot in Principal MacFarlane resignation?" And on photo day, George and Thomas Matheos bamboozled us by outperforming everyone else's images. In the spring, Paul Gravel couldn't round up to 99 percent, and we were mad. Finally, the phishers slid into our DM's, subjecting us to an eternal distrust for all emails entitled "Important Updates." What memes will Exonians bring us in the coming months? Only time will tell, but I really hope it has something to do with the interim principal. Don't fail us, Exonians.

Quotes of the Week

"Planned Parenthood sees me coming and they lock the doors."
- Anonymous

"That pouty selfie face should be forever banned from human history."
- Mr. Hartnett

"I have a major problem."
"Is this the type of problem that can be solved with antibiotics? Or maybe a cream?"
- Ava and Seb

"I fall asleep to Death Grips all the time. The screaming soothes me; I love it."
- Alan

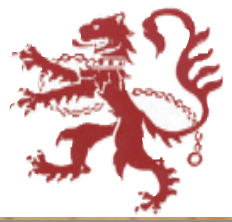
"Why can't we put f*** in the article?"
"This is a Christian server, we don't swear here."
- Paul and Alan

"Oil is the black tar heroin of investors."
- Jaime

STRKS (Snap Us)
@aharry01
@abbyz_hang
@lizzy127345



ExeterLife



The Lamont Gallery opened a new exhibition, BIG TIME: ART 500, showcasing student work.

Avery Napier/The Exonian

LAMONT YOUNGER POETS READING

By RACHEL WON and ANGELE YANG
Staff Writers

Rockefeller Hall fell silent on Wednesday evening, the audience captivated as prep Anne Brandes prepared to read her poem. “Pine,” she began. “Feathered needles spread by damp, salty breeze.” With these opening lines, Brandes kicked off the Lamont Younger Poets Reading.

This year’s Lamont Younger Poets Prize was awarded to Brandes along with lowers Mai Hoang, Virginia Little and Blane Zhu, recognizing the best poetry written by preps and lowers at the Academy. The winners’ reading was followed by a reading from Lamont poet Jill McDonough, the author of multiple poetry collections and chapbooks, including “Habeas Corpus,” “Where You Live,” “Reaper” and “Oh, James!”

The Lamont Younger Poets Prize was founded in 2004 in memory of Rex McGuinn, a member and later committee head of the Lamont Poetry Committee during his time at the Academy. As a poet and teacher, McGuinn believed that poetry could give rise to a new way of seeing the world.

He was particularly encouraging towards underclassmen in the prep and lower grades. Following in McGuinn’s spirit, the Lamont Poetry Program recognizes up to four promising younger poets every year. “After the death of McGuinn, a very influential teacher of poetry here, we wanted to do something that would honor his influence for students, particularly in

the lower and prep level,” English Instructor and Chair of the Lamont Poetry Committee Todd Hearon said.

Hearon, who helped organize this year’s event, further detailed that the Lamont Poetry Prize was “tailor-made to the younger students,” as the Sibley Poetry Prize, the Academy’s other poetry prize, typically honors upperclassmen. “Every year, I’m impressed by the quality and variety of the submissions,” he said. “The event just nails home that poetry is alive and well in the prep and lower levels.”

Brandes began with her poem titled “Mother Nature,” followed by Hoang’s “Ghazal: A Confession,” Little’s “Villanelle: ‘Body Language,’” and Zhu’s “Man, Foreign.” Hearon found this year’s event to be particularly memorable, as it featured Hoang, a two-time winner, and Little, whose sister, senior Alice Little, also won the award two years prior.

At the time, Virginia Little, who had just been accepted to Exeter, expressed excitement about Exeter’s arts program after learning about her sister’s award. “[Alice] is a great writer and thinks deeply about the subjects of her poems and narratives,” she said. “It is special for us to share such a distinction, and we are both humbled to have been chosen out of so many great writers and poets here at Exeter.”

Students drew from a variety of experiences for inspiration. Inspired by this year’s Martin Luther King Jr. Day, Little wrote a poem about “the difficulty of spoken language to convey what we mean and to connect.” She added, “[On MLK Day], there were people who weren’t connecting—not listening to each other

and understanding each other’s hurt feelings—and I thought about how people struggle to reach each other but, because language can be a barrier, just can’t.”

For Little, reading poetry is a family tradition. “Our family sometimes reads [poetry] to each other and shares poems when we’re together or by email when we’re at school,” she said. During the reading, Little was joined by her grandparents, parents and sister.

Brandes, who served as the editor-in-chief of her previous school’s writing magazine, wrote a poem dedicated to her mother. “I related her to different aspects of nature—a pine [and] a Japanese maple. I described our experience with those plants and how I interacted with her,” Brandes said.

Hoang was fascinated with the ghazal format, an Arabic poetry form consisting of a rhyming format and a repeating word or phrase. “The first ghazal I read was Meg Day’s; she wrote an amazing one that really inspired me. There are so many different ways that you can think about one word and it has different meanings,” Hoang said.

She applied this concept to her word: drama. “I just Googled different forms of drama. I didn’t really have a unique story that I wanted to tell; I didn’t even know what I was going to write about, just the concept of drama,” Hoang said. She wanted her poem to be one that could be better understood through research.

Zhu entered a poem that he wrote during an English class. “My poem was an English assignment. We were reading Gregory Pardlo at the time, and one of the poems he had was a

rhyming poem. I was really intrigued by it because I had never rhymed before,” he said. “I thought of a recent experience I had going back to the Beijing countryside over vacation. I wrote a poem about that experience because I’m a city person, and I tried to show the juxtaposition of identity and the people around me.”

Student poets were further inspired by McDonough’s reading. “Jill was just so great,” Brandes said. “She talked about what she believed in, she wrote about what she felt. I think that was really refreshing. She was very passionate, and she really gave all of herself to the people who were listening.”

Hoang admired McDonough’s pursuits outside of writing poetry. “I really respect what she does with prisoners in Boston; she started that whole program to teach them English, and it gives me so much hope that you can do that sort of thing,” Hoang said. “She’s such a funny and optimistic person—who wouldn’t love Jill?”

Zhu left the event with a crucial piece of advice. “There was one thing that she said [in one of her poems] that was really striking. It said we’re poets, you can be anything if you’re a poet, you can have that power. I really liked the connection between poet and freedom and liberation. I really liked the idea that the voice liberates your thoughts,” Zhu said.

McDonough was similarly impressed by the Lamont Younger Poets. “[The student poems] were ambitious, accomplished, and moving. [My advice would be to] keep having fun with writing—let poetry be a place where you are experimenting and trying new things,” McDonough said.

ART 500 SHOWCASE

By VERONICA CHOULGA, RAMYANEE MUKHERJEE and CANDY TANTICHIRASAKUL
Staff Writers

On the opening night of “Big Time: Art 500+,” the Lamont Gallery was bustling with Exonians celebrating and admiring the work of their friends, children and students. The gallery, which is usually taken up by guest artists, is now full of artwork created by Exonians. Students enrolled in Exeter’s most advanced art courses have the opportunity to showcase their work in the gallery.

The exhibition runs from May 11 until June 3. In these advanced art courses, either Art 500 or Art 999, students are given the freedom to experiment with and build upon skills that they’ve already mastered to develop their own original pieces of art. Tasked to create an individual portfolio based around a specific thematic question, students independently developed their own projects and curriculums in the studio, while also receiving occasional guidance and weekly feedback from art instructors.

“Big Time: Art 500+” aims to share and celebrate these creative efforts from over 20 student artists with the rest of the Exeter community. Beyond the artworks themselves, visitors of the exhibit are able to see the entire artistic process, from a work’s initial sketches to its implementation within the studio.

The Art 500 course allows for exploration across artistic mediums, so the exhibition features a variety of art forms. Senior Chris Luke worked with animation, something he considers relatively foreign to Exeter’s typical art curriculum. “I was inspired by a lot of the animation I saw on television and the internet. I taught myself by imitating and studying those works,” he said.

Senior Lauren Maguire created a photography project for the course. “At the time I was feeling like I didn’t have much choice, that I wasn’t allowed to control my future and have control over my feelings. I felt like I was being

told to fit into a certain mold,” she said. Inspired by these emotions, Maguire created a series of photographs exploring the way that certain values are imposed onto people.

For Maguire, art has always been a way of expressing deeper concepts. “I can’t really do art without having some sort of deeper meaning behind it. I can’t just create something that’s aesthetically pleasing for me,” she said.

Luke felt similar, saying, “I think that it offers an avenue of self-expression that is entirely unique.”

Senior Ivy Tran created a collection of clothing as her independent project for the Art 999 course. Her primary aim was to instill and communicate a specific message through her work.

“My collection ‘Prenon’ has a simple aim: to empower and celebrate women. The design of each individual piece embraces the different aspects and struggles of being a woman. My collection shows that even in fashion, we can work to support women, to be loud for those who do not have a voice,” said Tran.

For Art Department Chair Tara Lewis, art is like food and air—sustaining and necessary for growth. In addition to student work, faculty work is also displayed in the showcase. “I chose portrait painting because that’s definitely my thing,” Lewis said. “Some kids were soccer stars or varsity athletes, and I considered art my ‘sport’ I practiced,” said Lewis.

Senior Theodore Jaffrey, whose artwork entitled “The Human Emoji” presented a collection of raw photographs of human emotions, had similar hopes for his project and for the gallery. “I think it would be cool for people to generally recognize that we all have different ways of expressing ourselves and our emotions, and as a community we need to recognize that,” he said.

WE ALL BLEED RED

By CHARLOTTE LISA and LOUIS MUKAMA
Staff Writers

This past Friday night, members of the Exeter community gathered in Agora for the opening night of We All Bleed Red, a student-run multimedia arts project centered around the theme of identity. Students and faculty performed musical pieces, spoken word and poetry to express their own interpretation of “We All Bleed Red” in the dimly lit Agora, whose walls were covered with more pieces of artwork and poetry.

Senior Pedro Repsold De Sanson, an organizer of the event, said, “Opening night was so rewarding and embodied the community,” he said. “The topic [of] identity can be very vague and also very unique and personal.”

This year’s We All Bleed Red showcased a new screen test, which included interviews from seniors. He also reflected on the committee’s efforts to include a diverse range of voices in the video.

Repsold De Sanson found the diversity of voices featured in the screen test stunning. “By diverse I mean, in addition to the upfront diversity, diversity of thought, diversity of background and all of those different underlying aspects of someone’s life,” he said.

The visual artwork and poems added additional uniqueness to one’s experience of the event. Senior Vivienne Kraus appreciated the art. “We all have our own identities and trying to understand that through art is really interesting,” she said. Senior Margaret Kraus also believed that “the art people can create can show you new sides

to a person and overall help bring the community together.”

Lower Eman Noraga, another organizer for the event, shared Kraus’s feelings about delving deep into others’ identities. “It was interesting to see and hear these different stories from people, [and] if it hadn’t been for We All Bleed Red, we probably wouldn’t have heard them,” she said.

Prep Audrey Yin, who performed a song during the event, felt that the night’s theme contributed to a feeling of comfort in the room. “At first, I was hesitant on whether I should have explained why I chose this song or not, but then to look down and see so many different people just being there to support the cause, it felt like a really warm and happy environment,” she said.

Event organizer and upper Jeremy Xu said, “The main goal of this project in my eyes is the fact that there needs to be more solidarity amongst Exonians on campus a lot of the time.” Repsold De Sanson agreed, saying, “We All Bleed Red addresses this idea of first trying to recognize who someone is and the story behind them, before having preconceived notions.”

After the evening concluded, Vivienne Kraus said, “I think it’s a good theme, especially because some people can be more open and accepting towards certain identities in this day and age. It’s nice to be able to celebrate that as a group, the fact that we are all different and that it is part of what makes us Exeter.”

FacultySpotlight

ELIZABETH STEVENS

By EMILY KANG and CHRIS SUHR
Staff Writers

Mice chitter in the snake cage. The projector glows blue before displaying a hawk swooping across the sky. Students' eyes widen for the weekly Fun Film Friday in Biology Instructor Elizabeth Stevens's class.

Stevens first found her passion for teaching while working on marine biology research. After college, Stevens found that she didn't enjoy focusing on one specific topic in the way her research approached science. "I found that I am more of a generalist, and I really just like to know a lot about biology in all areas," Stevens said.

Stevens gave some thought about how to apply her preference to a career and realized that teaching biology was perfect for her. She took an internship at Northfield Mount Hermon School and stuck with teaching ever since. "When I tried teaching at Northfield Mount Hermon, I loved it and never looked back. I knew that I wanted to do it for the rest of my career," said Stevens.

Following her internship at Northfield Mount Hermon, Stevens has taught at the all girls Winsor School in Boston and a public middle school in California before arriving at Exeter in 2000.

Stevens decided to teach at Exeter because she wanted to be in an environment that valued its faculty and had exceptional students. "Some smaller boarding schools sometimes overwork their faculty, whether they're coaching sports [or] doing dorm duty. I knew that teaching is the most important thing here," Stevens said.

This term, Stevens is teaching two general biology classes, Human Population and Resource Consumption, as well as Human Anatomy and Physiology. Stevens chose to teach the Human Anatomy and Physiology elective because of her background with the subject during college. "When I was in graduate school, I took a lot of anatomy and



Paula Perez-Glassner/The Exonian

physiology because I thought about going to med school," Stevens said.

As for the Human Population and Resource Consumption elective, Stevens said that the class was created from her passion for environmental science. In the class, she teaches about topics such as demography, the study of populations, over consumption, agriculture and urban design. "The premise of the class is that populations of people are growing, so what are we going to do in terms of feeding them and housing them in the future?" Stevens said.

Her friend and colleague, Biology Instructor Anne Rankin admires the class for the service project each class tackles during the course of the term. "The service project done each year by students in this class was her idea and is a critical part of the curriculum," said Rankin. For example, one year, the students in the class approached plastic water bottles on campus, leading Exeter to become a water bottle free campus.

In addition to the service projects,

Stevens was the original initiator of the Climate Action Day and still works on the committee. Fellow Biology Instructor Sydney Goddard described Stevens as "the force behind our first Climate Action Day; she gathered the troops and led the charge."

Stevens believes that the first step to addressing environmental issues like global warming is through reaching out and educating, which was one of the reasons behind creating Climate Action Day. "I really think that every student needs to have more environmental education. People who are interested in environmental science take the environmental classes, but the students that we really need to reach aren't taking them," said Stevens.

With the progress that Climate Action Day has already brought to the student population, she intends to make environmental science a larger part of students' required education. She is currently working with a group of faculty and staff that plans to create an environmental science requirement

and steer the campus towards carbon net zero. "Initiatives on campus are important in terms of keeping the campus itself sustainable and moving toward carbon net zero," Stevens said.

Along with environmental advocacy, Stevens's other passion is being able to interact with Exeter's students everyday. "I love the curiosity and how bright and hard-working the students are. It makes my day everyday to be working with the kids," Stevens said.

Senior James Fortin, who had Stevens for his winter and spring terms of prep biology, and later, Human Anatomy and Physiology, appreciated her dedication to making sure that students understand the topics. "She has a good sense of when students need her to step into our discussion, and her explanations are thorough," Fortin said.

He also recalled Stevens's humor on his first day of class when she said that she wished to be a bioluminescent dinoflagellate if she were to be reincarnated as an animal. "She really is a unique teacher, and I am glad I had the chance to meet her," said Fortin.

Goddard praised Stevens for her creative teaching and promotion of a lively learning environment, such as implementing Fun Film Friday and online interactive quiz game Kahoot. "She[is] super organized and knows her subject; she puts a lot of time into finding material she thinks will grab her students," Goddard said.

Biology Instructor Richard Aaronian recounted the liveliness of Stevens' classroom. He said, "I teach in the classroom next to her and there is often laughter coming from her students."

Prep Noah Lee also noted her enjoyable style of teaching. "She is thorough when it comes to class. She makes sure we play different activities to engage us, and she is passionate," Lee said.

SeniorSpotlight

CHIARA PEROTTI CORREA

By YUNSEO CHOI and
NIKITA THUMMALA
Staff Writers

As Exonians cheer at events and games, they can spot senior Chiara Perotti Correa capturing photos on the sidelines. Her smile spreads to every person in the area, and her hard work is evident in every project she does. Whether she is hanging out with her friends or bringing awareness to mental health, Correa is an active member on campus and leaves a lasting impression on everyone she connects with.

Born and raised in a small town in Ecuador, Correa was sure from an early age that she wanted to attend college in the U.S. However, she was unsure whether she would be able to adjust to an American college after spending high school in Ecuador where educational opportunities were lacking.

As an international student, Correa is a member of the International Student Alliance (ISA) Board. "It's a great experience because I don't think a lot of people realize that there are a lot of international students here," she said. She felt that the alliance greatly helped her transition to a foreign place and is happy to help other students in similar situations with their own move.

Correa's favorite part of Exeter is the friendships that she will take with her, even after she graduates. "I understand that Exeter can be a stressful place where people like to bury themselves in their work, but I've never really been that kind of person. I'm been more of 'Let's go out and about!' or 'Let's go hang together!'" she said.

The relationships she has built here have made Exeter a "home away from home" for her. However, Correa did face a few obstacles when she initially arrived as a new lower. As a native Spanish speaker, she struggled to transition to speaking English all the time. She worked hard to perfect her American accent, as she saw how people would judge her family for the way they spoke whenever they



Paula Perez-Glassner/The Exonian

visited America.

That being said, coming to Exeter has made her more proud of where she comes from. "Since there are not a lot of native Latinos here, I have always made it my mission to make sure that we have representation or make people aware of the different cultures," Correa said. She hoped to spread some knowledge of different countries and varying customs around the world.

Many know Correa as a reliable and supportive friend. Senior Teddy Scott described her as a "110 percent" friend. According to Scott, Correa makes people happy just because she can. "She works hard in the things she loves, and she has a lot of time, energy and effort to give," he said.

Senior Alexander Renaud, who first met Correa through International Student Orientation, recalled her warm and friendly nature and how easy it was to connect with her the first time they met. Renaud particularly appreciates Correa's giving nature. "She can put down getting an A on a paper because she cares more about helping other people than helping

herself," he said.

Having been roommates with Correa, senior Milena Deguerre feels that she will always be able to count on her. "She is just someone that I can knock on her door for anything, and we catch up every day," she said.

Deguerre also praised Correa for her linguistic abilities, saying, "I have classes with her in English, and I have also seen her take French, and as someone who speaks only one language, it's impressive that she can even write something in another language, and it's actually good."

Modern Languages Instructor Hershel Reichlin, who had Correa in his Italian 999 course, agreed. Correa, who is a native Spanish speaker, studied French at Exeter and has Italian-speaking family members, entered the course with a strong background in Romance languages. "She has a great feel for the music of Italian and can switch between languages using idiomatic expressions with ease," Reichlin said.

However, Reichlin knew Correa long before their 999 course. In December 2016, Reichlin met Correa at a term abroad pro-

gram orientation where he was the director of the program in Cuenca, Ecuador. To this day, he still remembers how Correa came to him to introduce herself and stayed longer to introduce Ecuador to the students.

"What better than a native Ecuadorian to inform our prospective candidates about her country, the school and what to expect from the host families? She was incredibly warm, open and generous with her time. I'm convinced it was because of the excitement that she generated that we ended up with 30 applications," he said.

Many students also associate Correa with photography, for good reason. As the previous Director of Photography for both The Exonian and PEAN, she always attended games and events, capturing memories with her camera.

"For me, photography was always something I could use to connect to people because in order to take a picture of someone, you need to have an upfront conversation first," Correa said. "That's what I always loved about it. I got to meet people that I wouldn't interact with on a daily basis."

In addition to photography, Correa is also a co-head for Active Minds, an ESSO club dedicated to raising awareness for and destigmatizing mental health. "I think one of the big things we try to combat is the stigma around mental health," Correa said.

Spanish Instructor Ellen Glassner, Correa's adviser of two years, appreciates Correa's open-mindedness. "She is really comfortable with sharing stuff, and as an advisor, this is a key to having an open relationship because you really have to know the advisees," she said.

In her senior spring, Correa hopes to fill the last weeks at Exeter with quality time with the people around her. Her friends and mentors have no doubt that she will excel in whatever she puts her mind to after all of the obstacles she has overcome.

Correa is truly thankful for the opportunities Exeter has given her. "I'm excited to see what's next in my life, yet I don't regret one single thing about coming here," she said.

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Exonian Sports



VOLLEYBALL WINS CHAMPIONSHIP Claims Fourth Consecutive New England Title

By MILO WALSH
Staff Writer

This season has been dominant once again for the boys' varsity volleyball team. Going into the Final Four Tournament, the Big Red players ranked number one amongst opponents Northfield Mount Hermon, Choate, and Andover. Having only lost one set leading up to the tournament, they were confident they could pull away with their fourth consecutive championship win.

The team has been undefeated the entire season, sweeping every team in straight sets—except for the team's Andover game where Big Red ultimately triumphed with a dominant set score of 3-1.

This lifted the expectations of the team and allowed them to go into their games knowing that they held the ability to prevail. Lower Kerick Walker said, "Going into the Final Four, we were definitely very confident, especially coming off of an undefeated season. I think we were even a little overconfident," he said.

Upper Sam Michaels spoke to the team's storied history. "The volleyball team has always been extremely dominant since our creation five years ago and we had no doubt that we would make the final four."

Apart from their dominance this season, they also had important starters returning to the court from recent injuries. "We were up against Choate, who we've yet to lose a set to, so with Kerick and Toni coming off recent injuries we were confident we could get a comfort victory," Michaels said.

On game day, Choate Rosemary Hall, ranked fourth, proved to be no challenge for the formidable Exeter team. Exeter would go on to win in straight sets, 25-14, 25-12,



Members of the team celebrate in a huddle. and 25-12. One of the reasons for this strong victory has been credited to postgraduate Zach Senglein's exceptional performance. "A highlight from the Choate game was Zach Senglein's hitting out of the middle and right side," Walker said.

The win against Choate gave them the momentum going into the championship game against Andover. However, Andover was able to win the first set, 25-17. This came as a shock to the team, who were not familiar with falling behind. "Being down in the first set against Andover was definitely a little scary," Walker said. "We realized that they weren't just going to roll over and accept [the loss], so everyone had to step up their game and we really had to come together as a team."

Nonetheless, Big Red remained resilient and came back to win "three sets in a row to reclaim our championship," according to

Michaels.

Michaels also credited their comeback to the calm presence from the veterans on the team, he stated, "It was pretty hard for some of the new guys dropping a set as they've gotten accustomed to always winning, so our veterans had to pull the team together and make sure we didn't lose another. It was a blessing in disguise because it made us work even harder and prove that we deserved the win."

Walker also emphasized the influence the veterans had on the team. When asked who stood out during the game, Walker applauded Michaels, the team's primary setter. "His setting was amazing, and he is a true winner. Although I would also like to mention [senior] Toni Roca who played a big role getting kills for us, and James Keeling, who really stepped up as a prep playing in his first championship."

Winning four straight final four cham-

pionships is no small feat. This year, the team has many players that will graduate. However, this will not deter the returning members of the team from their ambitions in the future season. "I think we have a great chance at getting another victory. We have promising lowerclassmen who show lots of potential who will grow into great athletes with time," Michaels said.

Walker agreed and added, "I think as long as our returning players can continue to improve and stay ahead of the competition, you can expect ten championships in a row."

Michaels also credits the team's dominance to their head coach, Bruce Shang. "I wouldn't be surprised if we won 20 years in a row. And this is because of Coach Shang. He's a great coach and he really understands the game as a former player and is amazing at developing players and improving our fundamentals."

Paula Perez-Glassner/The Exonian

ATHLETES OF THE WEEK: GABBY GABEL & KATIE LEE

By JACOB FEIGENBERG
& LOUIS MUKAMA
Staff Writers

Girls' varsity tennis is one of the closest-knit teams on campus. Senior co-captains Gabby Gabel and Katie Lee, captains of the varsity A and B teams respectively, have led each of their teams to a winning season this spring. The junior varsity and varsity B teams are both undefeated and the varsity A team has won five of seven matches against New England prep school competition.

Gabel came to Exeter as a new lower from Fairfield, Connecticut. She grew up playing tennis in high-level competitions and prestigious United States Tennis Association (USTA) sanctioned tournaments. Tennis contributed to her decision to come to Exeter as well. "There was a guy on the [Exeter] tennis team who I knew very well," she said. "I used to play with him when I was younger, and he loved it here."

As the top tennis player at Exeter, Gabel played as the number one seed for the past two seasons. "Gabby has played our top position for the past few years with integrity and grace while representing the team as a co-captain," varsity A head coach Jean Farnum said before elaborating on what makes Gabel the dominant player she is. "Playing a well rounded game, Gabby can execute not only a number of fast well-paced returns but can also mix a variety of shots throughout her singles and doubles matches. Confident with her volley skills, Gabby is able to set up patterns of play to outplay her opponent—a true asset for any successful tennis competitor."

Lee, on the other hand, came to Exeter as a prep from Lower Merion, Pennsylvania after attending Exeter Summer the year before. She has been playing tennis ever since elementary school and appreciated the impact tennis has had on her life. "Sports [are] a great way to meet new people. I started playing tennis in elementary school for a club team. It was very relaxing and helped me get



Reina Matsumoto/The Exonian

my mind off of other stressors," Lee said.

Like Gabel, Lee has played in USTA tournaments outside of Exeter. In her prep winter, Lee also joined the squash team and found in it an amazing group of friends, and was one of its best players. In addition to being a co-captain of varsity tennis, Lee was also one of the captains of varsity squash this past year.

On a team where players are ranked and play often-heated challenge matches, unity and solidarity are surprisingly strong. There are six players on each team, which creates a tight community. "You would think that challenge matches make the team too cutthroat and hurt the team dynamic, but they really don't," Gabel said. "I think that everyone is just happy to play."

The three teams (varsity A, varsity B and junior varsity) hold joint practices and travel together to away games. "I like the team," said Lee. "I love how we always play singles and,

when I was a prep, I was shy and lonely and didn't have many friends and I'm glad to have landed there."

Her doubles partner, prep Catherine Fortin, expressed her appreciation for Lee being welcoming and patient with her. "She has taught me to always give each other a high five between points whether we win or lose. Whenever I see her in between classes, she never hesitates to wave and ask how my day is going."

"Katie Lee is such a kind and funny girl who never gives up," prep Anna Jacobowitz, one of her teammates, said. "In her last match against Andover she had a tough opponent; however, she worked hard and finished with a win. I have never seen Katie without a smile and it's amazing to watch her kill it on the court." Lee was undefeated last season and she continues to hold that record for both singles and doubles this season.

The teams' combined success is due in

large part to their hard work on the court, but much of it comes as a product of their hard work in the fitness center. Over the years, fitness instructor Shaun Fishel has seen a big progression from both Lee and Gabel. "I feel that they have been able to become great leaders during their time at Exeter," he said. "I noticed a big difference between this year and last year."

After her matches, Lee is often cheering on her colleagues and, leading by example, is almost always the first one on the court during practice. Lower Anjali Gupta said, "Her sweet demeanor and infectious smile make her a great captain." The varsity B team is 5-0 so far under her leadership.

Bruce Shang, the girls' varsity squash head coach, remarked on Lee's captainship of the team in the winter, "She was very well organized and helped us get ready for everything from Nationals to Interschols.... She was a very hard worker and lead by example."

Varsity B head coach Gayatri Ramesh added, "Katie will leave big shoes for us to fill next year. We are privileged to have her as our captain."

Shang also praised Gabel for her role as a captain and player, adding, "Gabby is a hard worker and she's always a team player. She's doing a great job with squash. She had to deal with injuries and came back and gave her best."

Ramesh also applauded Gabel's efforts as a captain and player. "Gabby is a fierce competitor and a caring leader," she said. "The entire team looks up to Gabby because of the way she handles herself on and off the court."

Her teammate Elizabeth Yang similarly appreciated Gabel's work ethic. "Gabby always motivates the team to work harder and push ourselves even during our toughest practices or matches."

Gabel spoke to her love of tennis. "I love competing. I like winning. I don't like losing. I love the feeling when you're down in a match and then you come back and win; that's the best feeling in the world," she said.

SATURDAY SCHEDULE:

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BV Lax	Home	3:00 PM

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NEWS

THEE SMITH '69 ASKS: ARE WE WOKE YET?



Diana Davidson/The Exonian

Looking Back on Fifty Years of ALES History



Alumnus Thee Smith '69 delivers an introspective speech.

Paula Perez-Glassner/The Exonian

Afro-Latinx Students Share Experience on PEA Campus

By CHARLOTTE LISA
and SAM WEIL
Staff Writers

From constant microaggressions delivered by peers to the blatant racism that they experience in the town of Exeter, Exonians of color testified that, on a daily basis, they still face racially-charged situations. A significant number of Exonians of color reported that they do not feel institutional support. This year, as the Afro-Latinx Exonian Society (ALES) celebrates its 50th Anniversary, many current students wonder when the changes in institutional culture and support that their predecessors in ALES have fought for will be achieved.

"All the time, when I look around Exeter and I look at its history, it seems like this place wasn't built for me," lower Kaleb Washington said. "That's something I get through this entire process of being here—that I was not meant to succeed in this place. But I have to go through it because I'm trying to get an education."

The burden of being African American or Latinx at Exeter manifests itself in many forms. Lower Eman Noraga immediately felt this burden when she arrived on campus. "In my prep year, people said a lot of problematic stuff since they had been raised their whole life that way," Noraga said.

She highlighted her experience in a residential setting. "I had a lot of struggles with people in the dorm, not because they were intentionally racist but they had grown up with these prejudices and had become so accustomed to them. It was a burden to me as a prep to teach them that this was not the right way," she said.

English Instructor Mercy Carbonell observed this same challenge that Noraga described in several of her students' narratives. "Students write about the burden of explaining who they are, the burden of explaining their ethnicity, identity and race. [I think] white people are rarely expected to talk about who they are—that rarely happens," Carbonell said.

"[I read about] microaggressions or attacks on personhood that are de-

meaning, dehumanizing, destabilizing and don't allow students to feel at peace. I hear about incidents of students walking to Walgreens and people screaming obscenities out the windows of their cars. So, 'Am I safe in this community?' is a question that a lot of Black and Latinx students ask," she added.

According to The Exonian's 2018 State of the Academy survey, 45.69 percent of students have witnessed some form of racism on campus. 22.61 percent of students have experienced this racism directed at themselves.

Carbonell noticed that a common question that Black and Latinx students asked themselves was one of their own worth. "[I would imagine] when you are a student of color you have to prove yourself triple. I think all Exonians experience the need to prove themselves, but white students [perhaps] don't feel that nearly as acutely. [I think] the expectation is that white students belong, have historically belonged and that they will fare well here," Carbonell said.

Black and Latinx students on campus have also found themselves in increasingly threatening situations.

Lower Matthew Wabunoha contemplated his negative experiences with the townspeople of Exeter, adding that he could count off at least four such incidents. "The first time was prep year," Wabunoha said. He recounted that he and a group of friends, consisting of both white and Black students, were walking back from Lexie's Test Kitchen. Wabunoha described that they noticed a police car while they were on their way back to campus. "It followed us to the playground until we left." He noted that the entire group felt uncomfortable.

"And then the second time was this year. I was alone," Wabunoha said. According to Wabunoha, he was walking to Lexie's on his own when he saw a police car. This car followed him to the same playground he had visited in the previous year's incident. He said that once he walked past the playground and out of the sightline of the police car, the car drove out of sight.

He encountered this police car once again on this same walk. "I was on

STUDENT, B2

ALES History and Mission

By SENAI ROBINSON
and SHIVANI TRIPATHI
Staff Writers

The Afro-Latinx Exonian Society (ALES), once the Afro-Exonian Society (AES), recently celebrated its 50th anniversary on May 4. Students, faculty and alumni gathered to discuss the history and mission of ALES along with the continuing efforts to achieve racial equality, equity and inclusion.

According to Dean of Multicultural Affairs Sami Atif, the mission of ALES can be described through the acronym "ALES." The A represents advocating for marginalized racial groups, the L stands for linking black and Latinx communities, the E represents educating the community about the values and needs of Afro Latinx students and the S stands for securing change to ensure prosperous lives for Afro-Latinx students on campus.

Lower and ALES member Tatum Schutt further elaborated on the mission statement. "ALES serves a dual purpose; to be a safe haven and refuge to students of color," she said. "More recently, ALES has been an agent of change pushing the administration to make changes so our campus can be more inclusive and equitable."

Bob Gerrard '70 described the importance of having a club that is attuned to the needs of black and Latinx students. "In America, people of color in general have to endure an existence of struggle that is baked into the system and into public policy," he said. Gerrard viewed ALES as critical to understanding the world outside of institutions such as Phillips Exeter.

According to Gerrard, ALES was founded in 1968. "[The creation of ALES was] a natural progression as there were a lot of things going on socially and politically in the country," he said. "We finally had a critical mass of Afro and Latinx students who coalesced around organizational principles relating to the time."

"Feelings of isolationism brought us together and resulted in an organization of the framework where ALES was born," Gerrard

continued.

Thee Smith '69, a founder of AES, further attributed the creation of ALES to an external climate of resistance. "In the first year I was there was kind of a silence. But the second year we began to show that we could maybe push back on some of this or object to some of this," Smith said.

According to Smith, a national activist climate of the Civil Rights Movement with Martin Luther King Jr., the Black Panthers and so on contributed to an activist climate at the Academy, provoking more student resistance against microaggression, overt racism and discrimination.

Gerrard described AES as "an area of refuge" from racism at Exeter. "We had black faculty, and I was sitting at the black tables. I needed that to survive," he said.

During the late '80s, AES's activities focused on education and sharing the black experience at Exeter. A beloved activity was the soul food dinner. "The soul food dinner was very important not just because we like to eat good food, but it was a community coming together, preparing food, sharing food with the larger community," Sebastian Marquez '88 said. According to Marquez, such activities "really showed [AES]' presence in the community."

For Marquez, who was normally a shy person, being part of AES helped him branch out. "When I walked in my first meeting and saw faces that looked like me, black, Hispanic students that were already there, I knew right away I was going to be a part of this group in some form or fashion," Marquez said.

Russell Washington '89 was hesitant at first to become involved with ALES. "I got a letter [about the Afro Exonian Society] from [a member of AES] when I was accepted but hadn't stepped foot on campus yet," he said. "It was a practice they were doing at the time to welcome fellow students in from demographics."

As someone from Chicago, Washington didn't fit in with many of the New York students. "PEA was importing its black students

MISSION, B2

J. Smith Tackles ALES Needs

By SUAN LEE
and SAM WEIL
Staff Writers

"I asked Principal MacFarlane a very simple question," alumnus Marvin Bennett '17 recalled. "I asked, 'Do you care about the students of color at this school?' I was hoping for a simple answer, an 'of course' or a 'yes.' What really hurt me was that she paused, like she was thinking. The first word out of her mouth was 'well.'"

Tensions ran high at the end of the last school year when, on June 1, 2017, almost 60 Exonians, many from the Afro-Latinx Exonian Society (ALES), flooded into Principal Lisa MacFarlane's office in response to an assembly held earlier that day. The students believed that the assembly had failed to sufficiently address issues of diversity, equity and inclusion that the group had been urging the administration to recognize.

ALES began calling for greater administrative action to combat racial injustice on campus in 2015, when the club's 49th Board drafted a proposal

asserting that "the Academy has taken insufficient steps to create an inclusive environment and provide the support and resources needed to promote the academic success and well-being of all Exonians."

The proposal consisted of statistics demonstrating ways in which students of color are disadvantaged at Exeter and requests that the administration prioritize diversity, equity and inclusion initiatives on campus. Specific clauses included the hiring and retention of more black and Latinx faculty, required cultural competency training for employees, a more culturally inclusive curriculum and greater support for the Office of Multicultural Affairs (OMA).

After completing the proposal the following year, the 49th ALES Board met with MacFarlane and other members of the administration on two separate occasions in February of 2017.

Bennett recounted that it had taken considerable effort to obtain an audience with the administration. He said, "It was very difficult to get to that

ADMINISTRATION, B2

Fifty Years In, ALES Takes Retrospective Glance

Continued from MISSION, A1

said. "People think of blacks as a monoculture, but all our regional variances matter a lot. If you weren't NYC, then you didn't quite mesh. My prep year I was not really affiliated with the group."

In the 1990s, the Afro Exonian Society became the Afro Latino Exonian society. For ALES, the intersectionality was important in seeing the shared issues of both Afro and Latin communities.

For Claudia Cruz '96, joining ALES was a natural transition. "It just became a place where you gravitated to. Some of my friends at Exeter were also from New York and Prep 9, so naturally, when you get here, you join the same clubs that they do. ALES was always one of them," Cruz said. "But it also became the closest thing you have to home and my neighborhood in New York City." She fondly recounted how members introduced music genres such as hip hop, salsa, and merengue to other students.

Cruz recounted how she dealt with the lack of cultural awareness during her time at Exeter. "You would always have to explain where the Dominican Republic is, where New York is, why you have an accent, and how do you do hair," Cruz said. Another divisive factor was economic background. From her experience at Exeter, Cruz learned as a student, "class and race coupled together could aggravate the situation and you could feel isolated."

While ALES was focused on community bonding in the past, according to President of the 51st ALES board Rose Martin '19, the mission of the club has developed to involve activism. "When the alums came, they told stories about how they would hold parties or just talk about what happened in their lives or on campus," she said. "However, I also think that ALES has provided a space for students

"[ALES] also became the closest thing you have to home and my neighborhood in New York City."

to be more aware. Even though in our mission statement we have 'link with each other,' making sure we have strong bonds' and 'making sure we are family,' we also have to advocate for ourselves and educate ourselves and the community about what is happening."

At the end of the 2016-2017 school year, ALES produced a film directed by senior Ori Evans detailing incidents of racism submitted anonymously by students of color. The administration's response to the video was controversial. As a result, ALES hosted a sit-in in Jeremiah Smith Hall. When students returned in the fall, the entire school gathered in the assembly hall during Academy Life Day to view the film.

The administrative has since enacted initiatives to address campus concerns of diversity, equity and inclusion. For example,

Stephanie Bramlett will be joining the Academy in the coming school year as the first Director of Equity and Inclusion. Principal Lisa MacFarlane said that the school is also leading other initiatives and it "will hire coordinators to support LGBTQ students and Asian students."

According to MacFarlane, the principal's leadership team has attended workshops concerning race, equity, and leadership. "Record numbers of faculty, staff, and administrators have attended the NAIS (National Association of Independent Schools) People of Color Conference, the White Privilege Conference, the White Privilege Symposium, AISNE (Association of Independent Schools in New England) Diversity conferences, the NAIS Diversity Forum, and other workshops and conferences throughout the year," she said.

History Instructor William Jordan, who has been at the Academy for 21 years, described the faculty body's involvement in race education. "I think the school as a whole wants to do a better job of dealing with issues of diversity, equity and inclusion," he said. "Student organizations do have a role to play and they can have influence because they can inform us about things we're not aware of,"

"Student organizations do have a role to play and they can have influence because they can inform us about things we're not aware of."

"[The faculty] want to think that we're serving all different kinds of students, especially those who are, in some ways, marginalized," Jordan continued. "We don't want them to think we're ignoring their needs."

Religion Instructor Peter Vorkink, who has been at the Academy for 46 years, recalled the growth of ALES throughout his time at Exeter. "I have seen the evolution from AES to ALES, from no special dean to a Dean of Multicultural Affairs to an entire OMSA office," he said. "I have seen the school take more and more responsibility for understanding what 'youth from every quarter' really means in practice."

Although there has been progress, there is still work to be done regarding racial equality. "If you look at policies, it seems like the school is making efforts to enhance the level of diversity, equity and inclusion," English Instructor William Perdomo said. "But if you look at the climate: one could say there are some things that have not changed... So we get to the question, how to reconcile the two?"

According to Perdomo, the only way campus climate can change is with the work of the Exeter community. "It's really up to the community, especially ALES, to not forget the end roads that the prior board had made when it came to asking for certain things," he said. "I hope that the club continues to grow and be a prominent voice on campus and con-



Students in ALES, 2005.

Courtesy of ALES

tinues its efforts to change the climate."

However, Atif felt change should happen on its own, without the prompting of students. "If I do things well enough in my administrative role, I hope that the club and their identities will be celebrated, as opposed to challenging status quo," he said. "I would hate to see ALES submit another proposal. I would hate to see ALES looking to have another sit-in."

"It's hard to say what the next few years will look like, but I certainly hope it's less of what has been," Atif continued. "I believe activism is an important educational component, but I don't know if we need to be actively engaging with the school the way it has been. Activism in many ways comes from being silenced."

Another issue the Academy still faces is the retention faculty of color. According to Atif, fulfilling ALES' mission statement is difficult without teachers who represent minority students. "I certainly understand that so much of supporting black and Latinx students is about representation," he said. "So it's hard to provide that support without adults who share those identities."

Washington wanted to see a greater "integration of diversity into the central identity" of the school. "The word diversity should be embedded in the institution that the diversity is there and there's no Exeter without diversity," he said. "If you could take that and scale it all the way up to an institutional level in policy, protocol, mindset, mission, belief, that's what you want 50 years from now."

In order to achieve this long term goal, the 49th ALES board spoke to Principal MacFarlane about the institutional agenda. "[MacFarlane] said the major reason why there are so few faculty of color is because of how recruiting works," former ALES president Athena Stenor said.

In order to recruit more faculty of color, MacFarlane has reached out to administrators at the University of Maryland, which produces one of the largest number of black PhD holders in the nation, to discuss a potential partnership.

However, some are still dissatisfied with how the administration has received ALES' requests. "I want our curriculum to acknowledge historical inaccuracies that omit authors, scientists, inventors of color who made significant contributions to a particular field, but so far, there hasn't been a major institutional effort to do that," Stenor said. As for the administration's lack of response, she said, "To me,

"I don't know if we need to be actively engaging with the school the way it has been. Activism in many ways comes from being silenced."

it speaks of [the administration's] priorities. If something's a priority for you, you respond immediately."

Cruz hopes that alumni of color will play an active role in racial affairs at Exeter in the future. "We hope that [this weekend] is a catalyst to get more alumnus participating, ideally with ALES, but in general with the Academy," she said. In fact, Cruz hopes to start an alumni of color organization with other Exeter graduates.

Although the needs of students develop over time, Marquez offered timeless words of advice to students of color at Exeter. "Know what your voice is and make sure it's where it needs to be on campus," he said. "Whether that's with faculty or administration, let [alumni] know how can we help support you, and of any issues we should be aware of"

Current ALES Members Discuss Incidents of Racism

Continued from STUDENT, B1

on the road near the Exeter Inn leading back to campus. And then I saw the same police car driving slowly. It was nighttime so I was a little scared, so I tried to walk slowly," he said. Wabunoha described his relief at arriving back onto campus and realized that he had been sweating on the walk back.

"It was scary. I tried not to walk fast, but it was weird, because I also didn't want to walk too slow," Wabunoha said, alluding to the contentious relationship between the police force and Black Americans and his overwhelming fear of doing the wrong thing.

"I kept thinking, 'Matt, just walk!' but I realized, you can't just think that. You forget how to act normal. You think, 'Okay, what else do I have to do to get out of this situation?' You don't want to look around or else that'd be too suspicious. I just had to wait it out, and I walked kind of robotically until I

got back to campus."

"I didn't think I was going to get hurt or anything, but you always read on national news that there are these cases; and when you read the details of them, the kid was just walking... You never think it's going to happen to you but it actually might. You never know. So there's always that fear of what could happen," Wabunoha said.

Alumnus Marvin Bennett '17 named two troubling experiences he had during his time at Exeter and "others that I don't really want to talk about." The first incident he spoke about was highlighted in an ALES-created video describing Afro-Latinx experiences at Exeter.

Bennett was in the bathroom when "someone used the N-word. I tried to say, 'Hey, that's not cool,' and once I said that, he responded, 'I can say whatever the fuck I want.'" Bennett attempted to respond calmly once again; however, "It escalated, because

he was so determined to use the word in front of me. That was an experience that I really wasn't happy with. I left and went back to my room. They apologized eventually when someone told them to apologize."

He followed up with another story about walking across Front Street. "There was another experience with some guys [who] were in a car. I was walking across the street, and they accelerated when I was halfway across. And they yelled something outside the car, I don't remember what it was," Bennett said, voicing how uncomfortable he felt after these instances.

Such events restrict the liberty that Black and Latinx students have to pursue their passions at Exeter; moreover, this fear pervades their experiences at the school. Dean of Multicultural Affairs Sami Atif said that "there have been a number of events that have been racially charged within my first year as Dean of Multicultural Affairs," and the

accounts of students feeling targeted by racial insensitivity are "endless."

Due to students speaking to Atif confidentially about these incidents, he could not reveal specific details. However, he disclosed that the larger theme of their accounts is as follows: "Students experiencing any number of situations where they are disempowered. They can be disempowered because they feel privileged to be here, and they think that they better not rock the boat. They can be disempowered because there are clear power dynamics that tell them, 'you should just be glad to be here.'"

Students spoke of other cultural insensitivities that sustained those power dynamics. When asked how she felt race impacted her time at Exeter, prep Bea West immediately brought up others' reactions when she changed her hairstyle. "I guess people here weren't that used to it," she said, after experiencing many students asking her why she had changed her hair.

The issue of hair styling is one that echoes throughout the Afro-Latinx community. "There are certain things that you can't do that everybody else can do, in terms of grooming. It's hard to get a haircut first of all," Washington said. He also spoke to the mediocrity of the barber that does come to Exeter to cut his hair. "Having a good haircut is a very essential part of Black culture, so the fact that we don't have anybody to come in and do it for us... just shows that it's harder for us in general here," he said.

Upper and President of ALES's 51st Board Rose Martin spoke to the general feeling of disparity when it came to topics such as hair and other aspects of her identity. "We can't find our food or accessories. We can only find our culture within our own affinity groups and ALES," she said. "I

STUDENT, B2



Courtesy of ALES

Students in ALES, 1970.

ALES and Administration Seek Improvement

Continued from ADMINISTRATION, B1

administration]. There was a lot of conversation and a lot of times when we would reach out and not get a response back. A lot of people told us how bold we were, asking for something from Principal MacFarlane and the other administrators. We tried again and again. There was a lot of push back, a lot of distancing.”

Senior and Vice President of ALES's 50th Board Charlotte Polk nonetheless expressed her appreciation for MacFarlane's willingness to communicate with the group. “She did a good job of meeting with us and making sure we felt heard. She made herself available to us, even though we didn't achieve as much as we had hoped or she had hoped,” Polk said.

Members of ALES used the first meeting to present the completed proposal and the second to share anonymous student narratives detailing personal encounters with discrimination on campus.

These same four narratives were included in a four-minute video produced by the ALES Arts Committee and released on May 25. The group was invited to present the video at a faculty meeting on June 1, the last day of the school year. The meeting ran long, and a required assembly was announced at the last minute, presumably to share the video and the accounts it put forth with the entire community.

The video was not shown at the assembly, however, and members of the ALES Board were not given the opportunity to speak. Instead, MacFarlane called on Interim Campus Minister Heidi Heath to lead the Exeter community in prayer.

“In the tradition that I come from, when we have caused harm to each other, or there has been harm within a community, we practice repentance. This morning, we confess

‘Upper Rose Martin described the sit-in as a “key moment in Exeter history.”’

and we say that we are sorry. This is a moment of repentance. We come to you asking forgiveness. Forgiveness for not keeping you safe, and with the commitment that though we are imperfect people, we will do better. We love you and we are sorry,” Heath said while surrounded by dozens of faculty members on the assembly stage.

Dissatisfied with this assembly, some ALES members convened in Dean of Multicultural Affairs Sami Atif's office. “I get that it takes a lot of time and deliberation to plan a thoughtful event where you can have a good discussion and talk about pertinent issues without ruining it,” Polk said. “It takes very deliberate work and very deliberate planning. But we were all so angry.”

With encouragement from Atif and other faculty members to communicate their sentiments to the administration, dozens of ALES

members headed over to the Principal's Office. As word of the sit-in spread through social media, dozens more students joined them.

Bennett recalled the group's frustration. “Everyone was excited about the assembly. The whole school was talking. We thought we had a lot going in our favor at the time. Then everything changed. Not only did they not show the video, but they didn't talk about the issues we had addressed. They actually turned it into something like a kumbaya moment, as if we should all be friends, and forget everything we had communicated to them,” he said. “I don't get angry often, but I was so upset that day. We decided we couldn't just sit there and keep talking amongst ourselves—we had to at least speak up and say something.”

Students spoke with MacFarlane for 15 minutes following the sit-in and sent her an email later that afternoon. “To reiterate what we discussed, we want a clear apology today. We want follow-up reminders of your commitment to these issues throughout the summer, a statement on the Exeter website about your commitment to cultural competency and the wellness of all students, distribution of the video, and a clear action plan for implementing the proposal. Please bring these suggestions to the faculty of color and let us know what your expected timeline is,” the email read.

As requested, MacFarlane sent out a school-wide apology that evening. “Our goal in that assembly was to let our students know that the faculty had heard them and is committed to taking action. However, in our haste, we did not craft a thoughtful response. I did not provide the essential context about the film, its power, or the faculty meeting and the students' compelling introductory remarks. Because of that, many of our students left the assembly confused; others left angry; others hurt. We are sorry,” she wrote. “We are grateful for the courage and candor of the students who came to the faculty this morning and for their powerful film. We also know words are insufficient. Over the summer, we are going to complete and add to the plans already underway. We will write to you about those plans, as we prepare for action when the school year begins. We will hold ourselves accountable.”

Upper Rose Martin described the sit-in as a “key moment in Exeter history.” She emphasized the importance of holding the administration accountable in their commitment to the proposal. “I don't want what happened to be forgotten and the proposal to get thrown out again, only for a new proposal to pop up a few years later. I want these changes to go through and I think for that to happen, we don't have to be fully “woke” but we have to be willing to do the work for it,” she said.

Since last June, the administration has sent numerous updates to ALES regarding progress on the proposal. In her most recent update on May 1, MacFarlane noted the hiring of Dr. Stephanie Bramlett as the new Director of Equity and Inclusion, the Academy's close collaboration with diversity consultant



Courtesy of ALES

Robert Greene, the expansion of OMA as well as various diversity and equity conferences and training sessions that the Academy has funded for faculty and staff. She elaborated on the augmented diversity of assembly speakers and campus events, in addition to the fact that numerous departments have been revising their course offerings by diversifying reading lists and adding non-western history courses.

MacFarlane added in a separate statement that the administration has also been working with various coordinators for affinity groups centered around gender identity, race and class, and has been developing a flowchart that demonstrates various ways in which students can share their thoughts and concerns with the Dean of Faculty so that individuals can be held accountable and appropriate reactionary measures can be taken.

“We have much work to do to build a community that is truly inclusive and equitable, and we know that. However, diversity, equity, and inclusion are one of five central strategic directions for the Academy's future; we have put in place the foundations for making measurable progress; the senior administration, and indeed all adults on campus, has worked steadily over the last thirteen months; we have hired a director to support our continued efforts; and the trustees have joined in with their own statement of support. We are determined to live up to our promise to serve, truly, youth from every quarter,” MacFarlane said.

History instructor William Jordan voiced his appreciation for increased community and institutional efforts to have difficult discussions and address issues of race. “I think the school as a whole wants to do a better job of dealing with issues of diversity, equity and inclusion. You hear those words a lot. It's been good to have that come not just from administrators, but from students,” he said.

Dean of Faculty Ellen Wolff lauded the Academy's recent progress, saying “we have been working hard all year on building cultural competency skills and heightening awareness of the skills needed to work deliberately toward equity and inclusion. I am

feeling heartened by the clear institutional commitment to this work, from trustees and from the principal's leadership team.”

Wolff acknowledged that there are still great strides to be made, however. “Some of the things we've done this year [...] are significant, but they are far from enough. The road is long but we're on our way,” she said.

Martin emphasized a need for more significant and grounded progress. “Readings depend on the teacher you have, and I have not heard anything about faculty retention. The administration is trying in some sense, but without understanding that they are only scratching the surface,” she said. “Following through the ALES proposal and bringing in more speakers of color is nice, but it won't solve most of the problems because there are still students getting slurs yelled at them on campus and in the town.”

English instructor Mercy Carbonell agreed, emphasizing that more work remains, particularly in the Academy's response to issues of race and current events occurring outside the institution. “How long has it taken for us to have a Director of Equity and Inclusion? Or consider the effects of what happens any time there is silence around an event—Ferguson, Charlottesville. When events like those happen, if the administration and leadership doesn't speak to those moments immediately, when there is a profound delay, students feel that those silences, accumulated overtime, affect their overall experience and well-being. And so they ask, are left to ask: ‘how important is it truly?’”

Many others expressed that the Academy still has yet to prove its dedication to issues of diversity, equity and inclusion, including alumnus Russell Washington '89, who pointed to the contrast between Exeter's perceived commitment to these issues compared to Andover's. “Two Afro-Latino student organizations from prep schools turned 50 this past year. Ours and Andover's. I know about their 50th [reunion] because they've been screaming it across their social media for the past couple months,” he said. “Not our school. I can't say it any better than that.”

Alumni Recall Experiences as ALES Members

By RACHEL WON
and ANGELINA ZHANG
Staff Writers

Current students in Exeter's Afro-Latinx Exonian Society (ALES) met and reunited with alumni involved in the club throughout its historic 50 years of existence. The May 4 and 5 reunion presented Exonians with the opportunity to reflect on the impact of ALES and its work. ALES alumni, spanning from the Class of 1968 to the Class of 2017, returned to campus and shared stories from their Exeter experiences.

Mike O'Neal '74 reflected positively on his time at Exeter. Coming from the Mississippi Delta, where racial tensions were at an all-time high, O'Neal described Exeter as an “oasis.” “They have tried to live up to the Deed of Gift, which says they want to get students from every quarter,” O'Neal said. “It might not have been perfect, but it was a heck of a lot better in terms of being in an environment where you can have conversations and relationships with white people that were not based on animosity or any notions of superiority.”

Thee Smith '69, a co-founder of ALES, recognized the greater sense of community that accompanies an increasing number of Afro-Latinx students. “For my first academic year, there were eight black students out of roughly 800. Then the following year, it jumped to about 30,” Smith said. “By the fact that we had such a large increase in black students shows a greater solidarity and greater ability to identify as a black student community. Even though there were no black faculty or staff, we had each other.”

Despite the increasing number of African American and Latinx Exonians, “I realized when I was here that white people had advantages that black people didn't have, and if there was a difference in their ability to score higher on the test or do well academically, part of the reason was because all of this stuff is culturally bound,” O'Neal said. “If you are part of the dominant culture, you are going to be more familiar with the cultural ins and outs than someone like me who, within this culture, is perceived as other.”

He realized during his time here that wealth and money were additional factors in

differences between how people of varying socioeconomic classes performed at Exeter. “I was not too waylaid by it,” O'Neal said.

Several alumni struggled with ignorance from their peers and adult members of the community. “I had this teacher who kept cracking ethnic jokes,” Roberto Garcia '71 said. “He didn't say anything about me, he didn't say anything about people of color, but he kept cracking ethnic jokes, and I was just waiting for him to crack the wrong joke.”

Claudia Cruz '96 experienced feelings of alienation during her time at Exeter. “Race and ethnicity is something that is jarring for a lot of people. You always have to explain to people where the Dominican Republic is, why you

“Coming from the Mississippi Delta...O'Neal described Exeter as an ‘oasis.’”

have an accent, how do you do hair, why is your hair so different from my hair. I think the part that was most striking was the class difference. A lot of us do come from disadvantaged backgrounds,” Cruz reflected. “Class coupled with race and ethnicity could aggravate the situation and [make one] feel a bit more isolated.”

In fact, students even questioned the strong bond between ALES members. “We had an all black table [at the dining hall] and the question would always come up: why do all the black students sit together? And we would respond, why do all the white students sit next to each other? I think it bothered some people,” Garcia said.

Bob Gerrard '70 recognized further discrimination in housing. “I didn't know until recently that they were not pairing us with white roommates,” Gerrard said. “They would claim that that was because of a level of comfortability for us, when in reality, it was much more the fact that they would be making a white student uncomfortable!”

For Smith, it was most challenging to be in an inherently elite place like Exeter yet be treated as a minority. “Part of what it means to be an Exeter student of any color or gender or background or identity group is that you are acknowledged to have lots of potential and lots of promise,” Smith said. “By contrast, the micro-

aggressions that made me feel so belittled, that was what was so intolerable for us on campus. It's intolerable on one hand to be told that you're a special Exeter student, and then by contrast, have all these insults. A kind of torment.”

Smith attributed this in part to a lack of cultural competency from adults. “There was no sensibility in terms of student counselors who were paying attention to cultural differences between black and white students. Boys were essentially left on their own to deal with what might be called culture shock or the problematic effects of implicit bias, the textbook term used nowadays to describe stereotypes and prejudices,” Smith said.

Positions such as the Dean of Multicultural Affairs or the Associate Dean of Multicultural Affairs did not exist for a long time; however, the position was preceded by an Advisor for Minority Students, which was created in 1986. “It was literally one person who they stuck in a little office in the mezzanine in the library back by the elevator. Not even in J. Smith,” Russell Washington '89 said.

In fact, Garcia noted that when he attended Exeter from 1968 through 1971, students called Jeremiah Smith Hall “the Kremlin.” Garcia explained the reasoning behind the name as, “[the] Dean's office was there — not a place to visit.”

Washington emphasized the importance of integrating such a position into the Academy's leadership. “The presence of that position and everything that it does is hugely important, and simultaneously not enough. Because what happened with the first position and what happens with the current stuff is that all of the of color stuff gets dumped there. When you have a designated space and a designated administrator ‘of color,’ there is this effect where the rest of the institution thinks ‘well, we don't have to be thinking about [students of color]’ when the obligation of the institution is to all [students] in an even way,” Washington said.

Today, the Dean of Multicultural Affairs has not been part of the Principal's Leadership Team for a decade.

Despite a 50-year gap, alumni sympathized with what today's current African American and Latinx students experience. “The ALES video last year, that stuff was happening to us

too, the issues with getting support, some of the empathy and indifference issues, that was happening to us,” Washington said. “All of this is very, very familiar. I will say that the ability to have an open discussion has improved, but the nature of the discussion is still very fraught and remains very fraught.”

Alumni, additionally, recognized the progress that Exeter had made over the past years. “The difference now would be that there are school counselors and black faculty who are aware that this is what students of color are going through. There were faculty like that in my day, but I'd say that they weren't as proactive. They weren't trained, they weren't coached. They weren't coaching us,” Smith said, acknowledging the presence of more culturally trained adults.

Gerrard was surprised at the diversity of the student body. “I'm always a little surprised at just how international the school has become. I went to a math class yesterday and the teacher had everyone introduce themselves. Among the 12 or 13 students in the room, there [were stu-

‘[Exeter] is not perfect but it is better than other educational institutions in this country.’

dents from] London, Beijing, Jordan, Thailand and more. Now that's virtually half the class,” Gerrard said.

Moving forward, Washington sought a more productive discussion of race and a seamlessly added requirement of diversity into the values of the Academy. “Part of the way we talk about race is we get into [the thought of] ‘are we moving forward, are we better than before?’ But if the past is your reference point as opposed to where you need to be, then you got the discussion all wrong,” Washington said. “I would like to see diversity so embedded in the institution that that's what Exeter is, not Exeter plus diversity. The diversity is there, and there's no Exeter without diversity.”

Similarly, O'Neal had high hopes for the Academy's future. “[Exeter] is not perfect but it is better than other educational institutions in this country. It's an institution America should be proud of, and people should continue to strive to make it an even better institution,” he said.

Letter from the 51st Board of ALES



Courtesy of ALES

This month, the Afro-Latinx Exonian Society (ALES), formerly known as the Afro Exonian Society (AES), celebrated its 50 year anniversary. We had an assembly, dinner, brunch, and a variety of workshops to allow ALES members and faculty to interact with the alums. Throughout the celebration, we reminisced over our favorite moments, the people we love, and why we go to ALES. A common theme amongst us was the impact the club had on our overall Exeter experience and its importance. For the last 50 years, ALES has supported Black and/or Latinx Exonians and continues to do so by providing a space where everyone is welcome. From the Elting Room, to the Davis Center, to Club Room B, ALES will always be an inclusive environment for

different experiences, ideals, and identities. Each board does so by following our club's mission; Advocate, Link, Educate, and Secure. We strive to advocate for our Black and/or Latinx community through actions such as the ALES proposal of the 49th board, the ALES video, and the sit-in. We have ranging topics that link and speak to Black and/or Latinx communities. Our actions and topics provide the tools and experiences needed to educate both the ALES members and the wider Exeter community. Our work, from the proposal to the ALES dance, will secure our position on campus and the changes necessary for Exonians to lead more vibrant lives, more specifically the Black and/or Latinx members.

Admissions Acknowledges Afro-Latinx Needs

By BEN CAI
and MAI HOANG
Staff Writers

President of the Afro-Latinx Exonian Society's (ALES) 51st Board, upper Rose Martin, says that she is one of few non-white-passing Latinas in the Class of 2019. She says that her friends are mainly students of color, but from different grades, because they "can't find people in [their] own grades who share the same experiences." Fifty years since the founding of ALES in 1968, Exonians reflected on race in PEA admissions, the source of enrolling a diverse student body.



Courtesy of ALES

Although Martin thinks that Exeter is relatively diverse "in a broad sense," when the category "students of color" is broken down by grade and ethnic background, there are still many areas to improve.

For example, according to former President of ALES and senior Athena Stenor, there were only four black girls in the prep class of 2018, two of which had "significant white ancestry." She and Vice President of ALES's 50th Board, senior Charlotte Polk, were the only "fully black" female preps in the 2014-15 school year.

According to Exeter's Deed of Gift, the school aims to admit "youth from every quarter," and many generations of administrators have taken this to mean diversity in terms of ethnic background. During the Civil War, the Academy admitted an African-American student. Then-principal Gideon Lane Soule declared in response to the objections of four white students, "The boy is to stay; you may do as you please."

President of the Trustees Tony Downer '75 described the objective of obtaining "youth from every quarter" as the "priority of the highest order" and the "core of our school's DNA." In particular, Downer described how diversity at the school was crucial to the students' success and experience even after they graduated. "For young people to thrive in, and contribute meaningfully to, this world and society, they must be able to relate to and work with people of all backgrounds."

There has been a remarkable increase in racial diversity on Exeter's campus, with the racial makeup for the 2018-19 school year being 36.8 percent students of color, 10 percent Black/African-American students and 7.6 percent Hispanic/Latinx students.

"We seek to enroll students from a wide range of backgrounds and with an equally wide range of perspectives," Dean of Enrollment and External Relations William Leahy said. "Such a diversity of background makes the overall teaching and learning environment here even more instructive and meaningful."

Associate Director of Admissions and Coordinator of Multicultural and Diversity Recruitment Nahin Jorgge agreed with Leahy, and said, "having a diverse community strengthens the educational experience for our students and faculty."

That being said, Jorgge emphasized that there is no quota for different racial groups. "We look holistically at the applications we review and look to shape a diverse class with many interests and backgrounds, including race," he said. "Academic strength continues to be one of the most important factors in admissions."

According to Jorgge, the Academy continues to work with different community-based organizations and ALES alumni to connect with a diverse applicant pool from different parts of the country.

Mike O'Neal '74, a former member of ALES, feels that Exeter has always played a significant role in leading the way for increasing diversity within the top-tier education systems, even before the population of Afro-Latinx students reached the level that it is currently.

According to religion instructor Russell Weatherspoon, the 1950s to 1960s represented a "dramatic and gradual change in relationship to civil rights issues" through desegregation, equal voting rights and fair housing, which brought attention to race and the systems or laws that forced discrimination. "That caused many colleges and many public and private schools to look around and go, 'Do we have the low numbers of black students here just by some kind of accident?' or 'Are we structurally set up to discourage their presence?'" he said.

Consequently, many secondary

schools like Exeter stopped defending the low numbers of African American and Latinx students present at their schools and focused on addressing the problem through increased recruitment of those students. Weatherspoon concluded, "That jump you see is a focused effort on the part of the community to recruit and draw in black students to the school."

However, a closer examination of statistics in the 2009-19 period would show that there has been a plateau in the number of Black/African-American and Hispanic/Latinx students admitted in recent years, with percentages falling in between the 15 to 20 range. The percentage for the 2018-19 school year is one percent less than the previous year.

Numbers aside, there are still problems surrounding the way Exeter approaches the recruitment of Black/African-American and Hispanic/Latinx students. Dean of Multicultural Affairs Sami Atif brought up how "diversity" is approached from the viewpoint of benefiting white students. "When private institutions chose to integrate, that decision was made on different levels, including the need to make sure white males of that time understood black people," he said. "I wonder how much of it has changed." Atif also noted that this mentality leads to "enforcing and serving the dominant culture."

Another pernicious notion is how students of color admitted to institutions like Exeter are "deviations to the norm." "At some point I want everyone to know the African-American and Latinx kids here are not special, not more special than the peers they left behind in their homes," Atif said. "It is born out of a racist fault that this hand-selected group is [seen as] somehow an anomaly who can comprehend things that others can't."

Lower Johanna Martinez, who participated in the New Jersey SEEDS preparatory program, attested to Atif's observation that there is a campus-wide notion that African American and Latinx students attended the Academy because of "special" conditions.

Even though Martinez feels more comfortable and confident as a lower, she experienced "diversity imposter syndrome" as one of the few Hispanic girls in her grade during her prep year, which made her feel uncertain of her abilities. "Prep year, I was not sure if I was supposed to be here because I was under the impression that the only reason I was here was because of New Jersey SEEDS and the need for diversity," Martinez said.

Students have also brought up how the school recruits a substantial number of its students of color from preparatory programs like NJ SEEDS or Prep 9 that are dedicated to providing educational and financial aid to underprivileged African American and Latinx students

interested in boarding schools. With 25 enrolled students, Prep 9 representatives made up roughly 13.5 percent of the African-American and Latinx student body in the 2017-18 school year.

'Another pernicious notion is how students of color admitted to institutions like Exeter are "deviations to the norm."

Lower Eman Noraga thinks that the school is taking "the easy way out" by relying too much on these organizations. "They don't look outside the bubble of those preparatory programs. It's a one-sided type thing and it is unfair to have only one type of black person," Noraga said, adding that she has friends outside of the New York area who are equally competent.

Lower Noel Gomez, who participated in the Prep 9 program, was unsurprised by how many African American and Latinx students came from preparatory programs and reasoned that the admissions team at Exeter may be "trying to find more qualified African American and Latinx students to some extent because if this was not the case then why would these preparatory programs exist. It's kind of like Affirmative Action," he said.

He sympathized with Noraga in diversifying the search for African American or Latinx students, adding that "African American or Latinx students shouldn't have to go through a preparatory program to prove themselves."

Gomez suggested that the school should provide more assistance in the admissions process for African American and Latinx students outside of these preparatory programs.

Lower Tatum Schutt felt a growing awareness of the need for more diversity, acknowledging that Mr. Jorgge had explained to her that it can still be challenging "to get students of color to come to a campus where there still are so many problems."

Despite this, both faculty and students have shown an enthusiasm to address discrimination at the Academy. History instructor William Jordan highlighted how a mutual commitment and cooperation between faculty and students will help facilitate the success of improving the school. "It's been good to have that come not just from administrators, but from students," he said.

While the Academy has demonstrated significant progress since the 1950s regarding student body diversity, specifically the percentage of African American and Latinx students, there is still a growing desire within the school for more African American and Latinx students who have diverse backgrounds and experiences.

Cristina Gonzalez's Letter to *The Exonian*

As my senior year comes to an end, I cannot, in any way, express the immense gratitude I have for the Afro-Latinx Exonian Society community. It is through these past four years that I have grown, and I owe it to the members and advisers of ALES. It is through these past four years that I have realized that my voice is one that needs to be heard, and I owe that realization to ALES. I thank them because if it weren't for them, I would have never returned after fall term of my prep year, but most specifically after spring term of my lower year. I also thank them because if it weren't for them, I would have never spoken up about the injustices I have faced while at Exeter. And as I briefly reflect on my four years, I hope that the admiration that I feel towards the Afro-Latinx Exonian Society only becomes clearer.

My prep year, I remember walking into my classes for the first time and immediately feeling like I didn't belong. Almost every person who sat at the Harkness table with me in each of my classes neither looked nor shared a similar background as me. As I

had attended a public school in Los Angeles with a majority of the students identifying as Latinx, I felt out of place.

Therefore, my immediate response was to refrain from speaking and to only share my thoughts with my notebook as I thought my peers would disregard any comments I made. But as I entered the ALES room, I realized that I wasn't alone and that Club Room B was my place to speak. Though the members of ALES and La Alianza Latina didn't solve my problem of remaining silent my prep year, they helped me by providing the comfort that nobody else in the school could give to me.

My lower year was a moment in which the Afro-Latinx Exonian Society members became the people I crawled to after each Math 310 class. It was during spring term of lower year that I found myself being in a class where the teacher made insensitive comments about people of color, specifically Mexicans, and my classmates took his comments as humorous and harmless. It was this math class that asserted the idea

that I had formed my first day of classes my prep year—I did not belong and my voice did not belong anywhere at Exeter as well. Though I didn't speak about it consistently with the people I found comfort in, when I did, they assured me that I was wrong—I deserved to feel comfortable and safe at Exeter as any other student at Exeter did.

Sometime my upper year, on a Friday night in Club Room B, I found myself sharing the

experience I had in my Math 310 class with the members in ALES. Though it wasn't the first time I had shared it, it was the first time I shared it to the group while acknowledging that my experience was unjust and one that was too familiar for students of color at Exeter. A few minutes after I had shared, I walked out of the room and walked into a bathroom stall to cry. I sat there for 20 minutes as I sobbed before I decided to return. And it was upon my return that one of the seniors hugged me. It was that moment that I realized I needed to speak up.

Four years ago, I would have never imagined myself reading an original poem regarding my experiences on campus as someone who identifies as Xicana for UnSilenced. Four years ago, I would have never imagined participating in a Die-In or a Sit-In. Four years ago, I would have never imagined being vocal and much less, being heard.

I owe it all to the ALES community. I owe it to the smiles and hugs from the members. I owe it to the advisors. I owe it to the times when I spoke up in Club Room B and the ALES members listened. It was ALES that aided me in realizing the importance of my voice. It was ALES that helped form the following words for my poem: Yo no me voy a caer pero tampoco voy a gritar. Lo único que sé es que tu, finalmente, me vas a escuchar.

I want to thank ALES for standing with me when the people who were entrusted to do so failed, and I want to thank the Afro-Latinx Exonian Society for becoming my family.

Letter from Lower Johanna Martinez on Assimilating at PEA

By JOHANNA MARTINEZ
Staff Writer

When I applied to Exeter, the thought of getting in never crossed my mind. I had no idea what Exeter really was besides the “best school in the nation”. All I knew was that I needed to get out of Elizabeth, New Jersey if I ever wanted to be anyone in my life and that it was the logical next step if I wanted to go to a good college. As the daughter of Ecuadorian immigrants who gave up everything so that I could have a better life, I was not about to squander this opportunity.

It all seemed like one big joke at first, as if someone in the Admissions office had made a mistake and accidentally accepted me. Part of me thought that the only reason I got in was because I was a Latina from a not-so-great part of Jersey and that this would help Exeter seem more diverse. Or that they had felt

“It all seemed like one big joke at first, as if someone in the Admissions office had made a mistake and accidentally accepted me.”

so sorry for me and my experiences that they accepted me. This feeling was only intensified after I got my prep fall mid-term grades and for the first time thought that I was extremely stupid. Coming from Elizabeth where I was the smart-

est kid and most outspoken person, my confidence dropped almost as quickly as my grades. I couldn't help but compare myself to my peers who were doing so much better academically. In hindsight, this wasn't the best idea because I hadn't come from the same educational background as other students. My dad didn't make it past middle school and my mom didn't go to college, so it was crazy for me to think I'd do as well as kids whose parents went to Harvard and whose towns had actual resources. However, I still felt pressure to do well and prove that all my parents' sacrifices were worth it; to prove to all the people in Jersey that I could break the cycle and not become a college drop-out, maid, or teen mom like some of my old classmates back in Jersey. What made matters worse was the fact that the amount of Latinx faculty could be counted in one hand and that I was sometimes the only person of color in a class or the only Latina.

Before dropping me off, my parents had told me to behave and not screw this up because they were beyond proud of me. They told me to always look my best and act like I belong even when I felt that I didn't. So, every morning, I made sure my makeup was on point, my outfit was basic and formal-ish, and that I didn't seem too “hood.” I tried my best not to use slang at the Harkness table or to “give too much attitude.” Sometimes this was difficult to do because how can I not make a face when a teacher tries to

say my name (which my parents purposefully chose to assimilate better in this country) in a more exaggerated way in order to make it sound more Hispanic? I knew that as the only Latina in most of my classes, I needed to be a good representation and didn't want others to think that the only reason I got in was because of affirmative action.

Prep winter, I remember crying all morning before classes the day Trump got elected. My sister was a DREAMER at the time and I was scared that my family would get deported after hearing Trump's anti-immigration and build the wall rhetoric. I was thankful that day more than ever that my roommate

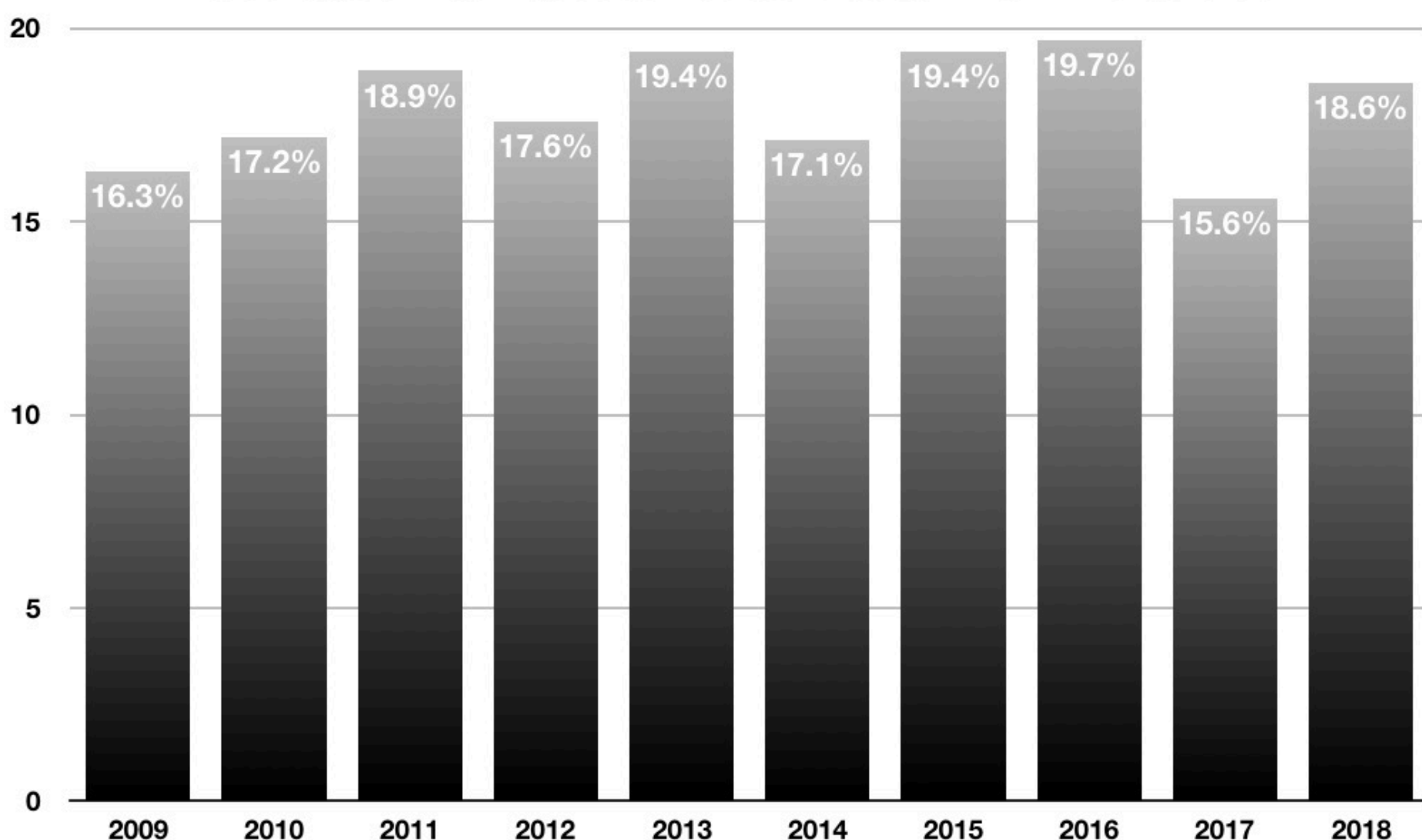
“My sister was a DREAMER at the time, and I was scared that my family would get deported...”

was an understanding person who didn't think this way of immigrants. Yet, walking to class that day I saw a few red hats that said Make America Great Again and felt pissed. It didn't help that after one of my classes, a student who I knew was a Trump supporter felt the need to ask me about my parents' legal status because he noticed I was upset. It would've been fine if he had stopped there but he then asked me if I was also born in Mexico because of course – all Hispanic people are from Mexico. In his defense, he was not the first or last person to make an assump-

tion of my ethnicity. Just last week, an Exeter town person turned to me as I was waiting for the train to Boston and told me to have a “Happy Cinco de Mayo!” in an accent that made me cringe. Even though I understand that she meant no harm, it was still an odd encounter.

On top of regular stress from academics, I wish that I didn't have to deal with these things. I wish my friends and I didn't have to be followed by a Sephora employee the moment we stepped into the store and that the employee didn't accuse me of shoplifting and make me empty my pockets even though I had a bag full of things I just bought. I wish that I didn't have to make sure that my hands were out of my pockets whenever I went downtown or felt the need to tip decently so that I wasn't seen as too cheap. I also wish that a random old lady didn't feel the need to touch my friend's hair without asking. I know these comments and actions don't seem like much, but their impact is more than the originated intent. And I know that I can't speak for everyone, but this has been my experience here at Exeter. Even though I'm extremely thankful for all that Exeter has given me, there is a lot more that Exeter needs to do to improve. And this change can only be accomplished by first acknowledging that we all come from different backgrounds and understanding how being a marginalized group on campus can make someone's Exeter experience different from someone else's.

Percentage of Incoming Class That Identifies as African American/Latinx



ALES Members Affirm Sense of Community on Campus

Continued from EXPERIENCES, B2

think more [effort] can be made by the administration to let them know that students can be their true cultural selves.”

The State of the Academy survey also provided information regarding whether there is enough awareness of racism on campus. 13.75 percent of students felt as though too much had been done to address racism on campus. 39.59 percent felt as though enough had been done. 47.55 percent of students felt as though the campus had not done enough.

In order to cope with these incidents, some students require a support system. Upper Olivia Ross remarked that she had heard many cases in which students' requests for assistance had been dismissed. “Students have reported professionals in the Health Center for patronizing or talking down to parents of color when discussing their children's mental health,” she said.

As one of only a handful of Latinas in her grade, Martin at first found it hard to navigate Exeter's racial climate without substantial support. “The beginning of my prep year was rocky for me, as a multiracial female,” Martin said. “I found it difficult to find more support systems on campus when I witnessed

an attack on personhood, racism or microaggressions. It took me a while to find that solid support system, but later on I found an affinity group for women of color and ALES.” She added that joining these groups was “probably one of the best decisions I made.”

According to Atif, many students echo Martin's feelings of finding support in clubs such as ALES. These communities empower students by educating them on how to react in racially-charged situations. “I think [ALES] has served in many ways to give students language and support, so when they see things, they can analyze it and are able to respond. It is often that students will experience something and not be able to properly call it out, to have the confidence to challenge it,” he said.

Upper Chandler Jean-Jacques appreciated both ALES and Exeter because both communities pushed her to further explore her identity. After many Harkness conversations in different settings, Jean-Jacques came to the understanding that “[race] does affect people's experience. It's just that having certain identities forces you to think about them all the time.”

She continued on this thought, adding, “I think me being Black has affected my experience at Exeter, but I wouldn't say that that's unique to



Senior Cristina Gonzalez performs at Unsilenced.

JaQ Lai/The Exonian

Exeter. [In] any place I am, race affects how I go about my daily life.”

Wabunoha, like Jean-Jacques, came to this same realization. Wabunoha maintains his determination not to let attacks on his personhood, such as being called a derogatory slur while walking down Front Street, undermine his education at Exeter. “I have realized that this type

of thing will always be a part of my life. It wasn't the [first] time that I was called the n-word, and it probably won't be the last time. It'll probably happen most places I go,” he said.

“I'm not going to give this up just because someone called me the n-word, you know what I mean? No. I'm not going to let someone do that,” Wabunoha said.

Approximate Timeline of ALES Events: 2012-2017

2012:

March

- Gisella Zuñiga, Sara Young, and Paul C. Gorski for EdChange submit “Equity and Diversity Climate Assessment Report for Phillips Exeter Academy.” To quote the evaluation: “The evaluators were charged with conducting an equity and diversity assessment based on a variety of data sources . . . These findings represent a snapshot of equity and diversity concerns at Exeter at a specific time in its history.” The report details the current climate of Exeter and also provides suggestions for its improvement. While some statistics paint a positive picture of Exeter, there are some startling statistics regarding race, class, gender, and sexuality.

May

- The morning of May 25, a video created by students in the ALES Arts Committee is published. It consists of video footage of places on campus. Its audio is four different students reading the same four narratives that were presented to Principal MacFarlane on February 10. The same morning, a petition (the link of which is written below) requesting cultural competency training for all employees of the Academy is published. (<https://www.change.org/p/phillips-exeter-academy-cultural-competency-training-for-all-employees-of-phillips-exeter-academy>).
- ALES holds a meeting to discuss faculty of color hiring and retention, at which Principal MacFarlane and then-incoming Dean of Faculty Ellen Wolff are

2015:

May

- A group of people in History Instructor Clinton Williams’ “Black Experience in White America Class” get together with the Council of Equity and Social Justice to put together a proposal.
- A group consisting of some members of the original group and some interested students meet with faculty including then-Principal Tom Hassan, then-Dean of Faculty Ethan Shapiro, Dean of Students Melissa Mischke, and the strategic planning committee, among others. The proposal is presented to these faculty, who seem well meaning and assure the group the proposal will be passed on to Principal MacFarlane.

present. At the meeting, they declare that there will be some kind of cultural competency training for faculty in the fall of 2017.

June

- ALES is invited to present the aforementioned video in a faculty meeting. Students speak to give a timeline of events and then to explain the significance of the video. They leave after their presentation. The following faculty meeting runs long, and a required assembly is called for that same morning.
- 10:45 a.m.: In the assembly, Principal MacFarlane addresses the community and then calls on Reverend Heidi Heath to pray. Assembly is then dismissed. Many had thought that the video would be

2016:

February

- John Snow, an anonymous account, posts to a popular Facebook forum a submission stating, “I am a black girl and I feel like I will never get a boyfriend at this school because of my race.” The post receives extensive backlash. As a result of the post, a student creates an anonymous survey about race and dating preferences. The survey reveals that 44.1 percent of the participants find the black race to be the least attractive. Though it’s not a scientifically conducted survey by any means, it provides insight into racial bias in dating at Exeter.

May

- A screening of a student made film, “For Colored Girls,” is hosted on campus. It details the experiences of black women on campus and includes results of the survey conducted in February. It can be viewed here: <https://www.youtube.com/watch?v=2qCnMFGbRFc>

December

- The 49th Board of the Afro Latino Exonian Society finishes revising the original 2015 proposal.

shown in the assembly, but students of the 50th ALES Board are told both that the video will not be shown and that they will not be given an opportunity to speak.

- Approximately 11 a.m.: A group of displeased students gather briefly in Dr. Atif’s classroom and then shortly decide to go to Principal MacFarlane’s office.

- 11:15 a.m.: A daylong sit-in is held in Principal MacFarlane’s office. Dean of Faculty Ethan Shapiro calls Principal MacFarlane, who returns to the office to speak with the students.

- Students voice their displeasure with the administration’s inaction, with their address, and with their refusal to show the aforementioned video to the whole student body. Students request several action items. In an email to Princi-

2017:

January

- An Op-Ed written by the 49th Board of ALES is published in The Exonian, titled “On Equity and Inclusion.”
- Two meetings are scheduled: one on February 3, with the 49th Board and Principal MacFarlane, and one on February 10, with the ALES club and Principal MacFarlane

February

- The two aforementioned meetings are held. While the 49th Board meets with Principal MacFarlane, a separate meeting is conducted with the members of ALES. Narratives detailing racial injustice on campus are collected to be presented to Principal MacFarlane at the subsequent meeting.

- At the second meeting, Principal MacFarlane reads two of the narratives aloud. The other two are read to her. These four narratives are the same that appear in a later video.

pal MacFarlane, the 50th Board of ALES writes: “To reiterate what we discussed, we want a clear apology today. We want follow up reminders of your commitment to these issues throughout the summer, a statement on the Exeter website about your commitment to cultural competency and the wellness of all students, distribution of the video, and a clear action plan for implementing the proposal. Please bring these suggestions to the faculty of color and let us know what your expected timeline is.”

- 11:08 p.m.: An apology is sent via email by Principal MacFarlane.

ALES 49th Board Proposal, December 2016 Version

The following are excerpts from the December 2016 version of the ALES proposal, created by the 49th Board of the Afro-Latino Exonian Society:

NOTE: This is an edited version of the proposal without details under each bullet point

Regarding underrepresented minorities, nearly 20 percent of the student body identifies as Black and/or Latinx...

...While our student body is purported to be one of the most diverse in the nation, the Academy has taken insufficient steps to create an inclusive environment and provide the support and resources needed to promote the academic success and well-being of all Exonians...

...In 2012, the Academy hired a third party to solicit their professional advice in assessing the school’s progress regarding diversity, equity, and inclusion, titled the Equity and Diversity Climate Assessment Report for Phillips Exeter Academy. In this report, the research group found that the racial climate at Exeter was positive, although citing several notable differences between the responses received from white students and stu-

dents of color:

“Students of color are statistically significantly less likely than white students at Exeter to:

- Feel that faculty advisors respond effectively to racial conflicts in the dormitories

- Believe that teachers respond effectively to racial tensions in the classroom

- Feel safe at Exeter

- Feel that the curriculum reflects the voices and experiences of people from their racial group

- Feel comfortable being themselves at Exeter

- [And] statistically significantly more likely than white students to:

- Feel that they have been the targets of online forms of harassment

- Have been bullied at Exeter

- Believe that racism is a problem at Exeter

- Feel pressure to change the way they speak, dress, or act in order to fit in at Exeter

- Have heard or been the target of racist jokes or remarks at Exeter

- Have felt threatened by other students at Exeter

- Feel stereotyped based on race at Exeter

...Due to the concerns raised by the students’ responses, the Academy received several recommendations to improve the racial climate of the school, including providing “additional opportunities for students, faculty, and staff to engage in civil dialogue,” “[diversifying] the curriculum by insisting upon multicultural curricula in all classes,” and “[continuing] and [strengthening] attempts to hire teachers, staff, and administrators of color.”

...Furthermore, in 2015, the Council of Equity and Social Justice crafted and delivered a similar proposal to the administration of Principal Hassan and the incoming administration of Principal MacFarlane...

...The group of students were promised that the propositions would be prioritized in the following year. After five years and two proposals, the experiences of Black and/or Latinx students remain largely unchanged...

The Proposal:

- Make diversity, equity, and inclusion an institutional priority by naming it and addressing it in the strategic plan.

- Prioritize the hiring and retention of Black and/or Latinx faculty.

- Required, ongoing, cultural competency training for all Academy employees.

- Curricular enhancements.

- Provide more support and funding for the Office of Multicultural Student Affairs.

- Provide additional support and resources to students who come from underserved educational backgrounds.

- Create a space that celebrates multiculturalism.

The Exonian

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Members of ALES's 50th Board, 2018.

Courtesy of 51st ALES Board.