



## Students JUUL Despite Risk Of Addiction

By BELLA ALVAREZ,  
and ROSE HOROWITZ  
Staff Writers

Names have been changed to protect anonymity.

Upper Mia began using a JUUL at Exeter after seeing her peers doing it. "I had tried it maybe once before coming here," Mia said. "At first, I JUULed to look cool, and now just to feel good." She uses her friends' vaping devices "a few times" per week, and while she doesn't see herself as an addict, Mia says she frequently gets headaches and nicotine cravings.

E-cigarettes and vaporizers have recently become popular among high school students as a substitute to traditional cigarettes that can be used discreetly and carry seemingly fewer health risks. The JUUL is about half an inch wide, three inches long and does not produce smoke or a distinctive scent. The device uses nicotine salts and a heat delivery system—made up of a heating coil and wick—to produce vapor meant to be inhaled and held in the lungs for several seconds. Claiming to produce fewer carcinogens because of its "novel heating system," the JUUL advertises itself as an "alternative to smoking," despite delivering to users concentrations of nicotine that are much stronger than traditional cigarettes.

JUUL A2



Upper Miranda DeRossi and senior Jacqui Byrne perform. Reina Matsumoto/The Exonian

## PEA Remains Need-Aware in Admissions

By BEN CAI, MAI HOANG  
and JACK ZHANG  
Staff Writers

Most private schools in the United States pursue one of two different policies when it comes to admissions—need-aware and need-blind admissions. In need-aware institutions, admissions officers will consider a candidate's financial background in conjunction with the quality of their application; need-blind, on the other hand, means that requests for financial aid do not factor into the decision.

Phillips Exeter, like most secondary boarding schools, follows a need-aware admissions policy. Currently, the school factors an applicant's financial resources or ability to pay the school's \$49,880 yearly tuition into the admissions process. Any financial assistance is taken directly from a \$21.2 million budget, which draws from endowments made specifically by alumni and parents for financial aid. "Our admission process is able to admit those students needing financial aid assistance up to the point at which those endowment funds and the Exeter fund have sufficient dollars," said Tony Downer, President of the Trustees. "When all those dollars are committed to admitted students, the Academy is not in a position to admit

NEED-BLIND A2

## Campus Reflects on Changes in Year since Trump's Election

By GRACE CARROLL  
and PAUL JAMES  
Staff Writers

Last year on Wednesday, November 9, students walked into class after an emotional night: some were joyful, others in tears. Many were confused at the result of the presidential election. Many teachers put aside the coursework for the day and made time for discussion in their classes. One year since President Trump's election, instructors continue to grapple with how to address politics around the Harkness table, where students frequently find themselves in discussion with peers who hold opposing views.

Upper Elliot Diaz noticed an increase in politically-based comments during history classes, as well as a shift among political clubs from conversation to action. "Clubs that have always been political have stayed that way, but now have become more focused on direct

action as opposed to discussion," he said.

Politics have also pervaded social conversations, Diaz mentioned. "Students have become hyper-aware of the political affiliation of those around them, both inside or outside of the classroom," he added. Diaz has also noticed an increase in political speakers at assemblies.

In Democratic "Dem" Club and Republican Club, Exonians discuss politically divisive issues with other students of similar and conflicting viewpoints. As the clubs intentionally focus on current political events, the presidential election and resulting administration continue to be an important topic of the discussion. In addition, Dem Club co-head and upper Niko Amber noted that these discussions are not limited to political clubs. "The political conversation on campus has changed only because there has been a lot of hateful rhetoric spewed by Trump and we have been having more conversations to

address it," she said.

Moreover, Amber noted that Exeter is removed from much of the national political climate, and thus political discussions are not as prevalent on campus as away from Exeter. "At Exeter, as we all know, we live in a bubble. I think that also applies to the presidency; I don't think that the things Trump has done have affected me as much attending Exeter as they would if I were at home," she said.

Dean of Studies and Academic Affairs Brooks Moriarty believes that one of the school's tasks is to teach students how to think critically and engage in civil discourse. "I think the country and campus are experiencing higher levels of anxiety, concern, anger. I think that is true regardless of one's political beliefs," he said. "The nation doesn't know how to engage in civil discourse at this time."

Most teachers appreciate increased political discussion, but hold differing opinions on the place it should have in the classroom.

"I think the election opened a door, in a way, to more conversation. On the one hand, it was clear Americans were siloed politically, and on the other, a lot of young people expressed a desire to not be so siloed," History Instructor Amy Schwartz said. She expressed her belief that a U.S. history course is an effective platform for bringing politics into the classroom, and said, "we need a curriculum around race, diversity, power, and white privilege that impacts every student—not just those who are predisposed to be interested." According to Schwartz, the events in Charlottesville made this especially clear to some teachers, but these ideas have yet to be implemented as part of the curriculum.

History Instructor Michael Golay allows for political discussion in his classes, but keeps the conversation focused on academics. "As a teacher, you want to allow students to express their points of view, but you want to

TRUMP A2



Diana Davidson/The Exonian

Four-year seniors from the class of 2016 celebrate E/A with the classic kilts.

## Administration Provides Kilts for All Seniors, Sparks Controversy

By MADISON KANG  
and SAMANTHA WEIL  
Staff Writers

On Monday morning, Director of Student Activities Joanne Lembo sent an email to the Academy's seniors announcing that the Dean of Students Office decided to provide E/A kilts to all seniors this Friday. Since the fall of 2001, Exeter's four-year seniors have donned red checkered kilts to celebrate their fourth and final fall Exeter/Andover game as students. The sixteen-

year streak of four-year kilts will come to an end this year.

According to Lembo, the adoption of kilts began in the mid 1990s, when old, unused field hockey kilts were given to the Student Activities department with the purpose of generating "Big Red pride for E/A weekend." A lottery for the kilts was administered, and a select group of four-year seniors were afforded the privilege of wearing the kilts and storming the assembly stage at the Pep Assembly finale.

In 2005, the Student Council voted to distribute kilts to all seniors, but before they could put the proposal in effect, Hurricane Katrina demolished the kilt factory.

The protocol for kilt distribution remained unsettled. In 2011, the Dean of Students, Principal and Student Activities remained unresolved. In 2011, the Dean of Students, Principal and Student Activities resolved to extend the kilt-wearing ritual to all seniors. However, pushback from the student body led the Academy "to revert back to only giving kilts to 4 year seniors." Student Activities withdrew their discretion, stating that "they did not feel right giving [kilts] to some, but not others based on length of time at the Academy."

From then until this Monday, Student Council has had control over the allocation of kilts. In October 2013, the Student Council voted 76-6 with 9 abstentions to reserve the kilts for four-year seniors, despite faculty concern of exclusivity.

Lembo, along with the senior class advisors, Principal Lisa MacFarlane and the Academy Life Task Force (which focuses on implementing change to better students' experiences) believes the abolishment of four-year kilts will promote inclusivity within the senior class.

"We have been working hard on community this year, building a community in which each and every one of us feels equally respected and valued," she wrote. "For many years, we have retained a tradition that communicates a different message to some...the practice of reserving E/A kilts for 4-year seniors."

According to Assistant Principal Karen Lassey, the faculty also aimed to "promote shared experiences and access to fun and

celebration, rather than creating tiered distinctions between members of the same class."

Four-year senior Reed Ouellette wished the administration had communicated with seniors earlier in the term. "This kilt decision seemed very abrupt, announced with a quick email four days before E/A," he said. "The faculty sprung this on us without consulting the student body."

Other four-year seniors expressed their disappointment in the decision. "Since prep year, I looked forward to walking the quad in my kilt as a proud four-year," said senior Vivienne Kraus. "I think there is meaning in honoring the seniors who began and ended their whole high school careers together at PEA."

Four-year senior Cora Payne considers the matter too trivial to enact any real change. "I don't see why this is something that has to be expanded completely. It's not a value judgement, it's just a kilt," she said. "I think that if the school is truly committed to diversity and inclusion, the problems are not with the kilts. There are bigger issues, and focusing on this is not really helpful, because it's just creating more tension within the senior class."

Postgraduate Paul Miller understands the four-year seniors' chagrin in response to the decision. "I haven't even finished my first term here and I can't imagine four years here. It's a tough place," he said. "I get why they want to stand out on one day."

Some students' harsh condemnation of the resolution perturbed three-year se-

KILTS A2

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## Trustees Hope to Transition to Need-Blind Admissions

Continued from **NEED-BLIND.A1**

any additional students who are in need of financial aid from the Academy." For the current year, Exeter has over 460 students receiving financial aid, taking into account the additional number of students who receive tuition remission, the total number of supported students rises to over 515.

However, while a need-aware policy is still in place, prospective students requesting financial aid can sometimes feel like they are at a disadvantage. Any financial assistance is taken directly from a \$21.2 million budget, which draws from endowments made specifically by alumni and parents for financial aid. "Our admission process is able to admit those students needing financial aid assistance up to the point at which those endowment funds and the Exeter fund have sufficient dollars," Downer said. "When all those dollars are committed to admitted students, the Academy is not in a position to admit any additional students who are in need of financial aid from the Academy." For the current year, Exeter has over 460 students receiving financial aid, taking into account the additional number of students who receive tuition remission, the total number of supported students rises to over 515.

With its current tuition fees, Exeter is only affordable to five percent of Americans; consequently, Downer expects that a transition to a need-blind policy would mean that the number of admitted students needing financial aid would increase significantly. "If we are correct in the belief that our moving to a need-blind admissions policy would increase the financial aid needs of our admitted applicants, we need, in advance of adopting that, policies to increase materially the resources we have for financial aid," he said.

The Trustees have actively considered a number of solutions to that problem, though each one poses its own problems. "In

theory, we could redirect dollars from other expense items such as faculty/staff salaries, the maintenance of our buildings, dining, etc.," Downer said. "Realistically speaking, that would not be a viable alternative since those expense dollars support critical and essential elements of the Exeter experience," he explained. Another alternative is to raise the additional dollars for financial aid by increasing tuition, though such a move would inevitably also increase the number of students requiring financial aid, which would go a long way towards defeating the purpose of the tuition increase.

The Study of Boys' and Girls' Lives on-campus student research group that examines financial aid policies, said financial aid applicants may face more pressure and competition, knowing the school will prioritize those who can pay for full tuition and that most of the applicant pool applies for financial aid. According to Downer, over the past ten years, there have only been two years when the Academy could admit every desired candidate who had a need for financial aid.

The discussion over need-blind admissions is thus deeply rooted in a meritocratic ideal of admission to elite institutions; in the words of Downer, by "opening the doors of an Exeter education to an even broader and diverse set of capable students," need-blind admissions would benefit each and every person at the school.

"If our goal is to have Exeter represent the best students out there, it doesn't make sense that a strong student might be denied admission just because that student needs financial aid," Halani said.

Though discussions about the possibility of switching to a need-blind policy have happened for a long time at Exeter, so far the only major boarding school to adopt need-blind admissions is Phillips Academy Andover. The barriers to instituting such

a policy at Exeter are plenty. With its current tuition fees, Exeter is only affordable to five percent of Americans; consequently, Downer expects that a transition to a need-blind policy would mean that the number of admitted students needing financial aid would increase significantly. "If we are correct in the belief that our moving to a need-blind admissions policy would increase the financial aid needs of our admitted applicants, we need, in advance of adopting that, policies to increase materially the resources we have for financial aid," he said.

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The most viable solution so far, as Downer sees it, is to seek more assistance from the Academy's donors—alums, parent group, and friends—both through an appeal for gifts to the endowment as well as contributions to the Exeter Fund for the purpose of increasing the Academy's financial aid capacity. "Looking ahead to the Academy's next [fundraising] campaign, I would anticipate an appeal for additional financial aid support will be a centerpiece of that," said Downer. Though he does believe that the end goal should be to make admissions completely need-blind, and financial aid available for "youth from every quarter,"

Downer is hesitant to put a timeline on when concrete steps in the plan could be realized. Even if donors are supportive of this goal, the question that still needs to be answered is how the school will manage to ensure this continued support for the ensuing years. "Our moving to a need-blind policy could introduce an element of high uncertainty—and risk—into our budget process because we would be making a commitment to provide funds for which we lacked certainty of availability," he said.

Downer also noted that although Andover has had a need-blind admissions policy since 2008, their application pool seems to differ significantly from Exeter's in terms of financial profile. Despite committing to provide 100 percent of the demonstrated financial aid requirements, Andover also supports roughly 48 percent, to Exeter's 49 percent, of the student body. Furthermore, Andover's tuition fee, totalling at \$53,900, is slightly higher than Exeter's.

Nonetheless, students do support the idea of need-blind admissions, while still being aware that the possibility of this policy being instituted is not high, at least in the foreseeable future. Seniors and upper who have applied or are in the process of applying to college feel that need-blind admissions policies make schools more welcoming to applicants of all racial, social, and economic backgrounds. "I think intense research should be done before Exeter goes need blind, but it should be a goal," said Upper Isadora Kron, also member of the on-campus research group about financial aid. Meanwhile, lower Ben Holderness commented that having need-blind admission would "make the average Exonian more qualified," since all decisions would be made "based on ability, rather than whether or not one has rich parents."

**NEED-BLIND ADMISSIONS, A3**

## Four-Year Seniors Lament Loss of Exclusive Kilt Tradition

Continued from **KILTS.A1**

nior Meg Bolan. "I will never understand the disappointment of four years, and that feeling of incentive or hope or whatever the kilt represents to them," she said. "What upsets me the most is the backlash from four years. I don't even feel fully comfortable giving a quote about this. We [non-four-year seniors] didn't ask for this, it was a decision made by the administration."

Nonetheless, three-year senior Sam Stone looks forward to wearing his kilt this Friday. "I understand why four-years are upset, but I just don't think it's that big a deal. I'm excited to wear one this year."

Four-year senior Ivy Tran also approved of the equitable kilt distribution. "It's not like the faculty are taking the kilts away from us. They're just trying to make everybody feel included," Tran said. "The only argument opposing this decision that I

understand is the sadness surrounding the end of a so-called tradition. But if it's only been around for eleven years, four-year kilts can hardly be called a tradition at a school that's been around for more than two centuries."

Spanish instructor Caroline Meliones agreed. "Kilts only for four-year seniors was one of Exeter's many rituals that I never understood," she said. "It doesn't make sense to differentiate seniors by how long

they have been at this school. They are all at Exeter now and they will all graduate together this spring."

While the kilt contention may vex many seniors this week, four-year senior Lucas Schroeder believes the controversy will abate with time. "In the end, I think it comes down to people's resistance to change," he said. "When you really think about it, breaking the tradition is so minor and nobody will care about it in ten years."

## Easy and Seemingly Harmless, E-Cigs Gain Popularity at Exeter

Continued from **JUUL.A1**

According to statistics from the 2015 Youth Health Risk Behavior Survey, a survey administered to all Exeter students every two years, tobacco usage in any form declined slightly at Exeter between 2005 and 2015. At the time the survey was administered, 7% of Exeter students reported using tobacco within the past 30 days. This percentage places tobacco usage at Exeter at about 38% of the national average.

The survey did not ask students about e-cigarette usage specifically until 2015, when 9% of Exeter students reported using e-vapor products within the 30 days before filling out the survey, approximately 37% of the national average of e-cigarette usage.

Out of 9% of Exonians using e-cigarettes, according to Dean of Residential Life Arthur Cosgrove, over the past two years, only one student has been charged with possession of a vaporizer. The Academy added a rule to the E-Book forbidding possession of nicotine on campus "a few years ago," according to Cosgrove, in alignment with New Hampshire state law.

Anyone under the age of 18 is prohibited from purchasing nicotine or tobacco products under New Hampshire state law. However, underage students on campus obtain vaporizers in many different ways. Upper Allen and lower Oliver share a JUUL that their friend, upper Steven, brought from home, where stores that sell vaporizers "don't care under-age kids." Upper Allegra, who uses her own JUUL regularly, said that an upperclassman over the age of 18 bought it for her.

While Allen and Steven attributed their use of vaporizers or e-cigarettes to "the culture back home," some students have felt pressured by their classmates to start using a JUUL since coming to Exeter. Senior Mindy got involved in using nicotine on campus. "Everyone else did it," she said. "You get peer pressured." Upper Lawrence was similarly encouraged to try using an e-cigarette by a friend during his lower year, and now inhales from a JUUL. He asserted that he is not addicted to nicotine and could stop using the device should he choose to do so, but he has not taken a day off of JUULing in about a month.

The widespread use of JUULs speaks to students' ignorance, and sometimes disregard, of the health risks that come with e-cigarettes and vaporizers. Senior Jason, who occasionally uses his friend's JUUL, thinks that the health risks of these devices are overblown. "I don't think e-cigarettes are that bad," he said. "People make them out to be much worse than they really are when they should consider that they're a

much better alternative, given how toxic actual cigarettes are."

Senior Jeffrey said of students who use JUULs. "They definitely just think it's something that can have absolutely no negative effect." He added that students who do acknowledge the risks often see them as "negligible." Psychologist at the Lamont Health Center Suzi-Hui Lee agreed. "Many people think JUULs or e-cigarettes are less dangerous than actual tobacco," she said. "That is simply not true." Dr. Lee specified that e-cigarettes contain the carcinogens cadmium and nickel in the heating coils, acrolein—which can destroy lung tissue in large doses—and propylene glycol, the chemical antifreeze in cars. "Don't be fooled; it is not a healthy alternative to smoking," Lee warned. JUUL Labs Inc., the company that makes the vaporizers, has a warning at the bottom of every page on their website that reads: "This product contains chemicals known to the state of California to cause cancer and birth defects or other reproductive harm."

Chair of the Health Department Michelle Soucy said that many students are unaware of the risks and think electronic cigarettes are not dangerous, an outlook perpetuated by the industry itself. "The e-cigarette industry wants you to believe that it's safe, and they actually write that it's safe on their products," Soucy said. She added that even though it is untrue, this information helps people justify their use of the product. "When someone tells you something that you want to believe, you believe it," Soucy said.

E-cigarette companies are able to make these claims because of limited knowledge of the emerging market. According to Soucy, the products have only become popular within the past ten years, and therefore researchers do not know what long-term effects e-cigarettes may have on users. Originally, the products were considered to be safer than traditional cigarettes, but new risks have been associated with long-term use. "It's the same with cigarettes, you don't see the negative effects right away, they're cumulative over time, and so with e-cigarettes people aren't going to notice what's happening to them," she said.

Jeffrey noted that even people who experience adverse effects when using a JUUL will often continue using it anyway. "I have multiple friends who, if they hit it, they will say their heart hurts." According to Jeffrey, using an e-cigarette is especially dangerous "if you have a weak heart."

Upper Selena has also had bad experi-

**JUULS, A3**

## Polarized Climate of Trump's America Reflected on Campus

Continued from **TRUMP.A1**

keep it as scholarly as you can," he said. "The reality is, we're an academic institution and we're not a current-events focused history department," Golay added. Although he noticed varying emotional reactions from some of his students following the election, a day or two after November 9, Golay's class discussions returned to the course material. "How closely politics touches your life depends on who you are, what your background is, and for most of us, Trump is kind of a distant threat," he said.

In the English department, national politics continued to appear in class discussions. English Instructor Mercy Carbonell believes that politics plays an important role at the Harkness Table. "As a classroom instructor charged with opening up and fostering discourse, I do believe it is my civic, cultural and educational responsibility to create and to facilitate a curriculum that implicitly and explicitly is about social justice and activism," Carbonell said.

In the English department, where social injustice and oppression are often prominent themes in the reading materials, she contemplated the instructor's role in creating and mitigating political discussion. "Within a Harkness classroom, when does a teacher speak up and interject if she hears something problematic? How do we foster empathy? How do we name injustice when we hear it and see it? How can we bring intersectionality into our work?" she asked.

Recent white nationalist riots and the national rhetoric that they spurred have furthered her concern. "White nationalism and the legitimization of bigotry, hate, dehumanization is dangerous, is a direct threat to all of us," she said.

Carbonell believes an instructor's role as a mediator in class discussion on current events like the Charlottesville protests is now more important than ever. "My hope is that those of us as adults in this community will help students by listening, by offering history, by creating new curricular programs, by interrogating policies," she said.

In addition to her role in the English department, Carbonell serves as head of the Martin Luther King Day committee and plans Martin Luther King Day seminars and activities, which will continue to address institutionalized racism and injustice at Exeter and the world at large.

According to Carbonell, this year's MLK seminars "will ask us all to unlearn and learn, to reflect, to listen," and consider means of social change on campus. "There are gestures all over campus that suggest many of us want to see some significant cultural change," she said. "I believe that we all deserve to work and to live and to learn and to grow and to evolve in a place that is safe, that is equitable and that is inclusive."

Looking forward to the 2020 elections, Carbonell expressed fear and disappointment toward a recent UNH study that found that 47% of New Hampshire residents likely to vote would support Trump. Golay predicted that a large portion of student body would mobilize to support their favorite candidate. "I think the more students who are involved in this, the better for the future of American democracy," he said. "I think it's a good thing when people are not objective, but committed to the ideas that they believe in, and are willing to put themselves on the line for them."



**The Exonian**

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# Trustees Discuss Equity and Inclusion in Annual Meeting

By ERIN CHOI  
and JACQUELINE CHO  
Staff Writers

Academy trustees arrived on campus for their annual fall term meetings last week. Their discussions focused on diversity, equity and inclusion within the community, examining the school's past and planning for the future.

During the visit, trustees received an update on Principal Lisa MacFarlane's strategic planning. At the start of the school year, Tony Downer '75, President of the trustees, created a trustee committee with the mission of bringing a more focused set of guiding principles to the trustees for their endorsement. Over the last six weeks, the committee has reread all the documents that students have presented to the administration over the last two years, and synthesized the work into fundamental themes. "We affirmed two foundational principles that will infuse everything we do," MacFarlane stated. "The intrinsic ideas are equity and inclusion—every individual at Exeter should be respected, affirmed and supported in the fullness of who they are," MacFarlane said. She added that the school would use research and data to "bring emerging knowledge about learning... or need for improvement into everything we do."

The trustees have already held several sessions to discuss the Academy's strategic plan, a work in process. Downer expressed his excitement and hopes for what the plan could mean for the school upon its implementation, stating that the plan will "build upon our strengths... and will address those areas where we can stand

to improve to make the Exeter experience a unique and compelling experience of excellence for our future students." By utilizing the NEASC (New England Association of Schools Colleges) self-study as a foundation for collecting and analyzing information about current practices and successes, the trustees hope to implement visible and efficient developments. The trustees will also continue the first-horizon initiatives that began last year: "the Academy Life Task Force and the piloting of 'Sandbox' courses are two areas where current work provides focus and experience for considering the themes," MacFarlane said. "The Kalix Study on tuition sensitivity and the Mercer study on workload and compensation will give us important information."

"The trustees' focus on reforming areas that need improvement arises from their realization that bringing diversity to the community does not necessarily guarantee inclusion. "We believe that Exeter has... an uncommon opportunity to bring to its campus a diverse set of young people and adults, and by bringing such diversity to campus, the nature of the on campus experience can be extraordinary," Downer said. "But we have seen and we have learned that simply bringing a diverse set of people on to our campus does not, by itself, ensure that each individual will feel the respect and have the support that she or he needs to thrive on campus." The trustees are committed to taking those steps necessary to make the opportunity to thrive available to everyone in the Exeter community regardless of ethnicity, nationality, faith, sexual

orientation and financial circumstances.

In addition to discussing ways to improve the Exeter experience, the trustees also devoted time to address the ongoing investigation of past incidents of sexual misconduct. The trustees are hopeful that the investigation will conclude in the near future, at which point they hope to convey the lessons they have learned and report to the community the corrective actions they have taken to ensure student safety.

The trustees were also updated on several ongoing campus projects, such as the new performing arts building set to be opened in the spring. They also examined the Exeter's physical plant, dorms, dining, and the Academy building.

Through their many meetings, the trustees not only learned about the Academy's strategic plan, but also found time to take part in Exeter life themselves. The trustees met with members of the Dean's Council, representatives of the OMSA proctors, and a group of dorm heads during breakfasts and lunches to discuss community life and inclusion. Senior and member of the Dean's Council Chi-Chi Ipeaku felt that despite not coming out of the meeting with many concrete ideas, the members of the Council communicated their ideas with the correct people, and that the trustees took their responses to heart. "I loved seeing the diversity in faces and hearing the diversity when they described where they were from, how they went to Exeter and what they were doing with their lives. Additionally, they were great listeners, which allowed us on the Council to be more open and willing

to say what was on our mind," Ipeaku said. She added that her meeting with the trustees gave her a boost in confidence, which allowed her to bring her own ideas on ways to make Exeter a more equitable experience to her committee, and eventually the Student Council.

As part of her visit, Trustee Kerry Landreth Reed '91 shared a meditation with the Exeter community on Thursday. Zach Iscoff '97 John Phillips Award assembly, which also took place during the visit, was yet another affirmation of the depth and history of the Exeter community off campus. In his speech, Iscoff's experience as a Marine Corps officer in charge of both American Marines and Iraqi soldiers was especially powerful and moving. MacFarlane commented that it was "moving to be reminded of the many people whom Exeter has touched, and humbling to hear their stories." She added that it was exhilarating to spend time together thinking about Exeter's future in ways that are "concrete, intentional and doable."

The trustee meetings, as MacFarlane described, were "thoughtful and authentic" and served as a vigorous self-assessment. The annual visit allowed the trustees to recognize the areas that need improvement, and define their objectives and steps to bring their aspirations of equity and inclusion to realization. "We are not where we must be on the diversity, equity and inclusion front," Downer said. "We need to make progress on the whole child front so that every element of our students' experience matches the heights which take place day in and day out around the Harkness classroom table."

# Acclaimed Author Brando Skyhorse Delivers Assembly

By MADISON KANG  
and EMMANUEL TRAN  
Staff Writers

Nationally-acclaimed author, editor and professor Brando Skyhorse visited Exeter to discuss his writing, which connects themes of inclusion and bigotry as related to his own search for racial identity. Skyhorse hosted a public reading in Phillips Church and a conference with senior fiction classes in Fisher Theater on Thursday night, in which he read a personal essay as well as excerpts of his book *The Madonnas of Echo Park*. On Friday, his Assembly speech received snaps of approval and a standing ovation, attracting many Exonians to his question-and-answer luncheon in the Latin Study that afternoon.

*The Madonnas of Echo Park* was awarded both the 2011 PEN/Hemingway Award for Debut Fiction and the 2011 Sue Kaufman Prize for First Fiction. Set in Echo Park, the predominantly Mexican-American community in Central Los Angeles that Skyhorse grew up in, the book weaves Skyhorse's personal memories of 1980s Los Angeles into his characters' narratives. Between jacaranda blossoms, technical MTV screens, drive-by shootings and cheap margaritas, his characters grapple with neglect, repressive gender roles and racial, cultural and linguistic barriers in a "country where Mexicans are unseen and unheard when appropriate, and visible

only when necessary."

Like many of his fictional characters, Skyhorse had a tumultuous childhood. When he was three years old, his Mexican-American father abandoned him and his mother Maria Theresa Ulloa, who then assumed a Native American persona. She changed her first name to Runningdeer and her and her son's last name to Skyhorse.

"After my father left, my mother wanted to reinvent herself. She embraced this Indian-ness and expected me to do the same," Skyhorse remembered. "To her, we were not acting as Native Americans. We were Native Americans."

His struggle with racial identity and passing continued through young adulthood, during the college admissions process and beyond. As a senior in high school, he received generous financial aid and admission offers from colleges such as Dartmouth College and Stanford University, his alma mater.

"My assumed Native American-ness put me at the top of the affirmative action pool, especially at Dartmouth, with its founding charter explicitly outlining Native American admission as a priority," he said. "Those offers belonged to someone I wasn't. My biological Mexican-ness became a guarded secret in fear of being accused as a thief, a fraud, a liar."

Today, Skyhorse identifies as a Mexican-American with a Native American last

name.

"My coming out as a Mexican was a slow process. Especially back then, when nobody wanted to talk about race, meaning nobody wanted to listen about race," he said. "Those who listened made my name a question. Skyhorse? It's been a question my entire life."

English Instructor Matthew Miller, who introduced Skyhorse at Assembly, appreciated his candid meditation. "I enjoyed so much about Brando's talk, from the lyrical way he weaves a story to the honest and truth he imbues within them," he said.

After years of professional book editing, Skyhorse transitioned to book writing. "As an editor, I didn't see many colored writers breaking through publication. My readers sometimes ask me if I write my books for colored people. I write for colored people, yes, but I also write for me," he said. "The bookshelf is big enough for everyone."

He ended his reading by emphasizing the necessity of perspective and empathy in countering bigotry. "People learn to convert fear to pseudo-informed hate and cynicism, with bigots selecting the parts of the world to listen to, and which parts to exclude," he said. "We must see and hear what others ignore, listen to different voices who might not have had the opportunity to be listened to. Those voices have always been speaking to us but they didn't have the

power to get people to listen."

Senior Nick Song thought Skyhorse's story reflected the complexity of racial and ethnic identity in the United States, and demonstrated the impact that adults can have on children's identity development. "As an Asian-American, it can be hard find that balance of immersing yourself into American culture while maintaining Asian heritage, which is really fostered by my parents," he said. "Hearing about his childhood was riveting. Not only did he have to find that identity as a colored person in America, his mother forced him to adopt a false identity."

Upper Ariane Avandi felt that his speech related to current socio-political attitudes and campus dialogue of diversity and inclusion. "We have a president who rose to office with a campaign of hate and then normalized that hate. Also, Exeter has an ongoing discussion of race and ethnicity," she said. "There couldn't have been a better time to hear Skyhorse's words on claiming identity and helping people feel comfortable in their own skin."

Students appreciated Skyhorse's message, in his writing and in his speech. "He was a much-needed voice for us Exonians, as we get older and develop a stronger sense of self," upper Chandler Jean-Jacques said. "His advice for acceptance, understanding and consideration is important today, and for the foreseeable future."

# Following National Trend, JUUL Use Rises among Exonians

Continued from JUULS.A2

—enics vaping. "The first time I used a JUUL, I didn't know how to inhale so it didn't feel that good," she said. "Once I learned how to 'zero' it (inhaling vapor and holding it in the lungs for around 10-20 seconds), I felt the headrush and liked the feeling; however, I felt sick after and got a headache." Despite this unpleasant experience, Selena said she continued to use e-cigarettes and vaporizers, doing so around once a week.

According to Soucy, research is surfacing that shows e-cigarettes can cause lung infections and bring mold spores into the lungs. "You're bringing water into a space of your body that isn't supposed to have moisture in it. So the smog analogy, I think, is a good one; if you're in smog for a long time, you're going to start to have health impacts," she said. Soucy added that these effects are present even if students are inhaling flavored vapor without nicotine. Without nicotine, someone cannot become addicted to a vaporizer or e-cigarette. However, according to Soucy, students can still form a habit of using the device.

With nicotine added to the vapor, the desire to use the drug can transition from

a habit to an addiction. Nicotine is a central nervous system stimulant that increases heart rate and blood pressure and constricts blood vessels. Soucy explained that the drug's detrimental effects are similar to other stimulants and mainly confined to the heart and other organs. "Long-term use of it can put extra strain on your heart, and because it's habit-forming, it can be incredibly difficult to stop and the withdrawal symptoms are pretty severe," Soucy said. Students become addicted to the drug because it "has a very short-acting rise in dopamine in the brain; that's why people need to continually use throughout the day, it doesn't last very long," she said. "It gives a short, intense feeling and then the body wants more right away. That's why nicotine ends up being so addictive."

She differentiated between experimentation and addiction by classifying a student as addicted to the drug if they continue using it despite a likely negative outcome to their use. "Addiction is defined as a compulsion to use when negative consequences are within reach," she said. Lee added that she considers a student addicted to nicotine if the drug is affecting a student's ability to function, either in their academics, social life or self-care.

Soucy explained that if a student were to

go through Exeter's ASAP program, receive education on the risks of using an e-cigarette and still continue to use the drug, she would suspect the student to be inhaled to nicotine. "Using again when you know that the risks for disciplinary action are going to be there should [one] get caught indicates to me that the drug, this being nicotine, is more important than their placement here at the school, and that's when I get concerned," Soucy said.

Along with possible disciplinary or legal consequences associated with using nicotine, withdrawal from the drug can manifest itself in the form of physical symptoms. Soucy noted that someone withdrawing from nicotine use can be jittery, irritable, have an upset stomach or a headache and will have a strong desire to use the drug despite being aware of the negative consequences.

Lee added that students should seek help from counselors as soon as they begin using maladaptive strategies because of curiosity or as a way to cope with stress and before they develop an addiction to the drug. "With addiction, the behavior can become out of control and hard to stop even when the person knows the negative consequences," Lee said. She added that e-cigarette usage

can lead to increased drug use in the future. Lee said about nicotine, "It is often the gateway drug to opioids and marijuana."

The health center works both to help students already dependent on the drug combat their addiction and to prevent Exonians from ever using an illegal substance. Students addicted to nicotine work with the physician's assistant Rebecca Fisher on smoking cessation, and all new students learn about chemical dependency in health class. Soucy noted an increase in the number of students asking questions about e-cigarettes in her health classes recently, and attributed the greater number of questions to "a curiosity and a false idea that these are safe, non-addictive things to use."

However, Soucy urged students to consider the dangers of e-cigarette use, both with and without nicotine, before using the device. "It's so new that you could be taking a risk that we don't even know about yet," she said. "If you think about how our cigarettes came out and they were new and nobody knew how dangerous they were, now everyone's like 'Why would anyone smoke a cigarette?' This could be the same thing and we just don't know it yet in terms of the really significant problems."

# Academy Community Considers Financial Aid Policy

Continued from NEED-BLIND.A1

Senior Joaquin Riojas, board member of International Student Alliance, believes that need-blind admissions would increase Exeter's allure to international applicants. "I think need-blind admissions will boost the number of international students that apply to PEA," said Riojas. "I know for a lot of families, the prospect of paying around \$60,000 in U.S. currency when they may not be making U.S. currency is a bit daunting because of the way markets can shift and fall and currency can change directly."

Some students felt that the school could do more to address financial equity on campus, not just the admissions process. Senior Olivia Petersen said, "In my personal experience, I have never been surrounded by as much wealth as I am at Exeter."

Petersen noted that "team gear and dorm gear can be really expensive," adding, "I think there are ways that the financial aid program could get more involved in student life to make campus more inclusive for students on financial aid."

Hlani said that she would like to see the Exeter experience become more equitable for students, whether that means one's ability to

participate in off-campus conferences with the Model UN club, or attend pre-season training with the hockey team. "For me, it's not so much about making it need blind but what do we do with the students once they get here [...] if hanging around and getting dorm grill is the social activity in the evening, then students who are on financial aid cannot afford it," she said.

Other students brought up concerns with how the financial aid application process can be overwhelming and non-inclusive to some applicants. "I do believe that the school needs to improve on the amount of help applicants get when filling out applications like tax forms

for student jobs, because people who are usually on financial aid usually aren't from a background where your parents are educated enough to help you with taxes or don't even do their taxes," Upper Josiah Painsitt said.

Instructor in History Betty Luther-Hillman believes that need-blind admissions alone, though a good first step, is still not enough. "Even need-blind admissions aren't truly need-blind, because a school can see on the application the parents' education levels and job status and... the address where the student lives, and make an educated guess about that family's income," she said. "I personally would love to see Exeter become tuition free."



## The View from Blue

In the spirit of E/A, The Exonian Opinion Page has collaborated with The Phillipian Commentaries to provide similar pieces about four different topics that affect our schools.



Courtesy of Google

Mai Hoang '20  
Phillips Exeter Academy

The thing that surprises me most, while beginning research about Exeter Geek Day, is that it is real. If you Google those three words, dozens of images pop up, linked to the www.andover.edu's official photo gallery; in one photo, a red-clad girl with thick-rimmed glasses is shown with a note on her back that reads "kick me," while several other students gather around, dressed in a variety of crimson shirts. Some even go so far as to design their own fake Exeter gear, complete with scribbly Es and farcical logos, into the bargain. Introduced as a "long-standing Fall tradition," the event is perceived as a normal day in the life, even something to be advertised to non-members of the Academy. Whether consciously or not, Andover seems to be promoting their reputation as a more "balanced" school, to differentiate from Exeter's notorious image as an academically cut-throat institution hand-crafted, allegedly, for geeks.

This stereotype is as inaccurate as it is harmful. Coming from an education system that promotes nothing more than book learning, I was shocked, my freshman year at Exeter, at the diverse range of activities I was encouraged to immerse myself in outside of the classroom. While it is true that I can hardly find a day during the school year when I have actual "free" time, each hour is spent developing a broad array of life skills. Here, talent in sports, music, arts, and other forms of extracurriculars is just as well-respected as academics; I go to school with friends who not only cherish sincere passions for a multitude of disciplines, but spend time caring for each other as well. If anything, I find that Exeter, with its dorm events, DJ-powered dances and evening prayers, has exerted a corrosive effect on my geekiness. Even the classes themselves do not truly feel like classes; seated around the Harkness table, Exeter students constantly engage in conversations that are exciting and fun.

I am sure that as a sister school with roughly similar standards, Phillips Academy offers a similarly wholesome experience for its students as well (barring the STEM Harkness part—Andover Math classrooms, with its rows of perfectly-lined desks and tiny constricting chairs, make me feel sad.) Despite popular opinion, Exeter has not yet established an Andover Slacker Day, we will assume, out of respect for Phillips Academy's true merits underneath the "slacking" veneer; why does Andover, then, feel the need to stage belittling caricatures of their rivals? Even if most Phillipians, I hope, are well-intentioned individuals who only desire to indulge

**Is there not a better way to display school spirit than using simplistic, demeaning stereotypes to mock your rivals during a football game, at the expense of academically-gifted students in your own community?**

in light-hearted mockery, their actions do contribute to reinforcing stereotypes

about others that are simply false. And what about the true geeks of Andover? The substantial body of students who find themselves unshamedly drawn to grinding out multivariable AMC calculations for Math Club on a Sunday morning? Would they not feel particularly targeted during Geek Day, when their whole community dresses up as oblivious book-carriers with antisocial behavior to mimic sitcom-style nerdiness? If a school regards the pursuit of knowledge as one of its ideals, then those who crave knowledge the most should feel welcomed at all times, not made the butt of the joke on school spirit day.

Those at Andover who raise their voice against this overt discrimination of nerds reportedly face harsh backlash for daring to violate "school spirit" dur-



ing the heat of E/A, dampening the fiery rivalrous mood of the school community. Granted, interscholastic rivalry is an integral part of the high school experience; without it, students would not have half as much drive to practice and do well, not only during the athletic season, but throughout the rest of the school year. Healthy competition would be beneficial for both academic institutions, Exeter and Andover, as each strives to outrank the other in the many aspects of student

**Coming from an education system that promotes nothing more than book learning, I was shocked, my freshman year at Exeter, at the diverse range of activities I was encouraged to immerse myself in outside of the classroom.**

life—academics, sports and extracurricular activities, among others—fostering healthier environments day by day.

The consequent vehement expression of school spirit should be welcomed, especially during appropriate events; however, I have some questions for Andover. Is there not a better way to display school spirit than using simplistic, demeaning stereotypes to mock your rivals during a football game, at the expense of academically-gifted students in your own community? Can Andover, "the liberal arts alternative to Exeter's nerdy STEM," not be more creative in producing good school spirit traditions?

Ava Ratcliffe '21  
Phillips Academy Andover

As students walked the paths on Monday, pajama and slipper clad, there was clear unity on campus. Pajama-day marked the first of five spirit days this week in preparation for the Andover/Exeter games on Saturday. Dressing up in costumes every day of the week not only promotes school spirit and supports our student athletes, but can also lessen the stress of the week before finals.

On Thursday of spirit week falls the annual Exeter Geek Day, when Andover students sport red clothing and nerd glasses, carry around calculators, and post pictures on social media with math

**I cannot speak on Exeter's school culture, but the key to Andover/Exeter is understanding that both schools are exceptional (well, Andover is a little better) and that each school is right for different people.**

and science puns as captions. The day is based on the humorous stereotype that Exeter students are "geeks" due to their commitment to academic rigor. While Exeter Geek Day is intended to poke fun at our rival school, this fun is harmless, and there is nothing damaging about the event.

There's nothing wrong with a classic, friendly rivalry. Schools with high expectations and high pressure often breed competition, which is not always a bad thing. Timothy Gunn, Psy.D., a neuropsychologist says competition helps students "earn critical social skills... while

**Although I was overjoyed to see Andover crush Exeter, I was even happier to see a friend. We are now rivals, but we can still appreciate our past experiences together.**

also learning the value of hard work and developing self-esteem and self-efficacy." Healthy competition promotes personal



Courtesy of Google

and athletic development and forces students to be more creative. By encouraging this competition through Exeter Geek Day, we are promoting growth between both schools.

The Andover/Exeter rivalry is certainly healthy, and it is possible to participate in it while maintaining friendships with students from the other school. I went to Exeter Summer School in 2016 and am now a junior at Andover. After considering both schools during the application process, I strongly preferred Andover. I considered it a more cordial school, as well as more athletic (perhaps because Andover consistently beats Exeter in sports). Exeter seemed more like an academic, Type-A paradise. However, I still have a few friends from Exeter Summer who attend Exeter now. In fact, I saw my friend Dylan O'Day, Exeter '21, at a volleyball game just a few weeks ago. Although I was overjoyed to see Andover crush Exeter, I was even happier to see a friend. We are now rivals, but we can still appreciate our past experiences together.

While some may argue that Exeter Geek Day promotes a harmful stereotype, I believe there is no such problem. Students at both Andover and Exeter welcome academic rigor and could both be classified as "geeks." By having an Exeter Geek Day, Andover exhibits a certain self awareness which makes it all the more funny. It is not a meaningful day meant to taunt or exclude others; if anything, we are poking fun at ourselves as well.

Sometimes, rivalries can go too far, but there is no evidence that the Andover/Exeter has ever been anything but friendly. Those against the rivalry may mention past instances of vandalism, including an incident during Fall 2015 when "Go Big Red" and other phrases were graffitied onto the Elson Courtyard. However, there is no proof that the culprits were really Exeter students. The vandalism may have been inspired by Andover/Exeter, but hostilities and conflict between certain groups of people will exist regardless of whether there is a school rivalry. The graffiti could have instead been political, discriminatory, or just nonsensical. The incident was carried out by someone who wanted to harm Andover for unclear reasons, but in truth it had nothing to do with Andover/

**While some may argue that Exeter Geek Day promotes a harmful stereotype, I believe there is no such problem. Students at both Andover and Exeter welcome academic rigor and could both be classified as "geeks."**

Exeter. The rivalry in itself has always been harmless entertainment.

I cannot speak on Exeter's school culture, but the key to Andover/Exeter is understanding that both schools are exceptional (well, Andover is a little better) and that each school is right for different people. The students I know at both schools are caring, smart individuals who are at the perfect school for them, just as I am at the right school for me. We are all mature enough to understand that the competition is not serious. There is nothing wrong with a friendly rivalry, as long as we remember that it is just that: friendly.

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## Trouble with Traveling Close to Campus

Shaan Bhandarkar '19  
Phillips Exeter Academy

There comes a time in boarding life when you just wish you could explore more of the area. For us at PEA, we are right in the town of Exeter, which is great and filled with quality restaurants and shops. But sometimes, we just need a change of scenery and we might try to explore other towns in the 10 mile radius. Seabrook has a couple of nice places to eat—I've gone once or twice during Family Weekend. Many of my fellow PEA students travel to Epping with the Brickyard Bus. However, a bus that leaves once a week might not be enough to cope with the overall bustle and needs of the PEA boarding experience. So, it seems that except for a couple of chance opportunities, there's no viable way of actually exploring the 10 mile radius. But, what if you could just hitch a ride with a day student?

Not so fast. At PEA, according to the E-Book, for a boarder to get a ride with a day student, the day student must be 18 or older and must be taking the boarding student to their house with the host family's permission and with an out-of-town filed for the boarder. At Andover, according to the Blue Book, upper and senior day students must first acquire the proper licenses

**Car permission policies aren't necessarily about how much trust each administration has in specific groups of students, but they can surely be indicative of that.**

from Public Safety and then get the final approval to transport a specific boarding student from either their dean, their house counselor, or adviser. Both these policies are understandably centered around ensuring the safety of both the day student driver and boarding student passenger.

The age restrictions are similar

Candy Xie '20  
Phillips Academy Andover

At Andover, car permission is determined by stickers. Upper and senior boarders with a yellow "FAC" sticker can ride in day students' cars, as long as they first receive permission from a faculty member. Day students are allowed to drive boarders in and around the town of Andover if they acquire their respective sticker. These stickers are obtained from the Dean of Students office and are entirely dependent upon whether students' legal guardians signed the car permission form that corresponds to their student's grade. Since Massachusetts residents over the age of sixteen are able to obtain a Junior Operator's License, many day students have permission to drive. Because many students turn sixteen before or during their lower year, I believe that juniors and lowers should also be able to obtain permission to ride in day students' cars.

Many times during the term, I have urgently needed school or athletic supplies not sold on cam-

pus, but was unable to receive a ride from a day student because of the car permission restrictions placed on juniors. When I ran out of shampoo, I had to ask my host family for a ride. Upon losing my dance shoes shortly thereafter, I needed to request their help again. Other instances in which the car permission limitations placed on juniors and lowers seemed illogical to me are when I had to walk 15 minutes downtown for a five-minute haircut, or when I spent 20 minutes walking to Whole Foods because I needed to purchase only one item. Though I understand that the safety of Andover students is always the Andover administration's foremost priority, excessive regulations can cause much inconvenience for lowerclassmen boarders.

**Car permission policies aren't necessarily about how much trust each administration has in specific groups of students, but they can surely be indicative of that.**

Additionally, if school rules are too prohibitive, some students may feel that they are excessive, unfair, and therefore invalid. This would result in more students breaking car permission rules, a situation undesirable for both students and the administration. It's the same for any school policy mentioned in the Blue Book; students are more likely to take seriously the rules that students deem "fair," whereas they are more inclined to break rules they

believe are unnecessarily restrictive. Though the restrictiveness of car permission policies for underclassmen should be reduced, some rules must be in place to ensure the safety of students. Maybe underclassmen boarders could confirm with their house counselors the exact time of their departure and expected return time, something upperclassmen do not need to do. Also, it should be the school's responsibility to check students' driving records carefully. If a student has a record of exceeding speed limits or driving through red lights, faculty members in charge of car permission should delay the release of car permission stickers to the student. Also, day students who have received driving permission should be warned to avoid making these mistakes, threatened with the confiscation of their sticker and driving privileges.

**I think both Exeter and Andover can agree that Andover's policy understandably focuses more on safety.**

Nonetheless, more freedom should be granted to the student body, particularly to lowerclassmen, regarding car permission for reasons of convenience, practicality, and efficiency. It's better for adolescents to take on these responsibilities earlier in their Andover careers, so that they are can be more prepared for their futures.

oughly outlined in the Blue Book, but faculty discretion also further limits the pool of students actually capable of transporting a boarder student. But, for Exeter, actually, a major drawback is the lack of approval from the faculty on duty in the boarder's dorms. Other than Campus Safety, it would be nice for the boarder to have at least one other staff or faculty member aware in case of an emergency during their travels with the day student. I don't think assuming someone is mature as an 18 year old is the safest version of an implementable policy, so I would suggest either verbal faculty or adviser consent on the night of the travel would suffice.

Even though Andover currently implements a very complicated process, I think both Exeter and Andover can agree that Andover's policy understandably focuses more on safety. After all, despite the freedom allotted by the Exeter policy, the whole purpose of any policy in the E-Book or the Blue Book is not to outline policies with the intent of explicitly highlighting potential windows for punishment, but to lay the groundwork for the ensurance of a balance of safety and enthusiasm for all students of Exeter or Andover. Despite our differences and thrilling rivalry, Exeter and Andover can both agree on that and learn from each other's car permission policies for the benefit of both our schools' students.

## Be Careful with Disney Princesses\*

Bianca Beck '19  
Columist

On Halloween, many students looked forward to taking advantage of the one day where they were allowed to break dress code and wear animal onesies to class. Everyone is fond of Halloween; who wouldn't be, if you get to dress up and not be judged and get free candy? My earliest memories of walking around my neighborhood with my friends in Disney princess costumes still make me smile and fill me with nostalgia.

Lately, however, a lot of controversy has enveloped Halloween, specifically about costumes some people decide to wear. The cultural appropriation versus cultural appreciation debate always reaches an all-time high on this day, when people decide to dress up as a "sexy Native American" or "sexy Geisha" or a "Mexican with the sombrero hat, fake mustache, and guitar." These types of costumes fit quite clearly into the cultural appropriation category. Cultural appreciation is when one borrows an element of a culture to contribute to free expression and diversity; one respects the element of culture they're borrowing by educating themselves and others about it. Cultural appropriation, as opposed to cultural appreciation, is defined in the Merriam Webster's dictionary as "the adoption of use of elements of one culture by members of another culture." To add to that definition, appropriation occurs when people don't take the time to learn the background around the element of culture they're adopting, which results in them using it in a way that is insensitive and sometimes even disrespectful.

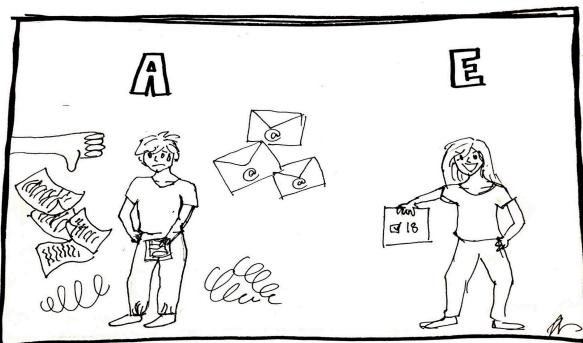
For instance, headdresses in Native American culture are traditionally only worn by men who are deemed heroes, or revered elders. Therefore, it is cultural appropriation if a person decides to wear a headdress, because they're disrespecting the Native Americans who are honored with the privilege of being able to wear one. Wearing a headdress in Native American culture is equivalent to wearing a military uniform with a bunch of medals on it. If someone walked around in a military uniform with medals on it that they don't deserve, people would freak out. Therefore, wearing a Native American headdress is cultural appropriation, not cultural appreciation; people who decide to wear a headdress as a costume don't deserve to wear it.

This sort of cultural appreciation versus appropriation examples are pretty clearcut. However, recently, Disney princesses such as Pocahontas, Moana, Jasmine and Mulan have become controversial. Although all these princesses, besides Pocahontas and Mulan, are not real people, the cultures represented in the movies that the princesses belong to have existed or do exist. Therefore, it is cultural appropriation when a little girl dresses up as Moana, or is she just dressing up as a pretend princess? Where do we draw the line of cultural appropriation in this instance, and when, if at all, do we start politicizing these sorts of things?

I think that, because the cultures represented in the Disney princess movies are very much real, one should make sure that the child who wants to be a princess for Halloween dresses in a culturally sensitive way. Sachi Feris, a mother of a Caucasian girl who wanted desperately to be Moana, was faced with the tedious task of being culturally sensitive while also satisfying her daughter's desire to be Moana. Therefore, she came up with two ideas. First, she wanted to look for Polynesian artists that made traditional clothing, and "both learn about and support their work." Second, she asked her daughter to consider dressing up as "Moana's sister." This basically means considering the qualities Moana embodies, such as bravery, strong family values, caring for the environment and courage, and dress in a way that symbolizes those qualities. And I think both those ideas are perfect ways to culturally appreciate the cultures of the Disney princesses.

I think that if you apply either of those ideas to staying culturally sensitive when dressing as a Disney princess who has a different culture than your own, then you're in the clear. We need to make sure that we respect everyone's culture, and have children grow up believing this too.

*\*This article is not a part of the E/A Op-Ed Exchange*



By Anna Clark

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## Are Two Presidents Better than One?

**Paul James '19**  
Phillips Exeter Academy

Although it is unique this year at Exeter, Phillips Andover has had co-presidents of the student body for the past five years. In politics, diarchies like these are rare, but a joint leadership of Student Council has several advantages. Allowing for two presidents is beneficial to all voters, both those who agree with pieces of each candidate's platform and those who feel very strongly about one particular candidate. A collaborative governance also shows that the abilities of Exeter students to discuss issues civily and compromise extend beyond the classroom.

Being able to elect Student Council presidents ensures a more just and accurate representation of the student body. Unlike most national elections, where

**At Exeter, we put a very high premium on Harkness skills, like communicating effectively, valuing the contributions of others and above all, working together towards a common goal.**

sometimes half the population is left disappointed, a joint leadership allows for the representation of two different views or personalities. Students no longer need to feel defeated or downtrodden when their choice isn't elected. Instead, they can be sure that a larger number of voices in the leadership will increase diversity of thought. Compromises reached when two conflicting viewpoints are tasked with finding common ground serve the student body better than a decision made based on the will of a slight majority when there is only one president.

A two-president system is also beneficial for students who have trouble choosing one candidate over the other. They no longer have to choose one president that fulfills some of their wishes while other needs or beliefs remain unrepresented. Instead, these students would now have the ability to choose more people that best suit their values.

Another benefit of a two-president system is the skills it nurtures. At Exeter, we put a very high premium on Harkness skills, like communicating effectively, valuing the contributions of others and

above all, working together towards a common goal. A system, then, with multiple presidents, vice presidents, secretaries, committee heads and representatives requires that students practice those skills outside of the classroom as well, laying the "surest foundation of usefulness to mankind." Using these skills when making choices that affect the entire student body (as well as future students) helps to ensure that they are rational and representative of the needs of everyone in the Exeter community.

Some proponents of a single-leader system may argue that the chance of stalemate between two leaders would hinder the ability of the Student Council to make decisions effectively. However, there are a number of other people tasked with making decisions. Vice presidents, secretaries, committees, and class and dorm representatives (among others) all have a voice in the decision-making process. Furthermore, if there is enough dispute on an issue to bring it to a stalemate, it is clear that one of the proposed solutions wouldn't serve the entire student body effectively. Only a compromise between the two positions that accurately reflects the values of all students truly does a service. This chance of collaborative effort is increased when two presidents, especially with opposing views or differing values, must learn to work together.

Electing two, or even three, presi-

**Only a compromise between the two positions that accurately reflects the values of all students truly does a service.**

dents is a good balance between a school where every student has a voice and a student government that leaves half the community underrepresented. Allowing every student to weigh in on every matter would inevitably slow the decision-making process unbearably and the dozens of small differences would stand in the way of progress. Conversely, a single-leader system only represents the majority of students that voted for that leader, which could be a matter of tens of votes determining the representation of hundreds of students. A system that has multiple leaders and diverse opinions creates an environment where progress is made with everyone's interests in mind and all students are represented, at least in part, by their elected presidents.

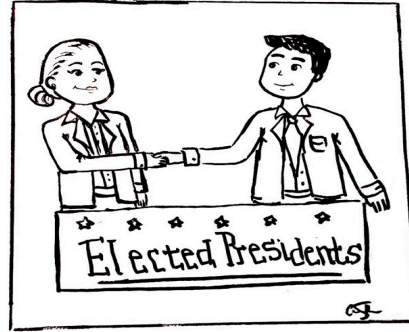
**Daniel James '18**  
Phillips Academy

Coming from a school setting where the normative school government consisted of only one president, I've seen the enormous changes able to occur in co-presidential pairs while at Andover. It was when my senior year commenced that I personally experienced this.

As the West Quad North Cluster co-president, alongside senior Eliza Bienstock, I've had the privilege of serving a group of about 250 individuals (the largest cluster on campus), ranging from freshmen to postgraduates, international and domestic students, spanning a broad range of interests, talents, as well as intellectual capabilities. However, with this large group came many voices—voices that were unafraid to point to the needs that were most imminent in our small community. Criti-

out these laudable goals. Through my relationship with my co-presidential partner, Eliza, I have discovered what it means to effectively collaborate, communicate, join forces, re-evaluate situations, and go back to the drawing board over and over again.

In retrospect, it has only been nine weeks into my senior year, and we have catapulted ideas unimaginable only months ago. From a successful collaborative event with our Sister Quad neighborhood, to our up and coming Pajama Day Dinner in the Winter term, our greatest accomplishments thus far have been with the help of our amazing leadership cohort—the West Quad North Cluster Council. In our small meetings held in the cozy living room of Ms. Fenton—our illustrious cluster dean—we created multiple effective modes of communication: launching our first leadership Facebook site, to our first Instagram site, we have been able to galvanize the power of social



cism ranged from a lack of diversity in our cluster events, the absence of day student representation in our cluster, the disjointed relationship between our lower and upperclassmen and even minuscule observations such as our lack of a Snapchat filter.

All of a sudden, it dawned on me that the time for strategizing was over, but I also wondered: how I possibly was going to mobilize any of these ideas? But the saving grace in this situation was that I was not alone in any carrying

media to collectively reach higher heights. The most remarkable achievement of all was accomplishing amidst losing a member of our cluster.

Unsurprisingly, the system of co-presidents has thrived in a large community such as the one at Andover. I've seen the most amazing relationships form, and indelible impact occur from this my co-president pair alliance, and I believe that our intimate community will experience insurmountable success because of it.

## Exeter, Andover and the Wider Community

**Skylar Shu '20**  
Phillips Academy

We live in a "reliably blue state." According to *The New York Times*, being a "blue state" means that more people in Massachusetts hold socially progressive and liberal views than otherwise. Likewise, our school community is "blue." In the "State of the Academy," 48 percent of surveyed students were liberal, compared to 16 percent responding conservative. This leads to a troubling issue—Andover enjoys racial, ethnic, religious, and socioeconomic diversity, but lacks political diversity. We are a school that provides space for liberal views, but not others.

Coming from Beijing, China, I knew nothing about American politics before attending Andover. Here, almost all the political views I have been exposed to are liberal. I lean towards liberal appeals and the Democratic party.

The morning after the 2016 presidential election results were announced, I remember the majority of the community being emotionally distraught. It felt like the election was a catastrophe. We were called to an impromptu all school meeting where Ms. Elliott '94, Dean of Students, addressed the controversy. While it was a message that many upset students appreciated, others criticized the parti-

san stance. They believed that the school could have been more inclusive by taking a more neutralized standpoint. This is just one example where the political opinions expressed left one-sided and homogenous.

The outcry on campus against Trump has not died down. When the Trump administration announced plans to rescind the Deferred Action for Childhood Arrivals (DACA), a student run club, Out of the Blue, organized a community "blackout" where community members dressed in all black and held a phone-a-ton, encouraging students to call their government representatives advocating against the Trump administration's decision in solidarity with those affected by the the rescinding of the act. While I don't disagree with their opinions, in endorsing movements such as these, the school is indirectly siding with one political party or ideology.

Although the community is constantly working towards becoming more balanced and inclusive, living in the "Andover bubble" has isolated a select group of people and political views on our campus. In order to be an inclusive community, our community must neutral when addressing issues relating to politics. Because Andover is geared towards preparing us for the real world, we must welcome clashing political views, whether they are expressed inside or outside of our community. It is important that we push ourselves past the "blue bubble" and cultivate political opinions for ourselves.

**Mark Blekherman '19**  
Phillips Exeter Academy

In assemblies, classes, sports teams and clubs, Exeter prides itself as a school that accepts "youth from every quarter." On the outside, this platitude could not be more true. In classrooms, students sit around a Harkness table and contribute their opinions to the table. After school, students can choose clubs and activities that reflect their interests.

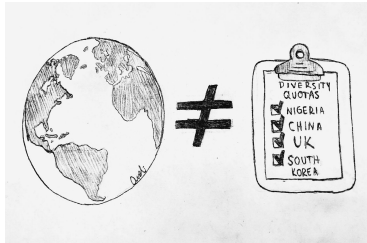
Yet a closer look reveals that Exeter can still make strides to become a truly welcoming, global community. Most international students come from the same, worn-out list of schools. Most are from South Korea, China, Nigeria and the UK. Calling this "diversity" would be deceiving, as it appears that the Admissions Office sticks to a set script when choosing students from abroad. Almost all of my international friends come from affluent families with extensive connections throughout the United States. Very seldom will you encounter an international Exonian that grew up abroad, went to a traditional public school abroad, and attends Exeter on financial aid. This is not an attack on any of the current international students, but rather a plea to the Admissions Office to expand its global outreach to students with exceptional abilities but perhaps not as much wealth and power.

The same "fake diversity" permeates the Admissions Office approach to the intra-US selection process. Many African-American and Latino Exonians hail from counseling programs like Prep for Prep, which prepares middle school students in the New York area. While these programs do a fantastic job of giving low-income and disadvantaged students broader access to higher education, Exeter should not rely on them to fill their "diversity quotas." Geographic diversity is key; the Bronx and Queens should not be our primary focus when admitting minority students.

The administration's efforts to promote inclusion have been at best ineffective, and at worst polarizing. At the opening assembly, Principal MacFarlane suggested that the administration plans on removing portraits from the Assembly Hall. Although MacFarlane hoped to create meaningful change, her gesture was taken as a diversion from the core issue, rather than a genuine attempt at inclusivity. ALES never included the Assembly portraits in its proposal, so MacFarlane's announcement came as an unwarranted surprise to the student body.

Students were also not consulted on the decision to give all seniors kilts. The decision sparked confusion and frustration not only for its unilateral nature, but also for the way it was presented to the senior class. The email depicted the issue as trivial when compared to horrific international events, including the deadly Las Vegas and Sutherland Springs shootings. Having never addressed these events in a serious fashion before, the administration thought it would be appropriate to use them as a ploy to advance their argument. It has done nothing to acknowledge devastating environmental tragedies and fatal shootings by radical Islamic terrorists, instead allowing students to host their own fundraising events and discussion groups. As a school that welcomes students from all corners of the Earth, we have a duty to react to crises outside our bubble. Name-dropping will not suffice.

Finally, many students reported that Academy Life Day failed to change their perception of race and only consolidated their pre-existent notions. For one, the sessions and workshops took place in dorm and adviser groups; students did not have to go out of their comfort zone to meet new people and learn about their viewpoints. More importantly, any discussion about diversity and race cannot serve as a substitute for community-bonding events. If the administration wishes to transform our culture, it will have to happen incrementally—at advisee meetings, assemblies, faculty meetings—rather than in one short burst at the beginning of the year.





# ExonianHumor



## Overheard at Exeter

By LIZZIE MADAMIDOLA and EMILY GREEN  
*Snooperin'*

- "Pain is temporary but GPA is forever."
- "Why does my heater smell like fossil fuel?"
- "Does mole stand for molecule?"
- "Does the 'M' in 'MIT' stand for Michigan or Missouri?"
- "mom of prep going to Abbot Tea" "If you don't text me when you leave your dorm to go to Abbot, I'm calling campus safety."
- "I'm so scared! AH!"
- "Oh no! The sun is setting!"
- "How do we feel about Grill pizza?"

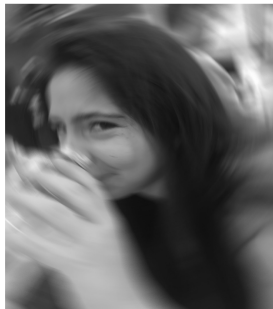
## Fun Facts about E/A

By EMILY GREEN  
*Historian*

1. The first known references to E/a were seen in cave paintings in what is now southern France, dated at an estimated 3000 BCE.
2. In the late 1700s, the most popular E/a competition to watch was to see which school had less people die of small pox. #poxbro
3. Andover's mascot used to be a bonobo, but they later changed it to a gorilla for fear of being too hipster.
4. Back when Principal MacFarlane attended Andover herself, she secretly rooted for Exeter.
5. George Bush was the star quarterback when he went to Andover.
6. Jeb Bush was the star waterboy when he went to Andover.
7. The Lion is rampant because he just wants to be loved.
8. The Exeter history department has determined that the E/a competitive spirit is representative of our nation's troubled past.
9. God says this is Exeter football's year. Come on, guys. Please. I just want to storm the field once before I graduate.
10. Andover's principal's real name is Papa Smurf.
11. If Exeter doesn't do well at fall E/a, just remember: we WILL redeem ourselves at the E/a debate scrimmage. Stay positive, Exeter.
12. The Red Bandits are the most athletic team on campus. I say this because I am a Red Bandit, and I know for a fact that I personally exhibit only the utmost athletic prowess.

## TFW Principal MacFarlane Achieves World Peace with Kilts

By THE HUMOR EDITORS  
*Emily Patagonia Enthusiasts*



Do you want to beat Andover?  
Submit to the Humor Page.  
Email [exonianhumor@gmail.com](mailto:exonianhumor@gmail.com).

## The 5 Types of Exonian Writer

By RYAN XIE  
*Exonian Writer*

1. The Sunday Night Writer—Whenever Sunday night rolls around, The Sunday Night Writer is scrambling around his/her dorm for quotes, the 10:00 pm deadline quickly approaching. Sometimes, this kid never gets a response from any sent emails for interviews, and other times, this kid hasn't sent any emails at all.
2. The Senior Spotlight Writer—Each of this kid's articles starts with "Whether he/she's running X club, leading Y sports teams, or researching Z amazing subject, this senior has an important presence on campus." Whether this writer is interviewing seniors, working with a co-writer, or signing up for articles, The Senior Spotlight Writer is truly a respectable Exonian Writer.
3. The Humor Writer.
4. The Lazy Quoter—The quotes this kid gets solely come from his/her group of friends and the people living on his/her floor of the dorm. The Lazy Quoter's paragraphs consist of large quote paragraphs followed by "he said" or "she said." This kid never bothers to fix quotes when they don't make sense. After all, that's what the copy editors are for, right?
5. The Diligent Prep—The Diligent Prep is always at Exonian meetings ten minutes early, eager and ready to get the next four articles for the week. He/she sends emails to everyone for quotes and makes sure to always follow up for quote confirmation. Find this kid as the Editor-in-Chief three years later.

## Donald Trump Renders Classic E/A Cheer Ineffective

By EMILY GREEN  
*Senior Political Correspondent*

A sad hush fell upon the Exeter community this weekend upon realizing that an E/a cheer beloved by generations of Exonians would no longer ring effective. For years, when faced with an unfortunate scoreboard, Exonians have tit-for-tatted Andover by cheering "George Bush" over and over again, alluding to the fact that George Bush went to Andover and was not a particularly "good" or "competent" president. However, with the recent election of President Donald Trump, Exonians and Phillippians alike have realized just how bad it can be. This disappointing revelation is centered upon the fact that George Bush is to Donald Trump as garlic is to onions; much more palatable and less likely to be racist. One heartbroken Exonian upperclassman stated, "It's just so upsetting. Trump is ruining everything. First, he puts forth an ineffective tax plan. Second, he makes it so I can't even pretentiously make fun of my rivals. Everything is ruined." A Phillipian stated, "You know, Andover is a fairly liberal campus. We didn't choose George Bush anyway. I wasn't alive." However, we at *The Exonian* still, forever and always, will continue to blame Andover. It seems that, as a community, we will need to find another, equally obnoxious political cheer. Hopefully, there's a Phillipian presidential elect in 2020. (Jeb?)

## Ghost Haunts Second Floor Academy Center Bathroom

By EMILY GREEN  
*It May Have Been Ms. Dean*

It was a cold and blustery Wednesday afternoon. I was sitting in the spookiest office around (*The Exonian* office), twiddling my thumbs, trying to come up with an article that would make Exonians and Smurfs chuckle alike. I drank a large cup of iced coffee, as one does, to get the ~creative juices~ flowing. Naturally, as a result, I soon found myself making my way to the bathroom on the second floor of the Academy Center. However, what I found upon my arrival at the porcelain throne will shock and spook all who hear. I found that the bathroom is ~HAUNTED~. There I sat, overexposed and alone, on my throne of solitude. At least I *thought* I was alone. However, as I carried out my business and scrolled through the dankest of debate memes on my phone, I suddenly heard the automatic toilet three stalls down flush. I was shook. I was shaken. Only one explanation can make sense for this especially spooky experience: there is a ghost haunting the second floor of the Academy Center. If I were to venture a guess, it is the ghost of a past editor-in-chief, forced to eternally roam the halls, whispering, "No Oxford commas, you incompetent plebians." Hopefully, that poor lost soul will one day find peace. Until then, I will be haunted eternally while simply trying to use the john in peace. Or, at least until board turnovers.

## Donald Trump Tells North Korea to Bomb the U.S. so That He Can Retaliate Already

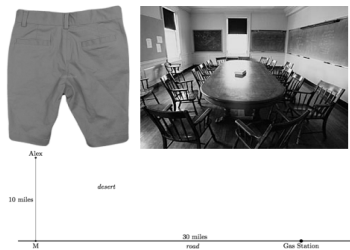
By BILLY O'HANDLEY  
*Senior Foreign Policy Correspondent*

At a dinner in South Korea this past week, Donald Trump told the North Korean dictator Kim Jong Un to nuke a major US city so that he can bomb the hell out of someone already. "I'm getting tired of waiting," said the President, pleading with the depot to level a major city so that he said that he really needs to launch his "pretty, pretty nuke" because he has "had a bad week." When asked about his opinion of sushi, he said that he "doesn't like Chinese Food," and he's "not a fan of dead fish and rice, but mostly the rice"

## The Exeter Starter Pack

By RYAN XIE  
*A Fair Critique*

### The Exeter Starter Pack



## Quote of the Week

"Is the dark time the real time?"  
-Erica Hogan '18

We need friends. Add us on social media. @billyfromcilley, @green\_beans or @senorblaise on Snapchat. @ced\_blaise and @green2000 on Insta. DM us a funny joke or zesty meme.





# ExonianPhoto



## Mainstage: The Liar





# ExeterLife



Upper Luca Cantone and Ms. Repczynski perform at the Student Soloist Concert.

Gavin Hickey/The Exonian

## The Liar's On Fire

By YUNSEO CHOI and  
KILIN TANG  
Contributing Writers

The roar of the audience dulled to a hush as the pastel-colored lighting revealed the intricate scenery of 18th century Paris. *The Liar*, this fall's mainstage production, showed on Friday, Nov. 3, Saturday, Nov. 4, and Sunday, Nov. 5.

*The Liar*, as summarized by lights and sound production designer Luke Ahlemann, is a play following "a pathological liar [named Dorante], who's a nobleman. He comes to France, and he befriends a ballet dancer, Clarice, who can only tell the truth." Upper Miranda Derossi, who portrayed Lucrece, the female lead's best friend, in the play, explained the rest of the play: "And so he tries to court her, thinking her name is Lucrece. Then, the wrong girl ends up falling in love with him." At the end of the tale, the web of lies Dorante has spun all comes crashing down, the audience rooting for each character up until the final scene.

For the past ten weeks, the cast and crew met for at least two hours a day in preparation for the show. Derossi provided insight about how the play progressed from script to stage. "We started out with tablework. So we just took our scripts to a table, and we just read through the scenes and talked about each character's motivation in the scene, and how that sort of informs the way we say the lines, and how we move and all that," Derossi said.

The crew then transitioned to blocking. "And from there, we just reviewed scene by scene until we put it all together and started running act by act, then just did full run-throughs, then dress rehearsal, and finally tech weekend," Derossi concluded. According to many of the actors, there were a quite a few bumps along the road to the final dress rehearsal. "It was also a rough process when we were doing rehearsals...When we did our dress rehearsal, three out of four of the guys split their pants onstage," Upper Gillian Allou explained.

Despite the setbacks in the dress rehearsal, the actors described each performance as successful in its own right, crediting their success to the audience's excitement, which inspired the cast to immerse themselves in the work even more. "The audience was really good. They had a lot of energy, which was really nice and really helped," Derossi said.

One of the many reasons the show went so well was because of the friendly and inclusive atmosphere among the eight cast members. Actor and senior Anzi DeBenedetto thoroughly enjoyed his experience in *The Liar*, explaining that his favorite part of being in the play was developing close bonds with his peers. "I've really enjoyed the cast this term," he said. "It's a small cast with just 8 people, so we've been really close-knit, and we work together pretty well. There's a lot of good banter, and it's a good time working with these people." Senior Cody Nunn echoed DeBenedetto's sentiments, saying, "A lot of people think it is stressful, but I think it's fun

because I'm friends with a lot of people in the cast. I get two hours towards the end of the day to have fun."

However, acting in the play had its challenges. The actors struggled to figure out how to keep the comedy alive, after reviewing each scene time after time. Allou noted this complication, but went on to commend *The Liar* for its consistent undercurrent of humor. "After a bit, you get used to the script, so some things aren't as funny," she said. "But each week you pick up some new thing to latch onto, something else that you find funny, and you try to communicate that to the audience."

The cast's efforts to make every part of the show amusing definitely paid off. "The actors all had fun discovering the layers of comedy in the show," upper and stage manager Anna Clark said. Ahlemann agreed, adding, "I really appreciate with how they started to play around with the fantastic language in the play."

The process of designing the sets, costumes and lighting came together seamlessly, according to Technical Director and Set Designer Cary Wendell. Throughout the past term, Wendell, Ahlemann, and director Sarah Ream and a group of others worked separately to create an ambiance in which the actors and viewers feel as though they've been transported to Dorante's world. Wendell described their course of action, explaining that all the designers "gravitated toward almost identical color schemes." Wendell took pride in the fact that once he saw the play, he nearly forgot that it wasn't designed by one

person. Ahlemann further lauded the play as a finished product, gushing about "how bright the whole thing was." He elaborated, saying, "Our director kept saying how the whole play has to be a soufflé. There are scenes at night, and normally at nighttime, the lighting is darker and it's harder to see people, but this play embodies how nighttime looks like when everyone is still visible in that scene."

Audience members easily recognized the sheer amount of effort put into the play. For lower Paula Perez-Glassner, the elements of the show that stood out to her were the detailed settings and costumes. "I loved all of the costumes. I thought that was a really interesting part of the show, to look at all of the detail that went into them," she said. Perez-Glassner was also interested in how the same props were used to build different sets, including the bedroom, the garden, and "outside." The comedy was another part of the play Perez-Glassner was interested in. "I think that the fact that the show is a comedy in rhyme makes it different to other comedies," she said.

For many audience members, the highlight of the show the play's wit, and the genuine devotion that each cast member had to their role. What Wendell most enjoyed was "[the cast's] relationship, the way they interact physically." He continued, saying, "I loved the nuances of their expressions, and their gestures. Their slapstick stuff, their comical fight choreography. All of that stuff. It's fun to watch them having fun."

## What's New in the Library?

By PAUL JAMES  
Staff Writer

*Gatekeepers: How the White House Chiefs of Staff Define Every Presidency* by Chris Whipple

Complete with interviews of 17 former White House chiefs of staff dating back to President Richard Nixon, Whipple's book, *The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency*, takes an in-depth look at the power and responsibility that accompanies this position. Now regarded as an essential position in any presidential administration, the unelected chief of staff controls the flow of information to the commander in chief. They are tasked with coordinating the administration's personnel, advising the president and briefing him with information, good or bad.

Whipple provides compelling evidence that the right chief of staff can save a president, shown in the slim margins of the election when Jimmy Carter narrowly beat Gerald Ford after the latter's unpopular pardon of Nixon and botched Vietnam War. Conversely, an incompetent advisor, or complete lack of a chief of staff, can have disastrous consequences, shown in Carter's failures when dealing with a gas shortage and the Iranian hostage crisis.

A long-time journalist and documentary filmmaker, Chris Whipple shows how much the United States' leaders depend on their chiefs of staff, and what their personal choices reveal about their ability to govern. Written before Trump's chief of staff was chosen, the book ends with the Obama administration, and blessedly avoids making judgments on the current presidency. It is an essential read for anyone who wants to understand the virtues of a silent right-hand man, and where the true center of

influence lies in a United States presidency.

*The Givers: Wealth, Power, and Philanthropy in a New Gilded Age* by David Callahan

In a country where the 400 richest Americans have more wealth than the bottom 61 percent, David Callahan takes a critical look at the philanthropic culture of billionaires. The book focuses strictly on the likes of Bill Gates, Mark Zuckerberg, Warren Buffet and the Waltons, among others, who can "donate where they want and how much they want with little accountability and as much anonymity as they'd like."

Callahan takes issue with the positive reputation of these "super citizens," especially when their charitable donations are ideologically driven. He makes a clear distinction between the Rockefeller and Carnegie philanthropists and the new breed of mega-donors who give with impunity and "actually struggle to give away their fortunes because the money multiplies faster than they can shovel it out the door." This group of extremely rich people that keep out of the media spotlight conflicts with American democracy, Callahan argues. He contends that everyone should be worried about the incredible and invisible influence the top echelon of society wields.

Callahan also has the sound judgment to stay away from choosing a political side. He sticks to the true issues of new age philanthropy, mainly a lack of accountability and an excess of influence. He views donors of both major political parties with an equally critical eye. That being said, Callahan isn't denouncing philanthropy in general, just the current loopholes and motivations of these elite members of society.

## Horoscopes

By LAUREN LEATHAM and  
ALEXANDRA VAN DIJKUM  
Columnists

**Aries:** This week is full of spirit, Aries! With E/A coming up, and the sun moving through your sign, you will feel a great sense of energy hitting you this week. This means more energy to cheer on your favorite teams as you run from game to game!

**Taurus:** Take this week to recharge before finals. Taurus, Mars has just moved into your sign, slowing down your pace of life, and giving you the perfect excuse to relax and focus on yourself for a little bit. Next week won't know what hit 'em.

**Gemini:** As fall quickly comes to a close, make sure you spend some time outdoors this week. Jupiter is in your fifth house of travelling and adventure, which means it's time to get out of your dorm and explore.

**Cancer:** This week might seem kind of stressful. Cancer, but blame it on the planets! Venus is moving through your sign, and creating major discord for this next week. Expect lots of different moving parts to come to a head this week. Don't worry. You got this!

**Leo:** This is a great week for you, Leo! With the sun in your sign for the next two weeks, you will be surrounded by the people you care about. Spend your free time catching up with people you don't see around as much, and check in with your inner circle.

**Virgo:** Focus on others this week, Virgo. With Mars in your third house of selflessness and mercy, you will feel like supporting the people around you. You might also notice people approaching you for support.

**Libra:** Look forward to a busy week, Libra. This will be the final sprint before the end of the term. It will be stressful, but nothing you haven't already handled. Give it your all, and push yourself to do your best. End this term with no regrets.

**Scorpio:** E/As almost here! Get hyped! You will have a fun weekend, whether you're cheering on the teams or playing your best game. You're ready to cut loose, and this weekend is the perfect time for that! Don't hold back. Just have fun with friends.

**Sagittarius:** Take some time this week to look ahead and plan for your future. Think about what clubs you want to get involved with during winter term, and consider what you want to accomplish. Try something new, and step out of your comfort zone! Pushing yourself a little is always a good way to grow!

**Capricorn:** Kick back and relax, Capricorn. Don't let the little problems get the best of you. Surround yourself with people who make you happy, and your life will be much simpler. Remove negative influences from your life and have some fun hanging out with your friends.

**Aquarius:** This week is all yours, Aquarius. Take some risks, and put yourself out there. You won't regret it! Meet up with some people you haven't seen in awhile. Take some extra time off from your school work, and remember that school doesn't have to be all work and no play.

**Pisces:** You've made it to the final weeks of fall! Now, you only have a little more work to do, but this work is gonna be pretty critical in determining your term, so do your best to stay focused, and don't slack off. You'll do great!



# Show: The Norman Magic Experience

By ROSE HOROWITZ and ANGELINA ZHANG  
Staff Writers

On Saturday November 4, magician Norman Ng performed on the Assembly Hall stage, dazzling a crowd of Exonians with illusions and card tricks.

Ng called a number of student volunteers onto the stage to assist him with the performance, reading their minds and even taking one of the participants' phones and making it reappear in a different location.

Ng has been a magician for 24 years. During that time, he has gained national acclaim and travelled across the United States and Canada. His act was featured on the television show "Penn and Teller Fool Us" on the CW Network. Ng's official website explains his unique approach to magic. "He views his show as a conversation with an audience rather than a performance for them," the website says.

This method of magic was especially apparent in Ng's first trick, in which he materialized a bowling ball from a sketch. Before the show, Ng had students write down a list of words. During the performance, an audience member selected a bowling ball from the list of words as the object for Ng to draw and the item then fell out of his sketchpad. Lower Matt Wabunoha found this trick particularly



Helena Chen/ The Exonian

mesmerizing. "I try to see what magicians are really doing when they perform tricks, but that came out of nowhere," Wabunoha said.

Lower Rose Coviello considered this trick to be one of his best, but was also impressed when he bent the tines of a fork with his mind.

However, she added that these tricks were not unique to Ng's show and that she would

have preferred more variety in the performance, particularly because both another magician and a mentalist duo have already performed at Exeter this year. "Magic is fun, but I think Exeter could switch it up a bit more," Coviello said.

Lower Helen Xiu agreed that she was familiar with many of the tricks Ng executed. She said, "I think because Exeter has invited

so many magicians to perform since my prep year, I've seen almost all of his tricks previously from other performers." Although Xiu enjoys the magic shows, she thinks students would be more inclined to attend different types of entertainment. "Personally, I would like to see more musical performances like college acapella groups," she said. Upper Eugene Hu similarly noted an increase in the number of magicians brought to the school this year, and commented that the greater number of magic acts coincided with the creation of a magic club on campus.

Although students had seen some of his tricks, many thought the show was special because of Ng's personality and approach to magic. Hu said that people say "that magic and comedy go hand in hand, and I feel like that's what his act was. He incorporated his own humor and his own jokes." Hu added about Ng, "Overall, he's a lot more interactive than a lot of other magicians I have seen. He adapts to a crowd really well."

As a magician himself, Hu considers Ng a role model whose approach to magic he hopes to emulate. "I feel like he's the type of person whose style and spirit I would aspire to have," Hu said. He added that this enthusiasm for magic made Ng's performance exceptional. "Even though magic sometimes involves deception, he seemed very genuine. That's a quality I think not a lot of magicians have nowadays," Hu said.

## CLUB SPOTLIGHT: GIRLS WHO CODE

By ISABELLA AHMAD and MAKINROLA ORAFIDIYA  
Staff Writers

Phillips Exeter's branch of Girls Who Code (GWC) was organized during the first week of the 2017-2018 school year by upper Nasa Mbanugo and Lauren Leatham. So far, the club has worked on creating websites and text adventure games using the coding language Python. The club was formed as an in-school extension of the summer immersion program of the same name. The nonprofit encourages young women who have taken its courses during the summer to continue what they learned, and start a new club in their schools once the academic year begins. In addition, GWC sends the leaders of the in-school branches a curriculum to follow, complete with lesson plans, PDFs, example codes and PowerPoint.

Both Mbanugo and Leatham attended the summer program this past summer. The nonprofit, founded by American lawyer Reshma Saujani, has eighty different locations across the US and each is a sub-branch of various companies. For example, Mbanugo completed the program at General Electric (GE), and Leatham completed it at Warner Brothers.

The program is seven weeks long in total. "It is enough to dip your foot in the water," Mbanugo said. The program covers six different coding languages, as well as lessons on cyber security and robotics. "They want you to be able to completely learn the language by yourself. They give you the tools to start, and you have to have the incentive to finish," Mbanugo explained. In keeping with GWC's mission to give young women the opportunity to pursue a future in a male-dominated field, enrollees are connected with a female mentor. Mbanugo's mentor, who was connected to GE through her time at Georgia Tech, was integral to Mbanugo's development as a programmer. "She would just give me the best advice. From assisting with code and language understanding to organization, she was very committed to providing aid when needed," Mbanugo said. In addition, Mbanugo's mentor connected her to the Vice President of GE and other people in the field, and created a portfolio showcasing Mbanugo's prior coding experience. "She helped me establish myself as a programmer. She also helped me create a resume that broadcasted my coding repertoire," Mbanugo added.

This is the kind of support Mbanugo and Leatham hope to foster in PEAS club. Being open to all Exonians, not just self-identified girls, the club welcomes people of all levels of computer science as well.

Both leaders of Exeter's GWC chapter have several years of experience under their belts. Leatham began to code when she first came to Exeter officially, taking a web development computer science class. However, Leatham's mother is a software engineer, and that played a large influence in her decision to pursue computer science. "I wouldn't have thought of coding as something that I could do if my mom hadn't taught me how to make websites, etc.," Leatham said. Mbanugo first learned code in sixth grade in school in her computers class. There, she designed websites, before learning JavaScript at Exeter.

Upper Bella Hillman mentioned her initial reluctance with joining the club. However, upon becoming a member of the group, she discovered a latent interest in the STEM fields, specifically coding. "Going into the club, I wasn't really interested in coding, but in just the few meetings we've had so far, I've found that it is actually an activity I really enjoy participating in," she said. She also hopes that clubs like GWC will inspire more young women to participate in STEM-based activities. "I think that not many girls are involved in STEM clubs like this, and the club was a good way to get more girls interested in STEM," Hillman commented.

On the other hand, lower Helena Chen has been an avid coder for quite a while now. She also acknowledged the lack of female presence in the STEM fields. "Programming is definitely a male dominated field in the communities I've been in, and that creates a very intimidating environment for girls that want to and like to code," she said. "A club like this creates a comfortable learning environment for girls, which many STEM communities lack." She explained the necessity of having a nurturing atmosphere for women to explore coding. "I think it's very important to create a comfortable environment for girls to explore their interests in this field, and develop them," Chen said.

Mbanugo and Leatham have been successful in providing a helpful environment to dabble and expand interests in the programming field. "I like that we're patient with each other. If someone is having problems with the code or software, the co-heads are very helpful, and will try their best to fix the problems," Chen said. Hillman agreed, expressing her hope to gain a deeper understanding of the STEM field. "We all work together and help each other out even though we each work individually," she said. "I have learned so much from this club and think that it's helped me widen my interests, and has possibly opened the door for something new that I can pursue."

## MOVIE REVIEW: THE TREE OF LIFE

By ALAN WU  
Staff Writer



I've struggled to write about *The Tree of Life* for more than three years now. As of now, I can't even fathom how I'm going to finish this review. Terrence Malick's *The Tree of Life* is a film of immense ambition and humility, attempting no less than to encompass the essence of existence through a string of brief moments in time. These brief moments include the creation of the universe, a Texan family in the 1950s and a dinosaur empathetic to its prey. It's safe to say that there hasn't been a mainstream film this vast in vision since Stanley Kubrick's "2001: A Space Odyssey," and Kubrick's film lacked the same emotional and spiritual heft as Malick's. In the six years since its initial release, *The Tree of Life* has been consistently heralded by critics and publications as one of the millennium's strongest films to date. The late great film critic Roger Ebert (a personal inspiration of my own) even included the film in his list of the ten greatest films of all time, submitted for the British Film Institute's Sight & Sound Poll. Despite its acclaim, *The Tree of Life* also had its fair share of detractors. One need not look further than its initial showing at the Cannes Film Festival, where it was greeted with waves of walkouts and booing, even if it went on to win the festival's prestigious Palme d'Or. Clearly, this is a film of great standing, both in its actual content and its cultural impact in the filmmaking world. Every time I re-watch *The Tree of Life* I am taken aback by its boundless richness and a watershed moment I am experiencing for an art form I love so damn much.

Many filmgoers and critics, including myself, view *The Tree of Life* as a clear split in Terrence Malick's career. Up to *The Tree of Life*, Malick had been slowly developing his penchant for flowing imagery, whispery introspection and transcendence. In thirty-eight years, he only produced five films, making each one feel like a monumental event. *The Tree of Life* was Malick's greatest event yet and it felt like the ultimate conclusion to what he had been chasing for nearly four decades. As a result, his output increased profusely, having put out four new films in just the past five years, each one more polarizing and unsatisfying than the last. Incoherent, disconnected, distracted and pointless are a few of the adjectives thrown around to describe Malick's recent work and the lineage of these issues is often traced back to *The Tree of Life* and the stylistic foundation it established. While I concede that the film contains many of the pitfalls that would go on to plague Malick's output, the reason *The Tree of Life* succeeds is because its subject matter warrants its style.

*The Tree of Life* is in no way a conventional film. Much more so than his previous work, the film unfolds in movements rather than scenes, its five tireless editors pulling together mosaics of image and sound that carry us from shot to shot, from montage to montage, from the beginning of time to the symbolic beach of the afterlife. *The Tree of Life* is a prime example of how to formulate a nonlinear art film, something that Malick had unfortunately forgotten. Under the film's melodic rambling there is a rock solid structure, contextualizing and providing every moment with purpose. Every film, no matter how unorthodox, should run through a thematic or emotional thread to string together its moments of visual inspiration. In commercial films, the thread may have a more rock and roll beat to it, something that is familiar and easy to follow. On the other hand, in a film like *The Tree of*

*Life*, the thread is more like experimental jazz, free-flowing into various sequences of improvisation. Nonetheless, both maintain some sort of constant rhythm.

*The Tree of Life* is obviously a film about big ideas. It's more a piece of poetry on screen than anything else. But for all its poetry, *The Tree of Life* is still a film and needs to be dictated by the palpable actions of characters. The film is set up by two major inciting incidents, both of which affect our lead character Jack, creating two linear structures. The first inciting incident is for Young Jack, where a boy unexpectedly drowns at a swimming pool. It is his fall from Eden and the beginning of his path towards disillusionment. The second incident is for Older Jack, which involves the death of his brother. Conversely, this is his trail back to Eden where he comes to terms with the world's complexities. Out of these two paths arises a common question, why should I be good if God is not? With this question in mind, the film takes the shape of a Hegelian dialectic to embark on its journey. In a dialectic screenplay structure, a thesis and an equally powerful and irreconcilable antithesis are presented. When these two opposing theses are forced into the battle, a sort of synthesis arises where the unification of extreme opposites results in a heightened truth. Traditionally, we view the thesis and the antithesis as good guy and bad guy, but these principles can be applied to mere ideas.

While much of the film unfolds from Jack's perspective, I do not think it's the sole perspective. In fact, I think we are misled to think that Jack is in narrative control. Those sequences of creation and dinosaurs are only plausible if the film takes a more omnipotent look. Perhaps, that is how *The Tree of Life* is able to provide Jack, and consequently us, with comfort and hope. The film suggests that loving and accepting everything is possible as God because He sees everything all at once, how everything has happened, is happening and will happen. The vastness of God's vision combined with the drama of Earthly realities creates a powerful synthesis, where intense human burdens are simultaneously deeply felt and largely reduced. It from this ultimate perspective that we find catharsis, not in answers but in surrender.

Most of this sounds awfully pretentious and in many accounts that'd be a correct evaluation. One need not look further than Malick's recent work. But to these eyes, *The Tree of Life*'s outrageously inflated convictions are what make it so powerful. Malick's penchant for poetic transcendence perfectly suits the primal vantage of youth, where adults are figuratively and literally giants and the world's problems seem far too big and magical for us to understand. Jack's lifelong spiritual confusion and pent-up frustration are far more fertile breeding ground for Emmanuel Lubezki's sweeping, naturally-lit cinematography than some crappy marriage or midlife crisis. *The Tree of Life* is a film of contradictions. It is pristine and intellectual in its craft but deeply primal and emotional in intent. It finds humility in its realization of its own insignificance and hubris in its tackling of large questions. These contradictions are necessary for great films, which need healthy senses of primal yearning and ego to achieve any sort of spiritual transcendence. *The Tree of Life* strikes a perfect balance, creating something as rare as Malick films used to be, a religious film that confronts questions of soul-searching, absolutism and forgiveness aptly and seriously.



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## SeniorSpotlight

## Gregarious Grace

By ROSE HOROWITZ  
and SARAH RYU  
Staff Writers

As a Head Tour Guide, senior Grace Khaner is often the first smiling face students see as they arrive at Exeter. She has continually fulfilled this role throughout her three years at Exeter, lighting up the school for other students with her bubbly and caring personality.

Khaner came to Exeter as a new lower after deciding she wanted to leave her hometown of New York City for the remainder of her high school career. After researching schools online, she chose to apply to Exeter. Khaner said that her favorite part of Exeter is how she is able to participate in classes, clubs and sports, sometimes all in one day.

She added that she loves the spontaneity of boarding school. "I really appreciate that here you can have those really spur-of-the-moment yet intellectual conversations with people, and you can also do things that are so fun like singing at the top of your lungs at Grill while blasting music," Khaner said. She explained, "Just little things that you can do five minutes after discussing your English reading from two weeks before, I just love that!"

Khaner also treasures Exeter's campus, particularly the library, where she does homework while looking out over the Academy Building. However, she admitted that her favorite place is a coffee shop off-campus. "D Squared has my heart," she said.

Khaner visits the coffee shop to do work, spend time with friends, and occasionally to cheer other students up. Fellow senior Olivia Lei remembers a time when Khaner recognized that she was upset and announced that they would go to town together. "She brought me to D Squared, paid for my London Fog and lemon bar, and then she spent the next hour sitting with me and making me laugh. She's such an incredible friend," Lei said.

In addition to spending time with friends, Khaner has grown academically at Exeter. She believes that learning to take initiative is the most valuable of the lessons she has grasped as an Exonian. "Being here, above everything, it's taught me initiative and just how to communicate, and the fact that communication is the most important thing in the world," Khaner said.



Reina Matsumoto/The Exonian

Khaner put her newfound initiative into action to secure an internship at a laboratory this past summer. She spent her winter break researching labs, reading papers and emailing labs in the hopes of gaining laboratory experience. She was offered an internship at a lab three blocks from her apartment, and spent the summer synthesizing the precursor of a drug for prostate cancer. "I was the youngest by 20 years and everyone had a PhD, but I hung out with their kids," Khaner said.

Khaner thinks she will go into the sciences when she is older, but she prefers to stay undecided in terms of a specific career. Despite her uncertainty, Khaner has taken an interest in chemistry and counts a class with Instructor of Chemistry Sasha Alcott as one of her favorite courses from her time at Exeter. Alcott also appreciated Khaner's contributions to the class and said, "Grace is a wonderful young woman, full of curiosity, compassion and creativity. She is one of the most thoughtful and caring students I have met."

Besides chemistry class, Khaner also enjoyed a course she took during her second term at the school. The history course, "Art and the State," was taught by former History Instructor Molly MacKean. According to Khaner, the class was unique because "it was the first time I felt like I wasn't just textbook learning." She added

that the teacher and other students fostered meaningful Harkness discussions. "Our conversations stuck to the materials but they also bled into these bigger life questions that I really like learning about," Khaner said.

Outside the classroom, Khaner loves giving tours to prospective students. "Whenever I'm really stressed, giving a tour always makes me happier. It is a little moment that brings you back to why you came to Exeter," Khaner said. She added that her favorite tours are ones where a student opens up to her after seeming nervous at the beginning of the visit. Even in the cold New England winter, Khaner tours up to three students a week. "When it's cold out, your hands get freezing, but it's still really fun," Khaner said.

Her commitment to providing informative and spirited tours has made her a head tour guide and earned her the praise of Admissions Visit Facilitator Deborah Waleryszak. "Grace is light and energetic!" Waleryszak said. "She connects so effortlessly with everyone she meets." Waleryszak added that every time Khaner returns from a tour, the family that accompanied her lauds Khaner's tour as the best tour they ever had. "No one will ever be able to fill her shoes," Waleryszak added.

In addition to serving as a head tour guide, Khaner is a co-head of Exonian

Encounters, ESSO Music Lessons and co-head and co-founder of Exeter Safe Space. According to Khaner, Exonian Encounters is a committee that raises awareness on racial, religious and socioeconomic differences, and was one of the first clubs she joined on campus.

Khaner founded Exeter Safe Space with fellow senior Sarah Shepley with the goal of providing a space on campus for students struggling with mental health issues to talk to peers. "Because everyone on campus is so busy, we thought it was really important for everyone to have a space to talk to like-minded peers without fear of taking up someone's time, because it seems like a lot of Exonians are just too nice to do that," Khaner said. "Exeter Safe Space is an awesome club," she added.

Along with connecting Exonians through extracurriculars, Khaner also fosters a friendly team dynamic on the junior varsity field hockey and tennis teams. "I'm the definition of a JV athlete, which I'm totally fine with," Khaner said. She added, "I'm on JV everything and I love it!" Khaner used to play on the field hockey team, but chose to be a team manager this year to have more time in her schedule. She has continued to play on the tennis team and said about the group, "Everyone's always just really nice and we work really well together, which is awesome."

Khaner also encourages friendship in her dorm, Langdell Hall. She has been a proud member of the dorm for her three years at Exeter. "I love, love, love Langdell," she said. "Everybody's from so many different places, and it's such a great community and so tight-knit and so fun." Khaner added that her dorm experience was especially influenced by the class of 2016, who were her role models when she first came to Exeter. "Having role models like them was something that I didn't totally have in older students before I came to Exeter. They showed me what it means to put yourself into your studies and your life, to make your own choices and find your own path," Khaner said.

As a current senior, Khaner has embraced her role as a leader and mentor to younger students. "She's become very confident and sure of herself," Lei said. "Grace has definitely found her place at Exeter."

## ESSO SPOTLIGHT

By DAWSON BYRD  
and JAIME ROMERO  
Contributing Writers

Do you ever feel the urge to integrate computer science into the lives of youth? Does your ideal Wednesday afternoon involve spending an hour teaching the children of Exeter how to make cool programs and games? Do you like turtles? Are you an Exonian? If you answered yes to any of these questions, then ESSO Junior Computer Programming (JCP) is just the thing for you! At JCP we introduce elementary and middle schoolers to programming by starting them off with Pencil Code, a friendly drag-and-drop based coding environment used to control virtual turtles!

Kids make all sorts of applications, ranging from simple art projects to games like Agar.io. Not convinced? Just listen to some of our happy instructors! Prep Yunseo Choi, talked about her experience with JCP. "I really enjoy the club, especially how the kids get to continue working on their projects throughout the year. The co-heads and the other students are really nice, but I also learn a lot from the kids," she said. "They can be extremely creative, and it's fun to try to explain things in a way they can understand."

Upper Andrew Loevinger, also commented on his experiences. "There is nothing more satisfying than watching a kid—who first said they don't know how to program—create their first game," he said. "You really feel like you are making a difference in their life." Now some of you may think that you are not 'experienced enough' to teach kids how to code. But one thing that we really want to emphasize is that very little programming experience is needed to join the club. As long as you are willing to work with the kids, there is plenty of room for you to help out!

We meet every Wednesday afternoon from 4:30 to 5:30 PM in room 123 of the science building. If you are curious about the club or just want to play around with Pencil Code, come to our meetings next term or email Dawson Byrd '20 (dbyrd@exeter.edu) and Jaime Romero '19 (jromero@exeter.edu) for more information.

By HILLARY DAVIS  
Staff Writer

I have spent fall term in the rolling hills of Vermont taking classes, making new friends and appreciating the fall foliage, just like many Exonians on campus. Though many aspects of The Mountain School are similar to Exeter, I cannot deny that I have had amazing opportunities here that I would not have experienced otherwise. I have spent four days camping alone in the woods, learned how to use a compass along with the story of the landscape around me to determine my location on a map, mastered my ax and tree-cutting skills and learned about the sustainable farming that we practice on campus.

One of my favorite experiences so far at The Mountain School was what we call Solo. After a month of preparation, all forty five students spent three nights camping alone in the woods. The outdoor program leaders gave us a base area along a brook in the White Mountains and then sent us off on our own with a compass bearing and a flag system so they could check in from time to time without human interaction. I valued my sixty seven hours of solitude greatly, filling thirty eight pages of my journal with writing and sketches. I implemented skills such as filtering water from the brook and using a portable alcohol-fueled stove to cook each meal. At night, I watched the sun set and the moon rise, and listened to the pitter patter of animals on the freshly fallen leaves from the confines of my hammock.

Most recently, I partook in a challenge called Find Your Way Back To Campus. The task at hand was to use a compass and an old map to determine my group's location and then find our way back to campus along the most direct path. I chose the highest level of difficulty, so my group and I were blindfolded and then dropped approximately three miles from campus. After we examined the landscape and the magnetic orientation of our location, we traced a direct path on our map and found a compass bearing that would lead us over

## GREETINGS FROM THE MOUNTAIN SCHOOL!

Patterson Mountain, a hill approximately 2280 feet in elevation. This opportunity taught me about myself and my ability to remain calm, efficient and confident in my orienteering skills among a group of teenagers essentially lost in the woods.

My class schedule at TMS is much like a school day at Exeter, except we replace physical education or sports practices with two and a half hours of work on the farm or in the forest surrounding central campus each day. During this daily work period, I have done everything from feeding the livestock to digging up a mile of potatoes to felling a 50-year-old sugar maple tree. I value this time not only for the strenuous physical labor that keeps me in shape but for the community it cultivates. There is nothing more wholesome than having casual conversations with one of the farmers, who also happens to be your dorm parent and your teacher, while plucking Brussels sprouts off the stalk, or preparing harvested produce for an upcoming meal. There is nothing more peaceful than the rhythmic sound of an ax repeatedly striking a tree trunk, or the back and forth white noise of a saw, or the splintering of wood fibers followed by a ground-shaking thud as trees fall on wood crew. As well, it is nice to have a study break from the rigorous morning classes before resuming with academics after lunch.

Another unique feature of The Mountain School is the weekly farm seminar, during which we learn about the more complicated aspects of farming such as maple sugaring, beekeeping, slaughtering animals and logging. Some of the most memorable farm seminars have included a hands-on interaction with our very own honeybees and an opportunity to watch local animal slaughtering in order to learn more about the origin of food products which we previously took for granted. In the coming weeks, one of our neighbors will bring his horses to campus for a demonstration on logging, and we will take a trip to a dairy farm in order to learn more about local dairy production.

As the semester winds down, I have been reflecting about my time at The Mountain School. It has provided me with so many opportunities to learn more about myself through leadership, passion and collaboration: three things which I have grown to value the most here. I look forward to rejoining the Exeter community this coming winter, but I will never forget The Mountain School mission to cultivate a group of students who "learn to know a place and take care of it." Here, I have gotten to know the campus and the surrounding landscape, my fellow classmates and most importantly, myself.

# Veterans Day

## Saturday, November 11, 2017

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

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

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

# ExonianAds

|  |   |   |
|--|---|---|
| <p>Shoutout to the football team! They have been working really hard.</p>  | <p>Ogechi, you're gonna kill it in your game on Saturday! Go GVS!! Love ya!<br/>-Bella</p>  | <p>Shoutout to Field Hockey!!!<br/>-Catherine Griffin</p>                               |
| <p>Good luck, Hair Strike.<br/>-Emily &amp; Sophia</p>   | <p>For Captain Jack Baker, maybe you'll play, pcah!<br/>-Ryan and Pedro</p>   | <p>Shoutout to Tricia. Ya pretty cool.<br/>-Tricia</p>                                  |
| <p>Shoutout to the best twin I could ever ask for—you're going to kill it at E/A! Lots of love from your biggest fan, Vivi</p> | <p>Shoutout to Water Polo seniors who have never lost to Andover in their time here. 8-0</p>  | <p>Sophie and Brody, you are going to kill it. We love you both lots!<br/>-Bancroft</p> |
| <p>GOOOOOO MOLLY O'DAY</p>   | <h2>Exeter/<br/>andover<br/>Games<br/>2017</h2>   |   |
| <p>Abel, you're the bestest.<br/>-Athena</p>   | <p>Chim, rumble stumble never fumble!<br/>-Harrison and Justin</p>  | <p>I love you, Alice, you're going to do great!<br/>-Joy</p>                            |
| <p>Touch it, catch it @ExeterFootball</p>  | <p>Heck. Jamie is pretty cool.<br/>-Tricia</p>  | <p>Shoutout to all of the dancers in pep rally! You're all stunning.</p>                |
| <p>Carson Fleming, your calves glisten like jewels on the football field.</p>  | <p>Jamie Cassidy, if winning liquid four were easy, everyone would do it.<br/>-Sophia &amp; Emily</p>   | <p>You are going to kill it, Char. Warmest best, Athena</p>                             |
| <p>Michael Bahama, when I'm with you, I feel like I'm stranded with you on an island.<br/>&lt;3</p>                            | <p>Jackson Parell may be co-StuCo President, co-ESSO President, and co-captain of Water Polo, but he's still #1 in my heart.<br/>-Jamie Cassidy</p> | <p>Sophia Zu, I do love how the moon reflects on you while you are sleeping.</p>        |
| <p>See you soon Marshall!</p>  | <p>I love you, Ore! Hope you actually come back to visit :))))<br/>-Claire</p>  | <p>Carson, I've gone to every football game this fall to watch you.</p>                 |
| <p>Nathan Lee, please wake up and attend prep spaz. No more dickies!<br/>-Cilley 4th floor proctors</p>                        | <p>Go Hans! Protect your head.<br/>Love, Gavin</p>  | <p>Jack, you have the warmest seat on the bench!<br/>-Cilley Seniors</p>                |
|  |   | <p>Please stop taking my food, Milo and Coop<br/>-Taylor</p>                            |
|  |   | <p>Go PEAGXC!<br/>Love, Ashley</p>  |



# Volleyball Rolls Through NMH in 5 Sets

By BELLA ALVAREZ & MAK ORAFIDIYA  
Staff Writers

This past Saturday, the girls' varsity volleyball team secured yet another win in their 2017-2018 season, making their record an impressive 12 wins and 2 losses. Big Red's game against the Northfield Mount Hermon School was victorious by a longshot, with a final score of 3-2.

Due to a prior triumph against the NMH, post-graduate Annelise Romero believed that the team entered the game with the wrong mindset. However, she acknowledged the change of attitude during the athletic contest. "Once they won the second [set], it definitely made us realize that if we want to achieve our goal of winning a championship, we can't take any game for granted," she said.

Romero found that NMH had improved since their last match. "They were definitely stronger," she explained. "On top of us not playing great, they were capitalizing on our mistakes and taking advantage of the weaknesses in our defense." Despite losses in the first few rounds, Romero felt that Exeter was able to re-focus and prioritize a strong end to the game. "The best part about the game was our fifth [set]. We went into it with more confidence than I've ever seen us have," she said. "We knew we were going to win, and because of that, we were able to make it happen."

Senior and captain Margaret Kraus, describing NMH as a "scrappy" opponent, complimented their powerful middle hitter. "They were not our toughest competitor, but they definitely kept us on our heels," she

said. Kraus emphasized Big Red's ability to pick up speed as the game progressed. "We were able to summon all our energy to crush them in the fifth set," Kraus said, echoing Romero's statements.

Kraus named upper Tara Weil's streak of 13 serves as one of the highlights of the game. Similarly, senior and captain Charlotte Polk highlighted the efforts of the junior members of the team, recognizing their contributions to the success of the game. "A lot of the younger players really stepped up and did a great job picking up the slack," she said. Polk also commended upper Ela Ferhangil on her serves, and cited Romero's incredible 40 percent "kill shot" accuracy. "We did a great job of executing in the last set," Polk added.

The team hopes to continue their successful record during the last few games of the season as they vie for a spot as championships. "The upcoming games are really critical in preparing us for playoffs, so I think we've all been focusing on individual things we could improve on," Romero explained. "What's really going to make a difference is how we are able to bring those things together and really play as a team." Kraus wants to hone in on specific plays like serve consistency and free ball passing, while Polk hopes to continue inspiring the "fire and focus" she saw in the fifth set.

The team is also looking forward to the upcoming rivalry game on Sat. November 11 against Andover at 11 am in the Love Gym. Romero emphasized that after losing to the team earlier in the season, Big Red is eager for the rematch. "We have been talking about this game since day one, so I can't wait to see what all the hype is about!" she said.



Senior Chloe Scocimara prepares to serve.

Chiara Perotti Correa/The Exonian

## BIG RED ATHLETES IN ACTION



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### JUNIOR VARSITY E/A SCOREBOARD

|                     |    |                      |    |
|---------------------|----|----------------------|----|
| JV Boys' Water Polo | 12 | JV Girls' Volleyball | 2  |
| Andover             | 5  | Andover              | 3  |
| JV Girls' XC        | 31 | JV Boys' XC          | 22 |
| Andover             | 24 | Andover              | 37 |
| JV Boys' Soccer     | 1  | JV Girls' Soccer     | 1  |
| Andover             | 0  | Andover              | 1  |
| JV Field Hockey     | 2  | JV Football          | 33 |
| Andover             | 3  | Andover              | 0  |

## COACH SPOTLIGHT: SHAUN FISHEL

By JARED ZHANG  
Staff Writer

Known around campus for his enthusiasm and energetic nature, Shaun Fishel is the Academy's beloved strength and conditioning coach. Despite only being at Exeter for three terms, Fishel has made a profound impact on all the students in the sports teams he mentors.

Being an avid athlete throughout high school, Fishel has always been drawn to a career in the athletic field. He also expressed his interest in "helping others whether it be in life or sports." Fishel continued by explaining that he first got involved in strength and conditioning in college during a summer internship, which ultimately resulted in him discovering his passion for coaching. Before arriving at Exeter, Fishel was a strength coach at Merrimack College where he also earned his master's degree in health sciences.

Fishel explained that the head strength and conditioning coach at Merrimack, whom he worked with, is friends with Exeter's head strength coach, Andrea Sweet. Through this connection, Fishel came into contact with both Sweet and the Exeter athletic department. Around November of 2016, the athletic department approved a second position in the fitness center and Fishel officially joined the Exeter community. Fishel's current title at Exeter is assistant strength and conditioning coach. He elaborated by stating that he helps Sweet oversee physical preparations for Exeter's student-athletes and other members of the community.

At Exeter, Fishel expressed his hope that he could have a positive impact on all of the students he interacts with. "I feel as though if I can give our students the tools to reach their greatest potential both in the classroom as well as on the athletic field then I am doing my job," he explained. Fishel also recognized the importance of being more than just a coach and prioritizes always being there for his students. "Being a coach, especially a strength and conditioning coach, individuals come to you just to vent or to talk," he said. "They also look for guidance when they need to make tough decisions." Fishel elaborated that the open door policy that he and Sweet use allows them to be more accessible and open towards the students.

Senior Wyatt Foster discussed the



Angelina Zhang/The Exonian

friendly and empathetic attitude that Fishel exudes. "Coach [Fishel], outside of the weight room, has always been just a good genuine friend of mine. He's a great guy and is always willing to listen or just bro down," he said.

Senior Anna Reaman agreed with Foster and also praised Fishel for his light-hearted and friendly personality. "He's always really fun, enthusiastic and he always offers a lot of jokes which helps create a positive and motivating environment," she said. "He's very helpful and he knows what he is doing in the gym." Reaman continued by explaining that Fishel is constantly cheering and encouraging the students. Upper Janeva Dimen echoed Reaman's sentiments and added that "he doesn't judge you when you don't know how to do something."

Senior Lauren Arkell also said that people look forward to going to the gym more since Fishel's been there. "Some people probably wouldn't want to go work out alone but since he's there, no one worries

about that anymore," she explained. Reaman agreed with Arkell, saying "Though going to the gym can occasionally be intimidating, Fishel always lightens the mood."

Foster recalled a particular memory that shined a light on Fishel's sincerity with students. Foster explained that when he was elected as the captain of the football team last year and wasn't sure on how to lead the team, Fishel bought Foster a book on leadership. Foster elaborated that Fishel is always "willing to help you improve yourself in all ways, not only physically."

Upper Ela Ferhangil explained that Fishel has formed strong relationships with the students and recalled that Fishel remembered her name at only their second time working together. "He genuinely cares about his students," she said. "He always has a positive attitude and motivates us to push ourselves, in a rewarding way."

Dimen agreed with Ferhangil and also discussed Fishel's ability to connect and support students. "I'm a very energetic person so I always greet him with a high

five and he always matches my level of enthusiasm," Dimen explained. Arkell shared similar sentiments, saying "He always the first one to greet me when I walk in the fitness center and he's a kid at heart. He's super understanding and easy to talk to."

Fishel reflected upon his time at Exeter thus far. When asked how Exeter differs from other institutions he's been to, Fishel highlighted the amazing facilities, resources and opportunities available here. "I would say the biggest difference is the availability we have to resources," he elaborated. "Between the athletic and academic facilities, there isn't much the Exeter doesn't offer." Fishel recalled coming to Exeter for sports practices as a high schooler because his public high school didn't have the facilities.

Fishel also expressed his appreciation of the diversity at Exeter, saying, "I have been so lucky to meet so many faculty, staff and students from so many different places and I have learned a lot from the relationships."

## Girls' Soccer Falls to Worcester 0-1

By JARED ZHANG  
Staff Writer

The girls' varsity soccer team, known as Soxie, played a close match against Worcester Academy on Saturday, November 4. Despite a valiant effort, Big Red fell short against Worcester with a final score of 0-1. In what has been a frustrating season so far, the team has kept a high morale while remaining spirited and ambitious. The results of this game makes their seasonal record 1-12-1.

In order to succeed, the team has been narrowing down on specific aspects of their playing. Lower Caroline Fleming highlighted their recent work on, "corner kicks and set plays, because, in one recent game we had many corner kicks in the first half and we didn't do so well on them." Before the game against Worcester each player practiced to improve on this area of playing.

The coaches also got the team together before the game to give updates on what exactly the strengths of Worcester were, and how they could excel. "Usually in our talk before the game, the coaches will tell us a little bit about their key players, who to look out for, but also some tactics about stuff we've been working on in practice that we can roll over into our game and how we play," Upper Claire Theberge said.

Big Red implemented a new tactic for the game, by switching up the formation of players. Lower Robin Potter remarked that the new way of playing "helped us with transitioning and switching the field, which gave us more points of offense... We did better at attacking the middle, and not just from the outsides," Potter said of their improvement.

Coming off of a grueling 0-3 defeat to Middlesex School the previous Wednesday, Soxie was reinvigorated going into their game against Worcester. Theberge explained that the scrimmage and possession exercises they did before the game helped to fire up the team. Potter agreed with Theberge and added that the team does a good job of "starting the game with intensity." Their energy and vigor was immediately evident as the game started. Worcester and Exeter had a heated back and forth throughout the first half but neither team was able to score.



Lower Jenna Brooks kicks the ball.

Gravin Hickey/The Exonian

As the second half began, Big Red tried to maintain that same level of energy. However, Worcester was able to touch the ball past goalie Gillian Quinto in the middle of the second half. Big Red made a strong push until the end of the game but was unable to catch up to their opponents.

Although the team lost, Theberge applauded the team's consistent high spirit. "We lost 1-0, but the energy at the beginning was really great," she said. "We struggled with that a little bit at the beginning of the year but we're really been improving on that and starting strong." According to Theberge, the team plays their best when there is vocal support from their teammates on the bench because it makes for a more rejuvenated team effort. "It's pretty helpful when the people on the bench are cheering for the

people on the field, because it just sort of gets them more excited and motivated which is good for the game," she explained.

Potter also praised the skill the defense players demonstrated during the game. "[Worcester was] a really talented team, and I think our defense did a good job containing them and their through passes," she said. She also elaborated that the midfielders' passing has improved, something the team struggled with early on in the season. Lower Dennesha Rolle agreed with Potter saying, "we were able to break through the midfield and string together passes."

After the conclusion of the game, Potter reflected on improvements they can still make. She explained that the team should continue to work on developing more "offensive opportunities," something that has

challenged the team throughout the season. Rolle echoed Potter's sentiments and said that the team will continue to improve their "mode of attack and communication."

Theberge remarked that the team ordinarily trains game by game, and have not yet given much thought on the approaching Exeter v. Andover match this Saturday. However, "the preps are really excited because it's their first one, and seniors are really excited because it's their last one," she said.

The team is hopeful for a triumph, which in Theberge's opinion, could be "sort of a redemption, even through a rough season." Potter's thoughts on the future games are optimistic, saying, "I think we can just keep working hard, keep maintaining a positive attitude and trying to finish the season on a good note."





# Exonian Sports



## Wopo Buzzer-Beater Drowns Metro

By ROSE HOROWITZ  
Staff Writer

Exeter's water polo team triumphed in its final regular-season games, winning against Phillips Academy Andover on Wednesday and against Boston Metro on Saturday. Big Red defeated Exeter's rival, Andover, with sixteen goals to the opposing team's five, and edged out the Boston Metro club team with ten goals to nine.

The team highlighted its game against Boston Metro as one of the best of the season. Lower Charlie Venci said that co-captain senior Taylor Walshe's goal scored in the last second of the match as one of the most skillful plays he had ever witnessed. "The play of the week goes to Taylor Walshe," Venci said. "His full-pool buzzer beater skip shot to give us the 10-9 win against Boston Metro was one of the most spectacular plays I have ever seen." Senior Avery Giles also excelled in the game after recovering from a broken thumb. Giles scored three of the team's ten goals.

In addition to the team's strong performance in its games, the players worked particularly hard in the week's practices. Venci praised prep Adam Tuchler for "his ability to diffuse an intense situation and motivate players," and lower Andrew Sun for his unwavering determination in practice. "He put the pedal to the metal and really worked hard on his conditioning and skills," Venci said.

The younger players credited their captains with encouraging this hard work and for providing support throughout the season. Upper Troy Marrero said that the players who stood out for their spirit were "the captains, as always." Giles specifically commended captain Jamie Cassidy for his pregame speech that helped the players to prepare for the match. "Our captains kept us in high spirits despite a lot of us being tired this late in the season," Giles said.

He explained that the players struggled to maintain their energy throughout the week.



Senior and co-captain Taylor Walshe winds up for a shot.

Chiara Perotti Correa/The Exonian

"The biggest challenge of the week was fatigue and powering through conditioning practices," Giles said. Venci noted that the team members strove to retain their determination and prepare for tough games during practice. "The biggest challenge this week was not getting complacent," he said. He added, "Both teams we played this week were teams we have beaten before and we definitely had a lot of, if not too much confidence going in."

However, he added that these challenges

provided an opportunity for the team to learn lessons before its final tournament. The majority of the second-string players were able to play in both games, allowing Big Red to practice working together. Venci said, "Knowing that we can battle together is going to help us do well against Brunswick."

According to Giles, beating the Brunswick School is the team's main goal for its playoffs. In the upcoming Interschols, also known as Liquid Four, the first and fourth teams and second

and third teams in the league compete against each other, with the winner of each game progressing to the finals. Big Red, seeded second, will challenge Phillips Academy Andover, placed third in the league's standings. Marrero outlined the team's goal to "win a championship." Venci agreed and added, "Our only goal is to come home with a New England title." He said, "We are going to work hard in practice this week and make our presence known at Brunswick on Saturday."

### Weekend Scoreboard

|                     |    |                      |    |                |    |
|---------------------|----|----------------------|----|----------------|----|
| Boys' Cross Country | 39 | Girls' Cross Country | 36 | Water Polo     | 10 |
| Andover             | 19 | Andover              | 19 | Boston Metro   | 9  |
| Boys' Soccer        | 1  | Girls' Volleyball    | 3  | Football       | 12 |
| Holderness School   | 1  | NMH                  | 2  | Avon Old Farms | 49 |

## Moxie Clobbers Beaver Country Day

By SARAH RYU  
Staff Writer

After some tough games over the past few weeks, Exeter field hockey, known as Moxie, added one more win in a successful match against Beaver Country Day School on Friday night, but lost to St. Paul's School on Saturday. They won 5-0 on Friday and lost 1-6 on Saturday. The team will hopefully gain some positive momentum for the remaining two games of the season.

As another week came to a close on Friday night, Moxie played an exciting game and found victory. All the players on the team competed well that night and made sure to come out strong from the beginning, even though Beaver Country Day School was not as tough a competitor. Upper and co-captain Hannah Littlewood, lower Jill Cloonan, lower Ally DeCoste and lower Sophia Rosati all scored goals within the first quarter and the team maintained its drive throughout the whole game.

According to upper Jane Collins, everyone was ready for the game and upper Gracie Goodwin gave strong offensive pressure throughout the match, even though she usually plays defense. "We were able to focus on our passing and practice moving the ball around defensively, as well as our corners," she said.

Upper and co-captain Catherine Griffin agreed with the success of the game and explained that it was also a way for the players to practice the skills they have been working on. "I think that we did a great job of taking advantage of the opportunity to practice our

back passes. They weren't considered a tough opponent, but we wanted to work on passing skills anyways," she said.

Saturday's game against St. Paul's School proved to be more difficult. Earlier on in the season, Moxie played a close game against them, ending with a loss of 1-2. Moxie knew that St. Paul's was a strong team and hoped it would be able to secure a victory in its second game against the opponent.

Despite the loss, players on the team played their best and made sure not to lose their stamina and determination. In addition, Moxie was at a disadvantage in the beginning, playing on the turf of another school. "Playing on their turf was a challenge because we weren't used to the texture of their field, but we adapted quickly and used a lot of hard drives," she said.

With the end of the season nearing, the team hopes to finish strong in its last few home games. According to Griffin, the team plans to focus on bridging gaps between the team's midfield and offense, specifically for the game on Wednesday against Kimball Union Academy.

The team will play against Kimball Union Academy on Wednesday and Andover on Saturday. Littlewood noted that the team is ready to come out strong and finish with a victory during E/A. "I think that the team is looking forward to coming out with a different result this year. With the memory of that loss from last year, everyone is pretty hungry to beat Andover this year. I'm sure it will be another close and competitive game and those are always the best to play in," she said.



Lower Jill Cloonan hustles down the field.

Julia Goydan/The Exonian

### Inside This Week's Sports Section

#### Boys' Soccer



Boys' soccer scored early, but Holderness found a way to tie it up. Find out more about the game on B6.

Chiara Perotti Correa/The Exonian

#### Coaching Spotlight



Coach Shaun Fishel is the king of the fitness center. Find out why students and teachers rave about him on B7.

Angelina Zhang/The Exonian

#### Girls' Soccer



The girls' soccer team lost a close game to Worcester. Despite the loss, the team gave a valiant effort. More on B7.

Gavin Hickey/The Exonian

#### Girls' Volleyball



Girls' volleyball made the long trip down to NMH but came back home with another win. More on B6.

Chiara Perotti Correa/The Exonian