



Exeter Announces All-Gender Housing Option



Students from Fight Club spoke at assembly on Tuesday.

Diana Davidson/The Exonian

Community Updated on Misconduct Investigation

By **BELLA ALVAREZ**
and **MADISON KANG**
Staff Writers

Principal Lisa MacFarlane revealed the names of former faculty and staff members, previously undisclosed, who were found to have committed acts of sexual misconduct against students years ago and updated the community on Exeter's newest preventive and reformatory efforts in a letter sent to the Exeter community at the beginning of the month.

In her letter, MacFarlane outlined the investigations and restorative policies that the Academy has recently implemented, such as hiring attorney Holly Barcroft to serve as Exeter's General Counsel, a role under which she will oversee attorneys and law firms working for the Academy. Exeter has appointed Directors of Student Well-being Tina Sciocchetti and Jane Stapleton and hired the international law firm Holland & Knight (H&K) to conduct an independent investigation of sexual abuse throughout Exeter's history. The trustees have also retained the law firm Choate Hall & Stewart (Choate Hall) to review the Academy's handling of the 2015 Rick Schubart case.

Over the course of the past year, H&K has examined allegations brought to light by students and alumni, uncovering multiple viola-

tions that were promptly reported to appropriate authorities, including the Exeter Police Department. These cases, ranging from the 1960s to the 1990s, revealed five former Exeter faculty members who engaged in inappropriate sexual behavior with students.

According to the letter, Donald Foster, who served as an anthropology instructor at Exeter from 1973 to 2011, engaged in inappropriate sexual behavior with two students, once in the early 1980s and again several years later. Foster has been stripped of his faculty emeritus status and barred from the PEA campus.

Similarly, George Mangan, who taught English at the Academy from 1976 to 2009, engaged in inappropriate sexual behavior with two students, both times at an off-campus location in the 1980s. Mangan died in 2009. Henry Ploegstra, another former English instructor who taught at Exeter from 1962 until 1980, engaged in inappropriate sexual behavior with three students between 1966 and 1980. Ploegstra has denied the allegations, but remains barred from the PEA campus.

Edleff Schwaab, a psychologist who worked at PEA from 1965 to 1976, engaged in inappropriate sexual behavior with a student in the early 1970s. He died in 2003.

H&K also received allegations against

Lane Bateman, a former dance and theater instructor who taught from 1980 until 1992, for sexually abusing a student in the 1980s. In July 1992, Bateman was arrested and charged with possession and interstate distribution of child pornography. His employment at PEA was terminated immediately, and he never returned to the PEA campus.

Bateman was convicted of the charges and sentenced to five years in federal prison. There was widespread media coverage at the time of his trial, which included reports that he had secretly videotaped PEA students in dorm rooms and bathrooms. Bateman died in 2013.

Choate Hall reviewed the process governing the 2011 and 2015 decisions regarding former faculty member Rick Schubart and his relationship with the PEA community after the school learned of his transgressions. In 2011, Schubart admitted that he was guilty of sexual misconduct against a student in the 1970s. In 2015, he admitted to another act of sexual misconduct with a second student in the 1980s. Following the Schubart case, the Board of Trustees elected a General Alumni Association comprised of three trustees to oversee allegations of misconduct affecting student safety.

President of Trustees Eunice Panetta
MISCONDUCT, A2

Open-Gender Dormitories to be Established

By **JACQUELINE CHO**
and **SARAH RYU**
Staff Writers

Exeter announced its first ever all gender housing option for the upcoming 2017-2018 school year last Thursday, Mar. 23 in an email from Dean of Students Melissa Mischke to the student body. According to the email, the gender-inclusive housing option will provide a supportive residential experience that meets the needs of all students regardless of their gender expression, gender identity, sex or sexual orientation. Mischke invited all students to apply to move into the gender-inclusive dormitories, which will most likely be Williams House and Kirtland House.

After years of discussion centered on the need for an alternative housing option, a faculty-comprised task force dedicated to research and the establishment of such a program came together to create a thoughtful proposal that was considered by all members of the Exeter community: deans, dorm heads, students, faculty, and school leadership, including the trustees. The school also collaborated with Phil-
OPEN-GENDER DORMS, A2

2017 Admitted Students by the Numbers

17%
Acceptance Rate

2534
Applicants

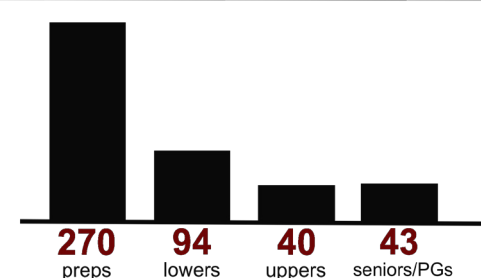
That's a record 7% increase from last year.

43 states
21 countries

40%
are eligible for financial aid



30%
of admitted students have familial connections



Exeter Admits 17% of Applicants

By **DON ASSAMONGKOL**
and **MAI HOANG**
Staff Writers

On Friday, Mar. 10, a little over four hundred students from all over the country and around the world opened their mailboxes to receive very exciting news: acceptance to Phillips Exeter Academy. Many Exonians still fondly recall the day they received their acceptance letters, tucked in a red folder with the word "Welcome" written across the top in big white letters. Decision Day, for many, is a very special beginning to a journey at the Academy. This year, Exeter received a seven

percent increase in the number of applications—a record. "Nationally, applications to independent schools are down. So for us to even be equal to the number of applications last year, let alone have a record increase is incredible," commented Director of Admissions William Leahy. He attributed the upward trend to Principal MacFarlane's leadership and her vision for the future as well as an increase in outreach efforts made by the admissions team.

In addition to the members of the Admissions Office, the greater Exeter community contributes to the application review process.

According to Leahy, every application is read by at least one member of the teaching faculty who is not part of the admissions department. "Their job is to help us with those decisions that we want further discussion on, and they help us make some really hard choices because we have just so many qualified candidates," Leahy said. "It's very much a Harkness moment in the committee meeting. It's really important to have faculty involved in the reading of the files because they bring a different perspective."

Math Instructor Stephanie Girard has served as a member of the faculty panel for about ten years and reads an average of 100 application folders every year. She describes an ideal applicant as someone who is not only "academically qualified," but has also "demonstrated sound moral judgement throughout their young lives" and will "bring something to the community of value outside the classroom like sports, arts and social service works."

Chair of Physical Education William Glennon, who has been involved with the admissions process for about two decades, echoed Girard's sentiments. He believes a prospective Exonian should embody academic achievement, goodness of character and a passion for the Academy. He seeks candidates who harbor a variety of extracurricular interests and have proven themselves to be leaders in their previous communities.

The sheer quantity of applicants this year resulted in a highly competitive selection process, yielding an acceptance rate of 17 percent. Leahy described these students as "intellectually curious individuals" who come from 43 states and 21 different countries, representing extremely diverse educational backgrounds
ADMISSIONS, A2

Administration Drafts Visitation Policy Reforms

By **JOHN BECKERLE** and
MAKINROLA ORADIFIYA
Staff Writers

At last Tuesday's Student Council meeting, Dean of Residential Life Arthur Cosgrove introduced the draft of a new visitations' policy for the coming school year. He hopes to take a revised version to a faculty vote around May. Along with Dean of Academic Affairs Karen Lassey and Dean of Students Melissa Mischke, Cosgrove broached the new policy draft at Tuesday's Student Council meeting after taking feedback from dorm heads and the Deans' Council earlier in the week. "Currently, several groups have been discussing visitations, including Student Council, the Dean's Office, the Center for Boys and Girls Studies, and PIRC [Prevention Innovations Research Center]. Ultimately, the faculty will discuss a visitations proposal and then vote on it," he said.

Cosgrove initially wrote the draft in the hopes of gathering feedback from student and faculty for a policy that will be more inclusive and comprehensive. "The proposal was meant to be provocative, and I think it's achieved that pretty quickly," he said. "I'm taking feedback I hear, and I'm going to continue to update the policy."

Currently, the policy would require boarding students to check in with a faculty member whenever an outside student enters
V'S POLICY, A2

NEWS

Read about the new ALES Proposal, which aims to extend diversity to faculty. A3.

New courses for the 2017-2018 academic year are explored in depth. A7.

LIFE

Learn about seasoned debate advisor and beloved History Instructor Betty Luther-Hillman. B3.

Maker Fest provided an enriching Saturday afternoon for participants. B1.

OPINIONS

Lower Sebastian Bango warns of corporation's increased control over our lives. A4.

Mark Blekherman discusses the future of the European Union. A4.

WEB



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Williams and Kirtland Houses Chosen as All Gender Dorms

Continued from OPEN-GENDER DORMS.
lips Academy Andover, which will implement a similar program starting next year.

According to the teachers who worked towards the all gender housing program, the goal is ultimately to provide an experience where all students feel comfortable and welcomed in their residential environment. Future dorm head of the gender inclusive dorm and English Instructor Courtney Marshall expressed her excitement at the school's creation of such supportive spaces for students. "The residential component is key to student success and happiness, so while we can definitely develop curriculum and activities, students also need a warm and welcoming place to live in community and make friends," she said. "Everyone involved has thought deeply about why this is the right thing to do and consulted with a variety of experts on the best way to move forward."

Lower Adrian Kyle Venzon agreed that the changing of Exeter's current housing system will give sanctuary to students regardless of their genders. "I think the new program will create

a dorm where people who don't identify with their birth sex can feel comfortable, since as of now our dorm culture is very cisgendered," he said. "We don't have any space except for that. This change will bring a lot of positive effects."

In its pilot year, the gender housing option will only be open to returning students, but if a new student expresses interest, they will have the opportunity to apply and to be interviewed for possible admission into the dorm. The Dean's Office will also be in close communication with parents, making sure that students have discussed the all gender housing option with them.

According to English Instructor Alex Myers, who was integral to the planning of the open gender housing option, the school wants students passionate about their community to inhabit the new houses next year. "We are looking for students who want to be more involved in their place of residence, who want to actively create and question the community they live in," he said. "We are also looking for students who are mature and realistic about the challenges of

living in such a deliberate community."

According to many, the presence of gender inclusive housing will affect the entire student body. Marshall described the effect as a "positive consequence," explaining that the housing program will alleviate the issue of gender binary being so ingrained in Exeter's culture. "It will cause us to question the supposed 'naturalness' of gender roles and expectations," she said. "I see this initiative as an attractive feature of the school and a way to attract new students."

Myers also stressed the importance of providing a supportive and welcoming residential situation that is not based upon the gender binary.

"All students, regardless of gender identity could potentially be part of the dorm," he said.

Though upper Elliot Stork supports the new housing option, he expressed concern that the participating dorms may become known as "trans dorms." "I think that the introduction of housing whose very purpose is to include everyone and give everyone a place to belong has been a long time coming," he said. "However,

one downside of the program, I think, could be that the participating dorms very well may become the 'trans' dorms, when in reality, these dorms are intended to house anyone that wants to be in a different type of community. I hope the communities in these dorms will be as inclusive and tight-knit as they were designed to be."

In response to Stork's concern, Dean of Residential Life Arthur Cosgrove explained that the pilot program will develop and grow as more students and dorms become involved in the program. According to the original proposal, "the dorms will engage in active and regular communication, including questioning and re-articulation, of expectations to work towards cultural humility, respect for individual needs, and respect for community needs."

Cosgrove also expressed appreciation for the cooperation from the students who will have to move to other dorms or houses on campus, saying, "I would like to thank the students in Will House and Kirtland who will need to change dorms for their understanding and unselfishness."

School-Wide Email Reports Past Cases of Sexual Misconduct

Continued from MISCONDUCT, A1

expressed hope that the board's endeavors will encourage survivors to step forward. "All too often these incidents remain hidden because survivors have not felt empowered to speak up," she said. "It is the sincere hope of the trustees that this update to our community on Choate Hall's review and the ongoing investigations by H&K will encourage any other survivors and witnesses to come forward. The Academy will be a stronger and more compassionate institution as a result, and future students for generations to come will be the beneficiaries of hard-won lessons."

According to Sciocchetti, the Academy is also providing emotional and financial support to victims, offering them monetary assistance for up to 40 counseling or other sessions at any provider they choose, which amounts to roughly \$10,000 in financial support.

The administration also created a new survivor advocate position to support alumni and current students. "In my role as director of wellbeing, I work closely with student victims and their families, as do members of the Dean of Students Office, the principal's staff and our wonderful school counselors," Sciocchetti explained. "All of us have received specialized training in trauma-informed services for victims." Administrators are currently reviewing applicants to find a qualified candidate who can best serve the survivor community, both past and present.

Exeter has also partnered with external organizations to launch new policies that will be amended in the E-Book. The school recently finalized a Memorandum of Understanding with HAVEN New Hampshire, a statewide organization dedicated to addressing sexual and

domestic violence. This memorandum formalized the commitment and partnership of the two parties in providing services to student and employee victims of sexual assault, domestic violence, dating violence and stalking.

In addition, the Academy has retained the University of New Hampshire's Prevention Innovations Research Center (PIRC), a nationally recognized research institution and innovator, to develop strategies customized specifically for PEA, for improving education, prevention services and survivor support in the areas of sexual relationships, sexual abuse and relationship violence.

Regarding survivor support, MacFarlane emphasized the Academy's, and her own, dedication to student safety. "As Principal of the Academy, I am entrusted with the health and safety of our students every day, and I do not take that responsibility lightly," she said.

Although many students expressed appreciation for MacFarlane's transparency, others said that the sentiment has come too late. Upper and member of the Exonians Against Sexual Assault (EASA) board Jacqui Byrne said that she felt "disappointed" in the administration. However, she still remained grateful for the push for more open dialogue. "I appreciate that Principal MacFarlane is shedding a light on these issues and giving the community some clarity, but I wonder why we are learning about them so much later, after they have been ignored and mishandled," she said. "[...] But I appreciate that she's trying to explain what has happened and bridge that disconnect."

Senior Autumn Herness, co-head of Exeter's Feminist Union, agreed with Byrne. "I was sad to hear that so many occasions of sexual

misconduct had happened without a reaction from the school," she said. "I think especially now, sexual assault is an issue everybody should be talking about, not just the girls in Fem Club."

Concerned students are also seeking an active approach to the problems outlined in MacFarlane's letter. EASA, for example, aims to tackle the issues of sexual harassment and assault in numerous ways. "A big part of preventing sexual assault is talking about it and raising awareness about it," Byrne explained. "My club makes sure these discussions occur and I hope that if Exonians are talking about it, facing the problem, they will realize the relevance and proximity of the issue."

She went on, explaining that because EASA is a student-run organization, the club approaches the issue of sexual assault much differently than the faculty.

In Byrne's opinion, Exeter focuses too much on trying to "stop sex," which is unrealistic in a community of teenagers. "I've observed that new administrative policies, such as limiting after-hour access to the art and dance centers, in an effort to change school culture, are ineffective," she said. "Because faculty have to look out for us all the time in a residential community, they are afraid of something happening, and they're freaking out and taking extreme measures to stop sexual assault."

Prep Orion Bloomfield described the reactions of new and younger students to these issues. When asked to discuss the recent articles about Exeter's handling of sexual misconduct cases, he admitted that it had given him pause while he was deciding whether or not to enroll in the Academy. "When you're applying to a

school and there's an article published about sexual misconduct cases, you will start to worry," Bloomfield said. "However, at the same time, I think the school's reaction to it definitely helped to alleviate that worry a little bit." He explained that open lines of communication are very important, and commended MacFarlane's email accordingly.

Prep David Gonzalez echoed Bloomfield's sentiments, commending the school's efforts to shed light on these topics. However, he expressed hope that Exeter will discuss sexual misconduct in a variety of ways. "Although I would say that their methods so far have been successful in trying to address it, they [should] be a bit more varied so that people don't get tired of hearing the same thing over and over again," he said. "Maybe they could address different aspects of this issue or different ways that we could help."

Although students and faculty may handle sexual assault prevention and awareness differently, Byrne emphasized the need for open communication and discussion. While the cases highlighted in MacFarlane's letter occurred almost 40 years ago, sexual assault is still a prevalent concern.

"One of the biggest misconceptions on campus is that sexual assault doesn't happen today," she said. "People think, 'Sure, all of these old cases are popping up, but how is that relevant to me, decades later?' It's hard to tell people that this happens currently: it is not an issue of the past. The sexual climate is real, the hookup culture is real, and the rape culture is real. We have to acknowledge this and hold conversations on why it happens and how to prevent it."

Applicants From 21 Countries, 43 States Accepted to Academy

Continued from APPLICATIONS, A1

and interests. Grade distributions among these prospective students amount to approximately 270 preps, 90 lowers, 40 uppers and 43 seniors and postgraduates for the next school year. Of these, roughly 80 percent have been accepted as boarding students and 40 percent of the new families have been offered financial aid.

Next week, the community will be welcoming a large majority of these prospective students to campus for Experience Exeter, which will span from Monday through Friday. Revisit days serve as an opportunity for prospective students to spend a full day shadowing current Exonians, while parents can tour the campus and attend various seminars about different aspects of life at Exeter. Leahy said that he will not be making any significant changes to the Experience Exeter program, particularly because this is his first year at Exeter. "I don't want to change something I've never seen. I'm excited to go through it myself," he said.

The morning will begin with a formal welcome by Leahy and Principal MacFarlane, followed by a student panel during which the visiting families can interact with current students in a question and answer format. The afternoon portion is designed to be casual and allows families to spend time meeting faculty members from various departments, attend-

ing classes or exploring other parts of campus based on their specific interests.

"These kids are going to have choices and we want them all to see just how incredibly powerful Exeter is. It's no longer about admissions; our job is done. It's all about the students and faculty," Leahy said. He emphasized, however, that the ultimate objective of the revisit day program was transparency. "My goal is that people walk away and they know clearly whether or not they want to come. It's not about convincing people to come—it's about being clear in regards to who we are so that our families can make the most informed decision possible."

Leahy believes Exeter's unique teaching philosophy and the diversity of the community causes it to be "quite easily seen as a very distinctive school." Glennon described one of the Academy's strengths as its opportunity for "collaborative learning" and hopes prospective students will recognize Exeter as a place where they can "develop leadership qualities" that will help them to succeed in the future.

For the admissions team, the focus will now turn to effectively communicating information about Exeter to admitted students and their families. This effort will reach its peak in the coming weeks when prospective students converge on campus for Experience Exeter.

Campus Divided Over Controversial Deans' Visitations Policy Proposal

Continued from V'S POLICY, A1

their room, regardless of gender. The policy also dictated that preps would not be able to get visitations with other preps until Oct. 1, and with students of other grades until they finish their first trimester.

Cosgrove plans on taking a revised version of the draft back to the dorm heads after meeting with health educators and counselors. He will also take feedback at Student Council's next meeting on Tuesday.

Student feedback has already sparked some ideas for the initial drafting of the newly proposed policy. "As a community, there's been a lot of discussion and complaint from students about how the current policy is heteronormative and how the current assumptions of V's are only between boys and girls for romantic and intimate purposes," Cosgrove said.

Lower Kiana Silver echoed Cosgrove's sentiment, acknowledging the heteronormative nature of the current V's policy. "I feel that the current draft of the V's policy is a great step forward from the policy that is in place, but it still has a few flaws," she said. "The new policy is much less heteronormative."

The newly proposed policy also raises questions for day students. In its current state, the draft does not allow day students to be in a boarding student's room unless they are there during visitation hours and have notified faculty.

According to upper and day student Jordan Hillyard, the new policy will make it difficult for day students to find and bond with boarding student friends. "The last clause stating that I can't go into any girl's rooms during non-V's hours is really harmful," she said. "We [day students] don't have that dorm family that all boarders do. We don't have that instant connection with upperclassman, or anyone for that matter. Making friends is hard and a big part of it is being able to go to someone's room."

Day student lower Ingrid Bergill echoed Hillyard's sentiment. "The new policy is worse than the current one, especially as a day student. A lot of day students work really hard to make friends in dorms so they have a place they can go to and hang out, do work, leave stuff, even nap. The new policy would change how day students get to spend time with their friends in dorms."

According to lower Adrian Venzon, however, the new policy is necessary to move the school forward as an institution. "A new policy is definitely needed because of the new [all-gender] dorms being put in place and also because the current policy is outdated," he said. "Although it might be inconvenient, I think for the long run, it's a better policy."

English instructor Alex Myers, who previously proposed his own visitations' policy, agreed with Venzon. "The policy needed to be revised and updated—currently it is very heteronormative and based on an assumption of a gender binary. The [current] V's policy also seemed to presume that students were getting V's for heterosexual romantic interaction."

Lower Taylor Robertson—who feels the proposed policy is too intrusive—thinks the school should place more trust in its students. "We should be progressive, not regressive. If this school could trust boys in boys rooms at all hours even when faculty are not on duty for over two hundred years then it should be able to trust them still, and trust girls in boys rooms," he said. "It should be able to trust all students regardless of gender or sexual orientation or dorm affiliation in all other students rooms."

Cosgrove, however, explained that a proposal like Robertson's might prove to be unsafe for students. "Right now, we [the faculty] don't feel like the culture of the school is such that unsupervised visitations for high school students is something that we can support. There's limited faculty presence in the dorms throughout the day," he said.

Myers continued, saying that a new policy will require compromise from all parties. "At the heart of this, we all need to sit down and listen to a variety of constituencies: students, dorm faculty, administration, and really hear what each group wants... and then make everyone recognize how much everyone will be compromising to get a policy in place," he said.

Cosgrove agreed with Myers, emphasizing the need for a new policy. "At some point, we'll either decide to go forward with it and bring it to the faculty for discussion and vote, or we'll table it," he said. "It's going to put the question to the community: are you willing to effectively make some sacrifices to shift the culture?"

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William Hirsch, Lawyer and Producer, Discusses Film

By ISABELLA AHMAD
and PAUL JAMES
Staff Writers

Exonians welcomed William Hirsch, father of Jack Hirsch '16, to assembly last Friday to share his thoughts on sexual assault, gender norms and his documentary film "Audrie and Daisy," which chronicles the stories of two teenaged girls who are sexually assaulted by boys they knew. Hirsch is currently on the board of the nonprofit organization Futures Without Violence, which seeks to end gender-based violence.

Hirsch was originally a lawyer but became disillusioned when many of his important cases ended in settlements that failed to spur societal change. This caused him to pursue a career in producing documentaries instead. "I wanted to have a larger social impact, and I wanted to make movies that reached across the social, cultural and political barriers that divide us. I was looking for a new language," he said, adding that he "wanted to find a way to really change hearts and minds." Hirsch became involved with Futures Without Violence through their Founding Fathers program, which tries to unite fathers to work together to protect their children by preventing sexual misconduct.

Hirsch admires the work FWV does, saying, "Futures [Without Violence] is the most amazing organization. They are so effective and so smart and so strategic and kind and embracing." His appreciation for the organization led Hirsch to want to make a film about its work preventing sexual assault. However, he had difficulty finding a community to focus on for the documentary, until he considered the stories of Audrie Pott and Daisy Coleman. He had previously heard about *Audrie and Daisy*, as they garnered a significant amount of media attention from national news stories. Once he had decided that these young women should be the subject of the film, Hirsch spoke with their families to gain their trust and convince them that the movie would help prevent sexual misconduct and assault.

The documentary has already reached a



William Hirsch, producer of *Audrie and Daisy*, speaks at assembly. Gavin Hickey/The Exonian

large audience. It was featured at the Sundance Film Festival in 2016 and was later picked up by Netflix. According to Hirsch, Netflix is the "biggest player in the documentary film world." *Audrie and Daisy* is one of the few documentary films that Netflix has picked up and invested in to help broaden its audience. The film has also been played at hundreds of colleges and universities. Hirsch wanted to make sure that the film educates its audience; he and his team have also developed educational material to accompany the film.

Hirsch came to Exeter to speak to two audiences: those who are active in Exonian Against Sexual Assault (EASA), but also those who are less involved in or aware of the mission of EASA. Hirsch has found that two of the most effective ways of preventing sexual misconduct are education and making a perpetrator understand the consequences of his or her actions. He says that it is important to teach boys when they are young about manhood and treating women with respect. "When people start to understand [the consequences], it has an impact on how they think," he said. Hirsch thinks this is where *Audrie and Daisy* can have an impact, in showing the aftermath of sexual assault.

According to Hirsch, men also have an important role in preventing sexual assault. He said that women have done strong work for 25 years, but that preventing sexual assault became a stronger and more effective movement when women reached out to men, so that sexual assault "wasn't considered just a women's issue, but an issue that all of us should be concerned about." Futures Without Violence was able to successfully bring men into the fight against sexual assault by bringing them in "as parents," he added. "When they looked at their daughters and thought about what they wanted for them, it was a way to get them involved in the conversation."

Upper and EASA board member Jacqui Byrne said, "There is an issue of people not even thinking there is a pressuring sexual climate or hook-up or rape culture on this campus, which is not the case." Director of Counseling and Psychological Services Jeanne Stern agrees that the assembly "[highlighted] an issue that it is important to address," but hopes students won't forget that the majority of relationships are overwhelmingly positive experiences for those involved. "I want us as a community to

focus on what healthy relationships can look like because that's what is critical to learning."

Hirsch agreed with Byrne's assessment of the problem, adding that another factor that leads to sexual assault is society's specific definitions of femininity and masculinity, which he says everyone together to change. He adds that coaches of sports teams have an obligation to educate their players on sexual misconduct. He says that "a lot of the worst behavior is generated in that kind of culture, where bravado and toughness seem to be the dominant themes." PEAs football team has already taken steps to combat such a culture. "It is made very clear that any kind of sexual harassment or misconduct is not tolerated—we don't want those kinds of guys on the team, period," senior captain Jack Farrel I said.

Though the majority of speakers that have come to Exeter to discuss the sexual climate have mostly focused on educating offenders to prevent sexual assault, Byrne believes that teenagers should also know what to do when they gain knowledge of a situation where sexual assault may be present, even if they are not involved themselves. "Helping a victim can be very difficult because unless you have been in that situation it is impossible to know how someone feels when their body has been violated," Byrne said. She advises showing support and care for victims. "Make sure to let them know that you're always willing to listen," Byrne said.

Hirsch hoped that his assembly "fosters a closer relationship between students and the administration" at Exeter. He thinks it is "important for students to keep on asking for more training, asking for more support, asking for the school to more directly deal with this issue," but has seen that the administration seems to be listening to students. Above all, Hirsch hopes to leave audience members with the message that "violence against women and girls is not necessary." He adds that it is not inevitable, but that, "Violence is learned and it can be unlearned, and together we can work to change the culture of violence."

ALES Proposal Calls for More Faculty of Color

By DON ASSAMONGKOL
and PAUL JAMES
Staff Writers

The Afro-Latino Exonian Society (ALES) wrote a proposal that highlights a number of changes that the school can make to remedy a systemic exclusion of Black and Latinx students at Exeter. The proposal calls for the hiring and retention of more Black and/or Latinx teachers in order to create a faculty as diverse as the student body. It also demands required cultural competency training for faculty members. The organization is also calling for the creation of a required ethnic studies course, a unit on racial sensitivity that would be added to health classes and a more inclusive curriculum across all disciplines. In addition, the club's proposal requests increased funding for the Office of Multicultural Student Affairs and the creation of "a space that celebrates multiculturalism." Although the Office of Multicultural Affairs has been billed as this type of space, according to ALES, students want a separate building for this purpose.

In 2012, a third party conducted a study on Exeter's social climate, entitled the Equity and Diversity Climate Assessment Report for Phillips Exeter Academy. According to this study, the experience of Black and/or Latinx Exonians was vastly different from white students' experiences. Students of color were "statistically significantly more likely than white students" to feel threatened at Exeter, and experience racism from their peers, online and in person. Students of color were also more likely to feel pressure to change their mannerisms to "fit in" at Exeter. Students of color were also "statistically significantly less likely than white students at Exeter" to trust the adults in the PEA community.

The report ended with recommendations

to improve the community, similar to those currently proposed by ALES, but those recommendations were never implemented. As a result, the ALES board decided to propose their own changes and hold the administration accountable for the pursuit of the proposal's demands. Sami Atif, a faculty advisor to the club, said, "Independent council was solicited, recommendations were made and little has resulted. If Exeter, the community and institution, is to remain true to its own ideals, then the contents of the proposal should be celebrated, and action should be expedited." Upper and co-head of ALES Charlotte Polk agreed with Atif's sentiment. "A big selling point for this school is that we have youth from every quarter," she said. "Although that may be true, the Academy can't claim to care about diversity if it doesn't make sure that students of color are well provided for and taken care of on campus."

Senior and co-head of ALES Kelvin Green noted that racism on campus may not be apparent without close examination. "If you ask a Black and/or Latinx student how they are disenfranchised, it may be harder to pinpoint a specific occurrence since the 'casual racism' is mostly happening in the dorm and academic setting," he said. "If you asked how Black and Latinx students are disrespected on campus, that would prompt the student to think."

ALES has had two Friday night meetings with Principal Lisa MacFarlane—one with the board and one with the entire club. The group is optimistic about progress. Athena Stenor, an ALES board member and life editor for *The Exonian*, said, "We already talked the proposal over with Principal MacFarlane, and she said most of the points in the proposal were doable within a relatively short period of time and that all of our ideas were reasonable."

Despite Principal MacFarlane's apparent willingness to enact the proposed changes, however, ALES members spoke about the importance of continuing to hold the administration accountable. In the past, another such proposal was given to the previous administration, which was led by former Principal Tom Hassan. However, that administration failed to pass on the proposal to the incoming principal, and the proposal was not prioritized, according to the organization. The school's purported unwillingness to address issues of racial injustice on campus is a recurring frustration of the young activists. "Going forward, I'd still like to see more of an initiative from the side of the administration and faculty because it's an extremely taxing process, both emotionally and intellectually, for us to constantly create proposals and push for such crucial changes," Stenor said. Still, Polk emphasized the club's dedication to ensuring that progress continues. "We'll have to hold Ms. MacFarlane accountable so she doesn't go back on her word. We're looking for her to lead with her power," she said.

ALES members unanimously agree that the proposed changes to our institution are necessary if Exeter wants to support its diverse student body appropriately. ALES noted the racial imbalance among PEAs faculty: the science department, for example, is all white, except for Computer Science Instructor Ranila Haider. Polk said, "Our faculty is mostly diverse, but it's especially lacking in the STEM fields. The need to recognize that diversity is important not only within the student body, but within the faculty as well." The proposal stresses the need for a more diverse faculty: "The Academy's inability to retain Black and/or Latinx faculty contributes to a faculty

hierarchy in which Black and/or Latinx faculty are permanently in an inferior position because they lack seniority in the PEA community. This leads to a collective feeling of disempowerment among Black and/or Latinx Exonians, adults and students alike." ALES believes that a diverse faculty body is essential to cultivating a healthy self-image in students of color. Green referenced multiple studies which showed that "Seeing someone in a position of power similar who looks like oneself, be it a teacher or coach, helps that student visualize themselves in that same position, which helps them achieve." According to ALES, for an institution like Exeter, which acts in loco parentis, students' well-being should be of utmost importance. Green explained, "The ALES proposal seeks to hire faculty who are more diverse because it helps the students, which is who the Academy should really be looking out for."

Another important step towards ensuring the safety of Black and/or Latinx students at Exeter, ALES leaders argued, is instituting mandatory faculty training in cultural competency. "A lot of the racism that the ALES group talked about came from the dorms, and I think that could've been dealt with better if faculty were better educated about handling these issues," Polk said. The club stressed the need to build a community of adults who have the skills necessary to mediate the tense conflicts that can arise when a diverse group of students are brought together, and who feel empowered to lead difficult discussions about race. "Students of color need to be able to trust the adults here, especially since we're at a boarding school and there's no home for us to go to," Stenor added, pointing out the urgent need for these measures detailed in the proposal.

Dean Salcedo to Leave Exeter, Take Job at Cambridge School

By GRACE CARROLL
and ALAN XIE
Staff Writers

Dean of Multicultural Affairs Rosanna Salcedo will be leaving Phillips Exeter Academy after an impressive tenure of promoting social justice in education.

Originally, Salcedo came to Exeter because she wanted to teach in an environment "that gives students and adults every opportunity to stretch themselves intellectually, and be challenged." During her time at Exeter, Salcedo has dedicated her efforts to promoting social justice among both students and the greater Exeter community. Throughout her time as Dean of Multicultural Affairs, she has worked closely with student groups to promote all-school events like Black History Month.

Salcedo is moving on in order to accomplish what she really wants to do: advocate for social justice in education. "The older I get, the less I am willing to compromise on the things that really matter to me," Salcedo said. Though she has done much for Exeter in this vein, she believes that she can best impact the next generation by going to the Cambridge School of

Weston, where she was offered a leadership opportunity that would allow her to satisfy this purpose. "I will be walking away from the privilege that comes from being at Exeter, in lieu of another type of fulfillment—a form of self-actualization that is aligned with my ideals," she said.

However, there is much Salcedo will miss about Exeter. She will miss the comfort that comes with living in Exeter. However, what she will miss the most are the personal connections she has made with the people in this community, as well. "Witnessing students develop as human beings, inside and outside of the classroom, and watching them create and accomplish great things." She will also be leaving a legacy at Exeter. "She has affected the Exeter atmosphere by generally encouraging us all to be more thoughtful and to be more compassionate and kind," said Exeter's intern at the Office of Multicultural Affairs Michelle Irukera. "When people come into the office, they know this is a different space, this is a space for caring and empathy." Irukera added that Salcedo brought an immense amount of compassion to her role as the Dean of Multicultural Affairs and in her interactions

with the student body. "She really loves her students and she cares for them very deeply," she said, "and you can see that in all the things she does."

When asked how Salcedo was significant in her life, upper Charlotte Polk said, "When I think about people who would always be pushing for progress at Exeter, a lot of times, [Dean Salcedo] was the first to come to mind." She also talked about how active she was in conversations with administration about people of color and how she was integral to Exeter's multicultural affairs. Upper Athena Stenor agreed. "Dean Salcedo has been a constant resource for students, especially students of color," she said. Polk noted that she felt Salcedo's departure on a personal level, but also as a student activist. "I will miss her as a person," she said, "but I will also miss her dedication and diligence in pushing for racial reform at Exeter." Irukera also commented on Salcedo's unconditionally kind attitude. "I think that she approaches her job with so much compassion," said Irukera. "You can see that in all the things she does and all the conversations she has with her colleagues. She takes that compassion and empathy and she takes it to everything she does."

Stenor added, saying, "She's such a generous person, and she really cares about the students here." Stenor mentioned that Salcedo never failed to go above and beyond for her students. "If an affinity group needs an adviser, she's there. If you need money for a winter coat, or track shoes, she's there," she said. Stenor also recalled the time when a friend of hers, distraught that she would be away from home for her 15th birthday—a major milestone in Hispanic culture—went to Salcedo for advice. Salcedo, in response, threw the student a quinceañera in one of the club rooms.

Salcedo's unconditional compassion for those around her has affected her community as well. Polk mentioned how Salcedo had helped her with an Association of Independent Schools in New England (AISNE) workshop Polk had facilitated. Irukera also felt a personal impact from Salcedo, who she describes as her mentor. "I'm so glad I got to work under her because I got to see that no matter what you're doing, you can always be compassionate. I'm going to miss having a woman of color mentor that I can look up to who has been through so much," said Irukera.

The Uncertain Future of the EU



WORLD COMPASS

Mark Blekherman
Senior Columnist

The Maastricht Treaty not only created the European Union, but also led to the establishment of its common currency, the Euro. While the ambitious constitution elucidated clear criteria on inflation rates and government debt for member states, it failed to devise contingency plans or relief mechanisms for suffering states. Twenty-five years after Maastricht, the European Union seems more fragile and ineffective than ever before, with numerous financial crises and Brexit demonstrating the limits of supranational organizations.

The European Coal and Steel Community (ECSC) was the first such organization in Europe. It was proposed by French Foreign Minister Robert Schuman

When signing the Maastricht Treaty in 1991, Belgian Prime Minister Guy Verhofstadt announced his optimism for a powerful Europe, proclaiming that “the constitution is the capstone of a European Federal State.”

as a way to soothe relations between France and Germany. In the next few years, the organization grew beyond the coal and steel market. Attempting to create a stronger and less volatile Europe after World War II, several European states, including Belgium, France and West Germany, established the European Economic Community (EEC) in 1957. Initially, the union promoted economic integration by encouraging the reduction of tariffs and creating a common

agricultural policy. When the Berlin Wall fell in 1989, the European Union expanded to include more countries and adopted a common currency, the euro. The sovereignty of member states was further put to the test when the European Court of Justice adopted the doctrine of supremacy, which declared that European law prevails over domestic law.

Most member states refuse to follow the European law and for good reason: the writers of the law are German, the banks are German, and—yes—the inflation

rates are suited only for Germans. Pro-German fiscal policies and Northern banks ostracize Mediterranean states like Italy and Greece and exclude them from the policy-making process. Whereas Germany and the

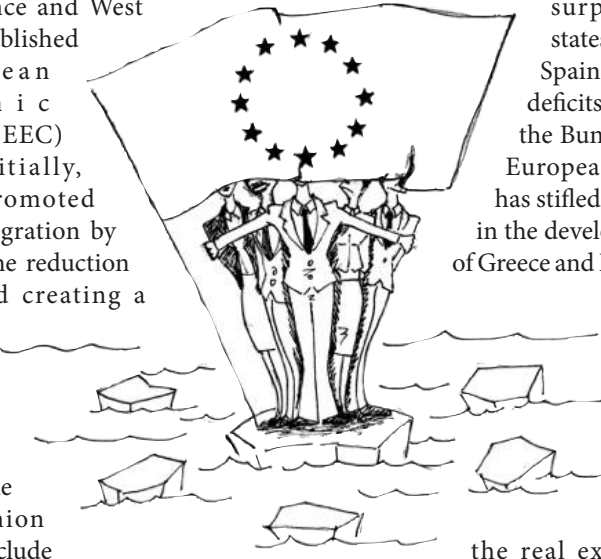
Netherlands run high surpluses in trade, states like Ireland and Spain have exorbitant deficits. For far too long the Bundesbank and the European Central Bank has stifled healthy inflation in the developing economies of Greece and Portugal, keeping the rate of inflation below two percent. The International Monetary Fund explains that

the real exchange rate of German exports is much too low for the “long run sustainability of the foreign debt positions” of most member states. Although this low rate suits mature economies, it prevents struggling states from rising from recession and discourages public investment.

Trying to hamper corruption-prone states from profligate spending schemes, the European Stability and Growth Pact, signed in 1999, outlined expectations for fiscal

discipline, demanding that government debt not exceed sixty percent of the country’s gross domestic product (GDP). These rules have not been followed, and even Germany and France have broken the regulations or exempted themselves from scrutiny. The austerity measures imposed on Southern European states have only perpetuated and worsened their economic solvencies. They produce a vicious cycle, whereby the austerity measures cast doubt about the country’s creditworthiness and permanently devastate its competitiveness in the European market.

This is not to say that Greece has done nothing wrong. On the contrary, an ingrained clique of oligarchs controls Greece’s political and economic institutions. These oligarchs have failed to dissolve the black markets and monopolies that plague the country’s private sector and have been accused for corruption. Yet the European Union has defined its course, its vision, in terms of the interests of its wealthiest states. Even more, Germany has molded the meaning of the word “solidarity” to mean support in the event of a crisis—but it has failed to take proactive steps to grant less affluent states more room to maneuver or to prevent these recessions from happening in the future. If the European Union is to survive, Germany will have to make sacrifices. Because it’s one thing to create rules and gain money, but it’s another thing to create trust and gain respect.



By Natalie Love

The Embarrassment of Mass Incarceration



OUTSIDE THE EXETER BUBBLE

Paul James
Columnist

Without the means to afford a private legal counsel. This right is protected by multiple Supreme Court rulings extending the provisions of the Sixth Amendment in the Bill of Rights. A precedent was set to protect the accused from an unfair trial, though it often fails this purpose. For example, in the case of Anthony Ray Hinton, a man falsely accused of murder, his public defender relied heavily on an expert ballistics witness. The expert in question also happened to be blind, immediately erasing his credibility and resulting in Hinton’s nearly 30 year death row stay.

Another major worrisome contributor to the mass incarceration problem is the growing number of for-profit prisons. Due to the high cost of maintaining state prisons, the government sometimes contracts the work out to private prison companies. The problem is that many of these contracts are paid per head in prison, creating an incentive to sentence more people to longer prison terms. Though intermittent scandals have brought to light judge corruption, abuse of the juvenile detention system and a stunning amount of racism in sentencing, for-profit prisons continue to plague the nation. In addition, the planned financial benefit to the state resulting from private prisons has yet to translate into reality.

Many people in favor of the current justice and prison system will often point to the coinciding drop in crime across the nation as incarceration increased. However, an investigation done by Franklin Zimring, criminologist professor of law at Berkeley, the crime drop be directly attributed preventative measures that make it harder for people to form criminal habits. The system now employs harsh reactive punishment, such as life sentences, minimum sentencing laws, the death penalty and solitary confinement, that do more harm than good. None of these policies create a better society; instead they are legalized forms of torture and do not prevent more people from beginning criminal behavior. This reality is especially troubling considering the frequent cases, such as that of Anthony Ray Hinton, of innocent people sentenced to unjust punishments.

Instead of turning directly to punishment that has been proven to damage inmates’ mental health, a new school of thought is pushing for rehabilitative sentences instead. Rather than locking up

everyone who committed a crime, along with many who did nothing at all, we should be offering them a way to improve themselves and help others. Criminals who sit in cages for the remainder of their lives never atone for their actions—they just sit in cages. Instead, rehabilitation centers should help change the lives of the many young people given life sentences for the better, and set them up to help those they once sought to hurt. Many of those incarcerated are victims of a society that forced them into crime. In addition, the country fails yet more people when it imposes practically medieval punishments on people without going through the effort to ensure the convicted are actually guilty.



Preventing Domestic Terrorism

to meet with known extremists, he was placed on their radar. However, Masood was not deemed a threat because of his older age.

This summer, I participated in a study-abroad program in Córdoba, Argentina, where I often had the pleasure of conversing with my roommate, Aurélie. She was from Nice, France. On the day of the horrific attacks, everyone in the program huddled around her phone, frightened, as she read out the messages she was receiving from her friends back home. The next day, we learned that 86 people had been run over and killed in a terrorist attack during a Bastille Day celebration in her hometown. Later, ISIS released a statement saying the driver of the truck was their “soldier.” On Jan. 8, four civilians were pronounced dead after a similar attack in Jerusalem. A truck,

claimed by ISIS to be theirs, ran over a group of Israeli soldiers.

In times like these, there simply must be a better way to solve the problem of

Before the assailant crushed and stabbed 50 victims in London, the situation could’ve been prevented, perhaps by MI5, the United Kingdom’s counter-intelligence and security.

domestic terrorism. Countries should prioritize the use of their intelligence agencies and thoroughly investigate any suspicion of terrorist activity. Schools should teach children how to respond to these sorts of emergency situations,

and citizens in general should also be instructed on proper protocol. Those who wish to purchase weapons should be vetted to the utmost degree, and if there is any history of criminal behavior, police complaints or mental illness, weapons should not be handed to those people.

I also believe that a mentality of allegiance, and not criticism, should be upheld by all countries. Rather than picking apart another country’s protocol to handling an attack, leaders should offer support and condolences to anyone affected by terrorism. In order to truly fight the dangerous of terrorism, a bold statement of loyalty and devotion is much better than public division. The United States should continue to stand with its allies in Britain—as well as everywhere across the globe—and condemn these brutal acts of terrorism.

The Exonian

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Is STEM Really the Key to Education?

Shaan Bhandarker '19

Columnist

My dad says out loud, “Why does your history book cost a hundred bucks?” As many curious eyes turn to watch us, I rush with him towards the exit of the bookstore.

“What’s wrong with that?” I reply.

Society has seemingly been gravitating towards favoring STEM opportunities and careers. Since 2006, when the acronym STEM (Science, Technology, Engineering and Mathematics) was seemingly coined, there’s been an increase in the number of advanced science and math programs. The administration of former President Obama put multiple STEM-related initiatives, including the BRAIN (Brain Research through Advancing Innovative Neurotechnologies), into motion. Summer camps and online curriculums through frequently used online course programs such as edX and Coursera have been filled to their brims with an overwhelming amount of scientific knowledge. In the wake of this massive nation-wide and possibly even global movement, we have to consider the relative importance of the arts and humanities. Have arts and humanities become so inconsequential to the point that we’ve essentially put ourselves on a path of ignoring their importance?

Even STEM fanatics will have to acquiesce to the pervasiveness of key skills such as writing throughout all disciplines. Efficiently conveying a clear message in an especially succinct manner is the objective of a variety

of different genres of pieces: personal narratives, persuasive essays, business memos, lab reports and research papers. Many of the key attributes of good writing in general also correlate to the principles behind the scientific method: clear inquiry, effective analysis and efficient problem solving to name a few. Due to such commonalities, there’s actually an interesting new movement, STREAM (Science, Reading, Technology, Engineering, Arts, Mathematics), gaining momentum simultaneously to STEM. STREAM acknowledges the importance of technological developments while equally advocating for the far-reaching benefits of a rigorous humanities program. Interdisciplinary scientific research is the very embodiment of the sentiment of a possible nexus between STEM and arts and humanities. For instance, synthetic biology can be characterized as a field that combines the principles of biology and electronics as well as the artistic ingenuity that can properly lead to the design of proper “genetic circuits.” The general resurgence of related medicinal applications including gene therapy as well as the advent of pertinent complicated technologies such as CRISPR/Cas9 should only go to push us towards the realization that STEM cannot exist without the insights that are inherently derived from arts and humanities studies.

Humanities don’t only help foster helpful skills like writing; arts and humanities teach collaboration to aspiring STEM enthusiasts. Professor Deborah Fitzgerald from MIT, essentially now branded as the premier university of science and tech, stated, “In [humanities and social science]

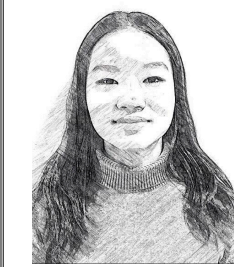
classes, our students learn how individuals, organizations and nations act on their desires and concerns...they gain historical and cultural perspectives and critical thinking skills that help them collaborate with people across the globe, as well as communication skills that enable them to listen, explain and inspire,” as reported by The Boston Globe. Scientific laboratories across the world all exemplify the nature of collaboration that has pushed mankind to the scientific advancements we’ve been able to manage to this day. A major aspect of today’s science also has been shaped by the competitive fields involved in fighting for funding and persuading investors, two endeavors which also require efficient collaboration. The abilities of talking about a complex work of literature in English class or analyzing the philosophy behind political ideologies in history class as a group is analogous to the collaboration so desperately needed in STEM careers in addition to humanities-based careers.

The common core standards still strongly promote dedicated teaching of humanities and arts; and for good reason. Writing has become an indispensable aspect of basically every subject. Efficient writing mirrors the efficient level of precise and clear communication of ideas needed in STEM-based papers. Technological and medicinal advances should be regarded as undoubtedly necessary and, of course, we’re free to push for STEM opportunities to strive for such accomplishments as much as we want, but STEM enthusiasts and educators alike cannot deny the pivotal importance of art and humanities skills in any field.

The Failure of Trumpcare



Courtesy of Google



ALL ANDREA

*Andrea So
Columnist*

Last Friday, House Speaker Paul Ryan pulled the Trump administration’s Obamacare repeal bill from the floor. The vote to replace the Affordable Care Act had already been previously delayed and rescheduled, but it was finally canceled after it was evident that the legislation wouldn’t garner enough votes to pass through. With both the House and the Senate being majority Republican, this was particularly embarrassing for both Ryan and Trump.

On the campaign trail, one of Trump’s main goals was always to repeal Obamacare and replace it with a healthcare bill of his own. Even before his candidacy, Republicans had been threatening to overhaul Obamacare for years. Trump immediately blamed the failure on Democrats, citing a lack of support from them as the reason why the bill failed to pass. The Democrats’ reaction stood in stark contrast to Trump and Ryan’s disappointment, with Senate Minority Leader Chuck Schumer calling the administration “incompetent.”

Trump’s healthcare bill would have removed the individual mandate enforced by Obamacare, reduced federal support for Medicaid and provided refundable tax

credits based on age instead of Obamacare’s subsidies based on income. While these changes may sound more favorable for some people, according to the Congressional Budget Office, Trump’s bill would have left an additional 24 million people without health insurance by 2026. \$880 billion would also be cut from Medicaid over the course of a decade, which provides health coverage to

Trump’s bill would have left an additional 24 million people without health insurance by 2026.

49 million citizens. In particular, Medicaid benefits the oldest and least wealthy Americans, who spend more than a quarter of their incomes on healthcare. After slashing federal funding for Medicaid, Trump would terminate two taxes that are directed towards wealthy households—the 3.8 percent surtax on capital gains for high earners and the 0.9 Medicare surtax for couples making more than \$250,000/year, which are worth \$158 billion and \$117 billion per decade respectively.

With all these consequences, it’s not hard to see why members of both political parties opposed the bill. More progressive democrats obviously despise the bill for its lack of universal coverage and the tax cuts it affords to the wealthy, while conservatives call it a watered-down version of Obamacare that lacks the substantial changes they expected to see. With politicians from both sides against this bill, it brings to mind a more salient idea: healthcare should not be a partisan issue. Bringing reasonably priced health insurance that covers a range of needs to Americans of all backgrounds should not be a partisan issue. It needs to be a right, not just a privilege afforded to those who can pay.

In the wake of Trump’s healthcare failure, another politician has announced an interesting idea for healthcare that offers more coverage. Senator Bernie Sanders plans to introduce a “Medicare-for-all, single-payer program” to Congress, which is an ambitious plan that has long been controversial. Sanders promises that his program means no more copays or deductibles, but the Committee for a Responsible Federal Budget has also explained that Sanders could be underestimating the cost of his healthcare plan by up to one trillion dollars per year. While not all aspects of Sanders’ plan might be realistic, a single-payer system could still be a viable option. For example, the Canadian government supplies medical services at no cost through private entities, and regulates them by setting federal standards. All basic care is covered through the program and drug prices are negotiated between companies and the government.

It’s true that Obamacare isn’t perfect—for starters, its individual mandate system penalizes people—but it is still better than the alternative Trump tried to offer America. Even though it should definitely happen, universal healthcare is a goal that will be infinitely difficult to achieve. However, for now, as Paul Ryan so bitterly put it, Obamacare is still the law of the land.

A Proposition for the English Department

Eugene Nakamoto '17

Guest Contributor

It is now spring, and it stands to reason that an Exonian senior thus far, in his or her last term before graduation, would become less of one out of wear and tear. Please understand that one can only be so elite, so bright, for so long, before burning out. Still, the degree to which a senior, after spending four years pulped by this institution, can sit back come green grass, tawny sun, and the promise of a laurel, having nothing to say about the torment prior, has astonished many. This must be the post-adolescent conformity that we have heard so much about. Who knew adulthood began Senior Spring?

I won’t digress. There is something sorry about an argumentative Exonian turned meek at the journey’s end. The journey has only begun, and thank goodness that we can start it armed with four years’ worth of constructive criticism. I write this probably to remind myself more than others. I am critical to a fault—one which will only be worsened if I suddenly stopped. So to my benefit and then hopefully the Academy’s, what follows is a memorandum on her English Department, and a little suggestion I’ve formulated for it after four years.

To be clear, the department is a terrific one. The faculty is largely good—but just the curriculum less so. Here,

the reader may criticize my judgment having divorced the teacher from what he or she teaches. I would be inclined to yield, except what might be a flawed teacher, I would much rather make the faithful servant of a flawed curriculum. We are all bureaucrats.

So on the bureaucracy, the curriculum—the higher calling of the English teacher—I claim that the department would benefit from the linguistic rigor of the Classics, namely in grammar. Two years of comprehensive grammar for the lowerclassmen: exhaustive instruction in the fundamentals of their language from parts of speech to cases and constructions, is my proposition. There is a present grammatical vacuum in our early English curriculum. It sucks at our identity, our culture and our reason.

“Language is the only homeland,” said Czeslaw Milosz, the Polish-Lithuanian poet. I myself spent my formative years in Taiwan, and was brought up in a mangled tradition of Mandarin, Japanese and English—only to leave Taiwan, and then to leave Japan. Now I am in America, and language, indeed, is my only homeland. Knowing a country’s grammar makes its soil richer, its landscape more prominent in one’s mind. Ignorance in this respect is an existential matter.

And once you have learned your prepositions and participles, your conditionals and correlatives, when you have learned your neighbors’ names

and the composition of the earth, what delights is to take a step back and marvel at the world carved inside your head. The English countryside is the ever-rolling construct of the Anglo-Saxon will. Greek grammar, I have found, is a savage landscape perverted with pitfalls and cliffs. I have no authority to advertise Sapir-Whorf, but I will testify that my mind is more careful when its way of speech is littered with rough footings. No wonder it was the ancient Greeks that produced all those philosophers.

Speaking of logic, facetiousness aside, it is good exercise to understand technically how a language communicates things. What’s more, the knowledge of a grammatical construction’s necessity or utility is transferable. Such is the multilingual nature of grammar that has enabled me to learn more English grammar from the Latin Department than from the English. I was lucky to have been provided this opportunity, and I only wish it were provided to all. Would that future citizens know the fundamentals of language that they may then identify rhetorical figures beyond alliteration and metaphor.

Language is so often the first victim of degeneracy and despotism. In times seemingly fraught with both, grammatical instruction is less pedantry and more preservation of one’s faculties and being. For this reason, I urge more of it at Exeter.

The Importance of Snow Days

Alan Xie '19

Guest Contributor

This last term, we had two snow days and a two hour delay, bringing relief and joy to students all over campus. Many of us thanked Principal MacFarlane and stayed up all night hanging out with friends, relishing this rare free time. However, several students criticized the school’s choice to cancel classes for the day, and when it happened a second time, more people thought the school was going “soft” and that students were going to miss too many appointments. I heard complaints that teachers were still giving tests the day after a snow day, and leaving students to learn and review the material of the days missed.

I believe that the snow days we were given were beneficial, even though students might have gotten behind on work. The extra day gave us time to rest and relax, especially during the two month stretch of school between winter break and spring break. It also gave us time to catch up on work, missed or forgotten,

and to make sure we completed our work well. Even though some students complained that they would get behind on assignments, many teachers posted some practice work that we could do to catch up, and students had the whole day to go ahead and learn everything they needed, supplemented with the next day’s discussion. The rhythm of our class schedule might have been interrupted, but it was near the end of a week, leaving an almost five day weekend. Not only that, but the inclement weather would have made it dangerous for day students to get here, as they have to drive through the snow, ice and wind, creating bad conditions for driving.

This snow day was the first in more than a decade, and I believe that they should become regular. It is especially essential to have a break during the winter term when the weather can make people depressed and sad. A few days throughout the term would greatly improve morale and the quality of work that students produce. Many students here are sleep deprived, and getting an extra day of rest would be helpful for students’ health.

Snow days can also give time off for teachers who might need some

extra time to relax as well, or catch up on anything they happened to miss before. Teachers also have a big workload, and the two months of straight school takes a toll on them. However, many of the facilities employees and maintenance workers of the Academy did not get the day off and had to work hard to keep the paths clear for us students. I believe that with more snow days, some of these workers can also take time off and split the days with other workers.

However, I also believe there are some cons to having these snow days. Many teachers had to compress the rest of their schedule for the term, which can add stress to students if they were behind or didn’t work ahead. Students complained about tests not being moved and having to learn subject matter without the assistance of the teacher. Many also believed the two hour delay to be unnecessary, as only the first two classes of the day were skipped, leaving some classes behind compared to others. Unhappy students were stranded off campus, such as the Model United Nations competitors and athletes at away games, bringing disappointment to lots of Exonians.

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New Courses Created for 2017-2018 School Year

By MAI HOANG
Staff Writer

Every year, Exeter students returning to school from spring break eagerly check their Post Office box for the new Courses of Instruction booklet. Although the bulk of course offerings stay the same, for the next academic year, 2017-2018, numerous faculty in all departments have worked hard to rework their course offerings.

After a lengthy, multi-stage process of review, consideration and selection, a considerable number of proposals have made the final cut. Coupled with the newly implemented “sandbox” courses, the result of a faculty-led effort to allow for more creative interdisciplinary studies, the latest course catalog offers a wide variety of options never seen before. Though the official list of sandbox courses is still a few weeks away from being publicized, many Exonians are already finding it hard to choose the classes they want to take most.

The religion department, already renowned for its college-level offerings that encompass topics as esoteric as philosophy, existentialism and epistemology, saw an addition of one elective called “Finding a Spirit of Resilience.” According to the official description, this course aims to help students develop mindful practices such as meditation, mindful running, yoga or music. Instructor Kathleen Brownback, who worked on creating the new course with Rabbi Jennifer Marx-Asch, wanted to teach students ways of dealing with everyday stress. “Stress isn’t going away—if it doesn’t come our way we find ways to create it,” said Brownback. “We hope it will give students practical tools for developing qualities of presence, mindfulness, and balance.”

Next year, the religion department will also open another session of the seemingly popular winter elective “Imagining Your Future” in the fall. Although the course ran for the first time this school year, it “attracted quite a significant following, with 40 students in three sessions,” according

to Peter Vorkink, the Department Chair. “[The elective] is based on Stanford’s most popular course called Designing Your Life,” he explained. “It’s for seniors to think through what they value, believe in and want to do in the next five to ten years of their life.”

Meanwhile, the music department introduced a new two-hundred level course for students who want to study music technology. Unlike in other departments with larger numbers of full-time faculty, all three members of the Music Department, Chair Peter Schultz and instructors Rohan Smith and Kristofer Johnson, collaborated to create this elective. Although a suitable instructor has yet to be found, they are determined to run the course, which will make use of “one of the features of the new facilities addition, the music tech suite, equipped with beautiful, brand new state-of-the-art computers, keyboards, mixers and softwares.” Currently, the suite only has four work stations, so enrollment is limited to eight students per section. However, Schultz emphasizes that if many students show interest, the Academy has the capability of doubling the number of recording stations in the suite.

Another department that saw a large number of new courses is the English department, with a total of two additions for the senior winter electives and nine for senior spring. The new electives cover topics like fictions of finance, writing the body and contemporary Korean culture. According to Department Chair Ellen Wolff, the English department changed the list of electives for both terms, “with an eye—as always—to offering courses that reflect a diversity of voices.” The revised author immersions series examines the works of contemporary American writers Viet Thanh Nguyen and Junot Diaz, both immigrants from oppressive countries who won Pulitzer Prizes in Fiction for their blunt narration of human struggles and triumphs. English Instructor Christine Knapp attributed the drastic change to recent departmental agenda that calls for

the restructuring of Senior electives.

Knapp, who proposed the spring elective “Beyond Korean Cool,” cited her deep fascination with Korean history and culture as inspiration for the course. “My husband is Korean, so I’ve heard a lot of interesting things from his father who is a refugee from North Korea,” she said. After reading a New Yorker article about the newly published English translations of contemporary Korean literature by Dalkey Archives, she decided to create the elective based on books that examine the clash between old and new Korea.

Knapp hopes that this course will prompt students to “look beyond the veneer of pop culture and think about the effects of rapid [economic] change.” The “Writing The Body” elective, created by English Instructor Elizabeth Dean, draws upon her observations of students struggling to describe body parts without using clichés. Dean’s mother was a pen and ink artist, so she grew up observing her draw. “My hope is that in studying representations of the body in art and literature especially, we will inform not only how we see all bodies but also how we write about them,” Dean said.

Meanwhile, English Instructor Nathaniel Hawkins built a course based on literature of the American West, incorporating some reading materials he previously taught in the old ENG410 and ENG420. He was motivated by a personal interest in the material as well as appreciation for “its interdisciplinary implications.”

Although it is now largely a departmental matter, the task of recommending or disapproving new courses used to fall into the hands of the Curriculum Committee (CC). A standing committee of faculty members, the CC was created in the mid 1980s to “review anything related with the curriculum,” according to Vorkink.

The current Committee Head, Brooks Moriarty, stated that its task had shifted more towards brainstorming ways in which interdepartmental efforts could be

made to optimize the quality of an Exeter education. “The Principal, in the past, has charged the CC to conduct studies, draft reports and recommendations that guide curricular change,” he said. This role has especially been important in the past few months, when the committee worked with department heads to conceptualize and streamline sandbox courses. “For the Sandbox courses, we looked for creative course options that focused on interdisciplinary work or on experiential learning opportunities,” said English Instructor Tyler Caldwell, member of the CC.

Currently, the CC works hard to review the many sandbox proposals it obtained from faculty of all departments. The courses “are still in their formative stages,” said Vorkink, who was reticent about sharing specific information related to these courses as they have not been made public. Meanwhile, William Jordan, Head of the History Department, stated, “There were four history teachers who proposed sandbox courses: me, Mr. McConnell, Betty Luther-Hillman and Ms. Lim.”

Jordan proposed a course called “Harkness Night School,” in which seniors would meet and discuss about effective Harkness strategies and practice running Harkness sessions on their own with community members outside of class. The idea came to him after watching the election and seeing people’s disbelief. “People don’t talk with others who disagree with them politically,” Jordan said, emphasizing how Harkness would be a good cure for the current polarization in America because it prompts people to “discuss these issues in a civil way.” However, Jordan does not think that his course would be voted into the curriculum this year, as there is very limited space for new courses. “[The CC] has said to me and others that it’s a great idea, so maybe I can do it down the road.”

One reason why so many sandbox proposals will not make the final cut is because the school does not want “a lot of

COURSES, A7

Exeter Business Club Competes at FBLA Competition

By JOHN BECKERLE
and RYAN XIE
Staff Writers

Exeter Business Club (EBC) traveled to the New Hampshire State Leadership Conference to compete in Future Business Leaders of America (FBLA) last Thursday in Manchester. A record number of 28 Exonians qualified for the FBLA National Leadership Conference that will be held in Anaheim, California in June.

The club draws on a wide variety of students. EBC gives Exonians like upper Jackson Parell a place to discuss ideas and compete at large-scale competitions such as FBLA. “I joined Business Club because of my interest in investments and entrepreneurship. It provided a perfect opportunity to explore those interests and to compete in conferences in some of those topics,” Parell said.

Upper and EBC’s Director of Finances Tim Han was also elected to become a 2017-2018 State Officer for FBLA. According to lower Aarsh Kak, Han gave an impressive speech that led to his election as State Officer. “Everybody there, even people outside of Exeter, were standing up and cheering for him. Tim Han was pretty much a celebrity at the end,” Kak said.

Kak and his partner, lower Dhruva Nistane, placed first in the Financial Business Plan category and punched their ticket to nationals after writing a 16 page business plan. After preparing their business plan, the group presented their business for seven minutes.

For nationals, Kak hopes to be better prepared. “Individually, [I hope] to spend more time beforehand, going through the material and having a thorough presentation because a lot of this stuff is done a couple school nights before the competition.”

The tournament also encouraged partners to work together toward their common goal of winning. In regard to his work with Nistane, Kak said, “The competition almost forced us to work together, otherwise you won’t get much accomplished. We were, in a good way, forced to constantly cooperate by splitting the work and trying to build off of each other’s ideas.”

Lowers, sisters and business partners, Katie and Elizabeth Yang, competed in the competition’s Business Ethics event. They took first with Judges’ Distinction, giving a presentation on the ethics of screening social media in the process of hiring an employee. Katie Yang enjoyed the competitive and team facets of the conference. “It felt great to go to the competition with other Exonians, competing as a club and as a team,” she said.

Prep Sophia Cho wanted to closely examine some of the big ideas in entrepreneurship. “My

father is a business consultant for financial institutions, so I joined Business Club to understand what business actually is,” she said.

The club also provides an opportunity to form connections with leaders in various business fields. “It is a great way of competing as well as meeting people from other schools and networking,” said lower Summit Chandra.

Others, such as prep John Han—who has prior experience in other business clubs—felt that EBC provides an atmosphere of fellowship. “I love the environment, the community and the opportunity to experience a business element with others,” he said.

Besides nationals, Business Club has other plans for the future. In May, they will host the inaugural Phillips Exeter Academy’s Social Innovation Think Tank (PEASITT), which invites students from other schools to present a solution to a problem in their community.

PEA Leads Spring Break Trips

By SAMANTHA WEIL
Staff Writers

Exonians participated in a myriad of different explorations and gained unique experiences through their travels during the Academy’s spring break trips. Some hiked through the untouched wilderness of Utah, coming face to face with antiquated petroglyphs in dusty caves. Students who went to China ate eclectic foods and toured some of the nation’s most prominent monuments with a Chinese guide. Others grappled with differing historical narratives while taking in the vibrant sights of Cuba, experiencing a nation unlike any other. The Coachella Valley music trip allowed Exonians to sing to bright-eyed children, relish the satisfying crunch of fresh lettuce they picked themselves, and bike through the Coachella valley desert in full bloom. In India, Exonians played jump-rope with children in Calcutta and meditated in the vast farming lands of Shantiniketan.

During spring break, Exeter offers many opportunities for students to travel the globe. This year, trips were offered to Cuba, India, China, Utah and California. For some, these trips provided a chance to reside in a community they had never experienced before. Others enriched their knowledge of a culture that they had studied and debated about at the Harkness table for many years. Most students simply craved the chance to embrace an unknown culture. These spring break trips allowed students to step out of the Exeter bubble, learn things about their peers that they had never known and delve into a situation that was totally foreign to them.

Whether immersed in the fascinating history of Cuba while inside countless museums, or talking to elementary school teachers in the seaside town of Trinidad, the travellers to Cuba were crossing paths with distinctive aspects of Cuban culture that they had never seen before. While on the trip, upper Ethan Malila gained knowledge from the Cubans he met. “From the Cubans I spoke with I gained a completely

different viewpoint on life,” he said. “It was definitely an enriching experience.” From dancing with Cubans outside in the dusk, to visiting Ernest Hemingway’s home, Exonians were totally immersed in the Cuban experience.

Students in China traveled across the nation, taking in the culture and building Chinese language experience. When they walked along the Great Wall, the Exonians were led by tour guides who only spoke Chinese. This allowed senior Dylan Cotter to utilize his studies of the Chinese language in real time. “It definitely made you improve your listening and speaking skills. And it gave you that firsthand experience of being in another culture and learning their values as well as learning more about the interesting sights.”

When exploring China, the group went to many markets and restaurants. “My favorite part were the night markets, particularly the one in Xi’an,” upper Michael Garcia said. “The night markets were bustling streets where there were tens of food vendors packed in. They were always lit up with colorful neon signs and bustling with people.” Each student who participated in the trip had the opportunity to try new things, from learning kung fu to tasting unique foods. According to Cotter, what made the China trip so special was that “it gives you that broad experience of learning that language and also just experiencing a culture that you’re not necessarily used to and experiencing it.”

In California, when they weren’t bike-riding through the blooming foliage of the desert, the students of choir and chamber orchestra performed pieces they had been working on while on campus. They played their music for date farmers they had worked with, men and women who resided in homeless shelters and young kindergarteners. Through their music, Exonians made an impact on the communities they visited. “At the homeless shelter, people started crying,” prep Meili Gupta said. “And they were just really happy that we went there. I think that was really impactful for me, too.”



Lower Isadora Kron travelled to India over Spring Break.

Courtesy of Ruby Bagwyn

Sitting with their hands atop their knees, concentrating on their breathing, the Exonians in India learned how to meditate. Their guide taught them lyrics to songs and mindfulness strategies throughout their trip. “I definitely bonded with our guide, Shantum Seth,” upper Emily Cardenas said of their guide. “He asked me a lot of really weird questions... He asked me, am I seeing India with my eyes, or with my heart. He also had us do daily meditations, and I think he made me see things not just at face value—to think deeper, and relate it to my own life, and that was really powerful.”

Upper Kate Fitzpatrick had a similar experience with the guide when he taught the group a song that brought some students to tears as they awaited their departure from India. “It went something like, I’m letting you go because we are free. Humans are free beings but I will always have a piece of you in my soul. It was really sweet and really sentimental,” Fitzpatrick said.

Like the students in India, the backpackers in Utah also formed deep bonds with their certified NOLS guides. Led by the NOLS instructors, the students in Utah tramped

through tightly packed dirt over the bright red rocks that lined their trail. Upper Auden Barbour found that the intense hiking trip forced her out of her daily routine. “It was the most relaxing trip I’ve ever taken because although you are always camping and moving and exposed to the elements, you are totally removed from daily life,” she said. “No phones, radio or media. The total removal from your daily life allows you to really enjoy the incredibly gorgeous landscape you are living in and get a better understanding of what it means to live simply and how rewarding it can be to do that.”

The students in Utah not only experienced the wilderness they trekked through, they also learned skills on how to thrive in the environment they were in. “We learned all kinds of different tricks, like telling the time from the sun, and how to start a fire with just sticks,” upper Hans Fotta said.

The students’ broad travels throughout the world introduced them to new experiences that affected each of them profoundly. For many students, the trips introduced fresh perspectives to life that they will continue to carry with them at Exeter.

Classics Department Invites Alumna for Presentations

By BELLA ALVAREZ,
BIANCA BECK
and ANDREA SO
Staff Writers

This past week, Ellen Oliensis '77, Professor of Classics and Comparative Literature at the University of California at Berkeley, led a four-day seminar during lunch periods to introduce students to the idea of critical thinking of an ancient text, specifically of the story of Apollo and Daphne in Ovid's *Metamorphoses*. Considered one of the most significant and influential literary works, *Metamorphoses*, or "Book of Transformations," contains approximately 250 myths in 15 books. Ovid, a prolific Roman poet, has influenced famous modern writers such as Shakespeare and Dante. *Metamorphoses* covers a wide breadth of topics concerning history and myths, ranging from the creation of the world to the idolatry of Caesar.

The famous tale of "Apollo and Daphne" links the gods to laurel trees and leaves. Apollo—god of music, poetry, healing and much more—mocked Cupid, the famed god of love, for his use of the bow and arrow. Insulted, Cupid swore revenge upon the god by forcing him to fall ill-fatedly for a nymph, Daphne who had sworn off men. In his tale, Ovid finished this myth with the tragic ending; Daphne transformed into a laurel tree, and Apollo's only way to remember her was through the leaves of the laurels.

"I think [Ovid] is just so incredibly engaging and fun to read, and so interesting to think about, and so endlessly interpretable, which is what I love to do most," Oliensis said, explaining her passion for the classic tale.

Head of the Classics Department Nicholas Unger praised Oliensis for her work. Unger explained that the Visiting Scholars Program, founded in 2011, invited two classical scholars to Exeter each year with the intent of exposing Exonians to "college-level research in such fields as philology, linguistics, papyrology, history and archaeology." Calling Oliensis an "international star in the field of Latin literature," he emphasized his delight at her presence on campus. "We are delighted she has returned to Exeter to share her knowledge with both students and faculty," Unger said.

Oliensis, an Exeter alumna, studied the classics during her years as a high school student and went on to earn a bachelor degree in literature from Yale and a doctorate in comparative literature from Harvard. Oliensis then taught at Yale for many years before teaching at Berkeley. Although she is very highly regarded internationally in the field of Latin literature, Oliensis simply classifies her occupation as "a reader," and that she teaches "interpretation and responsive attention" when reading any book. "I'm really a literature person more than I am a classicist so I feel the same way about Ovid that I do about Shakespeare or Wallace Stevens, and anyone else incredibly engrossing to read," she said. According to Unger, Oliensis is currently penning two books on Ovid's *Amores* and his *Metamorphoses 6* for the Cambridge University Press.

The first day of the four-part seminar on Monday, Mar. 27 was an introduction to Book 1 of the text, and set the stage for the next three sessions during the week. Oliensis also

introduced some of the typical literary features of the story, including narrative technique, aetiology, and transformation. She explored themes and symbolism throughout the poem, and specifically how this related to "Apollo and Daphne" being the first love story in the poem.

Tuesday, Mar. 28's seminar covered the prevalence of art throughout Ovid's work. Oliensis emphasized Ovid's especially interesting artistic preference; the emphasis on the parallels that can be drawn from specific words and language used by Ovid in *Metamorphoses* to Virgil's *Aeneid* and to Ovid's earlier book *Amores*, the latter of which was what catapulted him into fame as a poet. The students who attended the forum discussed why this may have been, and came to a general consensus that Ovid used these parallels to echo back to more famous and well-liked works and appeal to his readers that way. As put by prep Griffin Brown, "I enjoyed her way of explaining Ovid's writing through comparisons to other books and how she constantly asked us for our feedback and questions." Prep Alphonso Bradham also found these connections to be interesting. "One of my favorite moments was when she showed the exact quotes that showed up in multiple stories," he said.

While Oliensis did not offer a seminar on Wednesday, Mar. 29, she hosted an evening lecture entitled "How To Make Over A Classic." Oliensis explored the idea of the meaning behind the words "classic" and "classical," and discussed how Ovid's story about Arachne and Minerva both defies and fits these definitions.

The seminar on Thursday, Mar. 30 is set to focus on the psychology of love. Oliensis will discuss why Apollo and Daphne reacted in different ways to love in a "tragicomedy of desire," as the title proclaims.

Finally, Friday's seminar will cover the political influence of Ovid's text. As *Metamorphoses* was written during the Augustinian times, Oliensis will delve into the complicated, often subtle political subtext of the work, and will focus particularly on Apollo's final speech.

Upper and classics student Daisy Tichenor appreciated Oliensis' knowledge on the topics discussed. "She brought energy to the analysis and provided insightful conclusions about love's place in poetry," Tichenor said. "It was extremely fun to see my classics studies at Exeter placed in a larger context of literature as a whole."

Lower Gillian Quinto felt as though the seminar gave her a deeper understanding of the text saying, "[I'm taking out of it] how to analyze Latin poetry, and [this meeting] is giving me a way to think about [reading the poetry]."

Oliensis hoped that through her lectures, she will have engaged students and gotten them to appreciate Ovid's masterpieces as much as she does. In addition, she aimed to demonstrate to Exonians the value of truly analyzing the text in order to grasp its intricate meanings. "I'm on a mission to promote the rewards of slow reading, just generally: reading carefully, and thinking about why things are the way we are," Oliensis said. "I think that reading carefully and being aware of rhetoric and how it's organized and designed is I think incredibly important for citizens of a democracy."

Deans' Council Instated Course Catalog Modified

By JACQUELINE CHO,
MAI HOANG and EUGENE HU
Staff Writers

Student Council has successfully established Deans' Council, a committee of student leaders that meets with the deans periodically to discuss issues of student life on campus. StuCo's other major accomplishment this winter, the food truck proposal, passed at the end of February, promises a fleet of local food trucks that will serve the campus every Friday night; food trucks will, weather permitting, begin coming to campus next Friday.

Student Council's executive board chose the members of the Deans' Council, taking into consideration nominations from peers. According to Vice President and senior Ho Joon Kim, the executive board also considered the candidates' extracurriculars and campus accomplishments. "[Leadership is] what we are looking for because we are asking them to represent a certain demographic that [he or she] can provide a voice for," he said. The members of the council are seniors Kelvin Green II, Sally Ma, Bella Edo, Ahmad Rahman, Joel Lotzkar, Leena Hamad and Atticus Stonestrom; uppers Menat Bahnsy, Ian Johnson and Athena Stenor; and lowers Mark Blekherman and Grace Grey.

The goal of the Deans' Council is to "create a body of discussion for the deans to be able to talk to significant leaders on campus," Kim said. According to Kim, the format of the meetings resemble moderated discussions. Student Council Secretary Jackson Parell elaborated on Kim's description of the discussion style that will be used in the Deans' Council meetings. "The style of discussion is a bit different, the dynamic of power is more spread out across the entire committee," he said. The Council decided to try a style of discussion different from harkness—the debate method. "It's a committee of fifteen very talkative individuals, [and] we need a controlled setting where we can record ideas easily and make sure we can be productive in that period of time." Parell

continued.

In discussion, each member of the council will be allotted a specific time to speak. Like in a debate, the Vice President of Student Council will act as a judge, leading the discussion, while the Secretary will take minutes and notes of the "debate" to be referred to during the meeting and afterwards, to be shared online with the Student Council. The President will only be there to watch and take back information to the Student Council. The executive members of Student Council are in the Council but don't contribute their own ideas.

The Council had its first meeting two weeks ago and met again this week. In the prior meeting, the topics for discussion over the course of the term were drawn up. Among these was the heavily debated Visitation Policy proposed by the Deans. Parell was unable to share any more information regarding the upcoming agenda of the Council due to unforeseeable circumstances.

As for the food trucks, Student activities has recently finished signing all the legal documents necessary to approve the trucks. The service, intended to start the 24th of March, was instead postponed due to Saturday classes. As such, the long-awaited debut of the food trucks was pushed back a week to this Friday so that lowerclassmen "may enjoy the full benefits of the two hour session," according to Parell. To further inform the community, an announcement will be given during this Friday's assembly, in combination with several flyers around campus.

President and senior Matthew Robbins commented that the Deans' Council and food trucks are great representatives of the progress made in Student Council this year. "Deans' council aims to resolve much of the problems that were happening in terms of student dean misunderstandings, which we saw greatly amplified during the sexual assault cases previously," Robbins explained. As for the food trucks, Robbins adds, "It'll attract more people to the quad. It'll make it a lot better of a social experience."

Continued From COURSES, A6

of courses with low enrollment," according to Jordan. Echoing these sentiments, CC's head Moriarty Brooks commented, "There is an unspoken rule that when a new course is added to the COI, another course needs to be dropped. There is an equilibrium that we have achieved over the years that we need to maintain."

Additionally, all new courses have to go through a complicated reviewing process that starts with the department faculty then the department chair, then the chairs of all departments and eventually end with all members of the faculty. "Procedurally, the faculty in this school have the right to vote on every new course. Any new course of the academy requires faculty approval, as will be the case with the slate of new sandbox courses," said Vorkink. When examining course proposals, Department Chairs have to consider multiple factors, ranging from staffing and topic relevance to potential student interest.

Although faculty members are the ones making these proposals, students also have varying degrees of influence, depending on the department. The music department, for example, has written a course about opera traditions based on the initiative of a group of seniors whom Schultz described as "opera fanatics." "In order to give these guys something to study we wrote a course and put it in the

course catalog," he said, laughing. In the same vein, many departments have rotating 590 courses that allow students and faculty to explore selected topics based on individual interest. According to Jordan, however, 590 history courses often end up in the permanent catalog thanks to students' enduring enthusiasm. Examples of this would include HIS558, "Genocide in the modern world" and HIS587, "Persecuting Deviance."

Many Exonians, especially current lowers and uppers, are excited to try out new electives for the next academic year. Upper Julia Goydan, with her longstanding interest in cultures and identities, wishes to take "Passing," an English course that examines the dualities of personal affiliations. "I really want to learn more about different identities and cultures, and a fun way of doing it is through English and reading books," said Goydan. Meanwhile, upper Molly Canfield is interested in a potential sandbox course taught by Elizabeth Reyes, Director of Service Learning and ESSO. Canfield, a firm activist and co-head of Exeter's Amnesty chapter, shared that she was excited to not have to "scramble to find time" for issues she was passionate about. For prep Rosemary Beck, astronomy, genetics and women in religion are perfect senior electives for her. "I already planned out my courses before coming to Exeter," she said. "I will look at the new catalogs though to check if I still want to take these courses."

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The Significance of “I Love You”

Bianca Beck '19
Guest Contributor

Saying “I love you” is a big step in every relationship. There are so many movies on couples building up the courage to say the phrase to each other that it’s become quite the cliché; the scene where the guy comes running into a room proclaiming his love for the woman and making a fool of himself, but not caring because he’s so overcome with his love, is a Hollywood classic. There are BuzzFeed quizzes that help people decide whether one is in love with their partner, and articles on helping people decide whether or not it’s time to say to their partner, “I love you.” In every relationship, one reaches a point where they confront their feelings for the other person, and come to accept those feelings. There’s this idea that saying those three simple words can make or break a relationship, whether it be a friendship, or a romantic relationship.

However, people now say “I love you” like they say “How are you?” or

“Hello.” I’ve seen people throwing their arms around their friends and screaming “I love you, babe!” I’ve seen people saying “Love you too!” to their friends after doing something to annoy them. People say it to their friends as though it’s a joke, and to them, it is. People say it as though it means nothing at all, and I think that shouldn’t happen.

It is my opinion that saying “I love you” to someone is one of the biggest steps one can take in a relationship, and that those three simple words carry a lot of weight.

Loving someone is something that takes time, and it happens once one’s relationship is substantially complex and deep. If somebody loves someone and they love them back, then they inspire each other, and need each other around and available because they are part of each other’s support systems. People who love each other understand each other and are open to each other, and are therefore completely and utterly vulnerable to each other. Lov-

ing someone, and being secure enough to tell a person that they love them, should a bigger deal than it is today. And this isn’t just limited to couples; this also applies to friends, and anyone else one may think they love.

I’m not judging anyone for what their definition of love is. If you truly do believe you love someone, and have only known them for a few weeks, then that’s your business. If you don’t agree at all with the definition of love I have, which I outlined in the previous paragraph, then that’s absolutely fine too. Technically, falling in love with someone is just dopamine, along with other chemicals associated to the reward system flooding the brain, which evokes feelings of passion and anxiety. The dictionary defines it as “an intense feeling of deep affection.” Whichever way you may define it, just remember to stick by that.

But if you’re a traditionalist—and, arguably, a hopeless romantic—like me,

and you’re also throwing around “I love you” like it has no weight, then please reconsider what you’re doing. It does have weight. It’s almost as though by casually saying it, one is discrediting the people who are actually in love and who are building up the courage to say that to someone they care very deeply about. It’s important to distinguish from simply being fond of someone to really loving them, because, as I mentioned before, it takes a secure relationship and courage for one to really confront their feelings and tell someone that they truly love them, because when they finally do say it, it’s a very vulnerable moment. Throwing “I love you” around to someone you may not truly love is just plain wrong, and is undermining those people who take a long time to say “I love you” to their partner or friend.

And if you don’t love a person, then just tell them you like them. Send heart emojis. Send kissy face emojis. Actually kiss the person. Whatever it is you do, just please, don’t say you love someone unless you are absolutely sure that you really do.

Protecting Children from Graphic Violence on the Internet

Ben Abbatiello '19
Guest Contributor

Many of us are aware of the horrors of “Don’t Hug Me I’m Scared,” a viral video which took the Internet by storm in 2011. The terrifying short features a cast of loveable characters in a setting like that of a children’s show. The video quickly takes a dark turn; the viewer is shown upsetting images containing gratuitous gore and macabre themes. The video is entertaining for what it is—a quirky dose of amusing shock value. However, the trend of disturbing videos assuming the façade of kids’ entertainment has seen a recent and troubling resurgence. Journalist Laura June detailed how her three-year-old child was inadvertently exposed to one of these videos. In the seemingly innocuous video, “Peppa [the Pig] does a lot of screaming and crying and the dentist is just a bit sadistic and it’s just way, way off what a

three-year-old should watch.” The gory details of the video won’t be included here, but one can probably conjure up a sufficient mental image.

Videos like this one can be funny. I remember how mortified I was as my friend first showed me “Don’t Hug Me I’m Scared.” The confusion and disgust quickly turned to amusement at the twisted concept. Dark humor certainly has its place, but I find myself troubled by how easy it is for children to stumble across these videos. One channel, “Toys and Funny Kids Surprise Eggs,” is one of the top 100 most watched YouTube accounts in the world, and its videos have over five billion combined views. Much of the content is not age restricted, and BBC has received multiple stories from concerned parents lamenting the potential psychological damage inflicted on their kids. To make matters worse, the videos often feature beloved children’s characters, including Thomas the Tank Engine, the cast of Frozen and many more. The emotional scarring a

child can experience from watching their favorite cartoon characters be murdered is inexcusable.

YouTube needs to do more to keep kids from being exposed to this dark corner of their website. Channels repeatedly reported to be uploading this type of content should be age restricted—but it shouldn’t stop there. This type of content should also act as a teaching opportunity for parents to educate their children on online safety and avoiding explicit content. In my opinion, young children (such as the aforementioned Laura June’s three-year-old) should not be allowed unrestricted access to the Internet, what with the wide variety of distasteful content available. Through restriction of content, education and supervision, parents can at the very least minimize the risk of exposure to these videos. Content creators should also accept some of the responsibility in this regard. It would be a simple measure on their part to denote their

videos with a warning message in the title or description for mature content, or simply to flag the videos as age restricted themselves. While this would most likely constitute a blow to their advertising revenue, the producers should put the needs of the community first.

Violence—however animated and cartoonish it might be—should not be a regular theme in children’s entertainment. The recent increase in the popularity of these videos has been a cause for alarm for parents, and rightly so. YouTube, content creators, and parents all must play a part in keeping their children safe online. Videos such as, “BLOODY ELSA: Frozen Elsa’s Arm is Broken by Spiderman,” serve only to normalize graphic violence for children, while also shattering their wholesome images of their favorite characters. I don’t think this trend is necessarily sick or disgusting—it’s just dark, low-level humor. But more needs to be done to regulate it.

The Importance of the Executive Order Against Immigrants

Paul James '19
Columnist

A few weeks ago, President Donald Trump signed the latest in a series of executive orders, this one aimed at banning Muslims and refugees from entering the United States. The order places a 120-day ban on all refugee admissions to the United States, blocks citizens from seven different countries (Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen), from entering the country and an indefinite bar on Syrian immigrants. The order formerly applied to green card holders, but since recent protests, that provision has been overturned. Furthermore, there is now a cap in place on the amount of refugees the nation can admit, down from 110,000 to 50,000 in the 2017 fiscal year. The latest order has already led to hundreds of detentions and deportations at airports, even preventing passengers from boarding planes to the United States in the aforementioned seven countries. To accompany the signing at the Pentagon on Friday afternoon, Trump declared, “I am establishing new vetting

measures to keep radical Islamic terrorists out of the United States of America. We don’t want them here.”

The first two people affected by the president’s order were Iraqi citizens who were granted the proper permission to travel to the U.S. They also happened to be allies of U.S. forces in Iraq—one even served with the 101st Airborne. One of the more damaging provisions this order assures is “discretionary authority” for border officials, pertaining to questioning and detaining travelers. This sounds frighteningly like the highly subjective line “all necessary and appropriate force” in the Authorization for Use of Military Force (AUMF) that authorized civilian deaths in U.S. drone strikes, inhumane detention at Guantanamo Bay prison and injustices such as the Abu Ghraib scandal. The extremely vague language is begging to be abused by a country that calls itself free and democratic, yet contradicts its supposed values at every turn.

In response, thousands of people demonstrated at various cities and airports over the weekend. At Logan International Airport in Boston, Massachusetts, protestors and activists chanted, “Let them in!” while backed by the pres-

ence of Senator Elizabeth Warren and Boston Mayor Marty Walsh. There was also a large rally outside the White House, a recent hotbed of activity.

The most effective resistance came in the form of federal judge rulings in three different states, Massachusetts, Virginia and Washington. In addition, Attorney Generals from 16 different states have condemned the order. These were spurred on by a Brooklyn judge’s ruling to stop the recent deportations of detained travelers. The order remains in effect for 7 days leading up to a court hearing. The move was soon followed by two Massachusetts federal judges who ruled at 2 am on Sunday morning to also allow a seven day period that blocked the executive order and banned detentions of refugees and travelers with valid visas. The acting Attorney General, Sally Yates, was fired by the Trump administration shortly after publicly denouncing the executive order.

It remains unknown what will occur after this seven day exemption period or how the new order will affect immigration in the future. Nonetheless, it has damaging implications on the image of the United States and will certainly fuel radicalization of young people who had

hopes of traveling to this country. The religious discrimination of a country that claims to be secular and even has freedom of religion built into its bedrock values, provides readily made propaganda for militant extremists, the very people the new president has pledged to defeat.

Although many of Trump’s actions have created pockets of newfound compassion among members of the general public, the administration hasn’t echoed the same sentiment as the populace it represents. The cabinet selections and executive orders demonstrate an inability to learn from history, indeed an inability to govern, at the topmost levels of government in one of the most prominent countries in the world. This election and new presidency has exposed many of the buried problems that this country has, but that lends itself to a learning opportunity. The recent changes will most likely lead to further instability, not just in race and foreign relations, but also the economy as it is projected that ten billion dollars will be added to national debt over the course of Trump’s presidency. The current direction of the Trump administration is setting itself up for the most spectacular and terrifying of failures.

The Illusion of Free Will

Sebastian Bango '19
Guest Contributor

Free will is an illusion. All human behavior can be traced back to cause and effect. Every feeling you feel, every thought you think and every action you execute is a result of your brain chemistry, which is a product of your genes and external stimuli from your environment. Nature and nurture determine the physical properties of your brain, and the physical properties of your brain determine your actions.

If we knew everything or if we had ultimate knowledge of every sub-atomic particle in the universe, we could predict the future with complete accuracy. If you knew everything there was to know about an individual and their environment you would be able to manipulate them however you saw fit. Of course, then we would have to admit that life is meaningless and

end everything or actively devolve into more ignorant beings.

We may not be in control of ourselves, but because we do not have the knowledge or information to map out the causes and effects that create our existence, we have not yet reached a point where we can have total control over each other. This has led us to accept that we are at the whim of the forces of the universe, so we treat our thoughts and actions as our own.

Our lack of ultimate understanding has led to the concept of free will in the same fashion that lack of basic scientific knowledge led to the development of religions thousands of years ago.

As we grow more intelligent and self-aware as a global community and our societies continue to evolve and disperse, we will continue to collect more and more information about each other. This pursuit of knowledge is driven by a myriad of different incentives; capitalist enterprises want monetary superiority, governments

want to influence and control, scientists want societal and scientific progression and some only want to gain more knowledge for the sake of understanding the universe.

As civilians we become unwilling test subjects, constantly having personal information gathered from footprints we leave while acting as functioning members of society. What we buy and where we buy it, where we go and with whom we spend time. The majority of this information is collected legally or given by us. If you knew all there was to know about an individual and their environment you would be able to manipulate them however you saw fit. When you give out personal information, you contextualize your life for those who wish to exploit you. The information seems harmless, but little by little we pass the reigns to our minds from some cosmic entity we don’t understand to the hands of whoever has that information.

Nowhere is this concept more evident than in the internet. We can’t possibly understand the intricate workings of our world so why not create a new one? Where we had to adapt to the reality that was the universe, whereas, on the internet, humans understand and control everything. The environment is controlled, now all that’s needed is information on the individual. Everyone’s data footprints are so much larger on the internet than in real life. Every keystroke, every web page, every download is recorded somewhere by someone. It just becomes a matter of who. It could be someone who values their organization’s integrity, or it could be someone who would rather make money by selling your information to an advertiser. An advertiser who will then use that information to both influence you and cater to you, guiding your every purchase.

But no one’s going to do anything; we’ll just continue to remain ignorant. Everything’s just too convenient.



Upper Keyu Cao and postgraduate Kylah Williams brainstorm ideas for products at Maker Fest.

Diana Davidson/The Exonian

Maker Fest

By **JACQUELINE CHO**
and **ALAN XIE**
Staff Writers

On Thursday, Mar. 24, Exeter held its first Maker Fest, a program engineered to introduce students to design thinking and innovation through hands-on learning. Regardless of their background in engineering, students came to the Phelps Science Center for three days to partake in the intensive program.

The Maker Fest program was an event facilitated by Rajesh Nair, who teaches innovation and entrepreneurship at MIT and the Asian School of Business in Kuala Lumpur, Malaysia. He originally noticed that most students believed that designing and developing products belonged in the world of engineering. “I strongly believe that every academic institution under-utilizes their students, in the sense that they don’t challenge them to go beyond the academic things,” he said. However, Nair was convinced

that if students without any prior experience were exposed to engineering and innovation at an earlier age, their perspective on the world around them would change. “I found that everyone has the same capabilities, but how we teach them will completely change the way they think and approach life and what they do in the future,” he said.

The program began with Nair’s lecture on how to identify problems, ideate products and architect a product that addresses a problem that Exonians face. Three hours into the event, students had already learned how to code arduino and use CAD software to make products move and light up. Then, they were asked to think of a problem faced by other students, to analyze the problem and to come up with a product idea that would solve the problem. Nair explained the many aspects to consider when engineering a product. “The students must think about the user experience—the experience they want a fellow student

to have when they use their product,” he said.

Students were able to use many different tools available in the school’s new maker lab in the physics wing of the Phelps Science Center. Senior Matthew Hambacher was impressed by the new tools in the lab. “We learned a lot of stuff; we used the new maker lab in the physics wing, which is a place with a bunch of tools like the laser cutter and 3D printers,” he said.

Utilizing the advanced technology of the maker lab, the students were able to create a variety of products. Seniors Mel Duenas and Melissa Lu noticed that many Exonians struggled with constantly losing their stationery, so in order to address this issue, they decided to create a simplified version of a smart pencil case that keeps track of the number of pencils.

Seniors Tony Zhu and Matt Hambacher designed a product they believed would help students stay

organized with paperwork. Together, they hooked up two motors to switches using an arduino kit. When a paper was put on the motors, the paper would either go into a box to the left or the right, depending on which switch was pushed. One box was secure, requiring a key card to open, while the other had no security. They saw this as a useful safe for papers one would want to keep confidential, i.e. a bad grade or a W4-form.

Senior Peter Chinburg, one of the organizers of the event, shared his thoughts on its success. “I think that this has already had a great impact on the students who attended by showing everyone that no matter your educational background, we have much more creative and problem-solving potential than we are aware of. The whole purpose of Rajesh’s work is to unleash this potential in us as learners and give us more confidence in our own problem solving,” Chinburg said.

ClubSpotlight

Fight Club

By **JOHN BECKERLE** and
CHIMENUN TASIE-AMADI
Staff Writers

“The first rule of Fight Club is: You do not talk about Fight Club.” This famous line originates from 1999’s “Fight Club” directed by David Fincher. The film is the namesake of the school’s affinity group for Exonians who have lost an immediate family member. Fight Club meets as a small group every Wednesday night in the basement of Phillips Church to help each other cope with their losses.

English instructor Christina Breen founded Fight Club seven years ago after reading several student pieces about the loss of a family member. When she realized that these students did not have adequate support network for dealing with family deaths, she set out to create a club that would provide exactly that. “It was a need that the school had to fill. At the time, I felt like this needed to be done,” she said.

Due to the serious nature of the club, Fight Club does not have a table at Club Night for advertising. Thus, the club recruits members by word of mouth. “We’re not going to go to Club Night—it’s a little awkward that way,” said Breen. “It’s kind of a funny affinity group because there’s no other thing that these kids have in common. They cross every age, gender and race.”

Since the club’s founding, Breen has seen the club evolve into a space for students to grieve together, especially since this group of students often lacks peers who can empathize with their pain. “It’s become this place where you can express anything; it can be very, very emotional. The kids can really let their guard down and work through their grief,” she said. “You may have great friends, great roommates and great peer listeners, but if you haven’t gone through that traumatic loss, it’s really hard to fully understand.”

Sometimes, though, students can feel uncomfortable about being so vulnerable in front of others. Upper Greg Miller expressed his initial hesitation about joining Fight Club. “It looks intimidating. The perception is that Fight Club is like an AA for half-orphans, a ‘pity party,’ and people generally have an aversion to ‘support groups,’” he explained.

That said, however, Miller—who lost his mother in a car accident—found that Fight Club was a place where he could form

genuine bonds with other Exonians, bonds that persisted even when the club meetings ended. “The people who are part of fight club, and myself, are a family. I’m humbled and honored to call them my family. Everyone there is an ear and a heart, and they aren’t limited to being those things at 7:30 on Wednesdays,” he said.

During their meetings, the students often discuss the difficulties they face throughout the school year. Breen elaborated on the stress that the students are forced to deal with while grieving. “You wouldn’t believe the baggage that kids are carrying. These kids have all of the regular concerns, and they have also suffered a traumatizing loss,” she said. Upper Meg Bolan—who lost her father to cancer before she began as a student here—agreed that the rigorous course load at school can often make grieving more difficult than it should be. “Exeter often forces students to put emotions on the back burner, especially something as long and winding and confusing as grieving at fourteen years old. I was in no mental or emotional position to take this on on my own.”

That’s why Bolan, and other students like her, are so thankful for Fight Club and the opportunity that it provides them to acknowledge and reflect on their feelings. Bolan described how the club has been able to help her and others. “Everyone’s experience with death is so different. Some—like mine—bring pain, and others feel shame, resentment and usually guilt. But, for the most part, we’re open to talk,” she said, adding, “Grief comes in uncontrollable waves, and so someone may be having an emotional week and the meeting gives them a place to just talk about it.”

Upper Elliot Stork—whose stepmother passed away during Stork’s prep year—felt that being a part of such a close-knit community as Fight Club has helped him cope with his loss. “The best thing about Fight Club is being able to talk about literally anything and everything with a group of people that get it. We can make morbid jokes, but we can also complain to Ms. Breen,” he said.

Breen appreciates the mutual affection between Fight Club members. “I never walk out disappointed that I have gone. I feel so blessed that they trust me with their stories. It’s a privilege and a blessing that I get to be involved in this club.”

Wheelwright Whiteout

By **HILLARY DAVIS** and
NIKITA THUMMALA
Staff Writers

As the clock struck 8:30 at night on Saturday, Mar. 27, residents of Wheelwright Hall ran through campus, wearing all white clothing and face paint. As they ran, they chanted and cheered at the top of their lungs telling all students to go to the first dance of spring term: Wheelwright Whiteout. Meanwhile, people were crowding into Grainger, where they were greeted by strobe lights, glow sticks and upbeat dance music.

In preparation for the dance, the girls of Wheelwright publicized the event to their friends and peers through social media and filmed a special advertising video for the event. Carrying on the tradition of a whiteout dance theme passed down from the Wheelwright alumnae, residents from every grade in the dorm played a role, as they consider it their responsibility to hype up the community for the dance as much as years past. “We thought that the seniors last year created a bunch of hype around the event and we wanted to replicate that,” lower Alexandra Van Dijkum said. “Everybody in the dorm helps to host the event, whether it’s helping clean up or set up.”

“Wheelwright Whiteout is really an entire dorm production,” upper Alexis Gorfine said. This is her second year contributing to Wheelwright Whiteout. She also praised their dorm proctors for their hard work. “Our amazing proctors probably did the most work. They made the t-shirts that the Wheelwright girls wear at the dances, and they planned everything,” she said. Lower Gabrielle Allen echoed Gorfine and expressed how much she appreciated that the senior proctors took time out of their busy schedules to design t-shirts. “They appeared to do so with ease, providing each girl in the dorm with her very own Wheelwright Whiteout 2017 t-shirt,” Allen said.

The preparation and production of Wheelwright Whiteout was also a precious bonding experience for the dorm. Before the event started, the girls got ready together in the common

room, applying glow-in-the-dark face paint, dancing and taking pictures with each. “The ‘chores’ in preparation for the dance are actually one of the best parts for us because we get to come together as a dorm and have a mini dance session with just Wheelies,” upper Jane Li said.

Wheelwright Whiteout is one of the most popular dances of the year. This year, the dance occurred earlier in spring term than in past years. For students, it was a fun start to the final term of the school year. For students who have either never attended Wheelwright Whiteout or are new to the school this year, this was their first time to attend the event. New lower Lulu Ezekwenna considered the event her top three favorite Exeter dances so far. “For me, the dances are as good as the music,” she said. Post-graduate Sara Hosman agreed that the music quality factored into the success of the dance. “I expected to dance a lot with my friends and have a really fun time, listen to some good music and just take a break from stress,” she said. She thought that the dance lived up to her expectations, as she relaxed and enjoyed herself in the care-free environment.

For returning students, they consider this year’s Wheelwright Whiteout similar to most of the other dances. Upper Silas Lane, who attended the entirety of the dance, said, “The DJ played a mix of songs you’d expect to hear at a dance.” Though he had a lot of fun, he described the dance as generic. Prep Matthew Wabunoha had a similar experience. He said the dance didn’t exceed expectation, and he also said, “This dance definitely lacked good music for most of it, although the white and neon theme was fine.” The DJ selected popular hits tailored to high school students and took song suggestions from the crowd, but students inevitably had a multitude of different preferences and opinions about the music played.

Despite the mixed reactions, the girls in Wheelwright put their best efforts toward the dance, sharing fun memories and building teamwork along the way. “We are so excited that so many people came to the dance and seemed to enjoy it as much as we did,” Gorfine said.

FacultySpotlight

Betty Luther-Hillman

By MAI HOANG and
MADISON KANG
Staff Writers



Chiara Perotti Correa/The Exonian

Whether she is leading a Harkness discussion on the LGBTQ+ scene of New York City, coaching and challenging members of the Academy's Daniel Webster Debate Society or catching up with residents of Amen Hall, history instructor Betty Luther-Hillman, known to students as "Ms. Lu-Hill," brings her wit and curiosity to every aspect of her campus life.

Luther-Hillman began her teaching career long before joining the Exeter faculty in 2011. During her undergraduate years at Harvard University, she taught at a summer camp for high school debaters. She also taught high school students at Center for Talented Youth, a summer program operated by Johns Hopkins University, and tutored at public schools in Chicago, Illinois, New Haven, Connecticut and Berkeley, California.

At Exeter, Luther-Hillman teaches the U.S. History sequence, along with courses in 20th century world history, pre-colonial Africa, ancient Greek and Roman history, global topics in women and gender and LGBTQ+ history. Her interest in women, gender and sexuality topics arose from her interdisciplinary undergraduate major in history and science, for which she composed a senior thesis paper on the history of sex change surgery for trans people.

One thing students may not know about Luther-Hillman is that she is an acclaimed author. Her article "The Most Profoundly Revolutionary Act a Homosexual Can Engage In: Drag and the Politics of Gender Presentation in the San Francisco Gay Liberation Movement, 1964-1972" was published in the Journal of the History of Sexuality in 2011 and won the Best Article Prize from the Berkshire Conference of Women Historians. She also revised her dissertation into a book titled "Dressing for the Culture Wars: Style and the Politics of Self-Presentation in the 1960s and 1970s," which was published in 2015 by the University of Nebraska Press.

Luther-Hillman's passion for history is evident in her instruction. Upper Emma Paltrow, who recently took Luther-Hillman's U.S. History course, appreciated her creative curriculum and agile judgement. "She was a great teacher and super engaging," said Paltrow. "She asked thought-provoking questions and

steered the discussion into a positive direction. Her readings were captivating, and her course strayed from the chronological formula for teaching history."

Colleagues commented on Luther-Hillman's diligence and collegial nature. History Instructor Kent McConnell remarked on his colleague's keen analytical mind. "One of the attributes of an instructor I admire most about Betty is the quality of her mind, which enables her to analytically distinguish issues that are deeply woven together in a problem," said McConnell. "Moreover, I deeply appreciate her selfless work ethic and her accountability to colleagues. Working with her has certainly been a pleasure, and she has contributed to the department's mission in many critical ways."

Fellow History Instructor Hannah Lim agreed, saying, "I most admire Ms. Luther-Hillman's pursuit of fairness and compassion in her on-campus endeavors. She is also generous with sharing her sharp and wry sense of humor."

In addition to her dedication in the classroom, Luther-Hillman has been advising the Daniel Webster Debate Society since she first came to Exeter six years ago. Her duties as debate coach include working with the captains to prepare members for tournaments, judging mock debates and chaperoning off-campus trips. "Ms. Lu-Hill consistently pushes us to be our best," said senior Eric Tang, a long-time member and former captain of the club. "She has an incredible grasp of what works in debate and what doesn't, and she uses that to offer

us feedback on techniques and to chat about current events."

Echoing Tang's sentiments, upper Grace Huang emphasized how committed Luther-Hillman is to helping debaters improve, especially the novice members. "For tournaments with more uncommon debating formats like public forum and policy, she would hold meetings with interested debaters in her classroom and make sure that everyone clearly understood what was going on," said Huang.

Debating is the activity that first stimulated Luther-Hillman's academic curiosity, and it certainly maintains a significant role in her intellectual life. "I don't think I was very intellectually challenged at my high school, and debate provided a world of intellectual challenge," she said. She also sees a strong correlation between debate and the study of history, as many skills developed in history class, such as researching and citing concrete examples to support arguments, are also essential in debate. "Oftentimes in debate, we can use historical examples to try to explain your reasoning of a certain side of a topic," she noted.

Luther-Hillman also credits debate with being one of the factors that initially drew her to teaching because of the positive impact her debate coaches had during her high-school years. "I really appreciated the support of my [high school] debate coaches both in terms of my intellectual development and also just being a support for me as a person," she said, explaining how her work with the Daniel Webster Debate

Society has stemmed from a personal desire to foster the next generation of debaters.

During the school year, Luther-Hillman lives in Amen Hall with her spouse and daughter. Dorm life originally drew her to Exeter, as she had previously enjoyed her experience teaching at residential programs like the Johns Hopkins Center for Talented Youth (CTY). "Sometimes, I would chaperone the dance that the [CTY] students had, and it was fun to see them not just in the classroom but as people outside of the classroom. So I thought it would be neat to teach at a boarding school." True to her original ideals, residential life has been a memorable experience for Luther-Hillman because of the impromptu conversations with girls in Amen, which led her to know them on a more personal level.

For Amen residents, especially those in her advisee group, Luther-Hillman embodies the role model of a woman dedicated to her feminist values, who is always willing to advocate for her students. "She's always so willing to help, no matter what time of the day it is, and you always know you can count on her to do her best to fight for you," said senior Rachel Luo, a proctor in Amen Hall.

Among older Amen students, memories of Luther-Hillman's Wednesday night "Feminist Talks" are still fondly cherished. "We'd talk about all sorts of things. Sometimes we'd relate it to the assembly, or if something big had just recently happened on campus," remembered upper Kat Dolan. After the talks were discontinued due to time concerns—"They'd go really late into the night," said Dolan—many miss the chance of having a casual space to talk about critical issues.

"For me, feminism is more than saying, but it's about living your life and making daily choices that support the achievement of gender equality," said Luther-Hillman, a married woman who refuses to wear a diamond ring as a personal demurrer against the symbolism of the accessory, and whose hyphenated last name consists of her maiden name and a family name created by her and her spouse. She hopes her students notice these choices and "see that as a way that someone can live their lives."

In her free time, Luther-Hillman enjoys camping and hiking with her family. Outdoor jogging is also another hobby, along with reading fiction novels. "Ironically, I don't really like to read history books in my free time," she said, laughing, "although I read them to update my knowledge in my field."

UPCOMING

SHOW

NEXT TO NORMAL

Friday, Saturday and Sunday
Powell Hall

EVENING TALK

PEGGY ORENSTEIN

Friday, Assembly Hall

ALUMNAE PANEL

NAVIGATING THE
WORLD BEYOND
EXETER

Saturday, Forum

LIFE ADVICE

By MAKINROLA ORAFIDIYA
Contributing Writer

1) How do I get more involved on campus?

If you're not part of as many clubs as you'd like to be, reach out to your friends and find out what clubs they frequent. I joined The Exonian because one of my friends was a part of it, and they loved it so much that I decided to get involved with the newspaper as well. When I choose to join a club, I almost always make sure that I have a friend who also does that club. Going to your first club meeting can be a pretty daunting experience, so it's nice to have someone familiar there. Of course, you don't need to have a friend in a club in order to join it. At the end of the day, your extracurricular activities should be based on your interests and talents. If you consider yourself musically gifted, try out for a capella groups or instrumental groups, which can be a ton of fun. If you like theatre, you might be interested in DRAMAT. Just make sure that you're doing activities you like.

2) Now that it's a new term, how do I stay on top of my classes?

One, get a planner. I have a board on my wall where I can write everything I need to do in the upcoming week. I update it daily, making sure to write down the assignments I need to complete and the goals I need to achieve to stay on track. Two, form a study group to help you with your toughest classes. The truth is, if you're struggling in a class, you're probably not the only one. Last term, I was having trouble in Biology, so I reached out to my classmates and chose a meeting time for some of us to review for a test. As the term went on, I kept forming study groups, and I experienced a steady improvement in my class participation and my grades. Lastly, find a convenient study space that is not your room. It's so easy to get distracted by the gadgets and the people in your dorm, so it would be wise to find a quiet place to do homework, somewhere you can really concentrate. I'd suggest working on the 3rd floor of the Academy Center.



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SeniorSpotlight

Brilliant Bade

By SARAH RYU and JARED ZHANG
Staff Writers

Driven by her strong passion for science, robotics and racquet sports, senior Divya Bade's presence on campus is enjoyed by both students and faculty. Bade's curiosity never stops at what is taught in class, but continues on, as she uses her curiosity to learn and further develop ideas outside of the classroom. Whether she's seen leading the Robotics Club or boosting up the team morale of the girls' varsity tennis team, her hardworking and kind-hearted personality brings a smile to everyone around her.

Bade, a three year senior from Saratoga, California, is especially known for her dedication to sports and science. Bade's vigorous passion towards tennis and science/robotics was further developed when she came to Exeter. Outside of the classroom, Bade is always engaged in many different activities. As a co-head of Robotics, ESSO Tennis, Genetic Journal Club, captain of the varsity tennis team and a proctor in Merrill Hall, Bade takes on a lot of responsibility, piled on top of all of her academics.

Having played tennis since she was seven years old, Bade says the sport has always played a major role in her life, bringing her and her dad closer together. "Tennis has been a big part of my life and has allowed me to meet so many passionate people and to grow as an athlete and competitor. Tennis and squash have always been a way for me to let go and enjoy myself and put all my energy into something," she said, mentioning that she really loved racquet sports in general. In efforts to foster these same experiences for



Gavin Hickey/The Exonian

other young children, Bade joined ESSO Tennis, where she enjoys encouraging children to learn how to play tennis by coming up with fun games and drills.

As the captain of girls' varsity tennis team, Bade has been a comforting and energetic presence on the team. "She really cares about everybody and she's always there to help everyone. There's this sense of 'mother-like' vibe you get from her," lower and teammate Elizabeth Yang said.

Apart from sports, Bade's deepened interest in science and robotics was supported by Exeter when she came as a new lower. She noted that the robotics team on campus includes some of

the most passionate people, who make going to competitions and building robots a lot of fun. Ever since taking chemistry in her lower year, she has fallen in love with the subject. She credits her affinity for the subject to her teachers, who have encouraged her fervor curiosity and passion. "Amazing teachers like Mr. McLaughlin and Mr. McLammy spurred my interest in chemistry and inspired me to pursue science/chemistry in college," she said.

Senior Aivant Goyal also praised Bade for her dedication and eagerness to learn more, by pushing for a more advanced chemistry course. "She strives to push the limits of what she can learn by doing things like helping create a Chem-

istry 999 [course] in the fall or asking critical questions in her classes," Goyal said.

Adding on to her intellectual curiosity, senior Connie Cai also observed the passion Bade brings to science classes that they share. "She always asks the tough questions in class," Cai said. "She always wants to fully understand a situation and doesn't accept just a surface-level answer."

Bade's peers also highlighted her cheerful and sociable personality. Senior Carissa Chen, Bade's roommate, always feels inspired to be more "hardworking and to act with compassion" because of Bade. "She always lights up my day—she's my roommate, and when I come back, I always love hearing about how she's doing. She's the person who smiles to you on the sidewalk, the friend who asks if you're okay on a bad day, the captain who makes the tennis team laugh," she said. Cai echoed Chen's sentiments and praised Bade for her honesty personality. "I can always count on Divya for an honest, truthful opinion," Cai added. "She's never afraid to voice her concerns." Goyal described the senior as "incredible" and showed admiration for her ability to always be "up and available to talk to a friend in need."

Since coming to Exeter, Bade has developed not only as a student but a person as well. According to Bade, Exeter made her more confident about herself. She's learned to embrace who she is and be less concerned about others' views on her. "I think I've become more aware of who I am and more unapologetically myself. I care much less about what people think about me and more about how I feel about myself, and I thank Exeter for giving me that confidence," she said.

MOVIE REVIEW: RUSHMORE

By SEBASTIAN BANGO
Contributing Writer

Having premiered in 1998, "Rushmore" is director Wes Anderson's second feature film. This film marks the conception of a legendary cast that will remain by Anderson's side throughout his many projects. Bill Murray, Jason Schwartzman, Luke Wilson and Olivia Williams all join Anderson for a stylized take on a teen and his fight for love at a prep school.

Jason Schwartzman makes his film debut as Max Fisher, an ultra-confident and eccentric fifteen year old, who, according to casting director Davia Nelson, is "a teenage kid who's really horny and writes plays." Fisher is failing out of Rushmore Academy, a prestigious prep school in Houston, Texas. Anderson infers through a montage at the beginning of the film that Max devotes all of his time to a massive collection of extracurriculars instead of his studies. Max is actively involved in eighteen clubs ranging from being the debate team captain and editor-in-chief of the school newspaper to the founder of the Trap n' Skeet Club and the Kite Flying Society. Max meets Herman Blume, played by Bill Murray, who is a depressed millionaire industrialist going through a midlife crisis. Each takes an interest in the other, and they form a friendship. However, conflict arises when both Max and Blume become infatuated with first-grade teacher Rosemary Cross (Olivia Williams). After Rosemary doesn't reciprocate Max's love, she and Blume begin dating, putting Max and Blume at odds. The hijinks ensue.

I was first introduced to "Rushmore" by my dad when I was thirteen, and I fell asleep twenty minutes into the movie. A year later we rewatched it together, and it was pretty good. Wes Anderson always pulls through with visually stunning and incredibly written films; his unique style has made him one of the

most influential directors today. He puts witty dialogue in the hands of talented actors who deliver their lines with near-perfect comedic timing. However, "Rushmore" is much more than an off-white comedy: it gets into some serious coming of age concepts and becomes quite emotional at times. It deals with the ideas of humiliation, youthful arrogance, depression, empathy, friendship and love. Wes Anderson takes inspiration from J.D. Salinger's "Catcher in the Rye," with Max Fisher being a more modern version of Holden Caulfield.

If I were to critique to the film, I would say that, while it does an excellent job of introducing and incorporating some of the ideas mentioned, it could explore some of those darker themes in greater depth. The movie also loses momentum when there is an unwelcome shift in vibe during the third act, which simplifies the previously nuanced tone of the film and leads to a resolution that feels slightly contrived.

Some critics believed that Max's "snooty" and "loud" attitude made him an unlikable protagonist, but I think that the Exeter audience will find the pretentious nature of Max as well as Anderson's caricature of a prep school to be humorous and relatable.

If you like Wes Anderson, watch this movie. If you like "Catcher in the Rye," watch this movie. If you like Bill Murray, watch this movie. If you like Owen Wilson, watch this movie. If you like unlikable people, watch this movie. If you like likeable people, watch this movie. If you're not into yoga, watch this movie. If you have a lot of homework, don't watch this movie. If you want to show a pretty lady that you're artsy and cultured, watch this movie. If you have the hiccups, I can't help you. If you want to be my lover, watch this movie. If you can't pick out a movie to watch, watch this movie. If you want sad Bill Murray to watch you hook up, watch this movie. If you hate prep school, watch this movie. Or go outside.

ALBUM REVIEW: HOT THOUGHTS BY SPOON

By ALAN WU
Contributing Writer

Every prominent musician has some kind of a narrative attached to them, a story that carries their larger-than-life personality. It is this narrative that contextualizes their work, making every album they release, regardless of quality, feel like an event. The Beatles had this narrative. Nirvana had this narrative. Beyoncé currently lives and breathes this narrative. And Spoon? Well, their narrative is that there really isn't a narrative at all. For the span of Spoon's 20+ year career, there was no rags-to-riches story, no dramatic breakup, no eccentric band members, no grand middle finger to the music industry, just a string of ridiculously good pop-rock records. Perhaps that is why, despite being the darlings of music critics, Spoon has failed to capture mainstream attention like their other indie contemporaries.

In spite of this, Spoon is still one of the best rock bands of this generation for the sheer consistency in quality of their studio albums. Every Spoon album is an infectious collection of airtight, slick, catchy hook-heavy pop-rock tunes that are equally thoughtful and danceable. Every element in their songs is fine tuned for perfection, almost uncannily so, and is driven forward by lead singer Britt Daniel's instantly recognizable nasally vocals. On their ninth record, "Hot Thoughts", Spoon makes the biggest leap in their career, moving beyond the traditional indie rock formula and fully embracing the synth-driven funk artifice that had only been hinted at on their previous record, 2014's phenomenal "They Want My Soul".

Legendary producer Dave Fridmann helms the album's production and exerts a large amount of his influence on Spoon's new sonic direction. Fridmann is famous for turning the sounds of established bands inside-out so that subtle edges within their music become full blown excesses. He's the man responsible for transforming The Flaming Lips into a psychedelic symphony orchestra and for bastardizing

Sleater-Kinney's abrasive punk rock into something even more violent and visceral. These excesses are heavily present on "Hot Thoughts", which takes Spoon's usual economic approach to song composition and fills its airspace with thick sonic pollution.

The album's two sides both conclude with the band's strangest songs to date, "Pink Up" and "Us". Spoon practically abandons the rock band guise as both tracks unfold more like mosaics of sound rather than actual songs. "Pink Up" feels like a psychedelic dance party, where the ringing percussion, subtle guitar work, dense layers of humming synths and mesmerizing vocals all slowly melt into goop as a persistent kick drum carries them to a piano coda. It's gorgeously meditative and colorful, reminiscent of Pink Floyd's experiments with atmosphere. "Us" is an experimental jazz instrumental devoid of any conventional song structure. Across the track's five minutes, a lone saxophone weeps in what feels like a barren and spacious room. Occasionally, the echoes of drums and synths leap out of the dark. Despite the song's experimental audacity, it ultimately still feels tedious and misplaced.

To no one's surprise, Spoon has yet again created what is perhaps going to go down as one of the year's strongest pop-rock records. While there isn't anything as nearly hook-laden as "You Got Yr. Cherry Bomb" or "Do You," the band still does a phenomenal job of fully implementing kaleidoscopic synths and dense soundscapes into their catchy song formula. However, when the band does decide to veer off into new territory, it isn't always so successful. If anything, this is less a sign of the band's declining quality and more a promise for experimental and successful albums to come in the future. Like The Beatles and Radiohead before them, Spoon has managed to make eight great albums consecutively. However, what they lacked was the boldness and experimentation. Now with "Hot Thoughts" under their belt, I believe Spoon is heading into the right direction for rock music greatness.

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Boys' Lacrosse Victorious in Season Opener

By ROSE HOROWITZ
Staff Writer

On Saturday, the boys' varsity lacrosse team played their first scrimmage against St. Paul's School to help them prepare for the season. The scrimmage was successful, with the team working well together and scoring seven goals in the first half. The team is led by coach Bill Glennon and senior captains Miles Haigney, Tamer Sullivan and Bradley Ingersoll.

Sullivan could not pinpoint a specific best play in the scrimmage, but rather said, "Everybody was hustling on every play." Upper Kevin Lyskawa added that he thought the best play was the entire second half of the game, in which he was able to watch the second-string players "tear it up." Lyskawa added that the scrimmage taught the team that "there's a lot to improve upon," but the team is optimistic about the rest of the season.

Big Red has one of the hardest game schedules in the country, according to Sullivan. He says that this will make it a challenge to win all of their games, but it is not out of reach. Sullivan said that the goals for the season are to, "play our best every game and win all of them too." Lyskawa was optimistic for the season as well, saying that the goals for the season are to "improve upon last year and start where we left off."

He added that the team had "a lot of unfinished business," from last year because they lost four games by one point, and that this year the team is "determined to win those close games." Postgraduate Will Spangenberg said that because the team does not play a championship game, Big Red "take[s]



An Exeter attackman drives to the net.

Chiara Perrotti Correa/ The Exonian

pride in each and every game."

Spangenberg said that during the scrimmage, "We were working on building chemistry between the different combinations of offense and defense." He added that one of the reasons starting the season with a scrimmage is important is that it provides an opportunity for players to learn each other's skills without having the game's result

stay on the record. He said, "Learning those little idiosyncrasies in each other's games can only come through live reps, so it was great to gel more as a team and learn how to compliment each other's games." Lyskawa says about the team dynamic, "Our chemistry is very good this year, and I think we work very well with each other." Sullivan said that the team chemistry stood out to him.

"From the freshmen to the [postgraduates], we are a tight group that I love spending time with," he said. Spangenberg added that what was special about this group was that everyone on the team is working hard to improve, while simultaneously enjoying practice.

This week, the team is playing Governor's Academy away on Saturday and the Tilton School away on Wednesday.

Boys' Tennis Excited to be Back on the Court

By JOHN BECKERLE
Staff Writer

The boys' tennis team is looking forward to its first matches of the season. On Apr. 1, Varsity A will travel to St. Paul's while Varsity B will head to Thayer Academy.

Varsity A's schedule this year features ten dual matches against other New England prep schools—two of which are against Andover—the New England Team Tournament and the New England Individual Tournament.

Varsity A finished with four wins and four losses last year. Senior SP Agata felt that the team had played well, but fell short of its team goal. "Last season was solid. We had some good wins along the way but sadly weren't able to win another New England title," he said.

Many new faces filled the team's roster this year as the 2015-2016 Varsity A and B teams lost nine out of its sixteen players. Lower Luca Cantone, who did not make the cut for the tennis team last year, expressed excitement about the opportunity to play this year. "This is my first competitive sport at Exeter, so I don't really know what to expect, but I am hopeful and ready [to] stretch myself as an athlete and win some matches for Exeter," he said.

Cantone mentioned that he has been practicing more in preparation for the season. "I had the chance to tune up my form and hit over break, and I feel as prepared as I ever have been," he said.

Prep Carsten Bressel felt that although the team had graduated many strong players, a talented group of underclassmen and returning players would compensate. "By losing a lot of the best guys, the chemistry of the team has been altered. There is some quality young blood that will hopefully make up for the members that have left," he said.

Agata agreed that a diverse range



Upper Pedro Sanson and senior Sergio Escobar shake hands after winning a point.

Jena Yun/The Exonian

of experienced and newer players gives the team potential to play very well this season. "Losing players is always hard and we may have some bumps in the road, but I think that we will still be able to have a successful season. There are a couple seniors, like Cam Gruss and Sergio [Escobar] on our team with a lot of experience as well as some talented underclassmen."

Although the team is a bit rusty as it's the start of the season, they're excited

to practice and get in shape. "It's been a while for most of us, and we have to get back in the grind. Hopefully as the snow clears, we will get some quality time in," Bressel said.

Agata expressed optimism for the near future. "Our season hasn't started yet. We are still preparing for our first match. We have a lot of potential. I'm just excited to start playing matches and enjoy the season with the team," he said.

Bressel, too, was enthusiastic about

the season. "Playing matches, for all of us, is really an exhilarating experience that can't really be replicated anywhere else. I am looking forward to an incredible season with some great teammates."

The varsity's first game of the season is this Saturday, Apr. 1, against St. Paul's. For the past two seasons, Exeter's game against St. Paul's has been cancelled due to the weather, so hopefully this is the year that the two times finally get to play each other.

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ATHLETES OF THE WEEK: FRANCIS BAVIERA-MALONEY AND STONE SULLEY

By ASHLEY LIN
& CHIM TASIE-AMADI
Staff Writers

The sound of oars dipping into the river, kicking up a wake as the boys' crew team draws them back, cuts through the air. The huff and puff of their breathing, in perfect unison, can be heard across the water. Leading this boat of eight oarsmen, as well as the 52 other members of Exeter boys' crew, are co-captains senior Stone Sulley and upper Francis Baviera-Maloney.

Unlike a lot of students here at Exeter, Sulley began his crew career prior to 9th grade, though he joined Exeter as a new lower. He started rowing in 8th grade, at the request of his parents.

"I started rowing the spring of my eighth grade year. I mainly kept doing it because my parents wanted me to do a sport," he said. Sulley rowed for a small club in his hometown and although they were not the very best group of oarsmen, they "would try [their] very best to not come last every regatta."

For Sulley, his initial transition to Exeter was "weird and awkward" as it is for many. "I didn't have many friends on the team, and wasn't very confident," Sulley said. However, by the end of spring term, he had befriended everyone on his boat and considered them his "best friends." After "hellish practices," winning and losing together, the senior, looking back was not surprised at the outcome. "It only made sense," he said.

Sulley came to love the sport because of the strong team relationships necessary in crew. In his words, "rowing is the ultimate team sport. On the water, there are no individual victories or losses."

As for Maloney, his crew career began here at Exeter his prep spring. Maloney recalled talking to a proctor in his dorm, who was on the crew team, late at night. "He mentioned it to me,



Julia Goydan/The Exonian

said I should try it. I did." Maloney started as a novice rower on the fifth boat. He dreamed all of prep year, and lower year after that, of rowing varsity on either the first or second boats.

After his first season, Maloney started training hard. "I knew that in order for that to happen I would need to train every day with that goal in mind. I started training with some varsity mentors."

This was when he fell in love with crew. Going to practices in the fall and winter, in preparation for the spring, with seniors and other more experienced rowers, Maloney's work eventually paid off. "Everything else that happened was just a consequence of being faster than other guys who before the winter were much better than me."

The Maloney and Sulley duo work well together, and their similarities and differences compliment each other.

Maloney is respected as a diligent athlete. Through his hard work and

commitment, he jumped from the fifth boat to the first boat in a span of one year. In between his prep and lower year, Maloney spent all of his lower winter preparing for the spring season by dedicating the time to daily workouts at the gym, including the deathly erg and bike workouts hosted by the seniors.

Due to his consistent training, Maloney managed to sky rocket his success in the sport, and is often used as an example of the well-earned result of hard work. Maloney's willingness to dedicate himself to the purely endurance based sport inspires his teammates to also put in their time and effort to improve.

"His competitiveness is contagious," senior Alec Howe said. "He works hard to make us work hard."

Maloney spreads his passion and knowledge about crew to support his teammates. He is not only individually successful, but is just as organized and serious about furthering everyone else's successes in the sport. He carries

a tough attitude toward the team, motivating each member to push themselves to their maximum capability.

"He doesn't accept short-cuts and always wants to just see the boys get stronger and faster," teammate and senior Jack Telman commented on Maloney's admirable attitude.

On the other hand, Sulley is more of a light-hearted captain, bringing the team together with his humorous personality. He fosters a positive environment with his sense of team spirit, creating a sense of camaraderie within the team.

"He [Sulley] keeps the attitude and the chemistry upbeat and motivated so everyone puts in their best work for the next guy," commented Telman.

The captains are both hard working individuals who plan to claim the NEIRA team points trophy this season. According to Maloney, the boys have a good chance of achieving this goal.

"We have a lot of team depth past the first boat, with B2 winning Silver, and B3 winning gold last year, and good chemistry within the B1 guys," Maloney said.

While Maloney still has another year to row for Big Red, this is the last season that Sulley will row on the Squamscott River. While reflecting on his final term at Exeter and as a member of the crew team, he said, "What I think I'll miss most is my friends I have made on the team."

The two hope to lead this year's crew team to a successful season. After a disappointing finish to last year's season, the team is hoping to get its revenge. With Maloney and Sulley in the first boat, there is a good chance Exeter will win many races and have fun along the way. The team's first race is a scrimmage against Belmont Hill and Deerfield on Apr. 8. The two captains, as well as the entire team, are excited to start the racing season.

Girls' Crew Prepares for Future Races 2016 NEIRA Champions Hope To Dominate Again



Senior Zoe Marshall goes into the recovery.

Diana Davidson/The Exonian

By BELLA ALVAREZ
Staff Writer

Girls' varsity crew is looking forward to another strong season this year. Although they've been training intensely in preparation for their first race, the girls have not been able to practice on the water. "The river has been frozen and the docks won't be in until the third week of the season," lower Christine Baker said. "I'm really looking forward to getting on the water and getting ready for races."

Senior Nora Epler outlined the dedicated regime of the team. "Right now, we are working a lot on technique and fit-

ness, so that when we get in the boats, we are ready to row hard and well," she explained. Epler continued, saying that team members are also working on building mental strength as they will need this to be able to train more rigorously later on. "When we are trying to win, we can know that we have worked harder—mentally and physically—than any other boat out on the water."

The first regatta of the season, a race against Kent School, will prove to be difficult. "They have been on the water in boats for a while," Baker said. "They have a training trip during their spring break and a lake that isn't frozen, so they

have an advantage right now." However, she remains "confident" that Exeter will prove to be tough competition for Kent.

Epler described the team's loss to Kent last year. "Last year the four got so close to beating them—but we still took the points trophy from them at NEIRA's—so it would be great if we could crush them this season," she said. Epler mentioned Andover as another regatta the team is looking forward to facing Exeter swept during the E/A regatta in last year's season, Epler hopes for the same results. "The stakes are pretty high this year to do the same," she said.

After rowing at the Head of the

Charles Regatta with new captains and seniors Maya Blake and Honor Clements, Baker feels secure in their ability to lead the team to success. Baker also hopes to improve on an individual level. "I want to get better with my technique and get a lot stronger at the same time," she said.

Epler is also enthusiastic about the upcoming races. "We have a bunch of girls this year that came into the season really in shape and ready to row," she said. "If we all improve from here, Exeter will be a pretty tough team to beat."

The girls' varsity crew team will compete in its first race on Wednesday, Apr. 12.



ExonianSports



VOLLEYBALL READY TO DEFEND TITLE *Strong Returners and Skilled Newcomers Leave Team Optimistic*

By ASHLEY LIN
Staff Writer

Coming into its fourth official season, the volleyball team is ready to dive in to game-play. The team, led by co-captains Mitchell Kirsch, Ben Swett and Graham Rutledge alongside their head coach Bruce Shang, has had a very successful record during the past three years. The boys have only lost two of their games, and are currently regarded as the best in New England. With two championship titles up its belt, the Big Red is looking to continue their success and claim a third title this season. Even though they graduated a few of their key players, they are equipped with many experienced returning players, and are anything but unsure that the team will be able to achieve its goal.

"We are an experienced, senior heavy team that is probably favored to win it all again this year," Kirsch said. Both of last season's MVPs, Kirsch and Rutledge, are continuing to play for the team this year. Moreover, senior Kelvin Green, who was abroad last season, has come back to play as a mid-hitter. Basketball post-graduate Jacob Grandison, who stands at 6'7, will be another valuable addition to the team.

Aside from having lots of returning talent on the team, each of the 15 players' minds are on the game, driven to achieve their goal by putting their best effort at practice everyday. This group of boys has the right attitude, willing to make their own luck by using the process of preparation as their greatest weapon.

"We have the talent to win," Swett started. "We just have to come to practice every day looking to get better." Practice makes perfect, just like everything else in life.

The team will carry its determination from practice, as well as their passion for the sport to all ten of their games this season. They are confident that their positive outlook and enthusiasm will prove them successful.

"I like the energy that this team brings and I'm looking forward to our perfor-



Senior Ben Swett goes up for a spike.

Rachel Luo/The Exonian

mances when it matters," Kirsch said. In addition to their immense focus on winning, the team is also a tight-knit group of individuals who can let loose and enjoy each other's company. The boys not only see volleyball as a high intensity sport, but also as a way to socialize. "My teammates are also great to be around," Swett said. "They're hilarious so I love seeing them more in the spring."

When asked about the anticipated challenges for the season, Kirsch replied, "One challenge might be controlling the puddles of sweat Graham produces when it gets

hot," displaying the team's light atmosphere. The team has been crowned New England Champions, but they will not rest on their laurels. They are wary of their opposition, anticipating anything in terms of the level of competition.

"Last year they [the competition] weren't that strong," Rutledge recalled. "But that doesn't mean we aren't going to run into some really good teams this year."

Their biggest opponent is Northfield Mount Hermon, the only team they have lost to in the past two years. In the New England Championships, Big Red had

fortunately edged them out in the finals, by three to five points in each of their four matches.

Upper Emilio Karakey expressed his excitement for the upcoming season. "They are a respectable team with many good players, and I look forward to getting the chance to play them again," he said with optimism. "I can't wait to play on the court with some of the guys that I feel comfortable calling my closest friends," Karakey said.

Big Red's first game is at home on Apr. 1, against none other than its arch-rivals, NMH.

GIRLS' WOPO GETS BACK TO WORK *Trains for Important First Game against Deerfield*

By JARED ZHANG
Staff Writer

After graduating six seniors last season, the 2017 girls' water polo team, filled with fresh talent, is preparing to start off its season. Big Red will be looking to improve upon their 7-6 record from 2016.

Reflecting on the previous season, lower Sam Gove said that the team will be looking for redemption after losing a couple of close games that went to overtime. Another one of the team's goals is to make the championships after missing the opportunity a year ago.

Led by co-captains and seniors Emily LaRovere and Autumn Herness, the team of 17 girls has spent the beginning of the season practicing water polo skills and drills.

Most of the team's roster is filled with swimmers from the winter term. As a result, the girls are not only in great shape from swimming laps all winter, but they also already possess a strong sense of team unity.

"With seven new girls on the team this season, the first week was a lot of learning and drills, but everyone is picking up the sport really well," LaRovere said. Lower Ela Ferhangil praised her new teammates for learning quickly. "Compared to last year, the new players have picked up the game rather quickly," she said.

Prep Wynter Sands, a first-time water polo player, discussed the guidance she has received from the more experienced members of the team. "All the returning girls are always willing to answer any questions I have and critique my form

when practicing," Sands said.

In this past week, the girls' water polo team worked to improve where their skills are lacking. LaRovere explained that the team is working on "being aware of the ball and moving to open water" to have more opportunities to pass to teammates. "Water polo is a pretty aggressive sport so being confident and equally aggressive with the ball is important," Ferhangil added.

The biggest challenge the team currently faces is finding someone to play the position of goalie. After the graduation of Madison Hillyard '16, the team has struggled to find a replacement for the crucial position.

"We are still in search of a goalie, and with our first game only a week away, we have been trying out different girls at practice," LaRovere said. Ferhangil echoed LaRovere's sentiments and added, "The coaches have already narrowed it down to a few possibilities."

Throughout the term, Big Red will play fourteen different teams leading up to the Liquid Four championship tournament. Many of the team's games that will be hosted on campus.

The group's first game will be on Saturday, Apr. 1. The team will travel to Deerfield Academy and hopefully clinch a decisive win, as they defeated Deerfield 14-2 last season's season opening game. Playing in Deerfield's shallow-end pool will be a challenge within itself, but the girls are up to the challenge. With a strong performance against Deerfield, the team hopes to set a precedent for the rest of the games.



Upper Jolina Dimen lobs a ball toward the net.

Chiara Perrotti Correa/The Exonian

InsideSports

Boys' Lacrosse



Big Red's varsity opened its season up with a win in a scrimmage against St. Paul's. Read more on B4.

Chiara Perotti Correa/The Exonian

Athlete of the Week



Senior Stone Sulley and upper Francis Baviera -Maloney captain the boys' crew team this year. Read more on B5.

Julia Goydan/The Exonian

Girls' Crew



Exeter's team doesn't have a race until early April, but the team is still training hard. Find out more on B5.

Diana Davidson/The Exonian

SATURDAY GAMES:

Boys' Lax	Away	1:00 pm
Softball	Home	1:00 pm
Volleyball	Home	1:00 pm
Boys' Tennis	Away	1:30 pm
Girls' Lax	Away	2:00 pm
Girls' Tennis	Home	2:00 pm
Baseball	Home	3:30 pm