



Activist Provokes Community Dialogue

MLK Keynote Ignites Campus Conversations

By 140TH EDITORIAL BOARD

Trans-activist and MLK Day keynote speaker Lourdes Ashley Hunter, co-founder of the Trans Women of Color Collective (TWOCC), delivered a controversial keynote address Friday centering around the struggles transgender women of color face. Despite her important message, some thought it was overshadowed by her style of delivery, profane language and public naming of a faculty member for posting statistics on his classroom door pertaining to information from the MLK Day Preview Assembly.

The response Hunter received from several Exeter students prompted her to make her public Instagram account private. "I have received many hate filled, transphobic and racist remarks and comments from PEA students," Hunter told *The Exonian*. "Some are trolling me on social media using very disparaging and hurtful language. My pictures have been stolen and they are making fake accounts with them. I made my IG private to avoid any further violence from the students."

The Dean of Students office sent out and email Tuesday stating that several students were communicating with Hunter "in a manner that is not consistent with our community's standards and values" and reminded both students and adults of the school's harassment policy.

The MLK Committee spent the past **HUNTER, A2**



Julia Goydan/*The Exonian*

Upper Jacob Hunter delivers a riveting performance of *Strange Fruit* before keynote speech.

Exeter Reflects Following Day Of Workshops

By ANNE BRANDES
and SUAN LEE
Staff Writers

The Academy held its annual Martin Luther King Jr. Day on Friday, Jan. 12, after a year of careful preparation and weekly planning by the MLK Day Committee. The day consisted of a keynote address, a performance and various 90-minute workshops, all pertaining to this year's theme of "borders, boundaries and walls." The workshops facilitated many meaningful discussions across campus about race and intersectionality.

Committee members lower Tatum Schutt and upper Jacob Hunter set the stage for MLK Day on Thursday evening by organizing and co-hosting "Unsilenced," a series of 13 acts including rap, spoken word and music performed by members of the Exeter community. "We wanted to bring life and meaning to the narratives and experiences of individual students at Exeter because we often overlook the importance of our own storytelling in Harkness," Jacob Hunter said.

Performers and audience members alike were immensely touched by the honest and striking narratives shared; a great majority received standing ovations. One such performer was upper Andrew Liquigan, who delivered an original poem entitled "I Am What I Am" about his struggle and determination to self-identify. "I was inspired and humbled by the talent on that stage," he said.

Lower Eman Noraga, who presented "White Privilege" by Kyla Lacey, voiced similar sentiments, saying it was "an amazing experience to be in a room full of people who wanted to hear our stories."

MLK, A2



Paula Perez-Glassner/*The Exonian*

Senior Nick Song, Lower Skye Newhall and Upper Sarah Hardcastle talk in Kirtland House.

All-Gender Dorms Kirtland, Williams Continue in 2018-19

By SAM WEIL
and CHRIS SUHR
Staff Writers

After considering faculty deliberation and feedback collected by the PEA Gender Inclusion Task Force, the administration decided on Tuesday, Jan. 9th that the two all-gender residences, Kirtland and Williams Houses, piloted in the 2017-18 school year, will continue for another year.

The Gender Inclusion Task Force, formed by Vice Principal Karen Lassey, Dean of Residential Life Arthur Cosgrove and English Instructor Alex Myers, have been at the forefront of developing and implementing the all-gender dorms for two years. However, the all-gender dorms are only one facet of the group's ongoing mission for greater gender inclusivity on campus.

"[The task force] continues to consider the ways in which our campus could improve the experience for students, faculty and staff of all genders," Lassey said.

According to Myers, the group wanted to keep the all-gender houses for another year in order to gather and analyze more residents' responses to the all-gender dorms before formulating and enacting new initiatives.

"This year was sort of a pilot, which

usually means we'll run it and check in and see how it's going, and if it's going well, we'll renew it," Myers said. "It's halfway through the year, but it's only been four or five months that they've lived together. We're going to do a second pilot year, just to get more time and more sense of how this feels over the whole school year."

Before the residents moved in, the task force and all-gender dorm heads created a curriculum regarding respect and synergy among residents to ease cohabitation. Myers said the curriculum aimed to address "relationships, gender and sexuality" and expand to cover "broader social justice questions around the entire community."

Resident dorm faculty in Williams House and Dance Instructor Amberlee Darling, felt the curriculum added to the students' experiences. "Many conversations about gender identity happen organically," she said. However, "having the curriculum allows for specific times and places for them to get on the same page, express themselves and learn."

English Instructor Courtney Marshall says her position as Kirtland House dormitory head entails leading regular discussion with residents on gender identity and social justice.

"We walked over to see the queer kids exhibit as a dorm. Our education is going by

having discussions with people. This weekend we met with a poet who was speaking at MLK day," senior and member of Williams House Michael Garcia said. "Living in an all gender dorm is very expansive of your perceptions on gender and sexuality, and having these discussion supplants that."

Senior and Williams House member Cam Speck has enjoyed his experience with the curriculum and does not feel as though it has occupied too much of his time. "We've gone to some lunches and stuff at night. That's the most we've done though; it's been relaxed."

Experiences in the dorm have been mostly positive. Senior and Williams House member Ori Evans said, "If they were to take a happiness index we would probably be the happiest dorm on campus. [There is] an amazing vibe going on."

Many of the students believe that gender differences were challenging to overcome, but the communal surmount of these obstacles has brought dorm mates closer to one another. "I feel like we have definitely been able to cultivate an inclusive community unlike any other on campus. Every dorm is inclusive but is different when you have to overcome the 'barrier' of gender," Garcia said.

Faculty also hope that the all-gender dorms are a step forward into breaking the heteronormative mindset on campus. "I'm really proud that Exeter did this. I think it felt risky, so I'm so thrilled that everything that people were afraid of has not come to pass," Myers said of the school's choice. "I really hope that this is just the start. And that we don't sit back and say that we're done."

Reflecting on their own experiences and looking ahead to the future of all-gender dorms, current tenants encouraged other students to apply for residency next year. "It's a great learning opportunity and you really learn empathy because you are talking with people who are different from you[...] I recommend it to everyone, no matter your gender identity," said senior and Williams House proctor Maya Kim.

Garcia believes his residence in Williams House has rendered compassion for others, as well as self-discovery. "My perceptions on people and gender have expanded, and now I feel like I am more empathetic," he said. "I think everyone should apply; this is an amazing experience."

INSIDE

NEWS

Read on about the approval of all-gender dorms for the 2018-19 school year. A2

Read about our investigation of accountability among co-heads. A3

OPINIONS

Senior Harry Saunders critiques the MLK Day speaker A5.

Lower Rachel Won shares a different reaction towards the MLK Day speaker A4.

LIFE

Read about the Ferguson Exhibit B1.

SPORTS

Read about boys' Varsity Hockey captains Kyle Jadtatz and Sam Stone B5.

WEB



Visit our website for exclusives.
www.theexonian.com



Follow our Instagram.
www.instagram.com/theexonian



Like us on Facebook.
www.facebook.com/theexonian

MLK Day Offerings Provide Topics for Student Discussion

Continued from [MLK, A1](#)

MLK Day officially kicked off on Friday morning with a keynote address delivered by Lourdes Ashley Hunter, the co-founder and Executive Director of Trans Women of Color Collective (TWOCC). Hunter used words and visuals to share her experiences as a transgender woman of color and brought awareness to the systematic oppression of others who identify similarly.

"She diversified the MLK Day narrative. I'm grateful that I got to hear her perspective since the experience of a black transgender woman is not a voice often represented at Exeter," Jacob Hunter said.

Community members subsequently engaged in a morning or afternoon workshop of their choice, each of which utilized a different medium to feature important voices on a narrower topic. One of the 12 offerings was a narrative-based workshop called "My Life, My Choice" by Audrey Morrissey, a survivor of the commercial sex industry and the Associate Director of the My Life, My Choice program. The program empowers and educates at-risk youth, other survivors and society at large.

"It was powerful and fascinating to learn about the American sex industry and hear her first-hand account of being exploited as a young woman. She made me think about some of my stances on relevant political issues. It was an honor to hear her story," senior Maya Kim said.

In another workshop, filmmaker Daniel Byers and Octavius Seowtewa, head medicine man of the Zuni tribe and a member of the Zuni Cultural Resources Advisory Team, presented and led a discussion of their film on Zuni cultural heritage titled "Then, Now, and Forever: Zuni in the Grand Canyon."

"This film is really the start of bringing awareness to native rights. People need to be aware of native history and the importance of protecting it," Seowtewa stated.

Byers agreed, explaining that native justice was a particularly relevant issue in current politics due to the reduction of Bears Ears National Monument and the Dakota Access Pipeline. "I'm really glad that

the native Zuni perspective is getting a voice at Exeter," he said.

Exonian Encounters hosted "Walk the Line," an interactive workshop that allowed participants to witness deeply personal truths about one another by sharing whether or not they identified with a certain statement or trait.

"I believe the point of it was to force people to assess their privilege and other people's privilege in terms of attributes like race, gender and class. I hope people got a sense of just how diverse our community is and how that can aid our community or hinder progress depending on our views," lower Janalie Cobb commented. Participants subsequently engaged in open dialogue about challenges that marginalized groups face at Exeter and brainstormed appropriate ways to approach sensitive topics.

Students were required to attend a performance and Q&A session by Stir Friday Night, a comedy and improvisation group founded in 1995 by Asian-American actors who were dissatisfied with the limited acting roles they were being assigned to and wanted to shape their own characters. Several of their skits satirically portrayed instances of racial stereotyping against Asian-Americans in the movie industry and workplace. Others included humorous depictions of scenarios and relationships involving immigrant families.

According to performer Rammel Chan, the group tries not to burden themselves with the idea of focusing solely on race, but as they are exclusively Asian-American, it tends to be a big part of what the group talks about. "We picked a few topics that we thought were funny and informative about certain aspects of the Asian-American experience. There's something that happens when a person laughs that allows them to let go of their prejudice. Drama and theater in general are a means of catharsis, but comedy is better at changing minds," Chan said.

MLK Committee member Elizabeth Yang explained that she invited the group because she wanted every Exonian to feel represented on a day that explores "how

broad and universal MLK's message was." She said, "A lot of MLK Day is centered around black and white issues which are definitely important, but it's hard for many Exeter students to personally connect with it, especially since we have international students who don't even connect fully with the American experience. It was important to reach out to them and show that their experiences mattered. Social justice involves and affects everyone."

Many offered extensive praise for the performance. Exonians who identify as Asian-American or come from immigrant backgrounds were particularly appreciative. "The show made me feel relevant. My voice was represented and heard," lower Yuchen Chang said.

Upper Elliot Diaz elaborated on the importance of expanding community discussions of race and diversity to reach and involve a broader audience. "Stir Friday Night discussed differences between the discrimination that particular minority groups experience. I think those conversations are really important," he said. "They don't take away from the work that we are doing to combat anti-black racism. It adds to it since we are speaking to different people's experiences and showing how this affects them too."

While the mandatory portion of MLK Day concluded with these events, an optional forum entitled "Poetry, Politics and Conversation" was offered in the Lamont Gallery later that evening. The session consisted mostly of poetry readings by English instructor Willie Perdomo and guests Tracie Morris and Meg Day. As a deaf and genderqueer poet, Day explained that poetry had become an outlet for her to express herself and her experiences. "I found a lot of comfort in my loneliness from reading and writing. You have to speak your truth or someone else will describe it to you," she said. Afterwards, participants engaged in a discussion about the power of poetry to express and respond to prevalent political issues.

Despite the well-received workshops, controversy ensued over the MLK week-end after the keynote speaker made remarks that some found offensive about and

towards white students during her presentation and following workshop. A group of anonymous students also stirred up discussion after distributing posters in Agora depicting James David Manning, an American pastor known for holding homophobic and controversial views unaligned with many Academy values. Although history instructor Russell Weatherspoon explained that the students behind the act had not been ill-intentioned and promptly identified themselves to the faculty, their behavior still affected those who witnessed it. "These posters show the complacency of the Exeter community, specifically those who make jokes at the expense of fostering an inclusive environment where we can have productive discussions," upper Rose Martin commented.

Many Exonians voiced the importance of preventing these events from obscuring important takeaways from the keynote and MLK Day at large. Exonian Encounter advisor Olutoyin Augustus-Ikwuakor said about the keynote speaker, "She did damage. I don't want to minimize anything she said. But I absolutely don't want to take away from her message that transgender women of color deserve to be loved, respected and treated as human." She added, "Their voices are not heard nearly enough, and it's good for us to be uncomfortable and to learn. We should be doing something and we should be caring. That's what I got from 99 percent of her presentation and that one percent should not overshadow the 99 percent."

Schutt elaborated on the importance of allowing setbacks to be opportunities and learning moments. "Everyone makes mistakes, and if we write someone out of our community and kick them out of our narrative because they made a mistake, we're never [going] to build a wholesome community," she said.

Many were also grateful that the workshops and performances hosted this year represented a much wider range of voices than those of previous MLK Days at Exeter. Senior Winslow MacDonald shared these sentiments, saying he was "very impressed with the breadth and quality of the offerings."

Math Instructor Posts Controversial Messages on Classroom Door

Continued from [TEACHER, A1](#)

acknowledged the teacher's right to share his opinion.

"All teachers must think deliberately about what material appears in and around their classrooms and about its potential impact on all students," Dean of Faculty Ellen Wolff said. "We must also, always, remember the power difference that always exists between teacher and student."

Upper Mohammed* defended the teacher's commentary. "It's important [that] we consider the impact that our words have, but [the teacher's] stats didn't contradict the preview assembly's stats— they merely added another dimension to the issue," he said. "This goes to show what happens when students are actually challenged with well-reasoned argument in a leftist think-tank like Exeter."

History instructor Michael Golay felt that the removal of the papers was unapologetic restriction. "My takeaway from [the faculty's] postings and the MLK keynote is that it exposed a fault line at the school— certainly among the faculty and probably among the students too. We've got hard work ahead of us to bridge the divide," he said. "My understand-

ing is that [the teacher] was pressured into taking down the clips outside his classroom. Put bluntly, that's censorship."

However, some felt that posting the articles undermined the student-teacher dynamic. Syed believed the posters made students feel uncomfortable sharing their opinion with the teacher. "I think if a faculty member wants to share their opinion, they should be allowed to do so," she said. "However, they also need to be wary about the impact of their words on students and that again, there is a power dynamic where students may be compromised."

Many Exonians entered MLK Day unaware of the controversy generated by the papers. However, towards the end of her keynote address, trans-activist Lourdes Ashley Hunter reproached the teacher, addressing him by first name and accusing him of promoting white supremacy. Some students and teachers stepped out of the Assembly hall in reaction to Hunter's comments.

Schutt felt that Hunter's public condemnation worsened the situation. "I do not think it was her place to publicly shame a teacher with whom administrative action had already

been taken against," she said. "First of all, as a person, it is absolutely humiliating. How can we continue to heal, to build a community, to restore justice to our community, if we don't let anyone who has ever made a transgression come back from that mistake?"

Hunter said she learned of the posting controversy from MLK Day committee members during a dinner held at Principal MacFarlane's house on Thursday night. She believed that she was speaking at the request of the student body, who she thought felt silenced by the teacher's actions.

"This information was discouraging for the students. It was rooted in anti-blackness. It was ignorant and it did not tell the full story of the violence that was happening," Hunter said. "School is supposed to be a place for encouraging young people to challenge the status quo, and that was not happening."

However, committee members felt blindsided by Hunter's comments. In an email to the student body, the students of the committee wrote that they did not endorse Hunter's comments against the teacher. "Our intentions were never to cause hurt or confusion of any kind," the email reads.

Lourdes Ashley Hunter Delivers Keynote Address to Exonians

Continued from [HUNTER, A1](#)

year finding and vetting a range of speakers with diverse voices and views about social justice and the legacy of MLK. Member of the MLK Committee and upper Rose Martin discovered Hunter via internet, notably Hunter's TEDx Talk delivered at Middlebury College. Having delivered similar speeches before at a United Nations Human Rights Council in Geneva, Switzerland and Harvard University, the faculty of the MLK Day Committee cooperated with students and "invited her to speak of the violence against and human rights for transwomen of color," as they stated in an email sent to all Exeter students and faculty members.

Upper and MLK Committee member Lance* appreciated Hunter's stories. "She present[ed] amazing points from her personhood, her pains and troubles expressed for being a trans woman of color: raped, homeless, and told that she wouldn't make it past 35," Lance said.

Assistant Principal Karen Lassey agreed. "I was moved by the materials Ms. Hunter presented about the fear and violence she herself experienced, and by other transgender women of color simply because of who they are," she said. However, Lassey found some of Hunter's conduct troubling. "I was disappointed and disheartened when I felt the choices she [Hunter] made were contrary to our values of respectful exchange of ideas."

During her speech, Hunter also drew sharp reactions from her audience Assembly Hall when she identified a math instructor for statistics he had posted on his classroom door regarding police brutality.

Acknowledging that Hunter's public ad-

monishment of the teacher was "risky," English Instructor Courtney Marshall understood her motivation, saying, "The fact that it made her angry enough to include it in her talk pointed back to a sense of urgency. She's not someone who sits back and then doesn't translate this into speech or action."

Others were indignant about her actions and words. "I definitely feel like it was not necessarily her place to do that by any means because she is not a part of our community, and she got a very limited perspective from a student who may not have had all the facts in the first place," lower Janalie Cobb said.

After Hunter's comments about the instructor, a handful of students and faculty were displeased with Hunter's other statements. During a Q&A workshop after her Assembly, Hunter criticized and avoided two questions that students posed about white supremacy.

During the workshop, senior Ian Johnson recalled that Hunter cursed at him after he asked a question regarding white supremacy's relation to other forms of structural oppression. When Johnson tried to apologize for the framing of his question, Hunter refused to engage with him and any other cis white males in the room. "And I began to try to explain myself, 'I'm sorry I really am trying to hear what you have to say, that was what my question was about.' And she [Hunter] said, 'Nope, I don't want to hear it...'"

Upper JP Guite chose to leave the workshop after Hunter's response to Johnson because he disagreed with her remarks. "I didn't like how she was addressing students before me, so I asked about her role as an educator

and thought she shouldn't remove students. It wasn't meant to be disrespectful, but she took it as that," he said.

MLK Committee members underlined that they did not condone nor share Hunter's comments targeted at the math instructor and specific students. In response to Hunter's actions, both the committee's students and faculty also wrote emails addressed to the faculty, staff and students. "[Hunter] mistreated members of our community. She did so publicly and interpersonally," Weatherspoon and Carbonell wrote. The students wrote, "Our intentions were never to cause hurt or confusion of any kind."

The students also expressed their wish for continued discussion of the messages brought up during the workshops and performances they hosted. "Please keep talking about the experiences of trans women of color — don't let today's events undermine the critical importance of highlighting trans women's voices," the email read. "We believe that [Hunter's] message of the struggles of trans women of color, and the other excellent workshops and guests, deserve not be overshadowed by her unprofessional comments."

MacFarlane's Jan. 15 email to the PEA community reiterated the faculty's commitment to diversity of opinion and freedom of speech. "We do not condone attacks on anyone's personhood. We do not condone disrespectful behavior towards anyone," MacFarlane wrote. "We believe that every voice matters. We believe in dialogue, in empathy, in exploring unfamiliar or uncomfortable positions."

MacFarlane also expressed her disappointment in both Hunter and the way

that the faculty member's opinions were displayed. "I was shocked by the keynote speaker's tone and behavior, stunned by her explicit calling out of a member of the community, and distressed that students felt shut down and excluded from conversations that should have been rich," she wrote. "I was also upset by the postings on a classroom door: every space in the school should actively invite dialogue and engagement."

In spite of the wide range of opinions following MLK day, Marshall called for some measure of understanding. "I will not demonize [Hunter]," she said. "I will not turn her into a monster because she gets that everywhere she goes."

Lance, sharing Marshall's request, acknowledged that although some of Hunter's words were hurtful, the original messages about racism deserve to be discussed and merited. "Some of the points she wished to make weren't expressed thoroughly enough for it to be conveyed thoughtfully, such as her comments on white supremacy and her image of whiteness," he said. "What strikes at the heart of her point is that the Exeter community's silence to issues of race is essentially complicit to how the problem of racism persists at Exeter, and that Exeter has to act more openly and honestly in order to address racism."

"As painful as the past week has been for many, this is an important opportunity for us to address what it means for our campus to be truly inclusive and welcoming," Principal Lisa MacFarlane said. "Our Harkness practices and the values of respect, integrity, and care for one another are central to that aspiration."

Turnovers for Club Co-Heads, Dedication Examined

By SUAN LEE
and JACK ZHANG
Staff Writers

Co-headships and board positions in Exeter's vast network of student organizations present meaningful leadership opportunities to students who have proven particularly apt or dedicated in a field. While most clubs at the Academy thrive under the management of passionate and committed students, other groups have struggled to hold their board members accountable. This issue raises the question of why Exonians seek extracurricular leadership in the first place and whether additional measures are necessary to ensure liability.

Some of the Academy's most coveted leadership roles are that of popular academic clubs like the Daniel Webster Debate Society or Model United Nations (MUN). Upper Mark Blekherman, a co-head of both organizations, expressed that larger clubs tend to have less difficulty maintaining committed leadership. "I think the trend of irresponsible leadership is exclusive to smaller clubs that were perhaps started on a whim, meet rarely, or don't participate in competitions. Those are the clubs where there's a lack of accountability and students pursue roles for college applications," he said.

Debate co-head Sagar Rao, agreed, acknowledging that large academic clubs tend to have a greater number of board members, making it easier to intervene and mitigate the consequences of one individual's negligence should the occasion arise. "Sometimes, when a co-head starts to fall behind, we just pick

up their work and remind them what their responsibilities are," he said. "We all had college in the back of our minds, but none of us applied for a position purely because of it. This problem is manageable."

While it is not right for students to pursue leadership positions solely for college and abandon their duties come spring term, senior and head peer tutor Dara Okeremi could understand why an exhausted senior might feel compelled to do so. Okeremi believes a possible remedy would be to distribute club leadership positions across multiple grades rather than the senior class alone. "The non-senior can keep the club grounded and hold everyone accountable. They'll still be sufficiently motivated to commit to their role since they're not graduating soon. That shouldn't be encouragement for the senior to slack off, but if they do, it won't be as problematic," she said.

Other students and co-heads voiced similar concerns, yet discouraged an official school policy to be made. Senior Katie Lee, co-head of Pendulum and ESSO Tutoring for Children, believes a school rule pertaining to irresponsible club leadership is unnecessary. "It's pretty common for seniors to just check out after they've assumed a role. An impeachment policy would be well-intentioned, but I don't think it would be enforced. It would create a bunch of tension, a bunch of drama," she said.

The Department of Student Activities is responsible for overseeing all of the Academy's clubs to make sure they have active student leaders and advisers and are adequately accommodated in funding and space. Direc-

tor Joanne Lembo nevertheless believes that it is important to entrust clubs with their own management and board turnovers. "For the most part, we have incredibly dedicated club heads who work very hard for their clubs to be successful," she said.

Senior Tim Han, a co-head and board member of several major clubs, agreed, asserting that greater adult input and the establishment of new school policies on club governance were unnecessary. "It's really important that our advisors are advisors and not people running the clubs," he commented.

Blekherman, however, believes that faculty engagement is a crucial component of a club's success, suggesting mandatory co-head meetings with faculty advisors or incentivizing teachers to take part in clubs on campus. "If students know that there's an adult who's interested in the success of their club, they're going to be more willing to commit. If the school wants to have responsible co-heads and well-functioning clubs, it needs to invest in finding advisors who can put their time into these clubs and keep the co-heads in check" he said.

Debate advisor Betty Luther-Hillman raised a similar point, though she acknowledged that many Exeter faculty members have difficulty finding time in their busy schedules to commit to advising clubs. "While our students are amazing and can do great independent work, I do think that our students would be better served with greater adult involvement in some clubs, especially when adult expertise could provide students with guidance," she said.

Director of the Exeter Student Service Organization (ESSO) Elizabeth Reyes explained that ESSO clubs generally received greater departmental oversight. She attributed this to the fact that ESSO co-heads serve a population greater than the Academy and its students. "ESSO is accountable to the outside community, which is why adult help is necessary. We want to make sure that our outside neighbors have good relationships with the students, whereas other clubs on campus are part of the ebb and flow of student activities," she said.

While current co-heads are encouraged to offer input, the collective ESSO board is responsible for reviewing all applications and making the final decisions. This year, the selection process will begin earlier in the term so that decisions can be announced by early February. According to Reyes, the extended period between selections and the official spring turnover gives new co-heads ample time to shadow current co-heads, partake in a leadership training program offered by the board and more successfully adjust to their responsibilities.

ESSO co-president Emmett Shell believes that the board works hard and is typically successful in ensuring that leadership roles go to students with a genuine passion for social service. "I think it's very rare to have someone apply solely for college with the intention of quitting afterwards," he said. If a co-head becomes overwhelmed by other time commitments, Reyes explained that she typically meets with the co-head in question and replaces them with another student more fit or available for the role.

Switching Teachers Explored

By MAI HOANG
and JACOB FEIGENBERG
Staff Writers

Blane Zhu is a new lower in Ewald Hall from Beijing, China. Like other new students, after 10 weeks at the Academy, Zhu is adjusting to the Exeter curriculum and Harkness education, connecting with teachers and students and making this place a home. However, one thing still daunts him—the prospect of adjusting to class with completely different sets of teachers and peers, after bonding and learning with his previous fall term classes.

"For students, especially for new students like me, who just moved into a new environment, having to switch teachers after just one term can maybe feel...intimidating," Zhu said. With the exception of the science department, which tries to link the winter and spring terms of year-long course sequences, all other departments offer term-long electives, taught by a host of different teachers.

Most classes at Exeter are not linked from term to term because the curriculum is structured around term-long electives, rather than year-long courses. Even in Exeter's math program, typically standardized at other institutions, students are offered great flexibility with both transition courses and advanced post-AP electives, such as linear algebra or specialized science and history research electives.

"We have great flexibility with placement. After fall term transition courses students can be placed onto entirely different tracks," Mathematics Instructor Timothy Whittemore said.

The science department also affords adaptability when students and faculty build and change their course schedules from term to term. "For biology, we have more electives than we do whole-year courses," Biology Instructor and Interim Science Department Chair Christopher Matlack said. "It's logistically impossible to have teachers linked for the whole year because they're teaching these other electives aside from intro biology and also coach sports."

In addition to being logistically challenging, linking classes poses other problems. Whittemore is not overly fond of linking because it may leave students with teachers with whom they do not have chemistry. "We have 25 [instructors in the math department]. Because [we do not link], and due to the large number of teachers, if a student does not like a teacher, it is mostly possible to request not ever having them again," he said.

Noel Grisanti, a teaching intern in the classics department, believes that not linking students with teachers comes with many social benefits: "It allows teachers to meet many more students than they would if they had the same class all year long," she said. "Furthermore, it provides a more interesting variety of courses for teachers to teach; you're not required to teach only one level for the entire year."

Physics Instructor Scott Saltman shared a similar sentiment. "While I do think it's important to have continuity and to develop relationships, I also do see a value in having students get different perspectives at some points in an entire year course," he said.

There are some members of the community, however, who'd rather continue

with the same classes. "I feel like I'd prefer to be linked to one teacher in science; it's hard to get used to different teaching styles and test formats," lower Patty Fitzgerald said.

Lower Grace Ferguson agreed. "In science, different teachers do different things, so it's much harder to adjust if classes are switched, but in math everyone is figuring out the problems together using the same material, so it doesn't matter as much," she said.

A large number of teachers also expressed a marked preference for linking courses. "I personally would rather have students for an entire year," Math Instructor Dale Braille said. "It's better to have contact with fewer students but for a longer time." She also added that it takes time to "develop an understanding of how certain students learn the best."

Science instructor Townley Chisholm said that at all his previous schools, the same teacher worked with students all year, and he preferred their system of "stability."

Exeter's winter-spring term linkage is actually a product of past circumstances. The fall term, which had once been almost half the length of the year, was much longer than the winter and spring terms. Chisholm, who has been at Exeter for over three decades, said, "The winter-spring linkage was an attempt to let teachers and students get to know each other better than they can do in a short 10 week term."

According to the Director of Student Information and Registrar Sarah Herrick, students may de-link from teachers by submitting a request that must be reviewed and approved by the department chair and are accommodated only if the schedule permits. However, according to Matlack, there have been instances when the scheduler was not able to link the appropriate science terms, because all instructors were teaching multiple electives.

Though there are some difficulties in the way, Saltman said that most students are scheduled with the same teacher for at least two terms to ensure well-informed teacher recommendations during their college application process. Drawing on his own experience, Chisholm said, "The longer I work with students, the better I know them and the more authentic a recommendation I can write. That difference has to be apparent to readers of those recommendations."

Despite the drawbacks to term-long courses, it is unlikely that this system will change anytime soon. According to Matlack, the only way having teachers linked for three terms would be cancelling all of the different electives. "If we took away all of this course diversity though, Exeter would not be the same place," he said. Matlack compared the way the Academy operated with that of colleges. "In college, you don't have any year-long classes at all; it's all term-by-term," he explained.

In addition, if linked classes were to be enacted, sports practices would have to be reduced to one block to expand students' scheduling possibilities.

"Slotting six courses into eight periods for 1,000 students is quite a feat already," Herrick said. "To do it without conflict is nearly impossible, particularly given the number of competing pressures on the schedule."

Some students resolve the issue of not having enough time with preferred teachers by deliberately choosing the electives that

they teach. "Some seniors take electives that they know their prep/lower teachers or coaches are teaching," Matlack said. "Then, when they need the college recommendations they can obtain it from these teachers who have known them for longer periods of time and also in different settings."

Teachers can also request to read notecards from students' previous teachers before giving recommendations. "I view the department cards containing students' midterm and final grades alongside teachers' comments on them," said Whittemore.

According to senior Claire Melvin, the College Counselling Office also allowed for some flexibility in terms of from whom obtain recommendations. Melvin needed a recommendation after only four weeks with her spring term math teacher and

felt the teacher did not know her as well as her previous teacher, who had taught both Melvin's fall and winter term transition courses.

"I asked my college counsellor who I should reach out to. She told me to check with my new teacher, who said I could ask my older teacher if I felt more comfortable," Melvin said. As a new upper, Melvin did not mind having her teachers switched each term; she enjoyed getting to know as many Exeter faculties as possible in a short amount of time.

Though he did not wholly object to the current system, Zhu would like to see students being able to request to have preferred teachers again. "It would be helpful if students could choose to keep the same teacher for an extended term or two," he said.

Saturday Classes Discussed

By SHIVANI TRIPATHI
and EMMANUEL TRAN
Staff Writers

On Jan. 13., students and faculty across campus woke up early to attend the only day of Saturday classes in the winter term.

Many students dislike Saturday classes, an occasional occurrence at the Academy. Earlier in the school's history, Saturday classes were a regularity, held almost every week. In 2013, the school abolished routine weekend classes, instead holding a few weekend classes to make up for special events that altered the normal class schedule.

This year, there was only one Saturday class scheduled during winter term. When Dean of Students Brooks Moriarty organizes the academic schedule, he considers the required appointments and class days to determine when and how often classes meet. "I was able to meet those targets without scheduling many Saturday classes this term, and that's because students and faculty find winter term maybe more difficult to navigate for multiple reasons," he said.

Students and faculty hold divided opinions on the practice of weekend classes. Many students have criticized and questioned this, as Friday nights are spent doing homework and Saturdays mean waking up early to attend class. At the same time, other students, and some faculty members, defend them as an occasional necessity.

Although students and faculty dislike going to school on Saturdays, they acknowledge the benefits of Saturday classes. "I enjoy that the year is shorter than it could be," senior Danny Miller said. "I also enjoy not having classes every Saturday, so I think we have a good balance."

English Instructor Jane Cadwell noted another benefit of Saturday classes, saying that they help the community stay on track if the week's schedule was unusual. "If we've had a funny schedule during the week, Saturday classes allow us to keep on track with the work we're doing," she said. "I think it benefits not only teachers, but everybody. Something is only a benefit to me if it's a ben-

efit to my students."

On the other side, senior Gabriel Byan saw Saturday classes as detrimental to school life and questioned their value. According to Byan, "they put an unnecessary strain on students taking up a large portion of the day" that would otherwise sometimes be used for rest.

Upper Sophie Bunnell agreed, explaining that Saturday classes decrease productivity. "I feel like people don't get as much work done and as well as they could because they procrastinate on Fridays," she said. Bunnell also considered lack of sleep as a consequence of Saturday classes. She said, "[Saturday classes] just create more stress and throw off everyone's sleep schedule."

However, health instructor Carol Cahalane said that there isn't any proof that Saturday classes negatively impact sleep schedules.

Regardless, teachers notice the strain Saturday classes put on students. "I think not having Saturday classes allows people to regroup and refresh," Cadwell said. "If you have Saturday classes, you may have sports in the afternoon. By the time you've finished with everything, it's Sunday afternoon and you're doing your homework."

Modern Languages Instructor Richard Schieber agreed with these sentiments, saying that a two day weekend would help his students rest and regroup. Furthermore, he noted the low attendance on Saturdays. "When we do have Saturday classes, sports teams have to go away," he said. "So very often I don't have a full class, and we can't make up for those kids who have to go on a trip."

In fact, Schieber believes the inconsistency of Saturday classes is an inconvenience. "I can work around having no Saturday classes," he said. "Since we're having less Saturday classes, having them is almost like a disruption."

However, there is no sign of Saturday classes being phased out. "Given the space between the start of school and graduation, as long as we're committed to meeting the amount of class meetings, we'll have Saturday classes," Moriarty said.

Interested in the inside scoop?

Come write for *The Exonian!*

Writers' Meetings every Sunday at 7pm in the Forum

exonian@gmail.com

Challenging Our Perspectives

Nick Schwarz '20
Guest Contributor

The purpose of MLK Day is to honor the struggle for equality and Martin Luther King Jr.'s efforts to advance that struggle. PEA sets aside an entire day every academic year for its students to attend workshops to learn about King's impact on our world, a tremendous opportunity to internalize King's dream for racial and social equality. In the past, the workshops have been run by many articulate speakers with interesting and thought-provoking stories to tell. Unfortunately, MLK day this year was tainted by the keynote speaker's racist, unprofessional speech and consequent Q&A workshop. Because Lourdes Ashley Hunter's poor behavior took attention away from our acknowledgement of King's achievements as well as the talents of the other speakers, Exeter squandered this chance. On MLK day this year, I was ashamed to be part of an audience that would stand and applaud for this kind of display.

In a speech in which she urged that

On MLK day this year, I was ashamed to be part of an audience that would stand and applaud for this kind of display.

the Academy be burned down (metaphorically, one hopes), Ms. Hunter contemptuously dismissed "pasty white people" and said that those in the audience who were melanin-deficient were unwelcome and should be confined to a few high-end vacation spots. She proceeded to even defame and humiliate a faculty member.

During the Q&A workshop, when certain students questioned her propositions, she also shut them down because their white skin color supposedly made them unworthy of such responses. By belittling people who happen to have a similar skin color, Ms. Hunter's behavior reflected that of the racists she criticized. In my experience, many students at Exeter also dismiss unpopular viewpoints as merely a product of an identity group that they have simplistically defined. And yes, as evidenced by Ms. Hunter's speech, whites, cisgender people, straight people and males are often deemed unworthy of serious consideration in talks about cultural tolerance. Ms. Hunter's assumption that

In my experience, many students at Exeter also dismiss unpopular viewpoints as merely a product of an identity group that they have simplistically defined.

all whites can afford to go to "Aspen and Martha's Vineyard" is a perfect example of the existence of the stereotyping of such groups. To be white is not necessarily to be rich. Like all other races, whites are divided economically, politically, and socially. Focusing exclusively on racial identity ignores the vital issue of class and a wide array of defining traits.

Although many of Ms. Hunter's words offended me, I certainly don't object to PEA's accommodation of speakers whose views offend me. In fact, I came to Exeter to be offended—to be presented with views that I find objectionable and to have my own views challenged. But, in refusing to answer students' respect-



Reina Matsumoto / *The Exonian*

ful questions, Ms. Hunter destroyed any chance for discussion and debate. She violated the integral elements of an Exeter education, as well as the principle of free speech, which is crucial for any real intellectual inquiry. Ironically, Ms. Hunter's performance may have been an excellent lesson in that it clearly demonstrated silencing others is not the most effective way to persuade an audience of your cause.

In fact, I came to Exeter to be offended—to be presented with views that I find objectionable and to have my own views challenged.

Ms. Hunter's contemptuous derision of white people was particularly inappropriate on a day set aside to honor Martin Luther King's legacy. A vital ingredient of King's imperishable achievement was the enlistment of whites in the struggle to achieve racial equality. King famously ap-

pealed to what he insisted was their innate goodness and what he defined in his "I Have a Dream" speech as "the true meaning of [the American] creed." He directed that speech at a national white audience that held far more benighted views on race than do many whites in America today, and he specifically directed it at white

A vital ingredient of King's imperishable achievement was the enlistment of whites in the struggle to achieve racial equality.

southerners. In 1963, he could find it in his heart to enfold white southerners into his cause and to urge them to be true to their best selves. If, in 2018, Ms. Hunter can only offer what King called "the cup of bitterness and hatred" and exclude what might very well be the most progressively-minded white audience imaginable, then her proposed message will only amount to racial animosity and conflict.

Seeking Equity Instead Of Equality

Rachel Won '20
Guest Contributor

Throughout history, the goal for a truly interracial American democracy has always been equality. A common misconception is that equal treatment is achieved when minorities no longer experience oppression and are fully integrated into society. While it is a compelling idea, in truth, there are centuries of oppression that must always be taken into consideration before any substantial step can be taken towards solving racism. Oppression has witnessed the black man and the white man being allocated different sums of money. The black man's relative lack of privilege in society was compensated for by charging him less and thereby counterbalancing the 80 cents to a dollar wage difference between black men and white men. We've been framing the struggle for cultural tolerance as one of equality, when it should really be about equity.

When our nation's citizens inherently begin at different rungs of the social ladder, it is futile to think that rules put in place to ensure equality will in fact result in equality. When college-educated black men earn only 80 cents compared to the dollar that college-educated white men will earn for the same job, there is clearly an underlying cause—whether it be differences in background, prejudices rooted in

When our nation's citizens inherently begin at different rungs of the social ladder, it is futile to think that rules put in place to ensure equality will in fact result in equality.

history, or a lack of experience. Whatever the case, one thing that is clear is that the majority of people of color grow up with

fewer opportunities than the majority of white people. Due to these circumstances, the innately privileged have a moral obligation to aid the less privileged. Therefore, rather than equality, it is equity that should be emphasized—an effort to consciously displace the mindsets and biases that place minorities at a lower starting point from birth.

Rather than equality, it is equity that should be emphasized.

A natural progression would be the question: does this then give the oppressed the right to treat the more privileged unfairly, based on the years of injustice that they themselves had to suffer through?

Last Friday, Lourdes Ashley Hunter, a transgender woman of color, delivered a keynote address, the highlight event of the day. In it, she swore repeatedly, accused a math teacher of racism by name, called white people "pasty" and requested the audience to either celebrate her or leave altogether. In her subsequent Q&A workshop, she asked two white students to leave the room after dismissing their questions on white supremacy. Hunter specifically criticized the presence of white people in her workshop when she had previously requested that only black students be allowed to attend. Her actions sparked controversy throughout campus among people who accused her of being rude, insensitive, and unprofessional. Others praised her bravery and courage for speaking out. Regardless of the polarized opinions on her speech and workshop, at the end of the day, Hunter was asked not to return to campus, and the administration sent out an email expressing disappointment and regret for her actions.

The fact of the matter is that when you hold privilege, it is hard to interpret the actions of those that are less privileged in

anything but a negative light—especially when these actions differ from what you are normally used to seeing. A wealthy person will inherently find it difficult to understand why a homeless person cannot just work hard to get a job. An academically excelling student will inherently find it difficult to understand why an under-achieving student can't just study harder to get good grades. A popular person would struggle with understanding why a socially awkward person finds it hard to be themselves. It is hard for students that attend a renowned elite private school in the nation to understand why a black, trans woman would feel hostile towards any white citizens.

As a student body, our reactions to her conduct just reinforce the fact that people are unwilling to open their minds to understand others. Instead, we restrict our ideas and analyses to what we want to believe. As a black trans woman, Hunter lives in fear every day of being abused, raped, killed. The statistics certainly justify her apprehensions. According to Planet Transgender, an online journalistic campaign documenting a wide array of transgender experiences, a trans woman is killed somewhere in the world every 29 hours. In addition, the average life expectancy of a trans woman of color is 35 years. Imagine looking to the future and seeing not 70, 80 years, but instead half that. You wouldn't expect to survive past graduate school. How hard is it for us to suck it up once, listen to what this woman has to

As a student body, our reactions to her conduct just reinforce the fact that people are unwilling to open their minds to understand others.

say, and try to understand with compassion why she acts the way she does? Her so-called rudeness and disrespect towards

us pales in comparison to the amount of suffering that she has had to go through, simply because of her gender identity and her race.

Yes, it is true that the Academy could have chosen someone better to come to our school. Her speech was not appropriate for the keynote address on our school's Martin Luther King Jr. Day, a day of education, reflection, and gratitude. Her actions were not justified and her words scarred many in the community. She is incorrect in thinking that by putting

But despite the errors in her methods, the viewpoint that she offered is valuable, unique and uncommon in our secluded Exeter bubble.

down people of other races, racism will be solved. But despite the errors in her methods, the viewpoint that she offered is valuable, unique and uncommon in our secluded Exeter bubble. Hunter channeled her transformative experiences into her speech and bore a message that we all needed to hear.

After all, it's only rational to find hurt people inadvertently hurting others in return. The way she conducts herself and her vehement opposition to any group, excluding her own, simply shows the extent to which she herself has been attacked by others. Just because her scars are not visible, just because she covers them with confidence and bravado, does not mean that they don't exist and have not damaged her immensely in the past. By relegating her stance even more and not trying to understand her, we only tear open her wounds again and assure her once again that no one sympathizes with her. By now, the existence of a vicious cycle is clear. The problem then distills to morality and compassion.

The Exonian

ROSE HOROWITZ
Editor-in-Chief

MADISON KANG
Director of Writing

BELLA ALVAREZ
Managing Editor

JUSTIN PSARIS
Business Board Co-Head

AMELIA LEE
Business Board Co-Head

JENNY YANG
Chief Digital Editor

News Editors

Paul James
John Beckerle
Don Assamongkol
Sarah Ryu

Opinions Editors

Bianca Beck
Shaan Bhandarkar
Sebastian Bango
Mark Blekherman

Life Editors

Grace Carroll
Jacky Cho
Hillary Davis
Alan Wu

Sports Editors

Makinrola Orafidiya
Emily Cloonan
Jared Zhang
Ashley Lin

Humor Editors

Lizzie Madamidola
Ava Harrington
Abigail Zhang

Director of Photography

Reina Matsumoto

Photography Editor

Numi Oyeboode

Art Editor

Ariane Avandi

Senior Columnists

Jordan Davidson
Jack Stewart

Faculty Advisers

Ellee Dean
Erica Lazure
Alex Myers

Head Copy Editors

Tommy Kim

Advertising

Camilla Pelliccia

Subscriptions

Sam Michaels

Communications

Bella Hillman

Circulation

Weldon Chan

Outreach

Troy Marrero

Business Advisor

Allison Battles

The Web Board staff members are listed on *The Exonian's* website: www.the-exonian.com.

To subscribe to or advertise on *The Exonian*, contact exonianbb@gmail.com or call 603-777-4308. A subscription to the paper costs \$75 off campus and \$125 overseas.

The Exonian welcomes Letters to the Editor sent to the care of exonianletters@gmail.com.

The Exonian reserves the right to print Letters to the Editor in a timely fashion and to edit them for content and clarity.

MLK Day: Reflecting on Academy Values

Harry Saunders '18

Guest Contributor

Exeter as an institution failed to honor Dr. Martin Luther King Jr.'s legacy by inviting Lourdes Ashley Hunter to our campus on the day celebrating King. Hunter's admonition of a math teacher could not have been more contrary to the shared values of Harkness—patient listening, respectful disagreement, shared pursuit of deeper understanding—that Exeter has stood for in the past. Her conduct throughout the day was inappropriate, and some of her comments bordered on illegal. Free speech is

Lourdes Ashley Hunter's conduct throughout the day was inappropriate, and some of her comments bordered on illegal.

protected under the First Amendment, inciting violence is not.

In planning for MLK Day this year, one of two things—both unacceptable—occurred. Either the adults overseeing the MLK committee neglected to properly vet their chosen keynote speaker, or far worse, they were aware of the condemnatory information on Hunter that can be found online and invited her anyway. Based on the introduction to the keynote, I am inclined to believe that the decision to bring Hunter to campus was motivated by an earnest desire to give a voice and a platform to oppressed, underrepresented and victimized groups in America. That intention, however, does not excuse the MLK committee's shortcomings in sufficiently vetting Hunter before bringing her to campus. Hunter said, in the workshop after the keynote, "The young people from the MLK Board Googled me, they wanted me to be here and knew what I was coming to bring," but that may well not be true. I am inclined to believe that if the adults in charge of vetting her had done their due diligence, if they had read her Twitter page, where she once called all cisgender black men "murderous, trifling, ashy, basic, transphobic non ass washing, dirty nail, toxic bad breath reinforcers of white supremacy," if they had found the open letter penned by former members of the Trans Women of Color Collective online which begins, "You have seriously harmed fellow TWOC," then they would have chosen a different keynote speaker. I hope that the MLK committee, the Administration and the entire Exeter community will learn from this year's debacle so that MLK discussions can return to the level Bryan Stevenson brought to our campus in 2015. Stevenson drew on his experiences defending death row inmates in the deep South to deliver a clear message about combatting mass incarceration and wrongful executions, a model presentation that incited discussions across campus for weeks afterward.

This hope does not mean that we, as the Exeter community, should move past Friday's inappropriate events without first grappling with the questions they raise: who should be given a seat at the table of collective discourse? Does a personal history of trauma, brought on by oppression, alone qualify someone to lead a critical discussion at Exeter? Should Exeter

employ people who believe that social reparations, and other forms of retributive justice, are the answer to our community's racial strife and our country's deeply rooted inequality?

I walked into my morning workshop, "Reflections on the Keynote," dismayed about how Hunter's comment about a current math teacher as well as her incessant cursing had distracted many of my peers and me from her message, but still holding out hope that a more intimate setting might foster the substantive discussion I have come to expect at Exeter. When Ian Johnson asked Hunter to clarify how white supremacy hurts poor white people and how it is intertwined with patriarchy, misogyny and capitalism, I was eager to hear her response. Perhaps she would cite DuBois' concept of a "public and psychological wage" as a way that the white American aristocracy has historically compensated poor whites while exploiting them economically and politically. Or perhaps she would use Ta-Nehisi Coates' definition of whiteness—that it is a historically fluid concept that has allowed those who fall under its umbrella to act in bigoted ways while still

Discomfort is fundamental to a good education, but Hunter's keynote and workshop did not make me uncomfortable; it made me feel disappointed.

achieving success—to argue that white supremacy allowed America to elect an altogether reprehensible president. Or perhaps, even better, she would introduce ideas with which I was previously unfamiliar or expand on a more personal perspective on oppression I could not read about in a book.

Instead, Hunter responded to Johnson: "My role here is not to educate white people. My goal here is to have a discussion, reflection of the keynote."

Perhaps this was Hunter's goal, but she held an exclusive vision for how this discussion should play out: allowing some students but not others to contribute based their race and gender. By governing the workshop in this way, she constructed an intellectual barrier, exactly the type of divisive force that the MLK committee hoped to break down.

Should Johnson, who admitted that he was not familiar with racial theory, later saying that he hoped to "receive expertise and knowledge" from Hunter, be allowed a seat at the table, be allowed into the discussion? Hunter did not think so, telling Johnson to "stop taking up space in [her] workshop" and "to come to the table with some knowledge and some information, because right now, you are operating at a very basic level." Johnson left the room soon after Hunter suggested that if he wanted to know how white people are impacted by white supremacy, he should do his own research online.

Exeter has a responsibility to educate its students about race, so that they can "come to the table with some knowledge and some information," and it is therefore the Administration's responsibility to invite speakers who are willing and eager to engage with students of all races. For all her talk about students needing to "engage in the elevation of their own consciousness," Hunter repeatedly refused to

engage with white students. Raising the level of common knowledge about racial theory and history should be our community's goal, but we cannot achieve it without first being willing to work with others to pursue that goal. Hunter's arrogance should have been far more disqualifying of a spot at the table than Johnson's lack of prior knowledge.

Some will say that criticism of Hunter's speech is a reflection of the discomfort that white people feel when confronted with the truth of our history and that until now, Exeter has shielded us from that truth. Discomfort is fundamental to a good education, but Hunter's keynote and workshop did not make me uncomfortable; it made me feel disappointed. Seeing the black students in my middle school walk to cafeteria for free breakfast while my white friends and I headed to orchestra rehearsal made me uncomfortable. The wrongful executions in "Just Mercy" and the ALES video narratives made me uncomfortable. The effects of red-lining and malicious lenders in "The Case for Reparations" made me uncomfortable. The performances at "Unsilenced" made me uncomfortable. Coates' atheist hopefulness makes me uncomfortable. Hunter telling me that "there is a whole world, outside this bubble, of this academy, where you live, where people will take you out for your white, racist positions, for your inability to think beyond your own experiences," did not.

Hunter's responses in the workshop were so disrespectful and often lacking in factual basis that it was difficult for me to empathize with the tragic nature of her

If nothing else, Ms. Hunter's story and the hatefulness that she feels as a result of it is the painful truth of white people's history.

story. After asking me to leave the workshop, she said, "I sat on that stage, and I talked about my trauma, I talked about being raped, I talked about being homeless. What else do you want from me?" It is clear to me now that it is unfair for me to ask anything else of Hunter herself, or to blame her for her actions on Friday. If nothing else, her story and the hatefulness that she feels as a result of it is the painful truth of white people's history—a history of slavery, lynching, rape, disenfranchisement, economic oppression, police brutality and mass incarceration. As Hunter is a product of this history, it is unfair for me to want anything more from her. Still, it is entirely fair for me to ask for something more from Exeter's MLK Day programming than exposure to the effects of a tragic story.

Exacerbating Hunter's conduct is the reaction of Exeter faculty, who stood idly by while Hunter berated students in the workshop for asking respectful questions and unabashedly expressed her racist views. This brings me to the question of social reparations and retributive justice. One of the emcees of "Unsilenced" wore a shirt on Friday night that read: "White Silence is Violence." I will apply the same concept here. The failure of teachers in my workshop to step in and say something when students were being threatened and kicked out of the discussion is tacit approval of the silencing and

excluding of which they claim to want to rid our community.

After saying that she was "not interested in engaging in banter and back and forth with privileged white people," I asked Hunter: "If you didn't want to engage with us, why didn't you stipulate in your agreement with the school that this workshop should be 'no white men,' if we are not allowed to ask questions?"

She turned to two members of the MLK committee seated to my left and said, "Didn't I say I didn't want no white people in my group? For this very same reason."

At that point, it was almost refreshing to hear her say out loud what I had already sensed. It was not refreshing, however, to see three faculty members in the room say nothing. Soon afterward, two of the teachers were joking around with Hunter about using lotion. One of the teachers posted a comment on Hunter's Facebook page later that day, writing, "You preached a WORD this morning!! Thank you for being you and for inviting folk to get like you!"

These teachers' approval of Hunter's conduct shows that they believe that shutting up white students is okay, simply because they believe students of color have been silenced in the past. It shows that they believe in retributive racial justice. It is the support of a solution based on 'an eye for an eye.' This is in direct contrast to the school's beliefs stated in the eBook: "The Academy thinks it is in the best interest of each individual and the Academy that we dedicate ourselves to creating an educational and working environment that promotes respect, dignity and equality and that is free from all forms of harassment, exploitation, intimidation, illegal discrimination and retaliation. These behaviors are demeaning to all persons involved; they are unacceptable conduct, and will not be tolerated." In an email to the Exeter community, Principal McFarlane reiterated Exeter's values. "We believe that every voice matters, everybody at the table, matters. We believe in dialogue, in empathy, in listening, in opening our minds, in exploring unfamiliar or uncomfortable positions."

If the Administration aims to uphold these standards, they must ensure that all

These teachers' approval of Hunter's conduct shows that they believe that shutting up white students is okay, simply because they believe students of color have been silenced in the past.

teachers are dedicated to this belief. They must consider how they would respond if two teachers were joking around with a white keynote speaker who had just silenced three black students in a workshop. I am not personally writing off the concept of retributive justice or reparations. There are many strong, fact-based arguments supporting the idea. But it is certainly not what Exeter stood for when I came here four years ago. If payback as a way of solving problems is what some members of our community stand for now, the Administration's actions should reflect the fact that these points of view are a departure from the Academy's two main doctrines—the Deed of Gift and the Harkness Gift.

Decontextualizing a Victim is Active Oppression

Hannah Sessler '15

Alumna

This op-ed contains graphic content.

This summer, I was the victim of a sexual assault at the hands of a middle aged man.

For the rest of the summer, I couldn't be alone with guys, even close friends, before fear gripped the back of my throat and the familiar pain in my chest returned.

On one occasion, I became violent. I thought he was making advances. I pushed and kicked him away reflexively. When I realized what I was doing to someone who was just trying to reach for something behind me, I froze. He knew, he understood, he apologized and we moved on.

So when I heard that Lourdes Ashley Hunter, a black trans woman, was asked to not return to campus, a privileged space with shockingly large number of rich, cis, white kids, for becoming "uncivil," I grew uncomfortable.

When I heard accusations of her refusing to be an educator, refusing to be palatable, refusing to relinquish boundaries she had established, I asked: why? Who was she refusing that made people

so upset?

I know of bias. I know of inherited racial insensitivity. I am deeply familiar with the kind of microaggressions that Exonians perpetuate. I am deeply familiar with oppression and abuse and the psychological impact both have on people, regardless of whether or not they happen to the individual themselves or to someone in their family, friend group, neighborhood, etc.

Oppression is not only an active

These teachers' approval of Hunter's conduct shows that they believe that shutting up white students is okay, simply because they believe students of color have been silenced in the past.

aggression, it is a passive trauma that spreads like the disease that it mutates into if it goes without care: PTSD.

Being patient and understanding with trauma victims and victims of oppression, especially while it is ongoing or in the aftermath during which complicated processing takes place, is not just vitally important, it's imperative. It's our responsibility.

It's our responsibility especially when we are part of the group responsible for the trauma or oppression.

Lourdes Ashley Hunter, a black trans woman, watches as friends, family and strangers, who look just like her, die and become incarcerated in unjust proportions. By existing, she is revolutionary—fighting to live against all the very systematically manipulated odds.

So when she grows tired of answering the most basic of questions regarding the very oppressive politics that determine her life, I sympathize. I understand. When she establishes boundaries with students who belong to the class of people that work so hard to destroy lives like hers and yet refuse to educate themselves on their role, I sympathize. I understand. When these students push past her boundaries, telling her what she should or shouldn't be doing on stage, how she should or shouldn't be discussing her trauma and criticizing her grammar and vocabulary, I prepare myself to be nuanced. This is not a simple, black-and-white situation. These students are not entitled to some of these things they request, and that sense of entitlement is the basis of most forms of racial violence and oppression.

I can look at how she articulates her pain and her disagreements with the world she is subject to and understand that right now, until black and trans women stop getting killed on the street,

until they stopped being wrongly incarcerated, until they stop being the victim of declining maternity care, until they stop being framed for crimes they didn't do, until they stop being refused their requests to board airlines or enter shops for looking a certain way, until they stop being refused the right to be angry and express their anger at the things that destroy them, she needs acceptance and solidarity. She needs patience and support. She may be lashing out, but I can forgive her because I know she doesn't mean harm. She's frustrated. She's working with very difficult circumstances in a very difficult-to-manuever world that is built upon structures that actively help white people and actively harm black people. Of course she needs to criticize the things that lift me, a white person, up and bring her, a black person, down. In doing so she criticizes me, the white person, for not doing enough to help. I understand. Until she gives me reason to believe that she cannot be anything but verbally aggressive and confrontational, I will be patient with her when she is. And that is a skill that people of all ages need to learn.

Pretty words and empty actions mean little. If you take Lourdes Ashley Hunter at face value and refuse to look at the context of her existence, you are a contributing force in her oppression, and that's probably why she's angry with you.

From one survivor to another.

MLK Day: A Committee Member's Perspective

Senai Robinson '21
Guest Contributor

Every student on the MLK committee, including myself, had many hopes for what our MLK Day would accomplish. We hoped it would inspire impactful and necessary conversations within our community. We hoped it would inform people, particularly those who had not been exposed to or had ignored these important societal issues concerning racism and injustice towards minority groups. We wanted the school to internalize Martin Luther King Jr.'s message—a message of respecting everyone's opinions and welcoming anyone into his fight for equality and a better society.

However, we were disappointed when the keynote speaker, Lourdes Ashley Hunter, hurt and guilted members of the student body as well as singled out a faculty member. The conversations could have been about the issues trans women of color and people of color in general face in society. Instead, conversations were focused on disproving the claims she asserted, dwelling over the damage she caused and lambasting the MLK committee for trying to get a consistent conversation started about race and bringing awareness to the issues minorities face in today's society. Even with the keynote, MLK Day was filled with both explicit and implicit messages about important issues: the struggles of trans women of color and people of color, the economic statuses of people of color and the reason for it—the list goes on. To educate ourselves on these topics, the Exeter community should engage in conversations that not only better inform

Instead, conversations were focused on disproving the claims she asserted, dwelling over the damage she caused and lambasting the MLK committee for trying to get a consistent conversation started about race and bringing awareness to the issues minorities face in today's society.

people on these issues but also discuss ways in which we can try to do our part in addressing these issues.

Although Lourdes Ashley Hunter's delivery was unprofessional and she had no right in disrespectfully calling out a teacher, there were also truths in her speech about the minority experience. The trans women of color community is oppressed, ridi-

culed and subjugated in more ways than one can count. The lives of trans women of color have been taken, and they continue to be mistreated every day. Additionally, the same message can be applied to all people of color in this country; unfortunately, only a small number of people have begun to discuss these issues. Hunter's disrespectful tone contains another truth



Reina Matsumoto/*The Exonian*

as well. Although the school setting justified moderation in her delivery, the truth remains that many people, including myself, have grown up exposed to this language. It is how my friends and I would talk to each other; it was the only language that most people in my neighborhood knew. The expletives that Hunter used in her speech spoke to my reality; my friends and I have grown up in danger, poverty and disenfranchisement.

During her keynote address, Hunter stereotyped a majority of the student body with her comments about Martha's Vineyard and Aspen. Her remarks were inexcusable, but we must do more than just discuss the crude nature of this prejudice. A lot of people in our community are reluctant to participate in important conversations about racial issues in our society. Additionally, some hold themselves back from understanding the struggles of minorities. The reason for this hesitation is because those in higher stations of society cannot easily relate to the lives and experiences of the oppressed. These comments, while in poor taste, provided a large section of our campus with a valuable glimpse into the life those people of color who are daily

targets of prejudice.

Aside from the keynote speech, the workshops talked about many different but connected ideas and issues that are important to discuss and remember as well. "Stir Friday Night," for example, highlighted the stereotypes of Asians that society has created and conveyed a message about the oppression and rejection of

Asian culture due to white supremacy and other factors. Additionally, these issues were presented in a manner that helped prevent discomfort. Other workshops, such as "The Other Speech of Dr. King," which discussed the speech "Beyond Vietnam" and the modern face of poverty. "Walk the Line" demonstrated advantages and disadvantages in physical representation of the varying societal standings of students across campus.

As Exonians, it is our duty to create and engage in meaningful conversations that could better people's knowledge of issues inside and outside this community, as well as discuss the huge impact of these issues. By doing so, we can help in the improvement of American society into one where people of color are not marginalized, where trans women of color can be safe on the streets, and where I can feel safe wearing a hoodie or driving home. On a human level, we should all want to live in an egalitarian society where no one has to fear the day they wake up is their last day. However, the only way to make this goal a reality is to not focus on the negatives, to take the messages and information and to begin the conversation.

A Woman of Color's View on MLK Day

Wynter Tracy '19
Guest Contributor

Despite being over 3,000 miles away from campus, news from the PEA community still feels just as relevant to my upper year experience. For the past four months, I have been adjusting to life in Zaragoza, Spain with School Year Abroad program; settling into Spanish culture has proved a challenging and exciting task for upper year. Upon listening to the MLK Day keynote speaker Ms. Lourdes Ashley Hunter and witnessing the resulting impact on the Exeter community, I, like many others, was shocked and disheartened. Exeter's pedagogy emphasizes the power of open and equal discussion; the fact that on such a notable day, so many were let down

It is essential to focus on the fact that Ms. Hunter failed in her role as an educator and not attack her based on aspects of her personal identity.

after expecting the same from Ms. Hunter is disturbing, to say the least.

As a black woman from a low-income family, I relate to the hardships that Ms. Hunter cited in her speech. The minority experience can be isolating and traumatic. On top of this, sometimes I find it frustrating and downright exhausting to repeatedly be asked to explain the social issues related to being part of

an underprivileged group.

However, if one is not prepared to take on the role of educating others, which involves an understanding that not everyone will be informed on the topic, said person is unprepared to become an educator and should not address themselves as such. It was understood when Ms. Hunter

Ms. Hunter's words should not detract from the many other workshops organized for MLK Day.

came to speak at Exeter, her role would be that of an educator of the minority experience. Above all, she was to act as an authority on the subject matter, to willingly lend her knowledge to the community and harbor respectful dialogue between herself and the student body. In entering an academic institution like Exeter with the intent to educate a student body, it is important that one stays committed to that responsibility and wields their experiences not to belittle or shame others, but to foster community growth and productive discussion.

Ms. Hunter did make some valuable points about how systems of institutional power, especially in the United States, affect how we navigate the world on varying levels and are ultimately detrimental to the achievement of social equity. However, one must not be vague in explaining these systems; they are complex and far-reaching structures with much history, requiring a certain

amount of care that was not exhibited in her discourse. Had she been more inclusive in her language and used her stories as an example of how these structures function, I have no doubt that more students would have left the event enlightened on the covert power that systematic discrimination holds over minority groups.

Topics like institutional oppression are anything but comfortable; a certain amount of discomfort with the subject is inevitable from all sides. However, there is a world of difference between fostering dialogue about an uncomfortable issue and blatantly attacking students on the basis of their identities. A student should not be penalized for being curious about and wanting to understand these issues; disparaging those she was supposed to be guiding helps nobody.

I would like to stress that in our critiques of Ms. Hunter, it is essential to focus on the fact that she failed in her role as an educator and not attack her based on aspects of her personal identity. To use transphobic, racist or sexist comments in response to her words is divisive, unconstructive and defeats the purpose of coming together as a community to understand these complex and difficult social issues. Furthermore, Ms. Hunter's words should not detract from the many other workshops organized for MLK Day, and how we can use these events as an opportunity to reflect on the experiences of those different from us and facilitate mutual understanding. Above all, it is important to stay committed to learning as much as possible and do our collective part to support each other in this endeavor.

Oversimplification of MLK Day

Andrea So '20
Columnist

Last Friday, the Exeter community gathered in the Assembly Hall to listen to MLK Day keynote speaker Lourdes Ashley Hunter. During her speech, she talked about the dangers that trans women of color face everyday by simply leaving their homes. In addition, Hunter shared some of her own experiences that shaped by her identity. However, in the middle of her talk, she targeted a faculty member by name and excluded some Exonians in the ongoing conversation regarding intersectionality.

In examining this situation, we must avoid black-and-white interpretations, because life does not work that way. All situations are more nuanced than our emotions make them seem, and to oversimplify a complex issue is dangerous and misleading. We need to acknowledge the possibility that the people embodying both sides of the story could be misguided, instead of placing the entirety of the blame on a single side. I believe that the faculty member should have included more context in the postings and should have explained the intentions behind doing so. The faculty member should have ideally proposed to be completely open to discussion before voicing such opinions lacking context. On the flip side, I do not believe Hunter should have called out that faculty member during her keynote speech. The move was unprofessional and inappropriate in that particular situation. On MLK Day, we should share our diverse experiences and empathize with each other instead of singling people out and silencing their voice. At the Q&A discussion, Hunter should not have excluded and condemned students when they were just trying to educate themselves by asking her legitimate questions.

However, this incident does not discredit everything else she said in her speech: violence

All situations are more nuanced than our emotions make them seem, and to oversimplify a complex issue is dangerous and misleading.

against trans women of color is an extremely prevalent problem that is rarely discussed, and it needs to be addressed immediately. These women step out into the world every day with the burden of acknowledging that they could be a victim of violence at any given moment due to their existence and identity. The responsibility to improve their fundamental experiences as human beings undoubtedly falls upon all of us. Hunter succeeded in shining some light on her truth, which we should certainly make space for as it deserves our attention. I felt that she presented a majority of her talk in a lively and entertaining way, which helped students stay focused on the subject matter. However, some of her later actions towards the end of the speech overshadowed her moving anecdotes.

Martin Luther King Jr. once said, "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." On MLK Day, we should all strive to remember and internalize the lessons of the man that this day commemorates. He was an advocate for all oppressed peoples and held onto that very inclusive dream. He gave his life for his cause, and we cannot let that be forgotten. The culture on this campus, like the rest of American society, is still permeated by white supremacy, anti-blackness, sexism and transphobia. We cannot allow our complacency and conception of ourselves as a "liberal and diverse institution" hinder our tackling of those problems.

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.



Exonian Humor



10 Highlights of Your Exeter Career

By **ABBY ZHANG**
"It's Fine. I'm FINE."

1. Yelling "Latin is dead!" IN Latin in front of the entire Latin club
2. Thanking the food service worker after she told you "one piece of fruit per person," pivoting away, and marching out of Wetherell clutching seven pears to your chest
3. Telling your mother you became "an 'Exonian' editor," delaying the "Humor" part
4. Chugging piping hot grill coffee that also happens to be very sour for some reason before your 8am Saturday class
5. When that prospective family asked what you liked about Exeter and you stared at them blankly for thirty seconds before blurting out, "the people"
6. Campus Safety showing up at your door unannounced, ready to confiscate your beloved tear-stained beanbag chair
7. Health class.
8. Your third Stillwells run of the day
9. Saying goodbye to your life and hello to Mock Trial
10. When someone asked you, "how are you?" and you replied, "I am an upper," and walked away

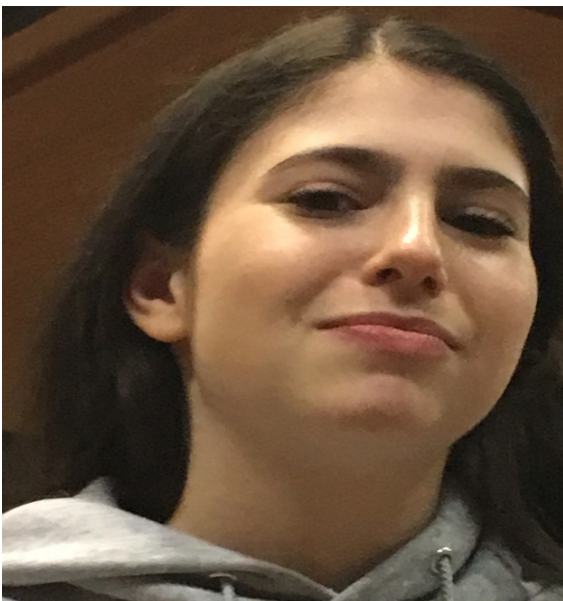
10 Suggestions for the Humor Section

BY **EMILY KANG AND MORGAN LEE**
Don't Know How Hard It Is

1. 10 Things Lists or Lists in general - It's repetitive. Take the advice.
2. Making fun of Preps - Do you not have anything funnier to say or write? You lack creativity. It's getting old, just like you guys.
3. Not Enough Writers - Notice that all the humor writers are the editors.
4. Spice up yo life - You can find some at Elm (Look for the dill).
5. Self Degrading - Please continue...
6. More Cardi - No explanation except that she's BUGGIN' AND THUGGIN'
7. Actually Entertaining the Readers - We have actually only read the Humor section once this term. It made us sad.
8. Pictures - "They are somehow consistently irrelevant and poor-quality." ~ The Expert
9. Roasting - It's not pork, it's BEEF.
10. Get to it - You better fix what we suggested.

TFW the Snow Finally Cleared and There was a Snow Storm the Next Day

By **THE HUMOR EDITORS**
Still Salty



MOCK TRIAL ASSEMBLY.
TUESDAY, JANUARY 23RD. DON'T MISS IT. (But you wouldn't skip assembly in the first place, right?)

Also, submit to the Humor Page.

Email exonianhumor@gmail.com.

This Article Has No Actual Content, and as such, Will Offend No One

By **BILLY O'HANDLEY**
[REDACTED]

Horoscopes

By **JAQ LAI**
Fastest Spoon in the Shed

Aries - You're the funniest person in any room. Why not share your gift with the broader campus community by writing for Exonian Humor? (Because obviously the entire student body avidly follows the Humor Page.)

Taurus - Fun Fact: Mark Zuckerberg is a Taurus too! His contributions to the Humor page are widely considered to be the highlight of his Exeter career, and his life.

Gemini - Things are looking up for you; the stars say that if you choose to put in the effort, your submitted work is very likely to be published in the Humor page! Don't waste this astral opportunity.

Cancer - Laughter has been shown to reduce stress, release endorphins, promote cardiac health, and boost the immune system. Try to laugh more this week, or even better, help your fellow Exonians stay healthy by writing for Humor!

Leo - You seem stressed. Writing humor is a great way to get your mind off of homework!

Virgo - Terrible things will befall you and your loved ones unless you write for Exonian Humor.

Libra - The upcoming week will be one of great productivity for you! One great way to capitalise your newfound work ethic is to write for the Humor page.

Scorpio - Malevolent spirits seek to darken your day. They're also the kind that can only be dispelled by writing something funny and submitting it to exonianhumor@gmail.com.

Sagittarius - Your future isn't looking the brightest and there's not much you can do about it. Since mediocrity is inevitable, why not write for Humor?

Capricorn - Verb of the Week: Write

Aquarius - Preposition of the week: For

Pisces - Noun of the week: Humor

Self Song Review - Bartier Cardi

BY **MORGAN LEE AND EMILY KANG**
Cardi Enthusiasts

Hey y'all, wha'sh poppin? My name is Cardi B and I'm from the Bronx. Wait a minute. Hold up. I am so much more than that. Imma start from the top. Hello there. My name is Cardi B. And I am from the bRONXXX. Today, I'm here to talk to you about my new single, Bartier Cardi. EY EY Top 10 billboard babyyyyy, brrrrrrllllllhh. You know, I been working my 75% real butt off these days and I just want you to know that, like, I been havin' drama. I cause drama. I got beef. And all these rakes be talkin smack about me, sayin I didn't earn this ish. Well you know what? Get outta here!!! I ain't gonna let these rakes get on me when I got some better ish to deal with.

AnyWAY, Bartier Cardi is basically about, you know, all dat shmoney

an' just, like bein' at the top. You know? My man Offset proposed to me and so I just really wanted to put him on the spotlight. He's just like that spotlight, you feel me? Cause like, when I walk into the room, that light turns on. All the wayyyy. Ehh, Ehh, Ehhh.

My boi 21 Savage worked on dis with me in the studio an the second he got on that track, I was like, ayoooo this gon' be a party song. Like this ish gon be what me and my girls walk into the club hearin and feelin: PoppIN! That kind of song that make money moves. Even though bein rap queen is too girly, I feel like I got dat reshpect. You kno? So people like don't talk smack about me as much. But some people out there be thinkin, Cardi B a rake. You know I be lookin like

a Scooby Doo snack, you know I be lookin like a chicken NUgget or somethin'.

You know I once said to someone who was really tryin' me, like, "I'm being nice to you. Have I stabbed you? No." But on the real though, I have my doubts. Like there are moments where I ask myself, "can she make another hit? Can she do it?" An' then my response is "OF COURSE YOU CAN. YOU IS CARDI BBBBBB."

attacks reader with a reddd botttommm

So everybody... y'all better listen to my song. It's fire. And if you don't, you better be knowin that I be watchin you.

My Reaction When Some Preps Trash Us and it Hurts My Feelings

By **ONE OF THE EDITORS WHO IS ASHAMED OF THIS MEME**
Why did I sign up for this?



Quote of the Week

"Midterms are coming up and everyone's getting a B+ 'cause I can't deal."
-Mr. Myers, while grading papers in the Exonian office

STRKS (Snap Us)
@aharry01
@abbyz_hang
@lizzy127345



ExonianPhoto



Martin Luther King Jr. Day 2018



Photographers: Reina Matsumoto, Julia Goydan, JaQ Lai, Paula Perez-Glassner, Theodore Jaffrey, Haya Firas



The Class of 1945 Library hosts Ferguson Voices: Disrupting the Frame, featuring photographs and narratives.

Helena Chen/The Exonian

FERGUSON VOICES: DISRUPTING THE FRAME

By CHARLOTTE LISA and
JOHANNA MARTINEZ
Staff Writers

In 2014, 18-year-old Michael Brown was fatally shot twelve times by a white cop in Ferguson, Missouri. This tragedy sparked advocacy among ordinary people. Their actions are featured in a new exhibit called Ferguson Voices: Disrupting the Frame. In light of the perpetuated systematic racism evident in police brutality, students from the University of Dayton Human Rights Center and the Moral Courage Project worked together to compile photos and narratives for the exhibit, which will be featured in the Class of 1945 Library until Jan. 26.

The exhibit features interviews discussing various contributions by community members in the wake of Michael Brown's murder, ranging from hosting conversation about racism to leading protests and uniting communities under one cause. In an interview entitled "Act 3 - Doing It," Marty Casey discusses her inspiration to found the non-profit Show Me Arts Academy, which provides over 1,200 children with a free art program through which they can express themselves.

After Brown's death, Justin Lewis, a law professor, protester and news editor in St. Louis, took action, described in the interview "Act 5 - Surrender to Transform." He used his power as a professor and writer to voice his views and welcome others to his platform. Lewis led a delegation of lawyers, and Brown's parents to Switzerland where they testified against torture in front of the United Nations committee. For students, these powerful stories are the most compelling aspect of the exhibit. Lower Genesis Baez said that the narratives were "very informative and explained a lot of people's point of view and different abilities."

In order to gather stories, graduate students of the University of Dayton were trained in interviewing skills, employed during interviews with over thirty people. Reference and Outreach Librarian Virginia Elizabeth Rohloff helped bring the exhibit to campus and offered insight on the project. Rohloff said, "The people featured here are all ones that the [graduate] students decided fit under the larger theme of moral courage."

The exhibit utilizes photography and audio in addition to text, providing a unique experience. "You see

their pictures, so you get to see them and their identity in that sense, you see the quotes from them there, and then when you hear the audio," explained Rohloff. Reflecting on the individual experiences of those interviewed, Rohloff said, "In a way, all of these people are so different, but what they all have in common is that they felt the need to do something about what had happened and help their community and they all did it in different ways." Lower Cristal Reyes echoed that she "really enjoyed listening to the interviews, and would really like to see more of these type of exhibits throughout the year."

As a member of the MLK Day Committee, lower Janalie Cobb also provided insight on the connection between the Ferguson exhibit and Dr. King's message, which she stated as "equity in general for everyone." She said, "I think it's very important to have an exhibit like that on this campus because that showcases a very diverse range of people who are all fighting for the same cause and who were all doing the work that Dr. King wanted people to do," said Cobb. When asked what her favorite part of the exhibit was, Cobb responded

that she "thought the quotes from the white woman [Emily Davis] were the best for this campus to hear. Because the reality is we are half white, so it's, in my opinion, more important for us to be talking about how to be an ally because more people on our campus will be allies."

The Ferguson exhibit was an educational and thought-provoking experience for everybody who viewed the boards or listened to the various interviews. Rohloff emphasized that "the theme of moral courage is the big thing... and the idea that all of these people are upstanders." She hopes that students will search for a personal connection with the exhibit. "If you think about yourself, what would you do if something like this happened? Would you stand by quietly or would you take some sort of action?" Rohloff posed. She thinks one of the most important messages for Exonians to take away from the exhibit is the idea that "to be an activist, it doesn't have to be something huge." Cobb agreed, saying, "I think what people should really take away from that exhibit is that every small thing that you do leads to a huge movement. So we should do those small things."

BIG RED GOES GREEN

By EMILY GAW and
VERONICA CHOULGA
Staff Writers

As Exonians head into the depths of winter, they find warmth in big, fuzzy coats with fur-lined hoods. The trendiest of students will don a Canada Goose Jacket; some will simply sport a down coat. Regardless of the brand of the coat, the backstory can prove to be pretty horrific, though not many people are aware of it.

What fills the insides of your casually purchased jacket? Down. Goose down. Companies around the globe breed and raise geese for that sole purpose, harvesting their chest feathers every six weeks. According to the website Gentleworld.org, these feathers are harvested using three methods: post mortem, live plucking, and "gathering."

In post mortem, the birds are murdered, their bodies scalded in hot water to make removal of feathers easier, hung up, and plucked. Sadly, this is not the most cruel method of feather removal. Live plucking is the next distressing method of feather harvesting. During live picking, the animal is held down by neck or wings, and selected feathers are plucked while the animal screeches and struggles in vain.

When the skin is torn by especially rough removals of feathers, it is quickly sewn back together before continuing the process, without the use of any anesthetic or sterilization. After removing the desirable feathers, the bird is left on the floor, struggling to waddle off due to the skin sewing. This happens every 6-7 weeks, until the bird dies or is killed in the process. This is how the feathers in your jacket were collected. The truth is hard to cope with, yet so many people are guilty of forgetting.

The last method is called gathering. Some believe this is the most ethical method, for the down of geese and ducks is collected by brushing the birds while they are molting. However,

this process tends to be aggressive and proves to be just as painful as the other procedures.

Down is not the only brutally harvested material on our coats. The real fur on our collars was harvested from coyotes. Since brands such as Canada Goose stay true to their "humane treatment" and wild-caught fur, saying on their website that they "believe all animals are entitled to humane treatment in life and death, and are deeply committed to the responsible use and ethical sourcing of all animal materials in our products," the unlucky coyotes are instead caught in traps in the woods of Canada.

These animals are left stuck for hours before the hunters return. Often the strength of the trap breaks the animal's leg, leaving them whimpering and alone. Sometimes the familial instinct of the coyote causes it to chew through their own muscle and bone to free themselves and return to their young. People for the Ethical Treatment of Animals (or PETA) write that the "Wild coyotes trapped for the company's fur-trimmed jackets can suffer for days and face blood loss, shock, dehydration, frostbite, gangrene, and attacks by predators." Once found, the coyote is shot dead by Canada Goose's hunters.

However, jackets created through animal cruelty are not the only warm winter jackets that are available! The amoral industry has recently been exposed for what it truly is, so companies are changing their tactics. More and more brands have been releasing synthetic, equally warm jackets such as Patagonia and Uniqlo. Now we aren't saying to throw away your Canada Goose Jacket immediately—only that the next time you go coat shopping, keep in mind the pain harbored within each jacket as you browse through racks in the store.

ESSO Club Spotlight

PAPER AIRPLANES

By CANDY TANTI and
VERONICA CHOULGA
Staff Writers

To children around the world, a paper airplane is just another toy to play with. But to the young refugees in Syria, these "toys" commemorate deadly bombings. Paper Airplanes pairs PEA students with high-school-aged refugee students from the Middle East as a part of a larger Youth Exchange program.

In the summer of 2013, Bailey Ulbricht, a woman who graduated from Carleton College in 2015, spent two months volunteering in the small town of Reyhanli located in the Turkish-Syrian border. Despite living in the middle of a war zone, the young refugees told Ulbricht about their desire to obtain a university degree in hopes of bettering the status of themselves as well as their family. In an attempt to entertain the kids living in the town, she folded a paper airplane and threw it. The children shied back in fear.

After returning to the United States, several Syrian refugees contacted her, asking for opportunities where they could practice their English. In response, Ulbricht assembled an initial team of 10 tutors to provide English lessons for them through social media outlets. Since then, the now official non-profit organization called Paper Airplanes has dramatically expanded.

Prompted by a child's photo of an injured Syrian refugee in the news, lower Sophia Cho began researching ways she could help those affected by the crisis in the Middle East. This led her to become involved with the non-profit and start Exeter's very own Paper Airplanes Club through ESSO.

Paper Airplanes gives PEA students a chance to follow in Ulbricht's footsteps. Club members get the opportunity to talk to their assigned student for

at least an hour every week to teach the refugees English through any available social media platform.

Not only is the club a great opportunity to give back through teaching, but the unique interaction with the refugees also leaves the tutors with a new perspective on the war. When reading about the refugee crisis in newspapers and watching the news, Cho described how the crisis feels "a lot more personal" and has made her "more aware of what's happening."

Senior Harry DiTullio agreed, saying that "being able to actually speak face to face with someone affected by the conflict in Syria has completely changed how I look at these problems in the world. I have a real, tangible connection, and for me, that has meant everything."

Although the refugees live on the other side of the globe, they may be more similar to Exonians than one might think. Lower Ginny Little, a prominent member of the club, recounted how she would often engage in conversation with one specific refugee about their shared love of running and biology. While the fear of seeing the strife right outside your window is almost unimaginable for Exonians, the club has made Little realize that "we are so much more alike than we are different" and has made her "much more appreciative of what [she] has".

Although Paper Airplanes is only able to accept new tutors at the beginning of the academic year, co-head Cho assures that they will be accepting new tutors during next year's club night and encourages others to support the club's upcoming fundraisers to raise money for English exams.

SeniorSpotlight

DAISY TICHENOR

By MAI HOANG and SUAN LEE
Staff Writers

Senior Margaret “Daisy” Tichenor comes from a line of other “Margarets” on her mother’s side; she shares the name with both her great-grandmother and her aunt. Tichenor categorizes the name as traditional yet fitting, as she considers her mother’s family to be “traditional.” On the other hand, her parents have both always fostered a fondness for the name “Daisy,” due to its literary allusions. Tichenor joked that she doesn’t completely understand why, at least in her experience: all the famous Daisy’s have tragic deaths. “Still, they love the idea that there is a feminine hero named Daisy,” she explained. In addition, the variations of the name “Margaret” in several romance languages actually refer to the flower daisy. “It’s kind of manifested as a duality,” Tichenor explained about her two names. “I have very ‘Daisy’ aspects and I definitely present as a ‘Daisy,’ but I also have a more academic and refined side of me that I call ‘Margaret.’”

Those of us on campus see Tichenor manifesting her duality in what seems to be all places at once. At one moment, she’s harnessing her Margaret in the Latin classrooms of the Academy Building. At another, she’s leading a cappella groups In Essence and Fermatas as Daisy or posing as someone else entirely as cohead of DRAMAT and a witness in Mock Trial’s A Team. Tichenor herself says that she “gets anxiety just thinking about how busy” she is.

Tichenor took a much deserved break from her hectic schedule on campus this past fall, spending the term abroad in Stratford, England. The senior commented that going to Stratford was one of the things she wanted to do most at Exeter before coming here, as English was a subject she “absolutely loved.” She described the trip as “a breath of fresh air,” recalling her wonderful experience



Reina Matsumoto/The Exonian

“seeing the most amazing, smart, well performed shows” she has ever seen.

Senior Eleanor Mallett, one of Tichenor’s closest friends, who also traveled to Stratford, described Tichenor’s involvement in the curriculum as something which was motivating for every other member of the group. “It was amazing getting to experience some of the world’s best theatre alongside someone who was so into it,” she said, and went on to describe her memorable experience acting out scenes from David Copperfield with Tichenor on the last day of the trip. “She has a wealth of knowledge [and was] probably the most experienced actor on the team,” Mallett commented.

Stratford’s theatrical richness gave Tichenor the opportunity to further explore her interest in shows and acting. Both of Tichenor’s parents are artists. “I kind of grew up around theater, backstage at my dad’s shows or with my mom as

she improvised,” Tichenor recounted. Though she herself didn’t begin to act until middle school, Tichenor has participated in several of the main stages on campus in addition to the countless DRAMAT shows she has contributed to through either acting or directive work. Theater is another interest that her brother introduced her to. During his time at Exeter, he also was an active member of the DRAMAT community. “I feel so fulfilled as an artist and person,” Tichenor reflected on her time with DRAMAT. “I’ve had the most growth there as any where and I just owe everything I have to that community.”

No matter how busy she is at Exeter, Tichenor’s love for languages shines through—she has never taken fewer than two languages with the exception of her lower year. Tichenor is pursuing the Classical Diploma; her fascination with the Roman World started early, when

Tichenor’s brother, who also attended the Academy and took Classical language, read her Ancient Roman myths. “I loved everything about the ancient world,” Tichenor said. Once she began to take Latin at Exeter, she fell further in love with the culture. “The classes were all super small and it’s such a tight community,” she said. Tichenor explained that the people in her classes never fail to cheer her on as she translates. “[Latin] is some of the best oration and rhetoric you’ll ever read, and it is so old yet it has lasted over so many years,” she said.

Those closest to Tichenor in Langdell Hall praised their proctor and friend. “You want to spend every minute of every day with her because it makes your day brighter,” Mallett said, remarking about Tichenor’s humorous personality. However, she also commented on her friend’s ability to be serious when communicating with dorm faculty. “This duality makes her perfect in the role of proctor,” Mallett said.

Upper Tina Wang agreed, saying, “She’s a great proctor but doesn’t act like one; she’s always there for you to talk to as a friend. We do Langdell talent shows every year; she’s done funny songs that she comes up on the spot.” Wang also said that she always felt comfortable confiding in Tichenor.

Senior Grace Pan, a fellow proctor at Langdell, shared that she loved working with Daisy on the proctor team because she “cared so deeply about making Langdell a real home full of love and trust and fun.” Pan admired Tichenor’s confidence in speaking up at all times. “Hearing her voice echo through the halls of Langdell never fails to make me smile,” she said.

Friends described how Tichenor is always full of life in all circumstances. “She’s so involved on campus, it’s amazing how she’s not worn down,” Mallett said. Pan agreed, saying, “She really lights up the entire dorm with so much love and life.”

T.V. REVIEW: *GROWN-ISH*

By JOHANNA MARTINEZ
Staff Writer

Freeform premiered its newest show “Grown-ish” on Jan. 3rd and has since released four episodes encompassing college life and adventures, as well as the struggles of being an adult still trying to find a sense of place in the world. It follows the story of a young, straight, black, college student, Zoey (Yara Shahidi) and her life at a liberal arts college in California. The show is a spinoff of the show “Black-ish,” which employs its television comedy platform to shed light on racial and political topics. Like “Black-ish,” “Grown-ish” also has a lot to say. The show’s college setting furthers its characters’ immersion in political discord and impels them to define their identities and stances on political issues.

The first episode begins with Zoey being forced to take a midnight Digital Marketing Strategies class taught by her father’s co-worker Charlie, an eccentric college professor. Aside from the course’s unusual meeting time, its roster is filled with prostitutes, meth addicts and a host of other misfits, among them Nomi, Vivek, Luca, Aaron, and twin sisters Skyler and Jazlyn. Despite their very different personalities, these group of young college students become best friends. Nomi is an empowered, sexually liberated woman, Vivek is a first-generation American and aspiring rapper, Luca is a pothead, Aaron is a social activist, and Skyler and Jazlyn are track stars. It is the interactions of this unique group of people that make “Grown-ish”

so compelling.

If you’ve watched “A Different World,” you can’t help but draw parallels between the two shows. Both are incredible shows narrating young adulthood, college and ascertaining identity. Additionally, they both focus on the experience of being young and black in America. “Unlike A Different World,” however, “Grown-ish” is not set in a historically black college. This changes the story to incorporate black identity in the larger picture of a multidimensional and diverse college culture.

“Grown-ish” delves into topics interesting and relatable to all young adults, including hookup culture and drug usage. Like “Black-ish,” “Grown-ish” covers these hot topics through comedy. The show also expands upon its predecessor by fleshing out Zoey’s character, who was originally underdeveloped. Her fight to stay true to herself in the wildly diverse college setting acts as one of the show’s primary themes, creating a deep relatability for the viewer.

“Grown-ish” maintains the perfect balance of social commentary and comedy. Viewers are taken on a journey with Zoey through this show, learning from her struggle to embrace her own identity while interacting with those who harbor more differences than similarities. “Grown-ish” is a distinctly poignant marriage of sitcom and advocacy; it is the must-watch show of 2018.

Horoscopes

By LAUREN LEATHAM and
ALEXANDRA VAN DIJKUM
Columnists

Aries: Take it easy this week, Aries. The sun has moved out of your sign, so you may feel like the last couple of weeks have caught up to you. Alone time is okay, and chill weekends are encouraged. This is the week to focus on yourself and recharge before midterms.

Taurus: Your hard work will pay off this week, Taurus! With Mars exiting your sign and the year coming to a close, your goals will finally come into fruition and you will see growth over the past month. Be proud of yourself because you have accomplished everything through hard work!

Gemini: This is the time to look ahead and set goals. With Mars entering your house of success, it is a good idea to figure out what you want to do before the term ends and how you want to do it. Be thorough in your goals, Gemini. You tend to be indecisive, but with a little time, you will think up some amazing ideas.

Cancer: This is a week of adventure, Cancer! Just because it’s cold outside doesn’t mean you need to stay inside your dorm. Whether it’s going for a walk outside, a trip to Portsmouth, or ironically playing spikeball on the quad: go for it.

Leo: As midterms approach, now is a great time to reflect on these first few weeks of winter term. With the sun in your second house of relationships, it is a great time to think about the people in your life and show your appreciation for them. The past couple of weeks have been all about you, so now is the time to give back.

Virgo: Hang in there Virgo! This is the week of the grind! Jupiter is still in your sign and will help you focus on your goals for the near future, so crack the books open. Your midterm grades will reflect the extra work you put in!

Libra: Let loose this week, Libra! You’ve been working and stressing for a few weeks now and it’s time to let that go. Spend a night doing something fun with friends and just relaxing! You de-

serve it.

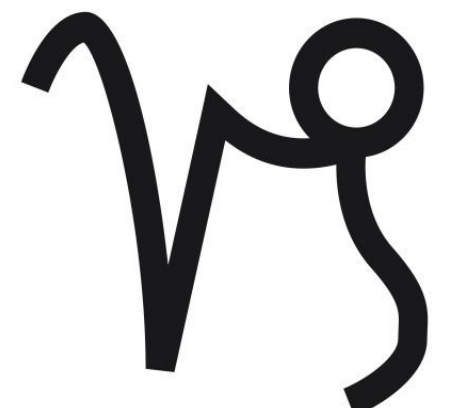
Scorpio: This week will be your focus week, Scorpio. Work, work, work will be your motto, and you will be successful in all your endeavors. Now is the time to work hard so that you will have more time for other things in the upcoming weeks.

Sagittarius: Mercury’s in retrograde, Sagittarius! Get ready for a wild ride this week! There will be a lot of emotions in your life, and some feelings for people will form where you never thought they would. It will be a week of change, just be careful because it might be a little overwhelming.

Capricorn: This will be a quiet week for you, Capricorn, but quietude can be good. Make yourself some tea and spend the night in; you’re in need of a little re-booting before midterms. Just get some rest and relax, your weeks will be filled with fun soon enough, but for now you just need some down time.

Aquarius: Step outside of your comfort zone, Aquarius, even if it’s just a small change. Hang out with someone new or eat a food you’ve never tried before. Anything helps to mix up your life a little. You never know where a small change to your daily routine may lead you.

Pisces: This week will cause some friction in some of your relationships, but just hold on, Pisces. If you keep yourself out of the drama, you will be able to make it through unscathed. No matter what, this week will definitely change you, Pisces.



Courtesy of Google Images

FacultySpotlight

RABBI JENNIFER MARX ASCH

By ISABELLA AHMAD and NIKITA THUMMALA
Staff Writers

The Exeter community is grateful for Dunbar Hall dorm head Rabbi Jennifer Marx Asch, who serves as a beloved resident mother figure. Whether you find her performing religious ceremonies, walking her two adorable dogs or spending time with her Dunbar girls, Rabbi Marx Asch has made her mark on campus. Her kindness and compassion for others is much appreciated by the Exeter Jewish Community (EJC), for which she serves as faculty advisor, and the religion department. She heartens others to pursue their goals while practicing self-care. A passionate feminist and vocal leader, Marx Asch is a role model to many students on campus.

Marx Asch grew up in Lexington, Massachusetts with a strong familiarity with her Jewish identity, because her family embraced its Jewish heritage. Marx Asch's mother is a descendant of Russian immigrants who arrived out of Ellis Island and moved to the Lower East Side of New York City and her father came from a family of Holocaust escapees. However, Marx Asch refers to her upbringing as a "hybrid mix" of American and Jewish cultures. "[My father] was the kind of person I would watch Woody Allen movies with. He loved bagels and lox. My mom was the one we would go to synagogue with," she said.

When the family moved to Lexington, they had to leave the orthodox synagogue and switch to the reform synagogue. "As an orthodox woman, she was taught how to do things, but not allowed to do anything," Marx Asch reflected about her mother. She described her mother as being shocked when she saw for the first time men and women sitting together at worship and playing guitar. "She always said that having her daughter become a Rabbi was the best revenge for her upbringing," Marx Asch said.

Marx Asch was further inspired to pursue a career in congregation when she met a female Rabbi, Rabbi Lynne Landsberg, for the first time in Washington



Reina Matsumoto/The Exonian

D.C. "She just really impressed me... She is just a powerhouse," Marx Asch said. Interning under Landsberg, Marx Asch worked on several women's issues, such as reproductive rights, women's health and the Family Medical Leave Act. "I realized that this idea that I wanted to save the world had a lot of Jewish ethics and values behind it," Marx Asch said, explaining Landsberg's influence on her. In addition, Marx Asch revealed that growing up, there were very few female Jewish role models to look up to and learn from, making Landsberg all the more revolutionary. "I liked the idea of trying to fit Judaism and feminism together because they weren't fitting together so neatly," she said. "I liked the idea of trying to evolve Judaism in a way that would make it more open for women to be valued and seen as equal."

Once Marx Asch made the decision to pursue being a religious leader, she was faced with the same struggles she strove to fight. At her first congregation in Dayton, Ohio, at one of the oldest Reform Judaism synagogues in America, Marx Asch became the first female Rabbi ever to serve. "It was a lot of new things for the congregation to learn how to accommodate," she said. Marx Asch explained her struggle to obtain maternity leave

when she became pregnant with her first child. The other leaders in the community expected her to prepare to lead services for the upcoming Jewish high holidays and still be present during her time off. "It was a bit frustrating," she said.

Despite these challenges, Marx Asch remained rooted to her mission. On campus, students witness her commitment each day. She works on the Discipline Committee and the newer review committee where she looks at questions about how our discipline process works. "I actually loved being on the discipline committee," Marx Asch said. "That question of helping people understand why someone does something, what the impact is and how it affects other people is very Jewish to me." She explained that in Judaism, there is the belief that nobody is really broken and people can always go back and fix their mistakes. "Even the word for 'sin' in Hebrew means to 'miss the target', rather than implying that you are a bad person," Marx Asch explained.

The Dunbar Hall community also benefits from Marx Asch's compassion. "My goal was to make people feel like this was a big family," she said. Marx Asch explained that her own family has an "open door policy," and that is exactly what she wanted to embody in

Dunbar when she became dorm head. "We love to have kids come to our house, we love to feed people," Marx Asch said. When she is on duty, Marx Asch leads people to her living room and starts a fire, fostering an environment for studying and warming up from the cold weather or simply hanging out.

Rabbi has formed close relationships with both faculty and students on campus. In her free time, she socializes with her colleagues. "Our friendship grew after [our trip to Israel] and now our spouses are also close—when the four of us get together, we laugh. Rabbi has the gift of finding humor in most situations," says Joanne Lembo, "Rabbi helps me be my best self."

Reverend Heidi agreed. "Rabbi makes me strive in all things to be my best self and listen to my inner voice. She inspires that in others. She can also always, always make me laugh with her wicked sense of humor."

Marx Asch's students love her for her caring personality. She has been known to help others with their mental and physical health by taking the time to fully understand the lives of her students. "She acts in a very motherly way with those students who have formed closer relationships with her, and is constantly checking in on each of us, etc. In essence, she has been an integral part of my support system on this campus," says senior Theodore Jaffrey, head of EJC.

The benevolence for students which Rabbi displays most likely comes from time spent with her own children. "My favorite qualities of Rabbi is her ability to make anyone feel at home in any situation and her awareness of herself and others. Rabbi is different from others because she won't hesitate to give advice or tell it like it is. She is always looking for a way to help you be the best version of yourself that you can be," says prep Abby Marx Asch, Rabbi's daughter. Whether related by blood or bond, Rabbi spreads positivity through everyone she meets and does everything in her power to bring joy into their lives.

Trendwatch

By URSULA SZE and CAROLINE MATULE
Columnists

Hey guys!

Hi! I'm Ursula, an upper from Hong Kong. I was born in London, and at age 5, I moved to Hong Kong. I have been at Exeter for 3 years and enjoy doing ceramics in my free time. In previous years I have been a part of The Dress Code, writing weekly articles on fashion trends on and off campus.

I'm Caroline, an upper from Boston, Massachusetts. When I am not at Exeter, I spend most of my time in Amsterdam, where my family is currently situated. I have been a part of the Exeter Issue for two of my three years here, which, like The Dress Code and Trendwatch, showcases fashion on campus. We are going to be your new Trendwatch writers for 2018!

Thankfully, we had some really warm days this week, allowing everyone to switch it up from bundling up in comfy knits and blanket scarves. Victoria Lacombe '19 wore an outfit full of green tones that meshed well together. She wore an evergreen dress covered in black leather floral patterns with an army-green long sleeve sweater. Victoria added black stockings and laced heeled boots. We especially loved her golden ring hair clip holding the top portion of her hair up. Griffin Walker '21 mixed patterns with a plaid button up and checkered Vans, tying the outfit together with a simple denim overcoat and cuffing his khaki pants. Abby Clyde '18 kept it simple yet stylish with wide legged vertical striped pants, cinched at the waist with a matching belt.

Raymond Alvarez Adorno '19 wore a two-toned outfit, matching a burgundy knit cardigan with a black turtleneck and jeans. He complimented his outfit with a simple white and gold chain necklace. We especially loved his maroon Puma velvet sneakers that tied his whole outfit together. Ingrid Bergill '19 matched a black sweater with a green silk skirt, taking advantage of the warm weather before the snowstorm hit. She completed the look with black heeled ankle boots from Toms. Reina Matsumoto '19, who is a co-head

of The Exeter Issue, wore black fishnet tights with black Doc-Marten boots and a burnt yellow knit T-shirt dress.

As the days grow colder in winter term, it is often difficult to display your fashion sense. Jackets are a great way to be stylish in the winter while still staying warm. Leather jackets are one of our favorite on-trend options that never go out of style. Another classic trend is the Canada Goose Jacket that students seem to favor. The most popular style of these jackets is the Chilliwack Bomber which features real coyote fur on the hood collar. A newer trend is the furry Sherpa jacket that will keep you equal parts stylish and cozy. We've seen this style as a pull-over or a zip up coat in neutral tones of oatmeal and white, as well as some more eye-catching styles that mix the texture of the Sherpa fur with a camo print. We've seen these jackets popping up more and more as the winter gets longer. Feeling creative? One way to mix things up but save some money is to slit your own jeans. We've seen this trend of cutting your own jeans start to slowly appear at Exeter.

Can't wait to see what new trends winter brings to Exeter. Stay stylish!

C & U



Reina Matsumoto/The Exonian

MUSIC REVIEW:
"HURTIN' ME"

By EMILY KANG
Staff Writer

Up and coming British rapper Stefflon Don released her song "Hurtin' Me," featuring French Montana late last year. The song was Don's first breakout single, reaching the top of the charts all across Europe.

In "Hurtin' Me," Don sings about being an "ex-girlfriend who feels really hurt that her boyfriend moved on and has found a new girlfriend." In reality, however, she considers herself the new girlfriend. "When I'm in a relationship, I'm such a perfect girlfriend," she said in a Genius interview. "I used to literally make breakfast for my ex every morning," she recounted. This was the inspiration for the line, "breakfast in bed darlin'," in the first verse.

Despite the heartbroken lyrics, Don's spunk gives the song an uplifting feel that reflects her optimistic personality. In her Genius interview, she talked about the ache she feels whenever a boyfriend is disloyal. Combing through the memory of her relationships, Don realized that the breakups were not caused by her, but rather her lovers' insecurities. After hearing about her inspiration for the song, I viewed "Hurtin' Me" as an anthem in remembrance of the pain that she overcame, rising as the better person of her past partnerships.

I first came across Stefflon Don's music through a dancing video. While watching dance company R3d One's choreography video, which played to Don's first song "16 Shots," I became intrigued by her vocals and musical style. I found her Spotify profile and added the song to my playlists. "Hurtin' Me" displays stark stylistic differences from "16 Shots," though I love them both.

Compared to "16 Shots," "Hurtin' Me" demonstrates a calmer Stefflon, her smooth vocals are complemented by French Montana's bold verses. "16 Shots" features a loud bass with electronic influences—perfect for dance choreography.

In her Genius interview, Don expressed her appreciation for French Montana's collaboration. "I just want French, and I didn't want anybody else," she said. Although French Montana's verse flaunted wealth and contrasted with Don's upbeat lyrics, his rhymes lent a carefree energy to the song which matched the instrumental staccato.

I hope Stefflon Don continues to produce music where she feels free to express her experiences and emotions. Her catchy, original beats will surely reach American hearts while continuing to uplift the ones she has already captured in England.

UPCOMING

EVENT

PEA'S FIRST
POETRY SLAM

Saturday, 8:30, Lamont Gallery

ASSEMBLY

MICHAEL EBERSTADT '85
MEMORIAL FOR
EDDIE PERRY '85

Friday, 8:30, Assembly Hall

Athletes Stick to the Grind Over Break

By EUWIE PARK
Contributing Writer

Christmas is a time for family and food. But, Exeter is the sole exception; all that was on our student-athletes' minds was to stay in shape over the coldest New Year in a long time. *The Exonian* asked our winter athletes to report their break activities for proof.

Chandler Jean-Jacques, Girls Varsity Squash Captain and vegetable enthusiast: "I made sure to eat my vegetables: squash, collard greens, broccoli, and the occasional carrot. And I used the Nike Training App to do workouts at home."

Matthew Jay Kang, Dedicated to Winter Opt Lifts: "I went to the gym and lifted. I ate pretty healthy, mostly just a lot of meat and vegetables. Then we went to Chicago and spent three hours at an All-You-Can-Eat Sushi buffet place just eating straight sushi there."

Jamie Cassidy, Frosted Flakes Fanatic and Boys Varsity Swimmer: "I ate Tony T's, otherwise known as Frosted Flakes. And I went on walks to the fridge. I also photoshopped photos of me swimming when I wasn't swimming."

Taylor Walshe, Motivational Boys' Varsity Swim Captain: "I cut carbs on every day that didn't end in 'y.' I texted my teammates saying I swam to motivate them to swim."

Avery Giles, Boys Varsity Swimmer and smiling through the pain: "I had mono over break. And I wore three sweatshirts to bed, so I could sweat out all the grease I ate."

Ethan Abraham, Boys Varsity Hockey: "I had pneumonia for five days, but started skating right after."

Kyle Jadatz, Boys Varsity Hockey Captain and an insomniac: "I'm used to staying up all night doing homework, and



Upper Jalen Thomas tackles his opponent to the ground.

Diana Davidson/*The Exonian*

there's something called Midnight Hockey from where I'm from. So my friends and I went to play hockey at 12 in the morning."

Cameron Speck, Boys Varsity Hockey, tried harder than Connor: "I worked out twice."

Connor Shannon, Boys Varsity Hockey, didn't try at all: "I did nothing."

Chi-Chi Ikpeazu, Track Captain and resourceful athlete: "The hotel I stayed at had a gym, so I worked out with my sib-

lings. It was pretty nice, they had weights, treadmills, and a really nice running path. I went on long runs, even though I don't do distance and practiced my throwing technique."

Sam Gove, Girls Varsity Swimmer and rat poison hater: "I had strep throat, that's the best exercise. For eating habits, I tried to stay away from rat poison, but anything else was fine."

Tina Wang, Girls Varsity Swimmer

and an avid supporter of a balanced diet: "F-word eating habits, we eat everything."

Issy Wise, Girls Varsity Swimmer, tries really hard: "I went to two practices, but I tried so hard. I've never tried harder. Let the record show that I didn't pull on the lane line once."

Heddy Parker, Girls Varsity Swimmer: "I went to nine practices and four of them were three hour practices, and I died. I had extra helpings of dessert but I earned it."

Girls' Varsity Squash Wins Some, Loses Some *Coming Home with a Victory and Defeat*



Senior and captain Katie Lee swings back before she slams the ball.

Haya Firas/*The Exonian*

By EMILY KANG
Staff Writer

Big Red's girls' varsity squash team traveled to the Loomis Chaffee School last Saturday to contest both the Taft and Loomis teams. Although they lost to Taft in the first round of matches with a close score of 3-4, the team snatched a win in their second round against Loomis with the score of 5-2. After these two matchups, the varsity team season

record stands at 2-4.

According to upper Ursula Sze, the double match with Taft and Loomis occurs annually. In the past, however, Big Red "usually loses to Taft and beats Loomis," she said. In addition, this past weekend, the team was disadvantaged by missing their first seed, upper Euwie Park. This caused each of Exeter's eight players that attended the tournament to advance by one individual rank. Sze expressed her belief that the presence

of Park would have bolstered the team's performances. "The game was really close with Taft, so we definitely could have crushed Taft with Euwie, but it ended up being a close loss with Taft and a win with Loomis," she said.

On the contrary, senior Alexis Lee was not as resolute on whether or not Park would have created a significant difference in the final scores had she been able to participate. "I honestly can't say how her being there would have affected the game," Lee said. Instead, Lee applauded Sze for doing "a great job as the top player on Saturday."

Although the absence of the top seed was a prominent complication, another problem that the members seemed to face was adapting to the individual strategies of schools they haven't played yet during this season. In an earlier interview, Park mentioned that in a lot of matches, "you don't know who you're up against or who you're going to play."

Without being able to discern an opponent's techniques, the players must catch onto each others' strategies and

work accordingly in order to secure a victory. Sze noticed this crucial component as one of her obstacles during her game. She explained that her opponent from Taft picked up her strategy after the second round. Realizing this, she "switched her game to a slower game where the ball died in the back," and it worked for her, allowing her to win in the fourth round.

Upper and co-captain Chandler Jean-Jacques believed that the team may have also been negatively affected by their own attitude. After losing a close match to Taft, Jean-Jacques expressed her belief that the girls would have trouble "being in the correct mindset for the game." Fortunately, Exeter brought home a victory against Loomis. It proved how well the team did in "coming back from the loss against Taft to beat Loomis."

This Saturday, Big Red will be travelling to face Andover. In their first of two matchups against the rival school, the team will be looking to come out with a decisive win.

www.GreenRidesUSA.com

Toll Free 877-642-6001
603-642-6001



E-Mail:
travelgreen@GreenRidesUSA.com

Eco Friendly Rides Anywhere

ATHLETES OF THE WEEK: KYLE JADATZ AND SAM STONE

By JASPER YU and
LOUIS MUKAMA
Contributing Writers

On Wednesday afternoons and Saturday nights, Exeter's ice rink is packed with fans anticipating the boys' varsity hockey team to continue their successful season. Led by senior captains Kyle Jadatz and Sam Stone, boys' hockey is one of Exeter's most elite and successful teams. Jadatz and Stone have led the team to victory in all but two games this season so far, with a strong record of 14-1-1.

Stone started playing hockey when he was four years old and fell in love with the sport. Because his father was a goaltender in high school, his passion for hockey was instinctive. He was a major influence in Stone's decision to play hockey and has motivated and inspired him throughout his career. Stone expressed his gratitude to his family for supporting him throughout his hockey career.

"My family, they've been with me for the past 15 years, watching me play, going to all the practices, waking up early, staying up late, driving miles and miles, flying all over the place. My two parents have been fantastic for the past fifteen years of my hockey career," he said.

Stone came to Exeter as a new lower, after attending St. John's Preparatory School in Danvers, MA. A truly gifted player, he assisted his team to victory at the Super 8 Championship in 2015.

Like Stone, Jadatz began his hockey career early at the age of six, and his family had a huge impact on his career. Though his father did not grow up playing hockey, he shares his son's love for the sport.

"My dad wanted to try something new, so when he was 35 years old, he picked up hockey, and I kinda followed in his footsteps,"



Angelina Zhang/The Exonian

he said. "We grew to the sport together."

He added that his Exeter hockey teammates and coach Dana Barbin have played major roles in shaping his hockey career. "With the teammates that I have, we're really close to each other and they make it easy on me to perform that best that I can," he said.

Jadatz came to Exeter last year, and has proven his talent in his two seasons at PEA. Coach Barbin praised Jadatz's skill in the sport, saying, "Kyle Jadatz has become the best defensive forward in my 31 years at Exeter. He's blocked more shots than anyone else in the past two years."

Jadatz and Stone are both talented forwards and influence the team on and off the ice. They agreed that being a positive influence to the underclassmen on the team

is their greatest responsibility as a captain.

Senior Andrew McGurrian praised the two for their leadership. "They set a good example for the younger kids both on ice and off ice, which is really important as captain," he said.

As a captain, Stone hopes to instill in his teammates the game mentality necessary to be great hockey player. "The biggest thing is having the right attitude before games. Every game is tough, and you have to have the right mindset going into each game," Stone explained. "We have this reputation of having a winning record, and we want the boys to continue to work hard to keep that reputation."

Jadatz agreed. "We've been trying to show [the younger players that] you gotta

show up everyday to practice and be ready to play, ready to get better." Setting the right mindset and environment for the team has been especially important this season, as the captains' goal is to achieve a New England Championship. "From day one, Sam and I have tried to implement that we're trying to win a New England championship this year," Jadatz said.

Senior Bobby Murray commended the different aspects that Stone and Jadatz each bring to the team. "[Stone] brings a lot of intensity," he explained. "[Jadatz] is a great leader on and off the ice." McGurrian expanded on the duo's involvement with the team even off the ice, "In general, they fulfill the roles expected of a captain and oftentimes surpass that and make sure everyone on the team is doing well: in hockey, school, and socially."

Barbin commended Jadatz and Stone's development as players and leaders. "In three decades, I've had a lot of captains. These two are the top of the heap. They lead by example, and play the game hard and the right way," he said.

Upon graduation, Jadatz will be playing at Bowdoin College in Brunswick, Maine. Stone is still considering offers for collegiate teams, but hopes to play hockey wherever he ends up.

During their tenures as Big Red athletes, Jadatz and Stone have grown to love the friends they have made along the way. "What I love the most about being on the team is being around the guys everyday. You're with them everyday after school and there's no better feeling than walking into the locker room and seeing all your best friends there," Jadatz said. Stone shared his co-captain's sentiment, identifying "hanging out with the boys" as his favorite part of being on the team.

NEGS Defeats Deerfield's Doors Dragging Their Opponent Through a 97-89 Win



Senior Lilly Carden flies out of the water.

Julia Goydan/The Exonian

By ANDREW SUN
Contributing Writer

Upper Heddy Parker, the anchor of the 400-yard freestyle relay, flips at the 75 yard mark, racing back for the final lap. Her teammates cheer her on from the side of the pool as she holds off Deerfield's fastest swimmer. As they approach the wall, both competitors enveloped in a flurry of water, Parker out-touches her Deerfield opponent by a mere second. The crowd goes ballistic as Parker embraces her opponent before celebrating with her relay teammates.

Big Red swimmers entered the relay—the final event of the meet—a few points behind the Deerfield team. However, the exceptional win in the 400-yard freestyle relay ultimately gave Exeter the meet win over Deerfield with a score of 97-89. This win extended their undefeated season record to 3-0.

Going into the meet, the team was nervous about their strong opponent. According to lower Maddie Machado, the team still remembers last year's loss to Deerfield and was affected by that. "No one was feeling super optimistic that we would come out on top," Machado said.

Upper Ashleigh Lackey shared Machado's sentiment. "I think in the back of our minds, we all expected to lose, so it was amazing that we were able to come out with the win," Lackey added.

Along with the nerves, the sickness pervading the team also affected their mentality. "A bunch of us were sick and didn't feel well at the meet or were injured," senior and co-captain Maddie Shapiro explained. "I'm very proud of everyone for pushing through though because it paid off."

Even though they weren't at their physical prime, the team's "spirits remained high," according to Shapiro. Lower Wynter Sands pointed other challenges that the girls overcame on Saturday - having classes before the meet and a shortened practice time on Friday due to MLK day. However, the team was well trained and prepared by the coaches and despite the obstacles, there were many gritty performances throughout the meet.

The highlight of the meet was the 100-yard freestyle event. Uppers Liz Williams, Heddy Parker and Tina Wang crushed the field and took the first, second and third places, respectively, shutting out Deerfield from obtaining any

points in that event. The trio finished within half a second of each other and around three seconds ahead of Deerfield's fastest swimmer.

Big Red's talent in the sprint events was showcased further in the 200-yard freestyle relay. The A-relay, consisting of Wang, Parker, Gove and Williams, outclassed the field by more than five seconds. Meanwhile, the B-relay, made up of Machado, senior and co-captain Lilly Carden, uppers Issy Wise and Christine Baker, also stormed ahead of Deerfield's best squad, completing a 1-2 sweep of the event.

Alongside that, Lackey also delivered a notable 100-yard breaststroke performance. She led the field from start to finish, holding a comfortable body-length lead the entire time. Lackey's meet performances earned her the team's weekly "MVP" title which was awarded by the captains.

Upper Gabby Allen also managed to hold off Deerfield's swimmers in the breaststroke event and took up second place behind Lackey. Upper Sam Gove commended Allen's recent races. "She has improved so much over the last year and even in the past few weeks of the season," Gove said. "I was especially impressed and proud of her this weekend."

Not only did the girls bring the intensity

to the pool, the team displayed spirit and camaraderie. "Our captains always do a great job hyping us up and making us want to do our best for the team," Lackey said. "Our entire team was amazing and supportive during the meet," added Shapiro.

The big win over Deerfield also gave the team a reminder of their own ability and potential. "This meet definitely showed us the importance of keeping a positive attitude and swimming our best despite the odds against us," said Machado. In addition to staying positive, this meet also proved helpful in making the team more close knit. Sands stated: "This meet was a good one to bring the team together, cheering for each other and getting each other hyped up."

Looking ahead, the girls hope to continue their season and remain undefeated. "Future goals are obviously to keep improving our times and becoming faster," Shapiro added.

"We've still got several more meets ahead of us, so we're focusing on training hard and preparing to face Andover and place well at Interschols at the end of the season." They also hope to become closer as a team.

Shapiro agreed, saying, "We win and lose as a team."



ExonianSports



Boys' Hockey Heckles Smurfs in Pre-E/A *Rivalry Tensions Soar to New Heights*

By CAROLINE FLEMING
Contributing Writer

An Andover player slips through a hole in the tight-knit Exeter defense, approaching the goalie's crease. He knocks a shot towards the frame. Lower Ryan Welch reacts swiftly, deflecting the shot and maintaining Exeter's position in the tied zero-zero game. Passing through midfield and straight to upper Andrew Seaman's stick, he doesn't hesitate before juking his defender and scoring on his back, straight through the goalie's legs. Sixty minutes later, it's evident that Seaman's first goal opened the gates for Exeter's 6-1 win. This victory propelled the team's season record to 14-1-1.

Clearly, the team had great success against its opponent this past Saturday, a feat most players attribute to their team's effort. Once the train was rolling, as senior and co-captain Kyle Jadatz described, "The hard work and hustle of everyone on the team ultimately proved to be too much for Andover to handle." On this united team, players work hard for each other, not just for the win. Their passion, aided by the infectious energy of the crowd, led to impeccable goaltending and some amazing plays.

Exeter students made sure to come out and support the home team in hopes of defeating the school's biggest rival. The crowded stands replete with screaming fans hyping up the varsity team turned out to be a crucial asset for the team's confidence. Senior and co-captain Sam Stone expressed his appreciation for the support. "The atmosphere of the game was electric as it always is when playing Andover," he said. "The stands were packed and that's always exciting for the boys to know the school is at the game to support us to beat our arch rival." It was not only a killer game, but also an event many students and fans were able to enjoy.

After their difficult loss to Andover last season, players were psyched to



Senior Kyle Jadatz fights for the puck.

JaQ Lai/The Exonian

score early on and continue to dominate throughout the game. Jadatz expressed a sense of relief and redemption for defeating Andover. "It's always an exciting game between Exeter and Andover. Both schools have had their share of great seasons and hockey teams in the past," he explained. "Last year, we split our two games against Andover, winning at Andover earlier in the season and losing at home during E/A. So, it definitely felt good to be able to get the win [on] Saturday night."

In the midst of all of their hard work and success, a bout of jealousy from the opposing team interrupted the play. Upper Gray Betts witnessed three Andover players punching and cross-checking upper Mike Pitts in front of the net and said he wasn't going to let that happen. Senior Bobby Murray described the quarrel between Betts and the two Andover players, saying, "I saw [Betts] fly in from the top of the circle and pretty much destroy one of them and then grab another one of them and throw him on the ground. Then, he

got tangled up with another one of them and they started punching each other and his helmet came off, but he slammed him to the ground and kept punching him." Thankfully, all four players left the rink unharmed and Exeter went on to triumph.

Big Red will be resuming its busy schedule this Saturday by travelling to face the Hotchkiss School. After handily defeating them 5-1 last season, the team is determined to secure another convincing win this year.

Girls' Basketball Edged Out by Deerfield *Team Remains Optimistic for Future Endeavors*

By LEAH COHEN
Contributing Writer

Exeter's girls' varsity basketball team dribbles up the court to the basket. The Deerfield fans' screams are just background noise to the Big Red players on the court. The girls struggle to hear Coach Camillus call the team plays over Deerfield's dance groups and cheers. The hard-fought game ends in a defeat for the Exeter girls. After traveling for almost four hours, the team was dissatisfied with the 40-65 loss. Although Deerfield only had a 3-5 record, Exeter had trouble keeping up throughout the game with a 1-6 record.

"Deerfield's smart plays helped them push the ball up the court to get good transition opportunities on offense," lower Eva Carchidi said. However, senior and co-captain Olivia Lei believes that, with the right focus, the team can counteract scoring streaks like this in the future. "I think that it is a matter of focus and not mentally checking out, but I recognize that it is hard to do," she added.

Despite the tough loss, the game was highlighted by standout performances. Lower Angelina Zhang and prep Erin McCann both recognized lower Bethany Lucey for her behind-the-back pass as the play of the game. Lucey's play also led to an assist for her and a finish on a fast break for senior and co-captain Ella Johnson.

McCann also acknowledged Johnson's "consistent hustle to get to the ball" during Saturday's game. She continued to praise Johnson's ability to sustain energy and maintain resilience. "[She] consistently hustled to get the ball and hit the floor at least six times."

Lei described the difficult game as a "bump" in the season. She is determined that the defeat will only motivate the girls to work harder in the upcoming practices. "We've been working on a lot, and it's important for us to recognize that we have been improving and that we should continue to work hard," she said. "We've talked about this as a team, but it's a matter of resetting mentally and just throwing ourselves back out there."

In contrast to a tough season so far, the girls' team earned a win against Cushing last Wednesday. "The scores may not necessarily show it, but we are a hardworking team that is working on getting better every single day. We've had a few losses, but I've already been seeing a lot of improvement even if that isn't reflected in the outcome," Lei added.

Going forward, the team is planning on developing its communication skills, being more attentive on the court and delivering smarter passes and plays. "We want everyone hitting the floor for loose balls or taking a charge," Lei explained. "I think we're doing well with this so far. Last game, we had three girls on the floor at once." Lucey mentioned that she is "excited to continue to play and improve as an individual player, but also excited for [her] team to continue to get better and improve, which will allow [them] to compete more against tougher competition."

The Exeter girls' varsity basketball team will be travelling to Brewster Academy on Saturday. Their next home game is next Wednesday against Bradford Christian Academy at 4:30 p.m. The team will be looking to see their hard work come into fruition and secure a win.



Lower Eva Carchidi dribbles past the competition.

Diana Davidson/The Exonian

InsideSports

Boys' Hockey



JaQ Lai/The Exonian

Tensions rise as the Exeter boys' hockey team triumphs in a match against Andover. Read more on B6.

Athletes of the Week



Angelina Zhang/The Exonian

Seniors Kyle Jadatz and Sam Stone lead Big Red through the 2017-2018 winter season. Read more on B5.

Girls' Swimming



Julia Goydan/The Exonian

Girls' swimming defeats former New England Champions in dual home meet. Find out more on B5.

SATURDAY GAMES:

Boys' Squash	Away	11:00am
Girls' Hockey	Home	2:00 pm
Girls' Squash	Away	2:00pm
Girls' Basketball	Away	3:45 pm
Boys' Hockey	Away	5:30pm