

## STUDENT COUNCIL EXECUTIVE BOARD ELECTION RESULTS

Presidential Candidates: Caspar Bailey, Cam Khater, and Meishu Han.

Vice President: Anna Holtz

Co-Secretaries: Lauren Lee and Kyle Kennedy's

## VOTE FOR PRESIDENT ON TUES., FEB. 13

Presidential Debate Tomorrow @9:45 Assembly, read Candidate Statements on Page 5.

# Editorial: The Canceled MLK Workshop Was Miscommunicated but Not Irrational

## A Call for Continued Conversation, Followed by A Message from the Principal

By the 146th Executive Board

On Jan. 14, the night before the Academy's celebration of Martin Luther King Day, students who had signed up for the workshop "Reflections on Palestinian-Black Solidarity for Liberation" were informed that the session would no longer be held. The cancellation of the workshop disappointed and distressed many Exeter students and faculty, with several students taking to Instagram under the handle @black.palestine.pea to protest what they felt was the Academy's censorship of the community's efforts to engage in dia-

logue around the ongoing devastation in the Middle East. However, it appears that rather than the Academy demonstrating "its lack of care for the multitude of students who found a space such as this workshop safe for their academic and curricular growth," as interpreted by students, the cancellation of the workshop was a miscommunicated administrative effort to carry out a conversation about the Israel-Palestine conflict at a later time with more adequate support.

Organized by Instructor in English Mercy Carbonell and Instructor in History Khalid Madhi, the workshop was first

introduced to the community in a list of MLK day programming options sent by Director of Equity and Inclusion Stephanie S. Bramlett on Jan. 8. The description reads as follows:

### Reflections on Palestinian-Black Solidarity for Liberation

*This workshop explores how systems of oppression and exploitation operate concurrently and how anti-oppressive struggles are, too, connected. We will investigate meaningful acts of resistance, listen and learn from one another, and discuss how movements work together to build bridges to walk in*

*solidarity with marginalized communities at both the global and local levels. This workshop will focus on what Angela Y. Davis means by Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement.*

*What is solidarity? What is our responsibility to bear witness? In what ways might historical and current Black Palestinian solidarity connect with social justice issues the participants know and care about? We will invite participants to explore some of the roots of Black Palestinian solidarity and to imagine and to reflect on the various methods of resistance*

*within and across our communities.*

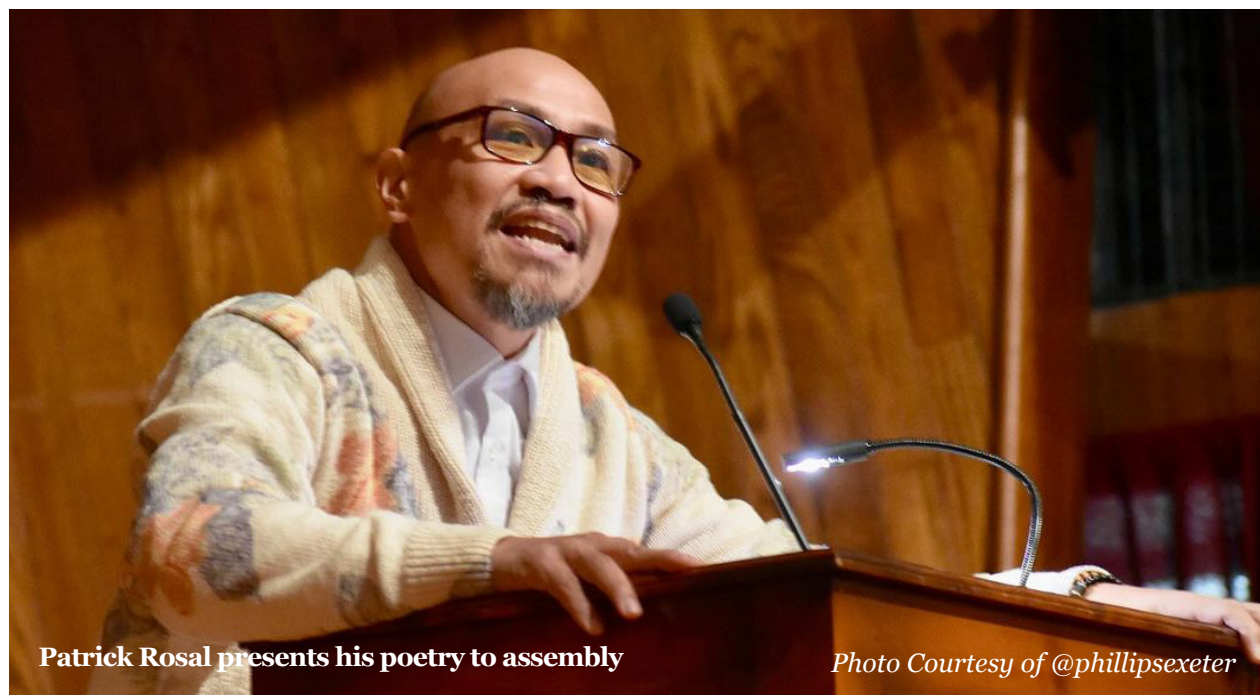
Carbonell and Madhi shared that the workshop was designed based on academic materials and historical evidence. "We designed the Workshop for MLK Day 2024's 'Black Pain and Black Joy in Resistance' to address students' needs for a space to reflect on the various expressions of solidarity between Black-Americans and Palestinians," they explained. "Our approach drew on classes already being taught in History, in English - e.g. US History, Race: a Global History, English 320 Race in Literature, Modern Africa, The Art of Protest, Harlem Re-

naissance, Toni Morrison, among others."

According to Carbonell, Madhi, and the students running the Instagram account, the cancellation of the workshop defied the core values with which the day celebrating King was founded. "The disappointment with the cancellation, the timing and the rationale is widespread," observed Carbonell and Madhi. "It is based on the disconnect with MLK Day's historical emphasis 'on a day in which the entire community gathers to honor and celebrate the legacy of Dr. King to consider the ways his legacy has endured

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## 2024 Lamont Poet Patrick Rosal Presents at Evening Reading



Patrick Rosal presents his poetry to assembly

Photo Courtesy of @phillipsexeter

By ROXANE PARK and CELIA VALDEZ

On the evening of Wednesday, Jan. 24, members of the Exeter community hurried into the Assembly Hall, despite the icy paths and biting rain to listen to the 2024 Lamont Poet, Patrick Rosal, as he came to deliver a riveting reading from his most recent book *The Last Thing: New and Selected Poems*.

Each year, with the support of the Lamont Fund, the Academy in-

vides two gifted poets to give readings of their poetry and attend English classes. This year, students and faculty alike gathered to enjoy this year's Lamont Poet as he sang, danced, and shared with us snapshots of his history.

Rosal is a Filipino-American poet who has authored five books and received numerous awards and grants, including a Guggenheim Fellowship, a National Endowment for the Arts Creative Writing Fellow-

ship, the Lenore Marshall Poetry Prize, the National Book Critics Circle Small Press Highlight, and the Association for Asian American Studies Poetry/Prose Award.

Students found Rosal's hour-long reading on Wednesday to be enthralling, with many noting the rhythmic nature of his delivery, how the words flowed together with a beat and a tune. Upper Anika Bhatnagar reflected that "he has a really musical way of reading," while lower Av-

ery Im agreed that Rosal "showed hope and pain through expressive tones and purposeful pauses. [He] empathized with the audience to create a long-lasting effect."

Rosal took a moment after each poem to contextualize, then share a snippet of history relating to the following piece. The audience buzzed with laughter at Rosal's teenage self's romantic endeavors, then went silent in the next moment,

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## Annual Student Panel Elections for the CCC

By ANNA BYUN, ANGELA HE, and CHARLOTTE DASSORI

On Tuesday, Jan. 23, Exonians voted to elect the next student voting members of the Community Conduct Committee (CCC). Later that day, at the Student Council meeting, lowers Avery Im, Liv Lang, Joseph Vicente, Kamilah Alabi, Ethan Benenson, Dylan Richardson, Whitney Pickett, and Shaib Abubakar were announced as nominees. Those nominated will advance into the interview stage of the selection process, where, ultimately, four members will be chosen.

Richardson shared that his hope as a potential CCC student voter is to "make sure students feel heard and understood" and "help Exeter become a more positive environment for young people to grow."

Liv Lang, another nominee, affirmed similar beliefs. "I want to make sure that fellow Exonians have a chance to learn and grow from their mistakes. Also, if elected, I hope to be a friendly face on the board - someone the student can look at to breathe and refocus their thoughts. I want them to know I'm there advocating for them."

In expressing her motivation to join the CCC, Im stated, "I wanted to leave a lasting impact on campus." The catalyst for her interest in the CCC stemmed from the experiences shared by many of her friends, who recounted negative encounters with disciplinary actions. As a result, they felt isolated and believed that "nobody would understand." Im's goal is to "help provide insight to the board to support the student body by working to foster complete equity

and fairness."

Pickett highlighted her connection to and gratitude for the school and its students as her point of candidacy, stating, "I want to give back to the Exeter community! I love this school and the people so much, and playing a role in this crucial but sensitive aspect of PEA would be an honor."

When asked why she ran, Lang shared, "I've always viewed myself as a balanced person and someone who hears out both sides of a story. I am good at coming to a consensus on something and[,] when doing so[,] take all factors into consideration before making my decision." As a part of her campaign, Lang stressed the importance of figuring out how to help the students in the CCC process, which she had witnessed as a previous member of Student Council. "As a student voter, I would share that there are more than just two sides to a case. It is not a black-and-white decision. I think the role of the CCC is being able to look through all of these factors and figure out, okay, what exactly is our best course of action to figure out how to fix this and prevent it from not happening again?"

Richardson's decision to run for this role is largely due to the inadequacies in the mental health care provided to students undergoing the CCC process. He explained, "The mental health care provided to students going through the CCC process is currently inadequate. I will, with my [Student Council] background without a doubt, be a part of reform efforts when they begin." Leveraging experience and insights gained from

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## An Update on Exeter's Environmental Impact and Sustainability Goals

By ARYAN AGARWAL, MARVIN SHIM, KEVIN THANT, and ANDREW YANG

Climate change is one of the largest global issues of our age. As mass famine, fatal natural disasters, and the destruction of our environment all become a commonality, it is critical for Exeter to always consider and monitor its environmental footprint. Exeter faculty and students alike have been taking action for decades, from the establishment

of clubs such as the Environmental Action Committee (EAC) to the administration's creation of the Sustainability and Climate Action Plan (SCAP).

The Academy has shown its diligence through a multitude of sustainable projects and commitments. The most notable of these projects include the SCAP, as well as the recent installation of eighty-six geothermal wells under the Academy lawn, bringing the total amount to two hundred and forty-nine

wells across the campus. Amid the winter term, considering how Exeter's efforts have moved us toward our goals is how we can achieve a sustainable future.

The framework for reaching a positive future outlined in the SCAP have all been shaped by the Environmental Stewardship Committee (ESC), as well as Principal Bill Rawson himself.

Manager of Sustainability and Natural Resources Warren Biggins said, "The issues posed

by climate change and the degradation of the environment are some of the most pressing problems facing humanity today, so I think it's imperative that PEA educates all our students on the science of climate change and the principles of sustainability."

Biggins is involved in many campus efforts towards sustainability, including a larger on-campus solar array, as well as the reduction of the use of natural gas in the

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# News

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# Editorial & Message from the Principal Cont.

and how the work he and others began must continue in new and essential ways,' and the structural design of workshops to '...offer a range of perspectives and work, along with a range of pedagogical styles...With each workshop, our hope is that our leaders create the possibility for our students to learn, unlearn, and find ways that they can play an active role in the essential changing of our society.'"

The student response to the abrupt cancellation is understandable. It is certainly frustrating that the administration made the decision to cancel the workshop so abruptly and without offering an explanation or public statement to the community. We hope that in the future, there is more transparency offered to the broader community if such a significant decision is being made, and that the students and faculty can engage in collective, thoughtful conversation around important topics.

However, it is also understandable that the administration

made the decision to exercise caution around these types of conversations. In light of the recent presidential upheavals at major universities and harmful actions and rhetoric on both sides of the conflict, the Academy's responsibility to keep Exeter a welcome learning environment for all is more important than ever. In spite of the @black.palestine.pea post suggesting that "the institutional silence and suppression of conversation are perpetuating the emotional toll our students are experiencing from processing global events," the school has encouraged discussion of the conflict in the Middle East.

For example, Oct. 10, Principal Bill Rawson sent the community a message encouraging "adults to accommodate the stresses students may be facing, while noting that we should take our cues from the students and others on whether they wish to engage regarding these events." On Oct. 18, several faculty members, including Carbonell and Madhi, held a session

for both those who "are in deep pain and are seeking emotional/spiritual support" as well as those who "wish for a space to ask questions out of a genuine desire to understand historical contexts and nuances." This event focused on the collective destruction in the Middle East rather than either side of the conflict, serving as a beneficial, neutral conversation for those in need of support. As the conflict persists, however, continued active communication has not. The Academy should have continued and regular inclusive discussions across the community.

As we conclude with a statement that Principal Rawson has requested be shared with the community, we hold the administration to their promise to have these important conversations with students in a way that is equitable and constructive for all.

[To read lower Truman Yee's perspective on the effects of the cancellation on the Exeter community, flip to page 13.]

## A Message from Principal Bill Rawson:

The workshop was cancelled to provide time to gather additional input and perspective around how to structure and offer opportunities for important conversations in our community on these and related subjects. We know that many students and teachers were disappointed, and that many students want to have opportunities to learn and discuss important topics related to the war in Gaza and the longstanding conflicts in the Middle East. To that end, we will work with faculty, student advisers, and student leaders to create appropriate opportunities for such engagement on campus, meeting students where they are, and understanding that the needs of students will vary. These conversations have begun.

The devastation and destruction in Gaza and suffering and death of Palestinian people is deeply distressing to witness, as was and is the violence, death and suffering that occurred on October 7 and the suffering of Israeli hostages and their families that continues today. As I said in my statement on October 10, we are all affected by these events, and many in our community with ties to the region bear a particularly heavy burden. I said further that we must hope or pray for peace in the Middle East, and work to create a world where in all regions the dignity and equal worth of every human life is understood and respected by all.

Our mission and values guide us in this work as in all other work that we do as a school and community. Our vision for diversity, equity and inclusion at Exeter is inseparable from our vision for learning, and it calls upon all of us to strive to learn with and from each other as best we can. We seek to cultivate the empathy, understanding, and respect necessary to be open to thoughts, perspectives and experiences that differ from our own — to be able to hear and learn from stories that differ from our own. This is difficult work under present circumstances, and we will take our cues from students concerning whether and how they would like to engage. We also will continue to provide support and resources in the many ways described in Rev. Bonnie-Jeanne Casey's email of October 22, in which she urged us all to "focus on empathy, on holding space for our common humanity, and on embracing each other's goodwill during this time of unimaginable fear and sadness."

We reject antisemitism, Islamophobia and all forms of anti-Palestinian, anti-Israeli, and anti-Arab hate, discrimination, or violence, as well as any other forms of identity-based hate, discrimination or violence.

## "Little Men With Fast Hands" by Patrick Rosal

The sweat flicks from your elbows when you deliver the sweet no-look to the big man on the wing. You've been running whole crews since noon. It's a hard country, ninety feet long and fifty feet wide, and everyone on the borders wants in. And no one belongs for more than forty-eight minutes at a time. You know most all the players' names, some you named yourself. You know, in a half-court set, how to pick a crossover from a point guard's hip and when to talk shit to the seven-footer who dunked on you last week—hard. They know you'll chase down the lead man on a fast break and eat gravel just to make sure the young gun with the swift first-step is the only one not smiling when the two of you square off next time. You know how to box out a stocky forward on the inside with a slick hip-pull so the ref can't see. You are a little man with fast hands, come from a long line of stealth and flash like the Filipino scout who scaled solo the sheer face of a mountain with nothing but a bolo blade in his teeth to reach a small squad of slumbering Japanese soldiers in a cave camped out. The scout slit the necks of fourteen without waking them. He let the fifteenth sleep. This is just ball, but you know what's up. Our hands are quick. The history's deep.

## Patrick Rosal Cont.

plagiarism surfaced, and as Rosal grappled with history's brutal realities.

He began the night with a reading of his poem "A Scavenger's Ode to the Turntable (aka a Note to Thomas Alva Edison)," which he precluded with a historical account of Thomas Edison, the poem's namesake and his invention of the phonograph. "During the colonial era," he recounted, "the phonograph was brought over to the islands and used to mesmerize the islanders, to convince them of their inferiority, and literally...have them listening to their masters' words." Rosal himself spent his childhood in Edison, NJ, a town named after the inventor, and could even ride his bike to the place where Edison invented the phonograph.

The next two poems Rosal presented were "When Prince was Filipino," a recount of an early experience with love, and "Typhoon Poem," through which he expressed his deep concern for global climate and the devastation that a typhoon had caused in the Philippines.

Rosal's description of his poem "As Glass" took a closer look at Rosal's relationship with his father and his heritage as a multilingual boy in a colonized land, solemnly saying, "I

realized that Spanish was a language that me and my father had never been angry any at one another [in]."

"Brokeheart: Just Like That" was a chilling rendition of heartbreak, filled with short and simple, but powerful lines. "Just like that, I'm water," he read. "Just like that, I'm the boat. / Just like that, I'm both things in the whole world / rocking." The audience was silent in awe as he delivered the final lines: The wood's splitting. The hinges are / falling off. When the first bridge ends, / just like that, I'm a flung open door."

Finally, Rosal concluded the night by reading a new poem that he had written recently, entitled "Prayer for Those of Us who Fail to Floss."

On both Wednesday night and the next afternoon on Thursday, Jan. 25, during lunch, Rosal welcomed student questions and his answers were as eloquent and poetic as his writing.

"I enjoyed when he responded to Forrest Zeng's question about inspirations in his life, where Rosal then talked about his difficult childhood and how language acted as a barrier between him and his family," Im recalled.

At the lunch Q&A session in the Elting Room on

Thursday, Rosal centered on the loss of his mother, his brother, his homeland, his heritage, and how it filled him with the need to find a "sanctuary."

"I built a sanctuary out of poetry," he said. "Out of sound." As many students had noticed, Rosal notices that "there is a shape to sound," and utilizes it in every one of his poems, rendering them into entirely different but equally meaningful works on and off the page.

Many students noted these central themes of identity and self-discovery, praising the command Rosal held over not only his words and his story, but the crowd. "I noticed many themes of cultural inheritance as well as coming of age and struggles like relearning a language that you've lost or facing discrimination," said upper Roy Liu. "From the first moment when he danced onto stage I was enraptured. He has this amazing stage presence and you feel like you two could become great friends. Every moment stuck out to me," Liu added.

For those of you who missed Rosal's brief but impactful visit to campus, his most recent book, *The Last Thing: New & Selected Poems*, is still available at the bookstore, a winner of the Lenore Marshall Poetry Prize from the Academy of American Poets.

## CCC Elections Cont.

from both [Student Council] and a potential CCC position, Richardson aims to contribute to reforms that prioritize the well-being of students involved in the disciplinary process.

Nominees also shared examples from their past that demonstrate their commitment to the values upheld by the CCC through past experiences. Lang shared, "I've been in student government my whole life[,] and I've

served as representatives for a multitude of different things, whether that's fundraising or, you know, being a class rep. I think I have a lot of outreach in this community."

Richardson highlighted his commitment to the values upheld by the CCC through his extensive involvement in the Student Council: "That can be seen in the work I do with the Policy Committee, as a select representative, and

now in my campaign for CCC." Drawing on his experiences, he emphasized the duty of the student council to advocate for and speak alongside the student body. In his words, "The objective in working on all of these issues is not to come to some predetermined goal. It is to take a system, break it down, and figure out what exactly needs to be changed."

If elected, Richardson promises to promote collaboration and inclusivity, ensuring that the CCC treats students with respect

during trials. "It must be understood that students are just students. We are real people. Teenagers act impulsively all the time[;] our brains aren't done growing." Acknowledging students' challenges and prioritizing empathy is most important in this decision-making process.

A similar perspective was shared by Pickett, who emphasized the importance of support and understanding in the CCC: "I perceive the Community Conduct Committee's main purpose as to de-

cide what would benefit the school, yes, but first and foremost: the student. After a violation, the CCC decides what course of action would best support both our valued Exeter community and the student involved!"

Im expressed her eagerness, stating that her approach centers around offering a fresh perspective rooted in empathy, truth, and justice derived from my personal life experiences. "I am an advocate for equality, and I will do everything in my

power to ensure that all opinions are deliberated thoroughly at the table."

The CCC holds significant importance in the student experience at Exeter. While not a daily concern for many, those facing the Committee may experience significant and life-changing consequences. As we await the election results, the enthusiasm and dedication of these nominees point towards a CCC that prioritizes collaboration, inclusivity, and the well-being of our student community.

# 2024 Republican Presidential Candidate Nikki Haley Campaigns in Town of Exeter



Courtesy of PBS News

Nikki Haley Addressing Town of Exeter

By SAM ATLMAN, LAUREN LEE, and CHLOÉ LIND

Recently, as political tension in the United States has increased leading up to the 2024 Presidential Election, all focus has been on New Hampshire, the first state to vote in the primaries. Nikki Haley, one of the few Republican candidates left after the brutal Iowa Caucus and party debates, campaigned all over New Hampshire in a bid to edge out Donald Trump's support in one of the few places she had the chance to do so. On Jan. 21, 2024, she visited Exeter High School (EHS) for a rally open to the public. Several Exonians attended and returned with much to say about the event and its role in the Republican Presidential Primaries.

In general, attendees

felt that Haley's speech was fairly well received, with her beliefs on China resonating with the crowd the most. "The atmosphere of the event was quite strongly in favor of Haley's political ideas," lower Alex Ma said.

Similarly, upper Margarita Jones recalled the glamor of the event, saying, "It felt like I was at a hockey game or some football game, because they were playing all of this hyped-up music before she came on as if it were the Super Bowl or something. People were even chanting for her."

Despite the common positive sentiment amongst attendees, many expressed disappointment with the delays in the speech: though the event was scheduled to begin at 8 o'clock, Haley came out onto the stage much later. "That was disappointing," upper Jacques

Leleux noted. "I feel like she could've been more punctual and that would've made us have a little more confidence in her candidacy."

Haley's speech touched on a myriad of issues facing Americans, highlighting her border control policy in particular. "The main thing she was talking about was immigration," said lower Olivia Braham. "That was very smart on her part, especially because I think there was a recent poll that said that New Hampshire voters rank immigration as the same importance as the economy in terms of how they vote."

In addition, Haley spoke about her stance on fossil fuel pipelines and energy production. "One especially memorable piece of content from her speech was her strong support for fossil fuel pipelines and energy pro-

duction. She remained adamant about the need for the keystone pipeline and other sources to boost overall energy production in the US," said Ma.

"There was an exciting point where some sort of oil protester stood up," recalled Leleux. "They had this banner that said something to the effect of 'silencing anti-oil,' and then the police came and took them away."

Haley's response to this protester left a lasting impression. "Nikki Haley said, 'Every time I see a protester, I smile because it makes me recognize that the sacrifices that my husband made in Afghanistan...and [of] all our soldiers serving overseas, are for these people's right to protest,'" Leleux recalled. "I think she handled it with grace."

Leleux commented on

why the rally was important to him: "When Mr. Chisholm wrote to us about this event, he started with, 'Hello Political Optimists,' and that's what we were, we were optimists, going to see her. We thought maybe we wouldn't have to repeat 2020, that maybe we wouldn't have to choose between a senile old man and a criminal."

Upper Paco Sze remarked on Haley's political strategy, saying, "She admitted that she agreed with a lot of Trump's policies, but she was banking on the fact that everywhere Trump goes he causes chaos, good or bad, to follow him. That was essentially her stance on Trump. That was her way of separating herself."

On the other hand, Ma believed that Haley's speech was not enough to distinguish herself from

former President Donald J. Trump, the other candidate vying for the Republican nomination. "Haley did not touch on some of her more sensitive stances, such as the states' rights to secede or her support for abortion rights. With DeSantis gone, I believe that exploring these ideas may have been an opportunity to further distinguish herself as a candidate and sway independent voters. Unfortunately, most of her speech revolved around cookie-cutter ideas," said Ma.

Leleux added, "I actually have to vote in this election, so this is something that matters to me much more than it did in 2020. I think that it was a moment of great optimism and great hope for our fellow Americans. To see those hopes dashed is honestly a little disappointing. I'm not saying that's not what we thought going in because I don't think anyone was seriously thinking Haley was going to beat Trump, he just has so much support. The Republican party, as we saw in Iowa, is his party right now. So, in a sense, it was a fool's errand, which is unfortunate."

Reflecting on Nikki Haley's speech amidst the backdrop of the 2024 Republican Presidential Primaries, it becomes a microcosm of the political landscape's intricacies. The enthusiastic reception of Haley's political beliefs, hoping for a change to the status quo in the next four years, provides a glimpse into the political future of New Hampshire, and is fairly representative of the results of the New Hampshire primary elections in which Haley gained nine delegates. Haley's event at EHS serves as an example of public sentiment, political strategy, and persuasive devices in the anticipation of the presidential election and the race for national republican nomination.

## Writer Paul Yoon '98 Shares His Inspirations and Creations at Friday Assembly

By ROXANE PARK

On Friday, Feb. 2, alumnus and acclaimed fiction writer Paul Yoon '98 visited the Academy to share his work and wisdom to students. Opening with a recording of a selfie-video in which he encouraged students to "pretend to be at a Taylor Swift concert," Yoon immediately set the tone for a relaxed, sincere, and illuminating assembly.

Next, Yoon introduced his most recent book: *The Hive and the Honey*, a collection of short stories exploring the diaspora of ethnic Koreans across decades, countries, and realities. This idea, he shared, seemed at first a daunting task, and yet, as someone who was not connected to his family history growing up, Yoon "always knew that [he] wanted to tackle a book that was a sort of imaginary family tree, where [he] could explore the spread of people from one country." It was not until the pandemic arrived that Yoon truly embarked on this creative journey, the similar dispersion of his acquaintances all over the world triggering his curiosity

about the relatives that he knew existed somewhere in both North and South Korea.

To introduce the community to his simple yet nuanced writing style, Yoon read an excerpt from his story "Cromer," which can be found in *The Hive and the Honey*, as well as published as a standalone in *The Atlantic*.

He was then joined on stage by senior Andrew Yuan to engage in a conversation about his process, motivations, recollections of Exeter, and love for his craft.

Yoon confessed that the "old dead writers" that he was introduced to at the Academy have continued to be some of his favorites. Shakespeare, Dickens—he even proclaimed, "I'd take a bullet for Hemingway." While he'd never considered it an "active art form," as a genre that was being constantly created and expanded in the present, Yoon recalled being fascinated by the art of composition: "I fell in love with reading, storytelling, and how much you can do on a page because of those books that I read here."

Yuan then asked Yoon

if he had ever felt pressured, as many students have nowadays, to write about cultural or traumatic experiences in their Exeter English classes in order to achieve higher grades. However, Yoon shared that this had never been an issue for him; that his motivation and restrictions often came from within himself. "If there's been any pressure," he said, "it has just come from me—whatever I'm haunted by, whatever keeps me awake at night, or the things that we are all wrestling with but don't know how to put it into words. That's what I'm attempting to translate on a page."

Similarly to this self-motivation to create, Yoon delved into what he enjoys about writing as a career and a purpose: "The fun magic, beauty, joy of fiction writing is that you have this cool venn diagram where you can take things that are so far removed from your life, but then also bring in emotionally autobiographical elements. Once those two things merge, that's where the magic happens."

"Writing has always been for me leaning into the idea of mystery," he

added. "I'm not writing because I want to discover the answer to something...I'm writing because I want to live in that mystery for a while and engage with it, and maybe present it in creative ways."

Finally, Yoon shared details of the complex process of creating *The Hive and the Honey*. In it, Yuan observed, he balanced both the inclusion of historical truth with the expression of human emotion. "If I see some

weird book about something that happened centuries ago, I just can't help it," Yoon said, describing his tendency to "geek out" over unique history books. "I want to learn. I'm not actively looking for ideas to work on, I'm just reading these books as a fan...It just inspires me to find some way in, to want to write about something."

But holding onto these fragments of history is not always productive for his creative process, Yoon explained. "I get the inspiration from those textbooks, that his-

tory, those very specific details, but then in some ways, I have to forget about it to write fiction, because I don't want to stop myself by asking, 'Oh, was this possible?'"

In awe of Yoon's impactful reading, unique perspective on writing, and transparency when speaking about his own life and family, students loudly applauded as he exited from the stage. "Be well, stay warm, stay out of trouble, read tons, take care of yourselves, and take care of each other," he concluded. "Thanks everyone!"



Paul Yoon holds Q&A in the Elting Room

Courtesy of exeter.edu

# Sustainability Goals Cont.

Academy's central heating plant. His positive outlook towards the future is backed by the real, everyday efforts that he and his team take to integrate practical and sustainable solutions, and he feels that the best thing that Exeter as a school can do is to educate its students about sustainability.

Instructor in Science Sydney Goddard agreed with Biggins: "You have such a huge number of square feet on this campus that it becomes more difficult to do the right thing in every place at the same time. So, there's a lot of work that needs to be done and it's gonna take money, but it's well worth it." Exeter's progress toward its climate goals has impressed Goddard, but she knows that there is always improvement to be made, and addresses that the hardship will be for the best.

In addition, Rawson expanded on the Academy's plan and the results they have found so far: "We have already reduced carbon emissions by approximately 60 percent as reflected in the Sustainability and Climate Action Plan itself," he reflected, citing the 86 geothermal wells that were installed under the Academy Building lawn this past summer. "We also will install geothermal wells in the coming year to support the renovation of the Davis Building, which will become the new home for the Classics Department," he added.

The Academy is also in the process of conducting a study on the feasibility of Exeter's current strategies in meeting its 2031 and 2050 goals. Biggins stated, "One thing the study has already made clear is that we must address our natural gas use in the central heating plant [in order] to meet the 2031 goal."

Student organizations have aided in the development of Exeter's measures toward a sustainable future, notably the Exeter Environmental Action Committee (EAC). Senior Chris Serrao, a co-head of EAC, said, "I've especially been interested in the geothermal wells, which I think are a great addition." He also explained, "I'd like to see a more diverse environmental curriculum as a whole. I believe that it would be able to further build upon students' interest in environmental awareness and action."

Senior Daniel Park, another co-head of EAC, added, "I do wish there to be a greater emphasis placed in the education aspect of environmental awareness, specifically aimed to get rid of the 'bystander apathy' mentality surrounding students and their impact on the environment. Additionally, many students remain unaware of the solar panels on the Field House or the implementation of geothermal wells, which is

something that should be more emphasized on campus." Park said that many students believe the issue to be "beyond themselves," thus disregarding the problem.

To address this problem, the Academy plans to integrate sustainability into many of Exeter's programs; one notable change that has been made is in the Science Department, which has deliberately addressed climate change at introductory levels while creating new courses related to sustainability. However, most of the student body has not yet received sufficient knowledge on the topic.

"One really big area that we need to work on is educating students on the daily behaviors needed to be more sustainable, in terms of recycling, composting, electricity, and water consumption," stated Goddard. "If more students would be more efficient to not waste energy, it would be much easier for the Academy to reach decarbonization."

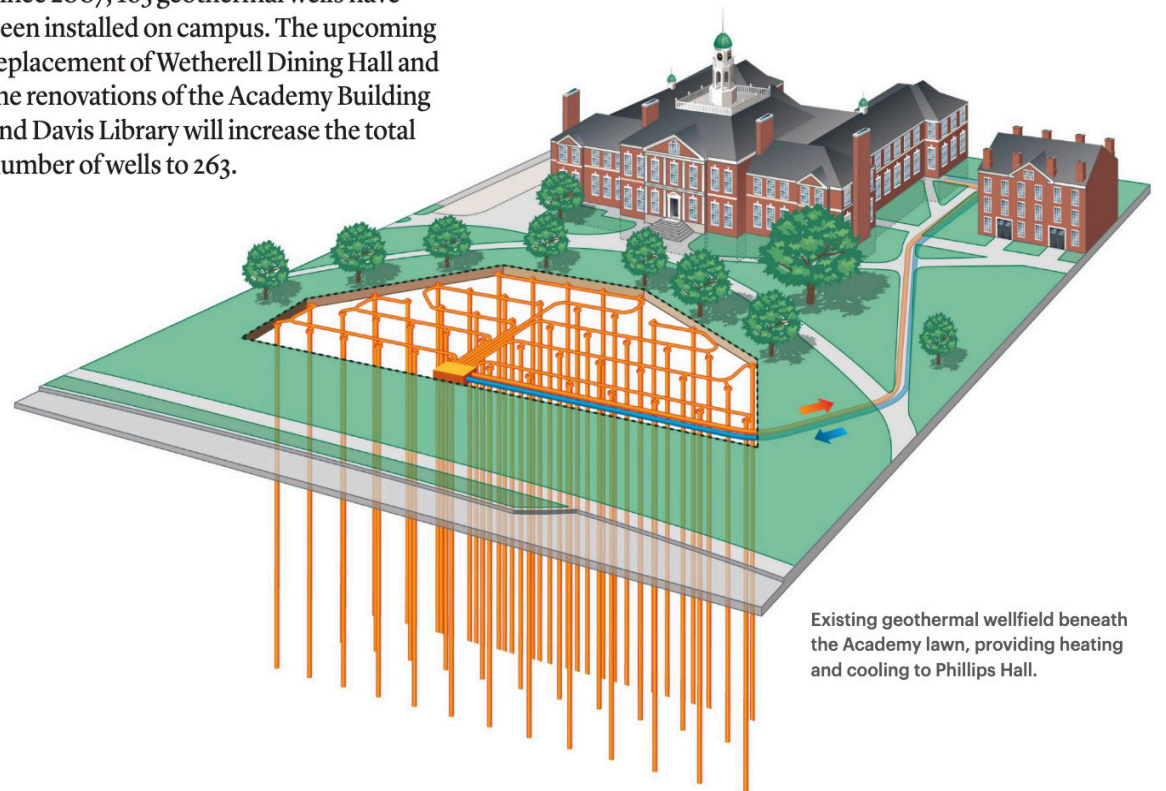
To combat this issue, Goddard suggested implementing a sustainability orientation. "One thing that had been hoped for was a sustainability orientation at the start of every year so that students know how to prevent food waste and overuse of electricity and energy," she continued. "There's a lot of things that have been done that the student body doesn't know about, including the solar panels on the roofs ... one must live with sustainability, not just talk about it."

Rawson elaborated on the Academy's goal of educating the student body: "Our education goal in the Sustainability and Climate Action Plan reflects our commitment to teach and live the principles of a just and sustainable society, expressly stated in our core value of non-sibi ... I cannot predict what new curricular and co-curricular offerings will be developed in the coming years, but I anticipate new courses, global studies opportunities, and internships will all be in the mix."

As the world progresses, so does the issue of climate change. The SCAP and EAC's continued action shows the Academy's commitment to solving this issue. However, the future of our world rests in students' hands, who will tackle these issues beyond their years at Exeter and mold the future into what they see fit. We must keep this world healthy for the next generation, and with a sustainability-focused curriculum, Exeter can create a prepared set of leaders. Education on this matter is critical as we learn about how we can help make a change. It is our responsibility to take the best care of our planet, and the Academy's responsibility to help us in this endeavor.

## Geothermal Wells

Since 2007, 163 geothermal wells have been installed on campus. The upcoming replacement of Wetherell Dining Hall and the renovations of the Academy Building and Davis Library will increase the total number of wells to 263.



Existing geothermal wellfield beneath the Academy lawn, providing heating and cooling to Phillips Hall.

Plot of geothermal well placement in front of the Academy Building

Courtesy of the SCAP

# CCC Objective Shifts to Supporting Student Wellbeing

By ISABEL EVANS, ADELLE PITTS, MARVIN SHIM, and FORREST ZENG

The Community Conduct Committee (CCC) at Exeter is the primary organization that handles cases of misconduct on campus. Recent changes in the CCC process, as well as recent cases connected to substances, reflect changes in the CCC's approach towards rule violations as an opportunity for student growth.

When a misconduct case is taken to the CCC, the student enters a thorough process involving discussions with the administration, other students, and faculty involved in the CCC. During a CCC meeting, the student in question presents their side of the incident and invites their advisor and another student to speak. Each reference can be asked questions by the student and faculty panel in the room, after which a decision is made by the faculty panel. The committee acknowledges reports from teachers, faculty friends, and advisors before deliberating on one of three usual outcomes: probation, community restoration, or withdrawal. Whichever decision the CCC comes to is final.

While daunting, the main purpose of the CCC process is to not only affirm the code of conduct, but also to provide students with opportunities for support. "Our community conduct process affirms our values as a school, holds students accountable for conduct that contravenes our values and rules, and provides opportunities for students to learn from their mistakes and rebuild trust," said Principal Bill Rawson.

"I don't think it's just disciplinary," CCC faculty panel member David Rhee said. "The CCC might be perceived as disciplinary and I realize why it is such. But it is also finding how to help the students. The student needs to be successful here. The CCC is not just discipline, it's a support system."

Annually elected student panel members play a significant role in the decision-making process

of the CCC as well. "A lot of times, our conversations with the students are trying to understand where they are coming from," said upper and student CCC member Chloe Richards. "The student panel works to understand the student's thought process in order to better contribute to the ultimate discussion."

In recent years, the CCC has engaged in more significant conversations about mental health and training its members in that scope. C. Richards said, "We talk a lot about mental health, and it's been a tricky topic to figure out. But in the past few years, mental health has been more topical."

"Five years ago, the faculty approved several significant changes to what was then called the 'discipline system,' Dean of Residential Life Carol Cahalane explained. "The name change highlights a refreshed approach that asks students to take responsibility for their restorative work by requiring them to examine the impact of their choices on themselves and others."

She added, "We have made several improvements over the past five years, such as adding more details about the process to The E Book, adding more regular training for CCC members, and providing more guidance for advisers, students' friends, and faculty friends."

Instructor in Theater and Dance Robert Richards echoed, "Traditionally, we haven't necessarily focused on mental health, but as we become more progressive and more aware, we should also become more honest and hopefully more caring, because that is part of what can make this a better school. There's a greater awareness of mental health issues on campus, and I think that needs to continue."

The CCC often works with the Academy's Counseling & Psychological Services (CAPS), drawing advice and training from them. "We had CAPS counselors come in to talk with us about very specific things. The bottom line is that we are more supportive than disciplinary," Rhee said.

In comparison to pre-

vious years, the CCC's recent approach is more constructive and supportive. Former Dean of Residential Life A.J. Cosgrove expressed, "It's my personal belief that the CCC's decision-making is way more measured. It is much more careful and respectful of the students than it used to be."

Recent changes to the disciplinary system reflect how the Academy intends to help students more after their cases. "We moved to a system containing three levels, with levels two and three used to address major rule violations," Cahalane said. "We also added two new responses: Dean's Warning and Community Restoration, with the latter only used at Levels Two or Three."

Cosgrove added, "I think people have looked at what it means to discipline a student in a much more understanding and helpful way, especially in substance use cases."

Breaches of alcohol and substance abuse are major offenses to the E Book, Exeter's code of conduct. Contrary to popular perception, the number of substance-related CCC cases has not changed significantly in the last few decades.

"I certainly haven't noticed any particular trends in the CCC over the 30 years that I have worked here," Cosgrove said. "Our youth risk survey results show that our usage is well below the national average. The majority of students are respectful of our rules and make healthy decisions."

Cases brought in front of the CCC concerning substance violations range widely. R. Richards described, "Each case is different or unique to itself, and that's one of the great strengths of the process; each case is viewed and discussed, sometimes at enormous length. [It entails] hours and hours of conversation."

In line with their changing approach to other violations, the CCC has started to view substance-related cases not through a punitive, but rather through a restorative mindset. "[The Academy is] looking to allow students to show that they can change

their behavior. That's why so many kids get placed on either community restoration or probation," Cosgrove said. "[The CCC] is offering an opportunity to prove that one can make changes in their life so that this kind of negative behavior does not continue to impact themselves and the community."

C. Richards recalled that "When a student arrives at the CCC, it is their chance to explain to us their side of the story. They can include as much or as little as they want. Students will often include a lot about mental health and what personally brought them into the situation."

"However," she continued, "our decision usually comes down to what the facts are and what we are allowed to do. We're working in the future to be able to have more wiggle room and to take into account a lot more about mental health."

After cases concerning substance use, students are referred to the Academy Student Assistance Program by the CCC to support healthier behavior. This program involves discussions with many support groups, including CAPS. As Rawson said, "Many adults on campus—deans, advisers, counselors, and health educators—are working in their areas of responsibility to educate students on these issues."

"Students caught using substances mandatorily have to attend the assistance program, where they meet with their counselor," Cosgrove said. He mentioned that the Dean of Students Office also participates in supporting students involved in substance violation.

Overall, while the CCC does impose disciplinary actions in response to violations of the E Book, it has also become a system that seeks to support students after their cases. This is especially true when it comes to mental health and substance violations. R. Richards expressed, "You have people with good hearts. Teachers, staff, administrators, and counselors, they all genuinely care about the students."

# STUCO PRESIDENTIAL CANDIDATES

Voting to be held on Tuesday, Feb. 13 | Presidential Debate on Friday, Feb. 9

## MEISHU HAN

FOR **PREZ!**

**LET'S ROLL OUT:**

- No HW weekends
- Academic Support & Printers in Every Dorm
- "Exeter Experiences" Formal Dances, Dorm Olympics, Coffee House, Six Flags
- Food Trucks & **Better D-Hall options**
- CAPS + Med Leave Transparency



★ REACH OUT TO @MEISHU\_ ★

## Vote Caspar Bailey for president

**CCC Reform:**  
A continued reevaluation of the questioning process.

**Visitations:**  
Finish what we started this year, secure either a closed-door or shoe-in-door policy if we haven't already.

**TV in Grill:**  
Self-explanatory, put the TV back on the wall above the trash cans.

**Food Delivery Dropoff Locations:**  
Covered dropoff locations on South and North Campus: No more lost orders.

**CAPS Transparency:**  
Work with CAPS to continue improving its relationship with the student body and further clarify transparency concerns.



Hi! I'm Cam. I'm running for president.


As StuLife co-head, I'm one of the guys who brought back the panini press.

And doubled your dorm funds allowance.

Added the winter lights around campus.

From getting Grill open during Saturday classes, to monthly food trucks, to bringing back Winter Formal (while still keeping Casino Night), I'm going to use StuCo to create realistic but noticeable changes to our time here.

I'm not promising the moon here. Read my statement for more!



BECAUSE IT'S THE SIMPLE THINGS THAT COUNT. AND EXETER DESERVES TO BE HAPPY AGAIN.

**PRESIDENTIAL CANDIDATES:**  
Caspar Bailey, Cam Khater, and Meishu Han

**VICE PRESIDENT:**  
Anna Holtz

**CO-SECRETARIES:**  
Lauren Lee and Kyle Kennedy's

The election was held virtually from 8 a.m. to 6 p.m. on Wednesday, Feb. 7, by the Elections Committee of the Student Council. The elections for the Vice President and Co-Secretary positions are final, whereas the top three chosen presidential candidates will have the chance to debate each other at the **Friday, Feb. 9 morning assembly**, with subsequent final presidential elections taking place on **Tuesday, Feb. 13**.

## Chanda Prescod-Weinstein Speaks at Assembly

By ISABEL EVANS, ERIN HAN, and ISHAAN SINGH

On Friday, January 26th, renowned physicist and author of the book "The Disordered Cosmos," Chanda Prescod-Weinstein addressed Phillips Exeter Academy in the Assembly Hall. Her presentation encompassed her life story and her interest in physics, astronomy, and the cosmos, later connecting socio-political

issues to the scientific aspect of the universe. Her presentation and display of the various aspects of cosmology captivated the audience, and many attended the subsequent Q&A.

Senior and Physics Club co-head Ishaan Vohra noted, "I thought [the assembly] was great. It was a mix of actual physics research instruction [and] teaching us about a lot of the interesting developments go-

ing on in the field. Dark matter is one of those huge unsolved problems that a lot of physicists are working on. It was super exciting and it was also really interesting in terms of social justice, which is an important part of every scientist's career."

Instructor in Science and Physics Club Advisor James DiCarlo also noted the expansiveness of her presentation: "I liked the way she drew the connection between what

happens on the smallest and largest scales. Particle physics and cosmology are partners. Knowledge about the way microscopic systems evolve sheds light on our understanding of how the universe itself evolves." He continued, "She touched on a lot of stuff, from the nitty-gritty of gravitational lensing to societal issues of who gets to tell history."

Prescod-Weinstein stated that she aims to connect the cosmos, her scientific work, to the social part of her life, and advocate and speak out about her heritage and culture. This combination of social and scientific issues and mysteries intrigued the audience. She brought joy and interest to the Assembly Hall that morning, and familiarized physics to the audience. Upper and Astronomy Club co-head Masaki Muneyoshi agreed, stating, "While many think of astronomy and quantum as a strange, distant concept, it really isn't - and I think she conveyed the joy of understanding our universe with her passion for research. The diagram she showed about the different candidates for dark matter, something so central yet unknown in our world, was quite interesting, many of which I didn't know about."

Prescod-Weinstein clarified some of the mysteries surrounding cosmology and allowed the audience to understand her work and how she connects it to the social issues she is passionate about. This strong link

that Prescod-Weinstein established between her scientific and social work was a new and refreshing idea for many students.

Muneyoshi commented, "In the latter half of her assembly, she mentioned how in science, only those who are wished to be remembered are remembered, bringing up how some people, often from marginalized communities, are forgotten from history for their contributions. That was something I'd never thought about and felt that even in our pursuit of science to understand the laws of the world, our progress can be hindered by our pointless biases and inability to understand one another. I strongly agreed with what she said about the universe being a canvas for everyone—anyone, regardless of who they might be, can do whatever they want."

Vohra echoed this sentiment, saying, "The focus on not just physics, but also other important principles was something that really stood out to me. As an aspiring physicist myself, I've always focused on going as deep into the technical side of things as possible, but it's only now that I've realized that once you get to a higher level, the influence you have over other people is also a major part of that role," he finished, "So that was something I'll take away, and something I'll keep in mind for my career in the future."

Students and faculty afterward had the opportunity to attend

a Q&A luncheon with Prescod-Weinstein. Senior and Physics Club co-head William Lu commented, "I think, by going to the Q&A, what I really discovered was, she's a real thinker. She thinks about all kinds of things—she thinks about literature, culture, and sociology. She's just such a cool person."

Lu continued, recalling a question he posed to her during the session, "I asked her about how I sometimes feel pressure to do something that's applicable—be practical and do something that's going to impact the people around us, and [she answered, by] asking us to think about how the GPS came along. GPS needs a lot of general relativity to work because you're dealing with things that are circling around a big hunk of mass, namely the Earth. You need a lot of physics to actually deal with those kinds of things. [So she mentioned how] people who made general relativity, like Einstein, were not thinking about GPS but [instead] about 'Okay, well, I'm falling, how do I know I'm falling? What's space-time and how does space-time curve? How does length change in space-time?' He was just thinking about all that. It was nothing about GPS."

"So a lot of what she told us was, don't worry too much about if this can be that, or that can be this," Lu concluded. "Just be worried about building the expansiveness of humanity. The more you know, the better."



Dr. Prescod-Weinstein presenting her work

Courtesy of TED

# Life

## » MATH CLUB & EMCC

Read about Math Club and the recent Exeter Math Club Competition for middle schoolers, 7.

## » TRENDWATCH

Read about four of the most stylish students from each Exeter class and what influences their style, 8.

## » FOTW

Read about the Faculty of the Week, Instructor in Modern Languages Inna Sysevich, 9.

# Senior of the Week: Will Simpson

By SUNGHYUN BAE,  
ELLEN JIN, and  
LAUREN LEE

A talented drummer, track captain, philosophy and history student, a beloved friend, and an overall funny guy. These are just a few of the titles that describe senior Will Simpson. Having grown up on campus, Simpson is no stranger to the Exeter community and has involved himself in many activities in his time here as a student. Even beyond this, anyone who meets him will comment on the generosity and warmth that he brings.

Simpson honors his passion for music in everything he does. “The first time I probably really got to know him was in our Jazz Ensemble,” senior Aadvik Wadivkar said. “He was just killing it on the drumset, and I can remember thinking, ‘this guy’s absolutely got it.’ If you asked me to say what ‘it’ exactly was, I couldn’t tell you - but I could tell you that Will Simpson had it.”

“Will has this ability to understand people, understand emotion, and convey that through music,” senior Ayaan Akhtar said. “He brings such a drive that is so enjoyable to work with.”

Simpson puts his heart and soul into his music, which culminates in performances scattered through the winter and spring terms. In particular, he highlighted the spring Exeter Association of Rock (EAR) 2023 concert. “It was a perfect confluence of being with the people I felt most myself around and doing the thing I feel most myself doing, which is drumming,” Simpson said. “That concert was also the first one I’ve played in on

this campus where people danced, and they got up during our set which made me so happy.”

Senior Catherine Zehner continued, “I think he’s just someone who [is] genuinely interested in bettering the world. And again, I think it’s just our luck that he does that through making awesome music and being a compassionate person.”

Simpson is the drummer for Exeter’s Jazz Ensemble and Concert Band, as well as a member of the Modern Music Making ensemble and co-head of EAR. His experience playing the drums has led to a deep connection with the instrument and an understanding of its importance to ensembles as a whole.

Wadivkar added, “A drummer’s role isn’t just to sound good, but it’s probably the most intensive and exhausting role out there. He’s the backbone of an entire band. A song [is] built up from its rhythm, and our bands feel like they’re built around Will Simpson.”

Simpson carries a similar energy into the track team where he serves as a captain. Senior Anna Kim described his positive mindset. “It goes without saying that Will is definitely one of the hardest workers on the team. He sets the standard on how to be a good teammate, competitor, and leader.”

She continued. “Will’s enthusiasm impacts our entire team. After super difficult workouts, he’s always positive and uplifting—encouraging, high-fiving, and putting smiles on everyone’s faces. He embodies our team’s value of ‘no bricks.’ Everyone looks up to him and his example.”

Senior Indigo Ogiste added, “He calls himself

the ‘chill captain of track,’ but that doesn’t do him justice. He makes people around him comfortable and proud of themselves and brings a certain brightness to the community.”

Friends attest that Simpson engages in thoughtful and meaningful conversations, often catalyzing the formation of enduring friendships.

Senior Ghena Kubba said, “He’s kind of a glue between people. Even if you have nothing in common with him, he’s just such a pleasant person to be around. He’ll make you feel included no matter what.”

“I think I met Will lower year through a mutual friend,” Ogiste said. “I remember liking him really fast. We didn’t talk for real until the beginning of last year, when we had an hour-long conversation in EPAC, and now we have a lot of deep conversations about different topics.”

Wadivkar recalled, “He’s the type of person you could never get tired of talking to, someone with whom you’d feel a distinct sense of loss when having to end a conversation.”

Many friends commented on Simpson’s kind spirit and positive energy. Kubba said, “He’s just such a kind person. Will is always there for others. Genuinely, even if a random person went up to him, he would instantly just hit it off with them.”

Akhtar mentioned his special generosity towards lowerclassmen. “He’s definitely a role model for underclassmen. I’ve seen him as a day student proctor being involved in dorm events as well as just being there for the younger students in the music building, dorm, and on the track as a captain.”

Zehner talked about



Senior Will Simpson smiles for a photo outside of EPAC. Courtesy of Austin DeSisto

the uniqueness of Simpson’s character. “The thing I love about Will so much is he has such a loyalty to his values. I think at Exeter people get swept up a lot in these competitive or comparative ideas. He’s just someone who has such a sense of what he cares about.”

She continued, “He seeks ways to contribute to those in everything he does. He doesn’t weigh himself down with things that he doesn’t find valuable.”

Wadivkar said, “I’d say Will has been such a positive force in every space he’s in. He always brings people up, motivating, validating, inspiring, and despite what he might personally be going through. I’ve never seen him actual-

ly bring any semblance of negative energy.”

Kubba also mentioned Simpson’s perceptiveness. “Will is also very contemplative and intelligent—he doesn’t give himself enough credit. Will is the strongest person I know. He’s one of those people who doesn’t know how special they are.”

Throughout any hardships, Simpson has remained a strong presence in many lives. “I’ve had a really hard time for a lot of my time here, but having those difficult experiences and struggling at times has given me a really deep understanding of myself and my needs,” he said. “It’s a give and take but I think I have a much better and deeper understanding of the human experience

and of the people I love because of it.”

Instructor in Spanish Diego Ardura, Simpson’s adviser, concluded, “He found his voice and he’s starting to recognize that he is someone that others look up to. The more he has grown into our community he [has] become a resource for the community.”

Wadivkar expressed his admiration for Simpson. “He always brings people up, motivating, validating, inspiring. I’ve never seen him actually bring any semblance of negative energy, and just having him in the same room pushes me to be a better person. He’s really someone that’s transformed every community he’s touched, and he’s had hands in a lot of communities.”

# Music Dept. Holds Annual Concerto Competition

By ROXANE PARK

On Sunday, Feb. 4., at 3:00 p.m., the Academy’s Music Department held its annual Concerto Competition in the Bowld, a large audience gathering to watch seven talented student performances. The competition was judged by three accomplished musicians—pianist Anastasia Antonacos, violinist Joanna Kurkowicz, and oboist Kathleen McNerney—and the chosen winner was pianist and lower Forrester Zeng.

The seven contestants featured in the concert applied for the competition in early January and passed a private preliminary round held on Jan. 21, which was overseen by Exeter Music faculty. Each student selected “a single movement of a concerto or similar work for solo instrument and orchestra,” as instructed by the application description provided by Music Program Administrator Barb Darby. The winner of the competition each year performs the same piece in the spring term with the Academy’s Symphony Orchestra.

The program began

with the second movement, *Presto, leggiero*, of Kalevi Aho’s Flute Concerto performed by flautist and senior Cee McClave. Pianist and lower Evan Fan subsequently performed the first movement, *Moderato*, of Sergei Rachmaninoff’s Piano Concerto No. 2 in C Minor, Op. 18. Cellist and lower Tristan Price selected the third movement, *Allegro molto*, of Joseph Haydn’s Concerto No. 1 in C Major, followed by Zeng’s rendition of the first movement, *Allegro maestoso*, of W. A. Mozart’s Concerto No. 25 in C Major, K. 503. Pianist and lower Benny Wang then performed the first movement, *Andantino-Allegretto-Andantino*, of Sergei Prokofiev’s Piano Concerto No. 2 in G minor, op. 16. Finally, lower and violinist Martin Yau performed Maurice Ravel’s *Tzigane* and senior and pianist Lucy Will concluded the concert with movement three, *Finale: Alla breve*, of Rachmaninoff’s Piano Concerto No. 3 in D minor, Op. 30. The accompanying pianists playing arrangements of the orchestral section included music faculty Jacob

Hiser, Jon Sakata, and Silvana Sokolov-Grubb.

After careful deliberation, the judges chose Zeng as the winner, awarding Wang and Price honorable mentions as well.

“I am extremely honored to have had the opportunity to perform at the Concerto Competition,” said Zeng, describing the event, “and so humbled to have received this award. I am so thankful to my fellow musicians for performing brilliantly and being so supportive of each other. I am also thankful for the judges, the faculty who managed the logistics, and the audience, who were very supportive. I am especially grateful for my piano teacher, Dr. Sakata, who performed with me and nurtured our unique interpretation of Mozart’s Piano Concerto No. 25.”

Each musician dedicated months to practicing and perfecting their pieces before the competition. Zeng shared that he was first introduced to the Mozart concerto approximately one year ago. “I didn’t intend to perform it at the Concerto Competi-

tion,” he revealed, “but when the auditions were announced, [my teacher and I] decided to audition with the first movement, as I had already developed a fairly mature musical interpretation of the piece.”

In musical performances, interpretation is equally as important as technical execution. “In preparation for the audition and the performance, I practiced frequently and worked on furthering the colors and voices that I could express in the piece,” explained Zeng. “Dr. Sakata and I explored Mozart’s nearly Shakespearean ability to express such a wide range of deeply human emotions. In particular, we worked on directly translating my interpretation into music, trying to make the piano itself disappear in the hopes that the audience might be left with only the candid story that Dr. Sakata and I wanted to tell.”

Having originally not intended to enter the competition, Zeng was surprised to be awarded the top prize. “This is in part due to how ‘radical’ my interpretation is (although Dr. Sakata would

disagree), and also in part due to the equally incredible performances I heard,” he acknowledged. “It is extraordinary to know so many astounding musicians, and I say quite frankly that I don’t feel, nor wish to feel, any sense of being a better musician or performer. Music in itself is a common good. Music in itself does not become less when it is divided. I heard that clearly in the performances of all my fellow musicians.”

Zeng will perform with the student Symphony Orchestra in the spring, an experience

which he expressed excitement and gratitude for: “In preparation for my performance in the spring, I will continue to work on small details of the piece. I am humbled to have this opportunity to perform with the Exeter Orchestra and to work closely with the music department and Dr. Sakata to perform.”

To view the program and full livestreamed performances, visit the Music Department’s 2023-2024 concert series page online at

[www.exeter.edu/music-department-concerts](http://www.exeter.edu/music-department-concerts).





Amen Hall

Photo Courtesy of Sean Fleming Photography

By JILLIAN CHENG

Past the crossed dirt paths of the McConnell Quad, Amen Hall sits in all its brick glory. From afar, it looks the same as its surrounding buildings, but upon a closer inspection you can see the kind messages scrawled in chalk across the walls, hear a muffled speaker playing pop music, and maybe even catch a couple Red Hotties coming in and out of the dorm. While every dorm may have the same red brick appearance, a

look inside of Amen proves why it might just be the best dorm on campus.

Amen Hall is a medium-sized girls' dorm opened in 1925 and home (or home away from home for all the day students) to 57 students at Exeter. It is named after the school's seventh principal Harlan P. Amen and was built on the South side of campus between Wentworth Hall and Cilley Hall, a convenient location near the library, the Goel theater, and the gym. On the outside, Amen

features a small outdoor patio and a peaceful cupola sundial. Past the two green doors, Amen includes three common rooms, an abundance of washing machines, and a tidy kitchen. In the basement sits a piano and a ping pong table for when Amenites would like to unwind.

No matter how special the architecture or facilities of Amen might be, the community of girls in the dorm is the key element that makes the dorm Red Hot. These Amenites display

## Amen Hall: A Review

their dorm pride openly. "It's very easy for me to say that Amen is the best dorm on campus," senior and proctor Clara Peng said. "I feel like we have the perfect size, I think the size actually benefits the community a lot. Amen is the perfect middleground, it's not super huge, but there are so many people across every floor who you can meet. You have such an interesting group of people with diverse interests, namely what sport they play, their classes, or what they want to do in life. I think that has made a group of girls who are very well rounded and able to connect with everybody."

Amen's size allows the community to make tight bonds, even if they are across grades. "I'd say I actually think that the Amen community is closer with each other than a lot of other dorms its size," upper Jane Vernon said. "I think Amen really does a good job with vertical housing; I don't think that there's much of a divide between who you can be friends with. I'm friends with a lot of preps, lowers, seniors, uppers, and I think that's actually something really special."

Vernon recalled the influence of the Amen community as a prep. "I remember a senior that I met before coming to Exeter led me to the field house and dragged me to the Amen quad by the sundial and introduced me to my proctors for the year," she said. "That was the first time I ever met Amenites."

Even for newcomers now, Amen still acts as a welcoming home. "I really like the community," prep Shiloh Ffrench said. "I feel like everybody's really welcoming and you can always find your people in the dorm. It was hard at first

because I didn't know anybody, but after maybe a week I gained friends in the dorm, my age and older."

Every floor brings together girls from different parts of the world, each with a unique background and set of interests. Despite all these differing factors, Amenites are bonded together into a community that supports and uplifts each other.

Of course, without the faculty of Amen, the dorm would be pure chaos. The faculty of Amen act as guardians on campus to ensure the happiness and safety of the dorm's community. In Amen, Marianne Zwicker is the dorm head, and the rest of the resident faculty include Fan Huang and Hannah Hofheinz.

Being a dorm head comes with responsibilities. "I coordinate the team of faculty who live in Amen, so I do the schedules for dorm faculty. I also coordinate the communication between the proctors and the faculty teams," Zwicker said. "We have fac-proc meetings once a week... We talk about what's happening in Amen, we talk about what kind of dorm events we want to do. The proctors have a lot of input there; we really leave most of the dorm events to them."

Ever since Zwicker moved into Amen, she had always been impressed by the community. "I think when I moved here five years ago I was just really struck by the sense of community in Amen and the way that the residents all live together and have fun together and support each other with homework and life at Exeter."

As Zwicker's young son also lives on the second floor, Amen's community is

both welcoming to her and the rest of her family. "I feel like my family is part of this house. My son knows that the girls here are his neighbors, and he sees them at ESSO [when] they go to his school. I do feel like he has that because we live here with [the girls of Amen], and that's a nice thing to have."

All of the resident faculty offer helping hands whenever the community needs assistance. "I love our dorm faculty," Vernon said. "I love check-in. They've been there for me, since I was a prep, always. Even if it's just for a chat or words of wisdom, or to let me ask questions, or to rant. Anything."

"All the student-teacher relationships at Exeter are super special," Peng added. "[The dorm fac] have been super supportive, and they are available to talk whenever you want to."

Amen Hall has many rich dorm traditions. These include Amen Angeling in the wintertime, Sardines at night in the Academy building, and skits on the last night of school. One particular dorm tradition that stands out from them all is Secrets Under the Stars.

"It's always cold, it's always rainy, it's never perfect like how you'd imagine," Peng said. "We all go as a dorm out to the fields and we sit in a circle and the upperclassmen get to tell stories or share secrets or pieces of advice. I think it's really great for community bonding because you get to see everybody and it's one of the first times beyond orientation that the dorm gets to hang out as a group."

In all its whole, Amen is an amazing dorm with a tight community, a supportive dorm faculty team, and many fun traditions. 10/10 would recommend.

## Club Spotlight: Math Club and Recent EMCC

By ERIN HAN and JOSEPH KIM

It is 9:30 a.m. on a Sunday, but a steady bustle of voices sounds from the basement of the Academy Building. These are members of the Math Club settling into their seats as their weekly meeting commences. Meeting agendas vary from week to week, and range from lectures given by co-heads and faculty on mathematical phenomena and competition strategies, to days dedicated to training for upcoming competitions.

Faculty adviser and Instructor in Mathematics Jarad Schofer described the typical Math Club day. "[We meet early in the] morning, but often get 25 to 30 kids showing up. Once we all break for lunch, I see that they all go to lunch together, hang out, and it facilitates a very social [environment] where they all seem to be friends with each other."

Upper and co-head Bryan Chen explained, "Some meetings are more energetic than others, but I think some meetings where the whole thing of the meeting is a competition or a really interesting lecture."

So why are the members so engaged in the club? "In Math Club, people are very passionate about math," lower Ronald Qiao said. "It's just everyone's pushing each other to get better." The club members also do other activities that make the club experience more lively.

Upper Andrew Carratu said, "The lectures we have every week or the handouts

that we work so hard as co-heads to make, just passing down the [important] knowledge. Without this passing down of knowledge, the club would be dead."

Math Club is also a place of many bonding memories. Qiao recalled, "One of the most interesting Math Club or memorable Math Club experiences was when [a co-head] was giving a presentation about the zeros of potent matrices, which is something, I have no idea what it is, but I think he just gave such a good overview of these things that really showed me the ability of the people in the Math Club and the sort of things we're able to learn."

When asked about memorable Math Club moments, Chen said, "I remember Mr. Ibbotson giving a talk on Fibonacci numbers — and how they are connected to some other things — and I was just blown away."

Regarding a club trip to Princeton University, lower Benny Wang recalled, "It was really fun to get on a bus with teammates at the math competition."

Recently, one of the club's biggest focuses has been the Exeter Math Club Competition (EMCC), the annual competition geared towards middle schoolers, that is organized and hosted entirely by the club. It was held this year on Saturday, Jan. 27, and attracted over 29 teams from local schools.

Senior and co-head Alan Bu, who served as one of the leaders in the team's preparations, shared the

different layers of the organization process. "It goes all year round in terms of planning, but most of the problem-writing and brainstorming happens during fall term when the entire Math Club gathers together to write high-quality questions for the middle schoolers coming in January."

Bu continued, "The bulk of the logistical and printing work happens during January when there's always an intense rush to get everything done and checked in preparation for test day."

In preparation, the club split into problem selection and logistics committees. Chen additionally served as one of the co-leaders of the problem selection committee. "In our committee, we selected from the problems that Math Club [members] helped make."

He reflected on last year's competition. "What happened last year was that the questions were a bit too hard — it was very clear from the scores and stuff — so our goal this year was to make the problems a little easier. Not too easy of course, but last year I think it was a bit harder just based on the statistics."

"So we tried to make the prompts a little easier this time," Chen continued. "Within the rounds themselves, there's like a whole range of questions, so there's gonna be easier questions at the beginning, and harder questions at the end. But I do think it'll be hard for someone to do all the questions correctly."

Bu reflected on the day of the competition. "This year, the competi-

tion went well — pizza, tests, and registration all went to plan. Hundreds of middle schoolers arrived in the Academy Building, proctored by a few dozen hardworking proctors from around the Exeter community, and it ran smoothly."

The hard work that the team put into organizing the competition this year is reflective of the club's general spirit of dedication. Schofer recalled, "One day when we had a big snowstorm, and we all woke up Sunday morning seeing 14 inches of snow, I thought, 'There's no way we're having Math Club this morning.' But sure enough, an email went out saying we were meeting, and [quite a few people] showed up—even some day students. Their dedication is above and beyond."

Qiao explained, "I think Math Club is a community of people who are very passionate about math. I think it's that passion as well as the ability of the math kids at Exeter that really makes us stand out a lot."

When asked about why he joined the club, Qiao answered, "Well, first of all, I enjoy math very much. But second of all, I think it's also good to be challenged because of Math Club. I think it's a very challenging environment in the sense that it's like all the best math students across campus are grouped together in one room. So the topics are difficult and it's very fast-paced, but you also learn a lot. I think it's helpful to remind yourself that you can always seek these more knowledgeable guys out for help."

Instructor in Mathematics and team coach Jeffrey Ibbotson described the growth that he saw in students, over the span of years they dedicated to the club. "In this group, generally speaking, I get to see students all four years," he said. "So it's really cool to see them grow and mature. I enjoy seeing them care for one another. They're not competitively beating each other over the head with their solutions, but rather trying to help the younger students adapt and learn new things together."

Whether solving difficult problems, creating problems for EMCC, or

simply enjoying watching problem explanations on the whiteboard, Math Club is an enjoyable experience. Members express their joy in this commitment they use to practice and further develop their passion.

Upper Anthony Yu shared his hope that, regardless of its rigorous environment, people would not be intimidated by the club. "Math Club is for everyone. I feel like a lot of people in this school don't try it because they believe that there is a very high bar to entry, but that's not the case. We want more people to come. We would welcome all levels."



EMCC Test Takers

Courtesy of XXX (ask Shiqiao)

# TRENDWATCH

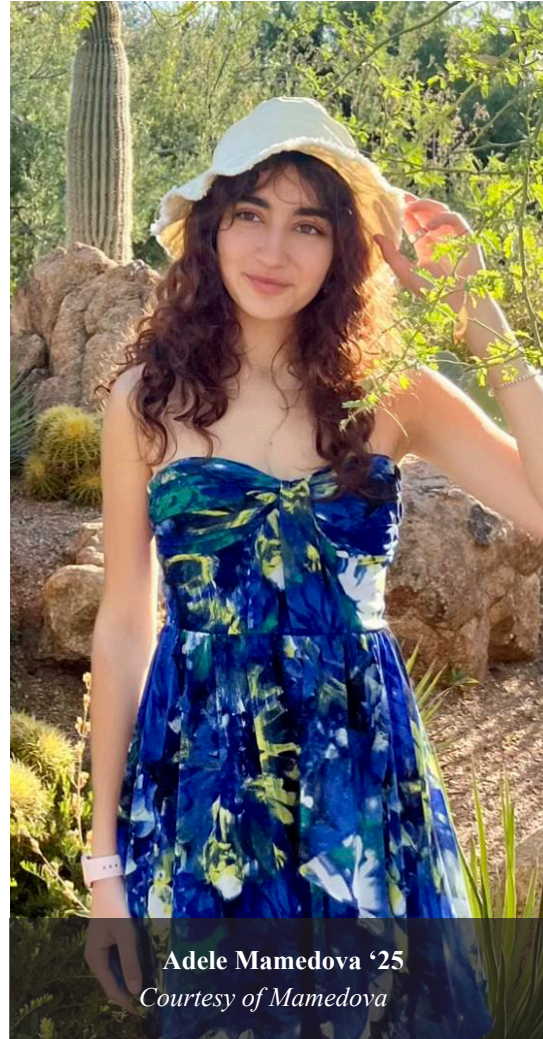
## this week in student fashion



Connie Thomas '27  
Courtesy of Thomas



Ian Rigg '26  
Courtesy of Rigg



Adele Mamedova '25  
Courtesy of Mamedova



Ayaan Akhtar '24  
Courtesy of Austin DeSisto

By CHARLOTTE DASSORI, ALLEGRA LAI, and FORREST ZENG

Fashion and clothing are a huge part of Exeter's culture of self-expression and individuality, a culture that spans across grades and aesthetics. Some Exonians never fail to hone their personal style amidst the chaos of academics, from jeans and cowboy hats to 90s streetwear.

One stylish student from each grade — prep Connie Thomas (@connieethomas), lower Ian Rigg (@rigg\_ian37), upper Adele Mamedova (@adelemammadova), and senior Ayaan Akhtar (@ayaan.akhtarr) — shared their insights on fashion and what influences their choices.

The students emphasized layering their outfits to create a comfortable look. “I would describe my style as a casual Southern style,” Rigg said. “I dress every day how I typically dress when I go to church: jeans, nice boots, and a collared shirt.”

On the other hand, Mamedova seeks more relaxing, comforting

clothes. Describing her style, she said, “I like comfortable, I like cute. I get all my clothes from my mom, who has an amazing closet because she’s really fashionable...I don’t go shopping, but once every few months, I go to our basement in our house and I just search through all my mom’s stuff.”

“My personal style is eclectic and classic, collecting pieces from different time periods,” Thomas said. “A lot of my clothes are taken from styles from the 90s, ranging from streetwear to the original preppy style. I think another important aspect about my outfits is layering and accessorizing. I pay a lot of attention to jewelry, shoes, belts, and scarves. It’s important to me to color coordinate with all the parts of my fit.”

Akhtar said, “I would describe my personal style as just barely above average. I enjoy layering and just putting pieces on top of each other, basically experimenting with how it looks and feels. I generally like baggy pants and earth tones.”

Exonians find inspiration in their commu-

nities and also in popular culture. Thomas and Mamedova both look toward celebrities for inspiration, while Akhtar finds himself gravitating toward social media and Rigg from his hometown. “I’m from the south and this is how most people dress a lot of the time, so I’m just sticking to my roots,” Rigg said. “My favorite piece is probably my cowboy hat and my trench coat, which makes a big statement.”

“If I were to pick a celebrity I take inspiration from, it would be Kate Moss,” Thomas said. “My favorite piece is this weird skirt that I bought from Burberry. It’s just really weird to pair with different outfits.”

“I get a lot of inspiration honestly, from TikTok and social media, just seeing fits people are wearing online and just finding some pieces that I find cool,” Akhtar said. “Generally, in the morning, I think about the weather and time. So if it’s cold, my priority will be layering, especially being from Chicago, I know how to dress for the cold and how important that is,” he continued. “If I wake up too late, I’ll just

throw on whatever I see first.”

“I think the most aesthetic celebrity is Lily-Rose Depp. I don’t think that I have that aesthetic, but she’s really cool,” Mamedova said. Describing one of her favorite pieces of her mom’s, she said, “She had this pajama shirt, it was a Pink Floyd one, and it’s kind of off the shoulder. I had a vision, and now it’s my favorite thing to wear.”

Exeter’s fashionistas collect their pieces from many different sources. “My favorite stores are Ralph Lauren, Diesel, Marc Jacobs, Acne Studios, and some popular brands from Bloomingdale’s and Bergdorf & Goodman,” Thomas said. “I also like to collect pieces from places I travel to.”

Rigg said, “I get my shirts from Ted Baker, my pants from Wrangler, and my boots are Cavenders. And of course, my trench coat is also from Ted Baker, and my cowboy hat is from Kemo Sabe.”

The Exeter Exchange has also been a great resource for some students to add to their wardrobes. “I was going to Exeter Exchange a lot during the fall,” Mamedova said. “I

don’t go anymore because it’s so cold, but I got these Urban Outfitters pink cargo pants from there, and they’re so pretty, and I wear them all the time.”

“For spirit days, I try to go all out. I had a good E/a outfit this fall where I wore a big hockey jersey that I found at the Exeter Exchange. There’s a lot of hidden gems in the Exeter Exchange. Some old vintage Exeter merch that you can find.” Akhtar agreed.

Exonians are not afraid of judgment when deciding on their fashion. Authenticity is the most important. “I think others find my clothes interesting, perhaps a little stupid,” Rigg said. “But it’s my style so I don’t plan on changing it.”

“Honestly, I don’t know how others feel about my clothes, and I’ve learned not to care too much. I think you need some bad outfits to make your good outfits stand out a little more, you know, to lower the standards. Sometimes, it’s nice to hear what my close friends have to say about my outfits because often it’ll make me reconsider poor choices. But I’m stubborn, so quite

frequently I stick to what I think looks and feels good, regardless of what people say.”

“My roommate doesn’t think I have good style, because there are so many stylish people in our grade!” Adele exclaimed.

Akhtar also mentioned how he’s not afraid to accessorize his outfits with jewelry. “I would also say jewelry is something I like to play around with, especially silver earrings. I have my left ear pierced, so it’s just a nice way to elevate an outfit or add a little standout detail. D2 sells some great earrings I would recommend checking out,” he offered.

Overall, expression through clothing and fashion is important to many Exonians, who find inspiration from their communities and also in popular culture. Fashion offers a chance for Exonians to be authentic, express their styles, and in many cases, contradict common stereotypes.

“I think, in a sense, sometimes my style combats traditional ideas about what ‘men’ wear,” Akhtar said. “And to the extent that I can, I like to try and challenge that.”

## Meditation Spotlight: Andrew Yuan Q&A

By MAX MANTEL

Describe briefly what your meditation was about.

“My meditation is a synthesis of my family’s past historical and geographical displacement, coupled with their lessons on survival inherited by me.”

Where did the inspiration for your meditation come from?

“I don’t think I intentionally was inspired by one particular piece of writing, but I was thinking of some literary works while I was creating/ perhaps subconsciously

drew upon the motifs in these pieces: Two Trees Make a Forest by Jessica Lee, One Hundred Years of Solitude by Gabriel Garcia Márquez, Vergil’s Aeneid, Ocean Vuongs On Earth we are briefly gorgeous, and Victoria Chang’s poetry

How was the writing process for your meditation?

“I didn’t stress out that much over my med because my senior fall English teacher Ms. Woodward gave us a lot of advice and helpful past meditation examples that I really enjoyed reading. Also, our readings for

that term were meditative and inward-looking as well as application to my own med topic.”

What do you hope people take away?

“I would say my meditation process was pretty smooth and it came out together in one piece — I’m saying that because my med was trying to piece together different periods of my family history scattered across different countries as well.”

Any other comments?

“I hope people just enjoyed my piece and got to know me a little better!”

## Full Schedule of 2024 Senior Meditations

### WINTER TERM

01/10 - Daria Ivanova  
01/17 - Selim Kim  
01/24 - Andrew Yuan  
01/31 - Sophie Ma

02/07 - Reilly Piersimoni  
02/14 - Chris Serrao  
02/21 - Vera Aimunmondion  
02/28 - Ghena Kubba

### OTHER

02/TBD - Eric Wu  
04/01 - Nhan Phan  
04/04 - Elizabeth Catizone

### SPRING TERM

03/20 - Cee McClave  
03/27 - Charles Potjer

04/03 - Emi Levine  
04/10 - Kevin Treehan  
04/17 - Sean Walker  
04/24 - Helena Kline

05/01 - Luke Davis  
05/08 - Eloise Benchley  
05/15 - Sydney Anderson  
05/22 - Ariana Thornton

# WANT TO WRITE FOR THE EXONIAN?

email [rhpark@exeter.edu](mailto:rhpark@exeter.edu) | come to our meetings on Sundays @7PM in the Forum!



# Faculty of the Week: Inna Sysevich

Inna Sysevich smiles for a photo in front of her collection of Russian Matroyshka dolls

Photo Courtesy of Bianka Laufer



By **SAM ALTMAN, IZYAAN BURNEY, and MARVIN SHIM**

Instructor in Modern Languages Inna Sysevich, fondly referred to as “Mama,” has many roles on campus, from serving as the Academy’s only Russian teacher and a beloved Abbot dorm faculty to being a supportive advisor and an incredible friend. Many students and faculty on campus attested to Sysevich’s humorous personality, love for learning, and sincere care for others.

Born into the established Soviet Union, Sysevich grew up in Kiev, raised by her grandparents. She grew up in an emergency housing unit after WWII for the first few years of her life, and was educated in a turbulent and tense period through college. While studying for her second degree, the Chernobyl disaster occurred, relocating Sysevich and her husband from the only home they’d known to a remote village outside of Kiev. At a small school, she began her teaching career in biology and chemistry.

Sysevich shared that her educational background was initially in an entirely different field. “I also have a master’s degree in biology. I was fine teaching biology, but when I started I was in a different school teaching [in a different] language. [Russian] is much more exciting. But biology says, you tell me about how the ear is made. But teaching language, that also means teaching culture. And I constantly do that.”

Sysevich and her family immigrated to the United States in 1992, where she participated in an intensive summer program hosted at Bryn Mawr College, specifically for instruction in Russian. The following fall, she began teaching the language at St. Thomas Aquinas High School, in Dover, NH. Three years later, Sysevich applied for a position here at the Academy.

Regarding the application process, Sysevich recalled, “Somebody told me they’re looking for a Russian teacher, so I sent my resume in and then I went and I got interviewed. But I really did love it. When I came on my first visit...the kids were really engaged and there was a small group of maybe eight or so, maybe ten. And so I saw the atmosphere — really conducive to learning, but at the same time, it looks

like excellent chemistry.” She went on, “I came home thinking, It can’t take that long, and then they called me in 48 hours.”

Besides spending time in the classroom, Sysevich also works in the admissions department, interviewing students and aiding in the admissions process. She described her decision process. “So on one hand you may be getting all A’s, but if your folder doesn’t show your intellectual curiosity, your academic promise rating may not be a top rating.”

Outside of school she spends her free time outdoors. “I love the ocean. When I can’t swim, I walk when the water is decent. I love swimming and I love the cold, actually.”

Sysevich is the only Russian teacher on campus, and while the community may be small, her students adore her. “Mama loves to tell stories in class about all sorts of topics,” upper Abigail Sears said. “By doing so, she keeps the energy up in the classroom at all times, even during 8am classes when we all are very sleepy. She also loves to teach and it is quite apparent; She gets to know her students on a personal level and by doing so, creates a homelike environment.”

“I’d say she’s very engaging,” Sears continued. “Most teachers don’t want to know anything about your personal life. They want to focus on class, but Mama always asks how you’re doing and you talk to her about your life. So I think she is just very open with her lessons and other things that we do. For example, we write essays in the form of personal narratives a lot. She’ll ask a certain question, and we’ll tell a story from our lives. From that, she learns more about her students and their different experiences, which she wouldn’t be able to know just by looking at them.”

“For most of them, I see them through their whole career,” Sysevich said. “They come to my class every day because there’s only one Russian class; you grow with your group, you go further and further and further. The same is true for Japanese. We always have had good chemistry because everybody understands the group is going to stay the same in those eight weeks or ten weeks. It’s always going to be the same teacher. So it’s like a family; you’ve gotta get along.”

“She’s fun, joyful, and just loves people,” Sears reflected.

Abbot Hall resident and senior Finn Tronnes praised Sysevich for her ability to make the classroom as friendly as possible. “The environment she creates is super welcoming, kind of like a family. There are only four students in my class, so we know each other really well, but Mama manages to make the class a fun and great time.”

Upper Dea Yavich added, “She doesn’t just teach to provide information, but she teaches to help [her students] succeed, not just academically but socially. She is always there to support you in any

have had a chance. Overall, I’d say we’ve got a good floor going there.”

Chair of the Department of Modern Languages Fermin Perez-Andreu felt similarly strongly about his relationship with Sysevich. “Our friendship (she is not only a colleague) goes back a long way, since the last millennium. So we could say that our friendship is ancient,” Perez-Andreu said. “One memory I have is hearing a knock on the door of my classroom, and immediately after, we would have a whole class of Russian students singing a Russian song for our Spanish class enthusiastically directed by the one and only Mama Inna.”



way possible. She doesn’t treat her students as kids that are younger than her, but as fellow peers, like a friend. This is evident in the humor she always keeps in her relationships with her students.”

Sysevich teaches on the fourth floor of Phillips Hall, and while it’s a long walk up, once you’re there, it’s a tight-knit community. “Mr. Perez and Ms. Tazawa are my neighbors,” Sysevich said. “There were other teachers on that floor over the years, but we’ve always liked that floor. We frequently exchange jokes and we’ve known each other for many years now, and appreciate each other. I hear laughter from Mr. Perez’s classroom all the time and that type of thing, so we know each other’s teaching; we know each other’s personalities. Ms. Fair is there too. Ms. Fair is our French teacher, and she bakes heavenly desserts and we all get leftovers after the students

Sysevich is a treasured member of the Abbot dorm community, having been a part of it ever since she came to the Academy. Explaining her role in the dorm over the years, Sysevich said, “I was dorm head for 12 years, but I’m like a grandparent now because I was a dorm head after 12 years, and then I moved out.” These many years have instilled a strong connection between Sysevich and the boys’ dorm: “I’ve never been in another dorm. It was Abbot all the way.”

“She cares for students like a mother,” shared Instructor in Science Tatiana Waterman, Sysevich’s friend of two decades. “She’d do anything to ease their trouble and celebrate their triumphs, big and small, from going to the pharmacy in the middle of the night for them, to bringing them their favorite food, to taking them for a walk around campus when they are sad and

need someone to talk to, to making for them the most amazing blintzes. She is a really good cook!”

“It’s just her relaxed and calm nature,” prep Drona Gaddam added. “You can really talk about anything to Mama without hesitation or fear. She will always listen to you no matter what happens and give you the best piece of advice afterwards.”

“When you check in with Mama,” advisee and upper Cameron Khater joked, “it’s a contract to talk with her for at least 15 minutes because she loves to talk with every student. And I love it. It’s my favorite part of checking in.”

Tronnes echoed this sentiment, saying, “She encourages a lot of the Abbot traditions and that type of thing, like our winter party, for example. She’s also the one who goes out and buys all the food and does a lot of the preparation for us. Mama really cares about keeping the dorm traditions alive, which is amazing.”

“The way she talks to us when we’re down feels less condemning than like a friend expressing genuine care. It’s really shocking how well she can connect with and speak to students. She’s always been the straight-shooting, warm, and funny dorm faculty that everybody feels comfortable being around,” lower Ronald Qiao reflected.

Tronnes continued, “If you’re upset about something, or if you feel like something is a big deal for some reason, she’ll look at you and she’ll go, ‘Oh, it’s not a big deal!’ And you kind of need that sometimes: a reality check that really helps. You need it to understand that not everything is the end of the world.”

Khater also described Sysevich’s willingness to have conversations with students. “We always say, when I’m with my avid friends, ‘Oh, Mama’s on duty, let’s go talk to her!’ We know we can check in with her and we can talk a little bit and that she’ll always have a fun perspective. She lets us discuss whatever we want and she’ll chime in if she wants to, or she’ll stay back if we prefer her not to. It’s just a very welcoming environment. A lot of times, she’ll even bake us bread or take us for walks and go on McDonald’s runs.”

Sysevich herself further commented on how she tries to go about advising,

“I take it personally with advisees, and I think it’s up to the students what kind of relationship they want with us. Some people need an advisor every day. For some, almost not at all. They should decide what they need their advisor for. I always at least offer, because I want them to feel like they can come to me with anything.”

“She always sees the best in people,” Tronnes reflected. “But she holds firm to her values when it matters. She always has a very strong sense of right and wrong. She holds people accountable for what they do, but she knows she can never be fully mad as the students are still maturing.”

Similarly, Waterman described Sysevich as “an optimist about human nature; she thinks everyone has a nugget of good in them, just temporarily obscured. And she doesn’t judge, anyone, ever! There is not one judgmental molecule in her.”

Sears agreed, saying, “She loves to teach and it is apparent. She gets to know her students on a personal level and by doing so creates a homelike environment. Mama’s impact on her community is truly special; what stands out to me is her genuine care for all students. Stepping into her classroom that I’ve sat in for the past three years, I feel a deep comfort. I know I’ll learn a lot, but it’s the blend of humor and a warm atmosphere that makes every class memorable.”

“If someone is going through a bad time, she knows how to get that person through it,” Khater shared. “She knows that we are all going through tough times and acknowledges that it’s all part of the journey. I think the biggest impact she has on her community is that she knows that she can’t control everything in a person’s life. But she can make someone’s day just a bit better, and I think that means a lot to all of us.”

Evidently, Sysevich is a beloved figure anywhere she is, whether it be in her classroom or the dorm. The genuine care and warmth she shows to everyone makes every experience with her a memorable and exciting one. Without a doubt, Sysevich, in her long tenure at Exeter, remains an admired and cherished faculty member, widely attributed for a love that knows no bounds.

## Exeter Legends You Need to Know: Peter Greer '58

By KAI GOWDA,  
NAOMI  
MOSKOVICH, and  
AMANISHETTY

Peter Greer grew up in Nashua, NH, and attended Exeter for three years in Dunbar Hall. A member of numerous clubs and the captain of the golf team, he was heavily involved in the Exeter community. In 1958, Greer graduated and went on to pursue a Bachelor of Arts at Yale University.

Greer went on to study abroad in Spain, Morocco, and France before joining the Peace Corps in Columbia for two years. However, in 1968, Greer decided to return to his alma mater, joining the English Department. Throughout his time at Exeter as a faculty member, Greer was a part of numerous dorms, class trips abroad, and sports teams.

"If you are going to choose a colleague to work with you on a committee, in a dormitory, or on the athletic fields, and you want the work done well, with thought, good judgment, warmth, reliability, compassion, dedication, support, sustained enthusiasm, and fun, you choose Peter Greer," Academy librarian Jacquelyn Thomas said.

Greer maintained great relationships

with his fellow teachers and valued mentoring new teachers. Eimer Page, Dean of Faculty and former Instructor in English, said, "Peter had patience and enormous respect for new students and new teachers, and was always willing to share his experience without making me feel like mine was irrelevant." Greer was a helpful resource for new teachers to reach out to.

"I remember that he took what could have been a stressful process for me and made it into a truly collegial and collaborative give and take," Instructor in English Kelly Flynn said. "He was very open about sharing his own struggles in the classroom and he had a way of making suggestions that helped me regroup and reorient myself without fear."

Greer made sure that new faculty felt welcomed and adapted quickly to the new environment. Instructor in Physics Tiana Waterman discussed her experience when she was a new teacher here at Phillips Exeter. "An indelible memory is the time we, new teachers at PEA, spent meeting in his classroom once a week. A tranquil space, where we could share our troubles, and leave wiser and happier at the end of each of those formats.

The best 30 formats of my first year."

Flynn said, "He was not just a teacher of students, but a teacher of teachers."

"Mr. Greer was the chair of the English Department when I was hired in 1995," Instructor in English Ellen Wolff said. "With colleagues and with students alike, he was an exceptionally warm, generous, and attentive presence, eager to make people feel at home and to support them in do-



Courtesy of yale62.org

ing their best work."

Greer was very well known for a course that he taught and created as an instructor in English at Exeter titled, "Literature and the Land," and it is now one of the longest-running secondary school en-

vironmental humanities courses in the country. The course continues to honor his legacy by following his class activities by taking weekly "walks" into the woods and exploring Donald Culross Peattie's "slow turn of the seasons." Greer ultimately wanted to foster his students and make a connection from them with space and nature, and this is what the course fulfills. He was a major building block to the

ral world. It's a testament to his vision that the course remains in the Courses of Instruction long after his passing," Wolff said.

"Greer was an exacting and even a demanding teacher who had a sense of rigor in his teaching that came through in his insistence on logic in analysis, rhetorical skill, the ins and outs of syntax, and all the rules of grammar, but above all, he wanted to help students find their own voice and make it sing," Flynn echoed.

"Peter explained the idea of a 'spiral of increasing complexity' in the skills the English writing curriculum at Exeter imparts, where we return to assignments and texts with greater expectations of student ability to handle perspective, or time-frame, or other writing elements," Page said.

As stated on numerous occasions, Peter Greer was an outstanding man, mentor, and friend. He retired in 2007, after teaching for nearly 39 years. On Dec. 8, 2013, at the age of 73, he passed away after suffering from a long-standing battle with cancer.

After hearing of his passing, Waterman stated that she and other faculty were filled with "immense sadness. We wished

he had a longer life."

"I still miss him very much," Flynn said.

Greer will never be forgotten. He left behind an outstanding impact and students and teachers throughout the Exeter community, as a passionate teacher with a strong work ethic.

"He saw teaching as a truly great profession and brought his best self to it throughout his career," Page said. "I was fortunate indeed to have known him." Greer shaped the way English classrooms run today.

Instructor in English Todd Hearon said, "When alumni think of 'Harkness,' they think [of] Greer." Greer was able to influence students by becoming observers and listeners. He tried to bring out the best in every person he knew.

For Waterman, the most important part of Greer's legacy was "the love he instilled in his students about nature, so they'd become better writers by observing nature."

"He spent countless hours working one-on-one with students and with teachers," Page said. "Perhaps his greatest legacy is the number of people he taught in one way or another who model their work on his respectful, thoughtful, engaged way of drawing out the voice of the person in front of him."

## International Tea Celebration

By JANIBEK  
SUBKHANBERDIN  
and CELIA VALDEZ

On a cold January evening, the aroma of a vast array of teas wafted through Thompson gym. Accompanied by live music and dressed in formal and cultural wear, the crowd of attendees filled the room – packing tables and lining up at booths piled high with finger foods and tea. By the end of this year's International Tea, many students found themselves having enjoyed the night and its activities.

This year, the organization for International Tea proved to be a lengthy process: senior Chengyue Zhang, a board member of the International Student Alliance, detailed that preparations for the event dated back to "hell weeks," wherein the board first began brainstorming ideas.

Senior Nhan Phan explained that one key aspect of preparation was the issue of relocation. "The space we were working with, Thompson Gym, was starkly different than that of Grainger (now a dining hall). This space was finicky to work with because we needed to be able to gauge the scale of our design and make sure that we can make the space feel intimate even in such a large space," Phan said. Continuing, he went on to explain that a key difference between

Thompson Gym and Grainger was the lighting and how to preserve the cozy feel of International Tea in the new space.

Board member and senior Tanya Syed echoed this sentiment. "Because this is our first time hosting, and in Thompson, it was very different for both the board and the club members."

Despite this setback, the board and other international students came together in Thompson to physically set up the event in a way that would seem most, as Phan describes, "intentional and inviting." Phan goes on to highlight some changes that were made this year to differentiate the International Tea from last year's and appeal to students. "This year, we had live music at the start with Nathi Lomax on the tenor sax and Ethan Ding on the violin and then ballroom instruction for the latter half. We used to do ballroom before I was at Exeter so this was a nod back to how we used to do International Teas pre-pandemic."

Another key aspect of preparation was the aim to educate attendees and make it a truly "International" tea. Syed, for one, specified a way in which she helped prepare that connected the event back to her own roots. "I got, I went back home to India over break, so I got some tea from back there to have like a little bit more

of a personal touch to the event."

Syed later continued to put a spotlight on the event's diversity in its selection of teas. "Even in the tea selection, we have teas from Morocco, China, Japan, South Africa, India, and so many other places. I think that is a snippet of the diverse international community at Exeter. And I think that is something that I hope people take away from it."

Phan also emphasized this diverse assortment of teas. "I hope that attendees would grow an appreciation for the different teas and where they came from, and really recognize that each culture and region has their own unique tea that encapsulates the geographical, cultural characteristics of that region."

By the end of the International Tea's organization, Syed recounts that the process helped bring many members of the international student body closer. In banding together to prepare for one of the club's largest events, new connections and bonds were formed between members who may not have otherwise interacted. The overarching goal of this year's International Tea was described by board member and upper Ava Helbig as the creation of "a fun and stress-relieving event for Exonians."

The International Tea this year was general-

ly received as a success. With activities such as henna, origami making, and ballroom dancing, there was plenty to keep students entertained, and when they weren't dancing, students enjoyed the boba, fresh tea, and finger foods.

With "tea" being in the name of this event, the beverage is always a highlight of the night for most people. People enjoyed a wide selection this year, from Chai to apple cinnamon teas. When asked what her favorite tea was, lower Maya Shah replied, "There was like a Darjeeling tea from India. It gave me home vibes."

Many others were delighted with the welcome addition of boba milk tea this year. "I really liked the boba, it's a fun change from the usual snacks," lower Asha Masoudi added.

Prep Lake Zhou agreed. "My favorite tea was the bubble tea."

While the drink selection was a large part of what made this event so memorable, another important aspect for many students was being able to celebrate their countries and fellow students' countries, along with the opportunity to dress up in traditional or formal attire. "I hope that attendees take away an appreciation for all the different cultures of the world," said Helbig.

Zhang echoed that same sentiment. "There



Students learn Chinese characters

Courtesy of @pea.stuact

are the international students at Exeter, you know, there's a big community of that, and I hope everyone can come here and celebrate their own culture." Zhang continued, "But I also feel like besides international students, there's a lot of people whose parents are first-generation immigrants, although they might not be considered like international students." In that same vein, Zhang noted how International Tea is an opportunity for all students to appreciate Exeter's community. "I think the tea is for everyone. Everyone from whatever background can just come here to celebrate."

While this event garnered much positive feed-

back, several students also noted some differences from last year's event, particularly the change in location. "Well, ideally I wish we could have had this in Grainger. But that was kind of out of our bounds, and I wish maybe we could have had more tables for people to sit down and really enjoy the experience," Syed said.

She continued, saying, "I remember last year when we had the event in Grainger, we had actual China for the tea. That was really nice, and I wish we could have done something like that. But again, because this is our first time hosting it in Thompson it was very different for both the board and the club members."

# Sports

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## » GBTC INVITATIONAL

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# Captains of the Week: Girls Varsity Squash

By ANNA BYUN and NAOMI MOSKOVICH

The girls varsity squash team, which comprises 27 players, has enjoyed several victories this season. Captains Gigi Lannon, Lucy Lukens, and Esme Shields' commitment to the sport and team are attributed to this success alongside coaches Lovey Oliff and Mercy Carbonell. The team takes pride in their close dynamic and significant effort from each member.

When asked to describe her captains, lower Alva Carlston shared that they "always bring a positive energy and attitude to the court, even after a tough loss. Their commitment to improving their squash technique motivates me to work hard each day and witnessing their dedication inspires all of us on the team."

Reflecting on the contributions of her captains to the team, upper Paloma Sze agreed. "The three captains work well together to create a great team dynamic. All of the captains help in a number of ways, but specifically, Esme and Gigi bring spirit and energy to the team, while Lucy helps demon-

strate important technical skills."

When asked to describe the captains' personalities, lower Whitney Pickett described all three of them as extremely supportive and full of positive energy. "Esme Shields is the sweetest person I know and is always my biggest supporter. I never feel judged if I hit a bad shot in a match when she's watching me—I only feel supported."

"Lucy is a player that myself and every other member of the team can look up to. She shows up to practice each day with such commitment to helping everyone on the team," Pickett added.

Senior Gigi Lannon began her journey on the squash team last year. She was on the third team and is now the captain of the junior varsity team. As captains, they all take on different roles as leaders. Gigi explained that her role consists of "being silly and focused, and by varying whether I'm intense or laughing." Many underclassmen look up to Gigi for encouragement, appreciation, support, and an example to follow.

Pickett shared how Gigi is known as the 'cheerleader' of the team



Gigi Lannon, Esme Shields, and Lucy Lukens (left to right) smile for a photo

Courtesy of Austin Desisto

and is always so energetic and supportive. "I was pretty upset about something one day, so I talked to Gigi outside of practice one day and afterward, I felt so much better about myself. She's a person who is always there for you," she said.

Lannon emphasized the important aspect that, "squash is not just an individual sport, we

are all a team."

Esme Shields is a captain not only for squash but for varsity soccer and lacrosse. Pickett described Esme as "the most nonjudgmental and kind-hearted person ever." Her leadership positions are never questioned as she is a great leader to all.

Carlston stated, "Esme Shields often tells me

that you should never give up and always give 100% of your effort. Her words have followed me throughout squash and other endeavors, and I always live by that - especially during matches and practice because what you get from matches is always from the work you put in from practices." Carlston described her leadership style to focus

more on the athlete side and to try to keep all of the players on their toes.

The squash team is about halfway through their season and are pumped for E/a. The captains have been helping them with not only their shots, but their spirit. The squash team would not be complete without the three captains: Gigi, Lucy and Esme.

# Girls V Hockey and Boys V Basketball Organize Morgan's Message Fundraiser

By CARLY CANSECO, ALLEGRA LAI, and JADE YOO

On Saturday, Jan. 20, Big Red's girls varsity hockey and boys varsity basketball teams took a shot at mental health in their dedication games for Morgan's Message. Alongside the games, upper Keighley Bosshardt, an ambassador for Morgan's Message and leader of these events, organized a bake sale.

Coordinating the fundraiser was no easy task for Bosshardt. "I first got involved with Morgan's Message through lacrosse teams posting about it on Instagram," Bosshardt said. "I read what it was about, saw its impact on the teams that had Morgan's Message on their campus, and realized I would love to have an ambassador position for this program. I applied, spoke to the coaches here at Exeter, and brought it to our campus!"

Bosshardt described the process of introducing the Exeter community to the cause two years ago. "As a lower, I relied a lot on the upperclassmen on the lacrosse team as well as the coaching staff. Everyone was very eager to help me set up our first dedication games. We started with just boys and girls lacrosse, but we have been branching out and have now run dedication games for eight different teams! Our Exeter athletics community has been very helpful," Bosshardt said.

Regarding planning

the winter dedication games, Bosshardt had a few helping hands from the Exeter community. "The setup process was a lot, but I had a good group helping me. There was a group of us that made all the cookies for the bake sale, while others helped with posters. Mr. Muldoon helped with the social media posts, and the coaches and captains were also a huge help."

One of the teams that played in a dedication game for Morgan's Message was the girls' varsity hockey team. Prep Kiera Dowd explained, "The turnout was great and it was really nice to see everyone support this great cause." Dowd contributed to the event by wearing her Morgan's Message bracelet and painting a butterfly on her hockey helmet.

Girls' varsity hockey team prep Erin Sears, also contributed to the event. She said the team "put green tape on their sticks" to recognize this event. Sears was happy with the event's message, expressing that the event "contributes to the idea that you're not alone and there's lots of agencies you can get in touch with."

Dowd shared a similar sentiment. "It was really eye-opening and it was a great reminder to everyone that mental health matters," said Dowd.

Seniors Melissa Yuan and Sally Hunter eagerly helped Bosshardt prepare for the bake sale. "I was able to contribute by baking and packaging cookies in preparation for the

bake sale. I think we made over 200 cookies total the night before," Yuan said.

"The event turnout was great!" Hunter added. "We sold pretty much all the cookies—much more than we were anticipating."

Morgan's Message isn't the only organization that athletes and coaches wish to partner with. Varsity boys basketball coach Jay Tilton believes "Coaches for Cancer is another organization that has generated much awareness for an important cause through sports."

He also mentioned how he as a coach helps his athletes. "Though I'm not professionally trained to deal with mental health issues, as a staff we try every day to recognize challenges each of our players may be dealing with and strive to foster an environment where our players feel safe to be vulnerable, communicate, and seek help when needed." Tilton continued, "It's a daily

process, not an event."

Morgan's Message has reached the corners of Exeter's athletics, motivating many Exeter community members to advocate for athletes' mental health. "These people are humans before they are athletes and we need to recognize that and treat them as such. Check in on your teammates and check in on your friends. There is no shame in seeking physical healthcare—the same should be true for mental healthcare," said Bosshardt.

Going forward, Bosshardt restated the goal of Morgan's Message. "Morgan's Message aims to expand the dialogue on mental health by normalizing conversations, empowering those who suffer in silence, and supporting those who feel alone. Reaching out to get help doesn't make you weak, and the more we stress that the fewer people will be struggling by themselves."



Official logo of the Morgan's Message Organization

Courtesy of Morgan's Message

# Varsity Track Competes in GBTC Invitational at Harvard

By LOGAN LIU, ISHAAN SINGH, and HENRY WISE

On Sunday, Jan. 21, the Exeter boys varsity track team traveled to Harvard University to compete in the Greater Boston Track Club (GBTC) Invitational meet. The meet was a great success for the team, with many athletes setting personal records and upper Jaylen Bennett beating the school record in the 600m with a time of 1 minute and 22 seconds. The team had many highlights throughout the meet, and still has many goals and ideas to work towards for the rest of the winter season.

In preparation for the meet, the team spent the week training hard. Lower Ethan Benenson said, "Most of the team hit a 50-mile week, which is the most I've ever done. One day we ran 11 miles and then ran hills the day after."

Although the whole team had a great performance, there was one that stood out in particular. Lower Owen Welch said, "I thought Jaylen's performance was incredible. Running a time like that this early on puts him in an excellent position for the rest of the season, and I think he could break 1:20."

Prep Owen Cosgrove was not surprised by Bennett's stellar performance. "I mean, 1:21 is a great time...but there was no surprise there. Jaylen is one of the best in the country. He got U.S. number 6, and he's only an upper," he said.

Aside from Bennett,

there were some fantastic runs, including senior Jack Hutchins in the mile, with a time of 4 minutes and 26 seconds. "Jack Hutchins ran a very memorable and gutsy race, and it was nice to see all the work he puts in really come through," Welch commented on Hutchins' performance.

Hutchins himself said, "I was racing for the first time in the season, so I just wanted to get a good effort in to see what place I was in."

Despite the successes at the meet, the team is still looking to improve. They also have many goals going into the rest of the season. "We'll keep plugging away and practicing hard, with more emphasis on speed and turnover in upcoming workouts," said Welch. "I know a lot of guys who have already put up national qualifying times or are hoping to. That's the endgame for the track season, as well as beating Andover."

Cosgrove said, "Everyone is working really hard...we have a lot of national qualifiers, so people are achieving a lot of these goals...everyone just wants to improve [and] have a good time. It's a great team."

The coaches are putting in hard work too, managing many different skill groups in order to give their runners the expertise they need. The top runners on the team are preparing for the Boston University Terrier Classic, and the preps and lowers look forward to leaving it all out on the track in Andover's away meet.

# Varsity Wrestling Dominates at Deerfield Tournament

By LOGAN LIU,  
ADELE MAMEDOVA,  
and HENRY WISE

During the weekend of Jan. 20, the Exeter wrestling team traveled to Deerfield Academy to compete in a tournament. Along with Exeter, three other schools competed: Choate, Deerfield, and Hotchkiss. The Exeter wrestling team went 3-0 against all three schools. The Deerfield score was 48-27, the Hotchkiss score 55-21, and the exciting score of Choate being 43-33.

"We are putting in the maximum effort every day no matter what, and we've all gotten better for it," said prep Ikaika Toves. The whole team has been working very hard and their results show this well.

The tournament showcased outstanding individual performance. Upper Sebastian Hiller displayed remarkable resilience in his first match post-injury. Lower Towner Akers

recalled the match. "Sebastian's opponent looked like he was winning for a few seconds. But what Sebastian ended up doing was shoving his opponent's face straight into the mat for almost a full minute, pinning him.

He was wrestling at Deerfield, against Deerfield, so obviously the crowd went crazy." Hiller reflects on his own match, saying, "I had a few good matches [and] got to show the team what their captain could do. I think we won every single one of those duals [at the Deerfield tournament], so I was really proud of the team for that one."

Upper Matt Grossman had a similar story at the tournament, where he unexpectedly won last-minute. This tournament was his first match back from a concussion. "Matt was down a few points in the third period—it was looking like he was just going to lose on points. His op-

ponent took him to the mat and Matt rolled him through; he just used his own momentum against him and ended up on top and pinning him. Then everyone erupted, [and] everyone was yelling. We were all very happy for him because that was his first match back, and it looked like he was about to lose. And then he won," describes Akers, highlighting the excitement and determination at the tournament.

Toves had some fantastic matches. He was recovering from a tough match at Andover the week prior where he went up against the third-best wrestler in the nation and was pinned in the first round. After this tough loss, Toves accumulated two first-round pins at the Deerfield tournament. Both of these pins were in the first minute, a great accomplishment for him.

The team's unwavering support is shown through their enthusiastic encouragement and solidarity, especially in challenging environments.

Upper Bella Bueno described her memorable match from the tournament. "I was taken down a couple times, but I was able to reverse it. I won, and pinned her. It was an away match, and it was against the home team, so everyone was screaming for this other girl, and my team was still supporting me and yelling out. I just think that support is very memorable and helped me pull through, even though I'm a new wrestler."

The team's unity is its strength. Prep Henry Park lauded the captains. "Our captains have shown leadership by encouraging and supporting teammates during their meets whether they're losing or not."

This sentiment was echoed by Toves, who noted, "The captains are probably the people that push us the hardest, other than the coaches of course. They always engage with the team and keep us going no matter what." The active captains of the team are senior George Varghese, upper Sebastian Hiller, and senior Alex Rosen.

Hiller told us that "being a captain is fun. It's just helping others who don't know as much about wrestling through the moves, making sure they're in check, [and] that we're all doing what we're supposed to be doing. And in tournaments, just being there with them, supporting them every step of the way."

Adding to this, Varghese shed light on the mental strength required in wrestling. "Wrestling is a tough sport, especially when you lose, because you do so much that it feels like all the work you've done is for nothing," he said.

But he emphasized the importance of maintaining a positive outlook and perseverance. "As a captain, you just got to remind everyone that your work is not for nothing. It'll build up, and as long as you keep on working hard, you'll soon become a champion."

The team could not have performed how they did without the help of their coaches. For the team's future goals coming up, head coach Justin

Muchnick said for his less experienced wrestlers, "My goals for this home stretch are based less on result and more on process and effort."

"Of course, for our older and more experienced wrestles, we'd like to extend the season for as long as we can—to New England's, to Prep Nationals, and all the way to the All-American podium if possible! But, to invoke a favorite cliché of the sport, as long as our wrestlers 'leave it all on the mat,' I'll be proud of the way they compete regardless of outcome. Although one goal is to win it all, the main goal is that the team improves for the many years of Exeter wrestling to come," he said.

The wrestling team is looking forward to preparing for New England's and then Prep Nationals. With several more meets, they will have plenty of time to prepare for these high-level tournaments. With that, here are some final words from Sebastian Hiller: "Join wrestling if you want to have fun and kick someone's butt."

## Big Red Season Records Since Jan. 25, 2024

### BASKETBALL BOYS JV

Governors Academy: W 50-37  
Loomis Chaffee School: L 75-58  
St. Paul's School: W 41-39  
Exeter HS: L 76-65

### BASKETBALL BOYS V

Belmont Hill School: W 75-62  
Loomis Chaffee School: L 68-58  
St. Paul's School: W 69-60  
Tabor Academy: W 77-68

### BASKETBALL GIRLS JV

St. Paul's School: W 34-17  
Tilton School: W 27-21  
Andover: W 44-22  
Governors Academy: W 51-10

### BASKETBALL GIRLS V

Brooks School L 45-35  
St. Paul's School: W 39-25  
Thayer Academy: L 50-39  
Governors Academy: L 54-43  
Pingree School: L 46-32

### HOCKEY BOYS V

Kimball Union Academy: L 5-1  
Cushing Academy: L 4-0  
Holderness School: L 3-1  
Tilton School: W 2-1

### HOCKEY GIRLS JV

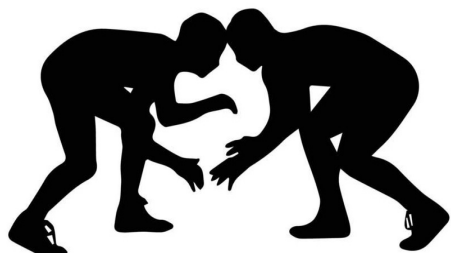
St. Mark's School: W 7-3  
Brooks School: W 3-1  
Kimball Union Academy: 3-2

### HOCKEY GIRLS V

Tilton School: W 5-1  
Rivers School: L 2-1  
Loomis Chaffee School: L 6-1  
Dexter School: L 3-0  
BB&N: L 1-0

### WRESTLING JV

N/A



### SQUASH BOYS JV

Brooks School: W 8-0  
Noble & Greenough School: W 4-3  
Andover: W 5-2

### SQUASH BOYS V

Brooks School: W 7-0  
Noble & Greenough School: L 5-2  
Andover: L 7-0

### SQUASH GIRLS JV

Noble & Greenough School: W 5-0  
Milton Academy: W 6-1  
Winsor School: L 7-0

### SQUASH GIRLS V

Noble & Greenough School: L 4-3  
Milton Academy: W 4-3  
Winsor School - L 7-0

### SWIMMING & DIVING BOYS JV

Groton School: W 87-73  
St. John's Prep: W 93-61

### SWIMMING & DIVING BOYS V

Choate Rosemary Hall: W 111-61  
Austin Prep: W 86-55

### SWIMMING & DIVING GIRLS JV

Groton School: W 87-64

### SWIMMING & DIVING GIRLS V

Choate Rosemary Hall: W 119-64  
Austin Prep: W 90-54

### WINTER TRACK BOYS & GIRLS JV/V

BU Terrier Classic  
Andover  
NHIAA Meet  
Governor's/Austin Prep/WMA

### WRESTLING V

Bidstrup/Seabrooke Duals: 2W, 2L  
Northern NE Tournament @ Hyde: 3rd

» **H-BLOCK**

Read about prep William Inoue's take on the Academy's schedule and infamously late H-block, 13.

» **YANG'S ASSEMBLY**

Read four students' take on how Yang's assembly speaks to the political climate of Exeter, 14.

» **LAMONTOPHOBIA**

Read why lowers Sam Altman and Jinmin Lee are afraid of the health center, 15.

# How Can the U.S. Respond to Iran?

By **JOSEPH KIM '26**

You have seen the headlines: Iran-backed groups killed three American military personnel. If you have been following the news, it should be apparent that violence unfortunately was not uncommon in the Middle East. From the Israel-Hamas war to the Yemeni Civil War, tracing down the origin of these bleak, bloody wars will lead you to one country: Iran. Iran has backed different groups in the Middle East, often attacking American allies or important American assets and interests in the region. Lately, Supreme Leader Ali Khamenei and the Iranian government have increased its military presence to ensure the country's grasp on the region by supporting groups such as Hezbollah, Hamas, the Palestinian Islamic Jihad, the Houthi movement, and the Syrian government. As the sole superpower and the supposed "world police," a question naturally springs to mind: what can the United States of America do?

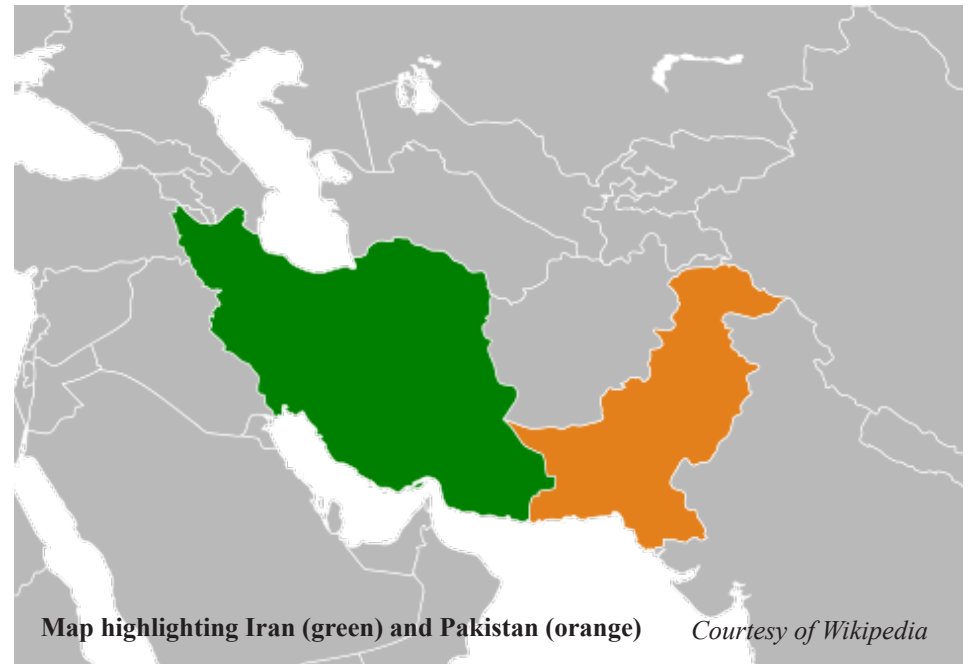
While Iran has been acting aggressively, the United States is slowly losing its grip on the region. The United States gave up control in the Syrian Civil War, lost its influence on Turkey, and practically surrendered Afghanistan to the Taliban. If the United States does not

continue to aid its allies and assert its influence in the Middle East, it will allow the Iran-Russia-China Axis to sweep in and take control of the region. To maintain its grip on the Middle East, the United States needs to improve relations with allies and potential allies, invest more militarily in the Middle East, and encourage anti-Iran groups in the region.

As powerful as the United States is, it cannot curtail Iran's power by itself. Turkey, a NATO member state with one of the most effective militaries in the world, has turned towards its own interests in the last few years; Turkey grew closer to Russia and distanced itself from the European Union. However, Turkish support against Syria, Hezbollah, the Iraqi government, and ultimately Iran would be vital in creating American-friendly governments in the region. Saudi Arabia has been very close to the United States and is essential for US interests. Rather than relying on oil from hostile countries such as Iran or Venezuela, the US can rely more on Saudi Arabian oil, with lowered prices of course. Another powerful country near Iran is Pakistan. Although Pakistan has had good relations with Iran, the recent skirmishes in Balochistan have slightly soured the bilateral relations. Pakistan and the United States share

a common interest in taking down the Taliban, which not only controls neighboring Afghanistan but also has a presence inside Pakistan. An effort to alleviate hostilities between Pakistan and India and a helping hand against the Taliban may earn the United States a vital ally that may even become a bulwark against Iranian influence one day.

While gaining allies in the region is very important, no material gains are achievable without utilizing hard power. A 2020 survey showed that 76% of Americans support maintaining or increasing military presence in the Middle East. However, rather than starting new wars, the United States can win the already-existing proxy wars in Syria, Yemen, and the Gaza Strip. Eliminating globalist jihadist movements is absolutely within American national security interests as well, and Iran happens to fund several such groups. It is important to note that American foreign policy has nothing to do with religion—it has everything to do with fighting terror and limiting Iran's power and, therefore, China's influence in the region. A show of military power, even without any active combat, can prove to be a powerful deterrence against violent attacks by Iran and Iran-backed groups. A way to show this military power



Map highlighting Iran (green) and Pakistan (orange)

Courtesy of Wikipedia

er without losing American lives is by supporting its most trusted allies with weapons to boost their war-ready armies. Even without directly provoking a conflict, weakening a country like Iran to the point where it cannot project its power into other countries is a crucial step from the current idle position the United States seems to be playing.

While combining trustworthy allies and military strength can effectively contain Iran's power, the most effective tool would be internal dissatisfaction. Civil protests in 2022 and 2023 prove that Ali Khamenei's government is not absolute. After seeing the fragility of Putin's rule with the canceled Wagner coup, one can see a not-impossible parallel

with Iran's government. A friendly flip of the Iranian government would eliminate the necessity for anti-Iran military intervention in the Middle East. After all, the Iranian people are not a threat to the United States; the Iranian government is.

Having established the importance of the Middle East, is it the most strategically important area in the world? Probably not. China is, by far, the most threatening and influential hostile country to the United States. At the same time, Iran is close to China. As Iran's largest export and import partner and largest military provider, China maintains a hold on Iran's political actions, and thus limiting Iran's influence is innately limiting that of China be-

cause Iran serves as the Middle-Eastern branch of China's sphere of influence. While more focus should be on East Asia than the Middle East, the United States government must not underestimate the latter.

With the world turning to violence and conflict, the United States holds responsibility as a country that can set moral precedents for the rest of the world to follow. Successful foreign policy in the Middle East advances the interests of the democratic world beyond the United States. Taking careful steps not to light the Middle Eastern powderkeg into another major war, a prudent yet assertive attitude towards Iran is most helpful for the overall good of the Western world.

# H-Block. Hell-Block?



Courtesy of VectorStock

By **WILLIAM INOUE '27**

H-Block. Many people like me would refer to it as "Hell Block," often starting exceptionally late in the afternoon and ending when the sun no longer shines at us. A general H-Block

would start at 4:50 pm. and end at 5:40 p.m.—just in time for dinner. As a prep, I could not have been warned enough about what I should have expected going into H-Block.

To make matters worse, the winter term is when many, consciously or sub-

consciously, get affected by seasonal affective disorder. According to Johns Hopkins Medicine, seasonal affective disorder is a "shorter day and less daylight may trigger a chemical change in the brain leading to symptoms of depression."

As a prep that currently has HIS208 as H-Block, it is often the one thing I do not look forward to each day. I adore the course and the teacher, but the fact that it operates late into the afternoon suddenly removes all the joy that comes with the course. Some peers I talked to also discussed the lack of energy in the H-Block as many students are exhausted by the time 5:00 p.m. comes. The Harkness often seems lackluster, and it is usually not as rich and fruitful as the classes in the mornings.

To me, H-Block is not the cause of the SAD or any discomfort. I simply find it to be an inconvenience. I am used to working long days and having little to no breaks in between. However, what provoked me to discuss H-Block and SAD was the fact that many of my peers are going through SAD. Ironically, Exeter does not do a very good job of recognizing, guiding, or helping students through SAD but instead relies on the students themselves to identify whether or not they are going through SAD and find help themselves.

I have also talked to many peers, including upperclassmen, who dis-

cussed their sudden drop in energy, motivation, and, in general, a worse feeling than fall term. Almost all cited the SAD as the root cause for their feelings. Some even went as far as to cite the H-Block as their cause as they felt forced to participate in a Harkness discussion late in the afternoon.

From discussions with students around me, I confidently conclude that H-Block is something no students look forward to and may be one of the causes of SAD for some.

I understand and recognize that H-Block exists due to some sports being unable to operate in the dark. Eradicating and remapping the schedule to remove the H-Block is too complicated and time-consuming. However, one thing that is possible and should be done is the discussion of SAD in advisories and dorm meetings. The action could range from simply conversing during Wednesday advisory meetings to hosting a dorm-wide meeting. Either way, the most important thing is to validate students going through SAD and being able to support anyone who needs it. It is not a solution to SAD if we do

not talk about the existence of it.

With that being said, there are activities and things that dorm faculty and students alike could organize to raise the spirits in this grim time. The activities could be as simple as having a dorm dinner night with catered fast food. In a time like this, I feel that having time to spend with your dorm mates will raise the spirits and, in return, create a better mood among all students.

All in all, the existence of H-Block is inevitable, as abolishing and rescheduling the day without it would be a logistical nightmare. However, we can recognize, validate, and form solutions for SAD. This includes planning and organizing fun events or discussing topics during advisory or dorm meetings.

Winter term as a prep has been challenging to me as H-Block, combined with the fact that pass-fail term is no longer in effect makes the day feel shorter and much more intense. Yet, I still believe from the bottom of my heart that things like seasonal affective disorder and such are curable through fun and social activities.

# MLK-Day at Exeter: A Critique

By **ANDREW BOOVA '26**

At 9:15 a.m., Dr. Tricia Rose began her keynote speech to commemorate Martin Luther King Jr. Day (MLK Day). The celebration of Dr. Martin Luther King Jr.'s life and work quickly turned into quite the opposite. She told the student body that it "pisses me off" that conservatives are supposedly twisting his words, rather than correctly interpreting them, to oppose the redress of systemic racism and im-

plementation of Diversity, Equity and Inclusion (DEI). This thinking is directly in line with many current critical race theorists, most prominently Ibram X. Kendi and Robin DiAngelo. (Kendi was featured later in the Exeter workshops and he spoke at Exeter in 2020 on MLK Day). These thinkers both advocate for a "color-seeing" society, where everyone's racial and ethnic identities are at the forefront of who they are. This idea is wholly antithetical to those that MLK espoused

while he marched, preached, spoke, went to jail, and died for equality. In addition to the keynote, we also chose a workshop to participate in, generally in line with these activists' thinking. Teaching the anti-MLK perspectives of Kendi and DiAngelo at Exeter on MLK day undermines the ideas of MLK and undercuts the real work and progress against racism and discrimination.

Kendi generally stays away from speaking about MLK. He claims that in the name of prog-

ress, we must employ new radical ideas in order to finally achieve equity. His book, "How to be an Antiracist" includes three important quotes.

"The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is anti-racist. If discrimination is creating inequity, then it is racist." (Page 9) In other words, if one racial group does better in any aspect than another, it must be because of rac-

ism. He also explicitly endorses discrimination on the basis of race to create equity, meaning equality of outcome. He disregards the impact of one's agency, culture, or any other factor leading to inequity. In English class, we were taught that if an environmental factor disproportionately affects "racialized communities," then racism is to blame. The centering of race in policy-making contradicts the race-blind view of MLK.

"The most threatening racist movement

is not the alt right's drive for a White ethnostate but the regular American's drive for a 'race-neutral' one" (Page 14). Again, he is calling for a race-focused view of policy-making. Five years ago, Kendi proposed a constitutional amendment that would basically enforce racial equity, rather than equality, which means equal opportunity. The Civil Rights Act of 1964 which MLK fought so hard for explicitly prohibits

Courtesy of The Washington Post



## Yang's Assembly: Political Expression

By **ARYAN AGARWAL '27, SAM ALTMAN '26, KEVIN THANT '27, and ANDREW YANG '27**

All the time, we hear that Exeter is renowned for its diversity of opinions and backgrounds and that, as a result, we're a melting pot of all sorts of ideas and stances on the political spectrum. And to a large extent, perhaps at least this is true. Nevertheless, there is a palpable hush over political expression at Exeter. Walk into any Harkness conversation discussing even vaguely political topics and the whole room will be circling aimlessly around the core point of tension. Likewise, you'll find that at some school-wide events, notably the recent Andrew Yang assembly, the Academy will instruct speakers to stay away from strictly political topics.

The true issue would arise not because we have political speakers at all but if we only ever had speakers of a certain political affiliation. As an educational institution, it is our duty to expose students to all ideas, whether they disagree or agree with them.

This is not to say political expression is nil at Exeter — we have active Democrat and Republican Clubs, events off campus to see political candidates, and much more, but there are certainly issues. Indeed, it is our opinion that, while there should, of course, be some restraint, civil political discourse should not be shied away from, especially with regard to public speakers, and that “keeping people happy” is not a valid end to justify the means of stifling dialogue.

On Jan. 19, 2024, Yang gave an assembly speech on his Exeter experience. In his speech, he motivated the student body to step out of their comfort zone and thrive through adversity. “There is what people do if they are talented and they come out. But as you get to my age and adulthood, then you have to start making choices about what drives you, what you value and whether there is a path to be ‘successful’ at it,” Yang shared. He then elaborated on three of his major business failures as an entrepreneur and how he was able to adjust his mindset and try again. De-

spite his valuable insights, he intentionally avoided touching on the imminent New Hampshire Primary, which took place on Jan. 23. When Yang explained his presidential campaign, he mentioned, “I can't get too political, but I'm here in New Hampshire for political reasons. I'm here to support a campaign...” Throughout his speech, he also repeatedly emphasized that he was here to give a speech on how a series of seemingly “unwise” choices turned out to be beneficial to his career. It is obvious that Exeter prohibited Yang from campaigning or talking about anything related to the upcoming New Hampshire Primary. We believe that if Exeter had not restricted Yang's political expression, his speech would have encouraged students to look at political expression from many different perspectives. In this assembly, Exeter mediated our lenses to maintain a neutral political stance but, in turn, discouraged insightful political thought among the student body.

When considering the impact that Andrew Yang's assembly had on Exeter, we ponder how we, Exonians, go about political discussion on a daily basis, specifically in our classrooms. Exeter preaches the Harkness teaching style, one that embodies a culture of self-expression and fosters productive conversation. We posit that Exeter currently lacks a critical part of this culture, as students feel they must suppress even relatively political views to avoid the firing of fellow classmates and teachers. Yes, it is important that we remain sensitive about controversial topics, but that doesn't mean that we avoid their discussion. Regarding topics such as sexuality, race, or even women's rights, it can be difficult to have meaningful discussions and ideas in a space where students are encouraged to “stick to the text” or “build off of others' points.” None of these things are bad and, in fact, often help the class stay focused, but it also means that students feel obligated to conform with the class majority, and prevents contrary arguments from appearing as often as they should. Instead, teachers may find it fruitful to occasionally in-

terject into conversations that steer in one direction and pose a thought-provoking question to spark new kinds of discourse. In Exeter English classes, the school picks a comprehensive selection of literature, leaving students to explore many of the important challenges our world faces today. However, in a system in which one is graded on their “Harkness” (which in some cases could be considered a bit nebulous), many feel an immense pressure to conform to the opinions of those around them, lest they risk their grade. Exonians are intelligent and have a lot to say, but we often filter and limit the progression of our thinking into new domains, leaving room to further deepen our education. Indeed, what use is the ever-questioning mind of an Exonian if it's not used to tackle controversial topics?

Exeter is fundamentally a center of learning that seeks to gather the most talented youth from every quarter to share their ideas. We often preach of Exeter's ability to “let everyone be heard,” but is this really the case? Many, perhaps more than you think, can recount examples to the contrary. We need structured systems and places for these conversations to happen (as chaos is helpful for nobody), but when they do happen, it's key that no one feels that they will face repercussions for the opinions they share. Such a principle clearly doesn't extend to things like threats of violence or vulgar language, but so long as the opinion is shared in a respectful manner, someone feeling “offended,” or any variation of language thereof, cannot be sufficient justification for punishing the speaker — implicitly or explicitly. Indeed, it is our duty to actively ensure that this does not happen.

If the truth is the truth, then it ought to be able to prove itself as such. But in spite of this, in the climate of Exeter, we all too often instead tiptoe around our true feelings, whatever they are, searching endlessly for a way to reconcile them with the opinions around the Harkness table, the Assembly Hall, or general conversation. This needs to change; the real world has no filter.

## Palestinian-Aligned Workshop Cancellation Sheds Light on PEA's Political Bias

By **TRUMAN YEE '26**

Less than 24 hours before the MLK Day workshop titled, “Reflections on Black-Palestinian Solidarity” was scheduled to run, registered students received an email from Dr. Stephanie Bramlett, Director of Equity and Inclusion, informing them of its cancellation. In the time since, this decision has sparked serious conversation among students and faculty, leading to a group of students petitioning for concrete answers.

The administration's handling of Ms. Carbonell and Dr. Madhi's workshop was unacceptable and a blatant act of political censorship. It also provides insight into PEA's political bias and the forces that regulate conversation on campus.

One of the biggest issues with the administration's decision was the lack of transparency present in their communication. In this issue of *The Exonian*, Principal Rawson released his statement alongside the featured Editorial. In it, he presented the decision as one made to create more time necessary for careful and productive discussion around sensitive topics. There was no apology, and no explanation for why the workshop was canceled the night before it was set to run despite having been on the roster throughout MLK Day planning.

These exclusions as well as the fact that it was released through the school newspaper — as much as I love *The Exonian*, it's never been or will be the most effective way to reach our community — this statement is not the best admin can do. I hope the Academy lives by the promises and values that Rawson highlighted in his statement. I also hope admin is moved to properly address their actions through a critical lens on a wider scale; send an email.

Prior to any communication from the administration, many students were left to speculate, which, considering all issues present in the statement, is still important to consider. Some believe it had to do with angry donors. Others have pointed to public outbreaks at institutions like Harvard as the type of publicity Exeter was trying to avoid. All of the information we have at the moment suggests that it was an internal decision, not informed by community pushback. It is possible that because of this, the administration's choice to cancel was preventative, motivated by fear of anger, outrage, and bad publicity.

The Academy has been on a bit of a glass pedestal as of late. A tainted history of sexual assault cases is not fully in our distant past. Yet Phillips Exeter is as celebrated as ever, taking *Niche's* most recent #1 Private High School ranking in 2023. Hoping to scorch the reputational forest as little as possible, the school decided to stomp out what they

saw as a potential fire. Unfortunately, this effort to conserve public image has caused undue pain within the bounds of our own campus.

In response, students have written a letter and petition (link in the bio of @black.palestine.pea on Instagram) calling admin's actions into question and demanding acknowledgement for the cancellation's “disservice to communal learning.” I highly recommend reading the letter; there's no better insight into the feelings and thoughts of students who were directly involved with the workshop.

One particularly powerful moment in the letter reads, “The Academy is demonstrating its lack of care for the multitude of students who would have found a space such as this workshop safe for their academic and curricular growth, as well as emotional support.” The letter is full of lines like this, which capture the absurdity of the school's decision, as well as its impact on community members.

In researching this resistance, the most striking feature was how common-sense and innocuous everything was. The conversation on Phillips Exeter censorship obviously has a notoriously polarizing older cousin in the Israel-Palestine discourse. However, very little of that division spills into the grievances of students and faculty.

I spoke with senior Ayaan Akhtar, a student who was signed up for the workshop and has been very involved with the resistance effort. Akhtar was the first of over a hundred students to sign the petition. Like many others, he was caught off guard when he heard that the workshop was canceled and became involved in the search for answers. Akhtar recounted, “After further conversation with administration, it became a little more clear that it was a safety issue and how we can protect the speakers and the students involved.” Despite these seemingly good intentions, he took issue with how the administration communicated the cancellation.

Akhtar brought up a previous workshop that took place soon after the Oct. 7th attack, and further lamented the MLK workshop as a lost second step. “I think, if there's room for discussion, talk about it. If that's what you want to study, study it,” he said.

By and large, freedom of education and administrative transparency are at the forefront of discussion. These are all ideas for which most of us should be able to stand, no matter our political, cultural, and social background.

And though the resistance has not been expressly political, it's hard to separate the administration's actions from their political context. What does censoring a workshop focused on Palestinian solidar-

ity imply? What might the result have been if it were focused on Israeli solidarity? These questions cannot be answered based on one, isolated situation, but they're important to keep in mind especially considering how quick the academy is to label itself as “apolitical.” Of course, this is a tactic to qualify for non-profit government recognition and the associated tax benefits. However, if right-wing organizations (namely *PragerU* and *Turning Point USA*) can claim the same 501(c) status, we can't take such a label at face value. As per the age-old idiom: actions speak louder than words.

Some may say the cancellation was motivated by neutrality and stood to distance Phillips Exeter from politics. Ironically, the administration only involved the school by taking action in the first place. A disclaimer beside the workshop reiterating Phillips Exeter Academy's neutrality on the Israel-Palestine issue, making it clear that anything perceived as “views expressed” belonged not to Exeter as an institution but to a subset of community members, would have been leagues more apolitical than censoring it all together.

All they've done is provide a stark counterexample for the next time an “Andrew Yang-ian” speaker praises Exeter on its lack of political bias. It's simply not possible, and not for the reasons people usually cite — not because of OMA, MLK Day, signs next to gender-inclusive bathrooms, or anything else that puts PEA, according to many, on the political left. Our school will never be apolitical because of the complex system of whatever moves administrators to make decisions like canceling the MLK workshop. We still don't know much about that system because of the lack of transparency.

The administration has taken the first step in reconciling their mistake, but there's still a long way to go. The wide reach, apology to the community, and promise to reform absent from Rawson's statement are what we students must push for. I make that clarification because although several faculty members have been very outspoken on the situation, they necessarily risk their job security and livelihood in the process. To them, the administration is the boss and most faculty are, unfortunate as it is, valuable but expendable employees. As students, we hold a unique collective power that must not be overlooked.

Read the letter, and if you're a student, consider signing the petition either by name or anonymously. If not for Palestinian solidarity, then for the notion that the administration ought not be emboldened to censor us, to take what's important to our community from us without a consultation, explanation, or second thought.

# MLK-Day at Exeter Cont.

discrimination based on race. The 14th Amendment also requires laws to treat all citizens equally. Kendi sounds akin to those who protested against Dr. King in the 1950s.

“What if we realized the best way to ensure an effective educational system is by standardizing the opportunities available to all students?” (Page 104) Once again, Kendi contradicts himself. Here, he is talking about equality. In the first quote, he says racial groups should be guaranteed equal outcomes, or equity. This is a form of racial neo-Marxism. According to Kendi, it’s desirable to discriminate to produce equal outcomes, which by definition, eliminates equality of opportunity. When breaking down outcomes by racial groups, his logic falls apart. In 2018, Median Nigerian American household income was 65% greater than the overall African American median, and was about even with the European-American median (Yahoo Finance, 2019). This statistic suggests that race is not a major driver of inequity. These race-centric views should be critically examined and not presented as the only ideas at Exeter, especially while commemorating MLK, who argued for never using race as a basis for discrimination.

Similarly, Robin DiAngelo has notable quotes in her book “White Fragility,” and also a webinar

she gave in March 2023. In the webinar, she said, “People of color need to get away from White people and have some community with each other.” This quote implies that the only valuable characteristic of someone is their race, and Black people should therefore avoid 71 percent of Americans.

“White fragility functions as a form of bullying; I am going to make it so miserable for you to confront me—no matter how diplomatically you try to do so—that you will simply back off, give up, and never raise the issue again” (Page 73, White Fragility). According to DiAngelo, not wanting to be told you are a racist for simply being White is “a form of bullying,” and white people are being fragile as her book title suggests. If anything, calling people racist that you know nothing about is bullying.

“Racism is a structure, not an event” (Page 12). DiAngelo believes individual actions aren’t racist. Racism is all societal and structural. She is effectively claiming that if any Black person is harmed, it is the fault of the racially privileged – White people – for upholding the current systems. Dr. Rose also asserted in her speech that MLK was an early example of a systems-based thinker. This concerted effort to remove accountability works against MLK, who in 1957 said

“Life’s most persistent and urgent question is, ‘What are you doing for others?’” If one blames solely the system and never takes responsibility for their own actions, we will never make progress.

At Exeter, we were able to choose a workshop in which to participate. There are three that I would like to highlight. The first is “Whiting out Black Joy: A workshop exploring how whiteness forecloses black joy and resistance.” Imagine a workshop called “Blacking out White Joy,” or any other non-White race for that matter. That would be racist. Arguing that the inherent tendencies of all White people are oppressive towards the Black people rather than historical laws or actions is racist and it was wrong for the Academy to teach this to students. Teaching that the 54 percent of Exonians who are White have oppressive tendencies on the memorial of MLK is morally corrupt.

The second workshop was “The Revolution’s Promise: Crafting Testimonial Monologues about Pain, Joy, and Resistance.” According to the description, much of the focus was on Palestinian liberation under Israeli occupation since the 1960s. In a private letter in 1967, MLK said “I would have made it crystal clear that I could not have supported any resolution calling for Black separatism or calling for a condemnation of Israel.”

In the same letter, he said “Israel’s right to exist as a state is incontestable.” Because of the anti-Israel sentiment at Exeter, the Jewish support for MLK goes completely unheard. Before MLK delivered his “I Have a Dream” speech, Rabbi Abraham Joshua Heschel gave a speech about the Jewish support for MLK and racial equality in the United States. Jews faced many of the same social and legal challenges as Black people in the 1950s and 1960s, so for there to not be any workshop on Jewish allyship but a workshop on Palestinian liberation from the only Jewish state was misguided. Although the cancellation of the Black-Palestinian solidarity workshop was appreciated by many, a better solution would have been to add an additional workshop with an alternative viewpoint. Because the workshops are proposed by students/faculty, there is a liberal skew to the programming, which the administration must think critically about how to fix.

The final workshop is one which I believe all of MLK Day should be modeled after. It was called “The Strength of a Seed - The Influence of Dr. Martin Luther King.” According to the description, this workshop focused on how MLK inspired others to join the cause for equal rights, and the significant positive impact his work had on the lives of Black

people. This was one of only a few workshops that directly talked about the impact of MLK. On MLK day, we should celebrate his vision of authentic anti-racism. Workshops like these are vital in reducing racial differences at Exeter so we can treat each other as equals. There should also be a mandatory session after the keynote where a student or faculty member reads one important work by MLK such as the “I Have a Dream” speech or “Letter from Birmingham Jail” to the school. There is no better way to understand and emulate MLK than listening directly to his words.

MLK was a strong advocate for the elimination of racial discrimination. Authors like Kendi, DiAngelo, and some at Exeter seem to be advocating the opposite. We are being taught race essentialism: to see race before anything else and view all interaction through a racial lens. I am currently in the middle of my lower winter term, when English class is focused on race and identity. We are implicitly taught that natives were only killed due to their skin tone, rather than political or economic factors. We begin every class by writing reflections on almost all race-ethnicity focused words, such as genocide, colonial oppression, and discrimination. As John McWhorter wrote in his book “Woke Racism”: “Whites must be

held at metaphorical gunpoint and demanded to do ‘the work’ of becoming ‘anti-racist’ in their every waking moment and to despise themselves for lapses in doing so, despite that it is a work they are condemned never to finish. This is performance art” (148). The implicit and explicit calumny of White Exonians as racist promotes divisiveness rather than creating a harmonious learning environment. If we at Exeter actually read MLK’s speeches and letters, we might glean an understanding of his work and effectively apply his ideals in the classroom. In his famous “I Have a Dream” speech, he says “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” Vilifying “whiteness,” White people, or anyone else based on their skin color has no basis in MLK’s thinking and, in fact, contradicts him. Immutable characteristics are not what should be judged. No one chooses to be born as White or Black, man or woman, or tall or short. As individuals, we must consciously endeavor to treat people based on character, not color, and MLK understood that better than anyone. The Exeter MLK Day celebration must be rethought in order to effectively commemorate MLK.

# Why Exonians Are Afraid of the Health Center

By SAM ALTMAN and JINMIN LEE '26

You wake up feeling sick — fever, chills, a runny nose. It’s Monday, your alarm is blaring, and there’s nothing you want to do less than pull yourself out of bed and go to Chemistry class. But you do anyway because you go to Phillips Exeter. You’d like to rest, but how can your material pains, however great, compare to that infinite mental strain of missing critical classes?

To help demonstrate why so many feel this way, we’ll introduce the idea of a wager by examining the famous Pascal’s Wager and then applying the format to the issue at hand.

### Pascal’s Wager

Does God exist? Countless philosophers dwelled on this question: Thomas Aquinas, Augustine de Hippo, Anselm, and more. Some made religious arguments, and others made secular arguments. But how would Blaise Pascal, a mathematician who loved statistics and probability, approach this question?

After much contemplation, Pascal came up with Pascal’s Wager, a cost-benefit comparison for religious faith. Here’s how it looks:

### Pascal’s Wager

- Goal: Live a good life
- Obstacle: You have doubts about your faith
- Options: Go to church

You go to Church and be religious:

- If God doesn’t exist -->life ends after death (bad)
- If God exists --> eternal peace and paradise (really good)

- Attend Church --> lose an hour a week (bad)
- Living life according to the Bible could make you a better person (good)
- Living life according to the Bible may prove to be difficult (bad)

You don’t go to Church and be religious:

- If God doesn’t exist, --> life ends after death (bad)
- If God exists --> go to hell (really bad)
- God doesn’t exist, and you saved time in your life (good)

He concludes that the benefits of believing in God (paradise) in a world where He exists completely outweigh the harms of losing a couple of hours a week and reading the Bible.

### JinMan’s Wager

If you ask Exonians on campus about their experience in the health center, it won’t take long to hear one of the many horror stories. Some recount stories from the era of Covid when they were stuffed into a room with five other sick people, unable to leave. Others have had their grades and academic momentum completely stunted after being kept down by sickness in the health center. And many more have instead suffered in silence in their classes, refusing to give in. Why, you ask, does this happen? It’s actually quite simple; thus, we present JinMan’s Wager:

### JinMan’s Wager:

- Goal: Save grades
- Obstacle: You’re sick



The Lamont Health and Wellness Center

Courtesy of Windover Construction

Options: Go to health center or don’t go to health center

Going to the health center entails:

- Guaranteed falling behind --> guaranteed grade drop
- Bad grades --> guaranteed bad
- Faster recovery --> guaranteed saving of health
- Bad for Harkness

Not going to the health center entails:

- Possibly not falling behind (can still learn some content, stay in touch with class, ask questions, etc.)
- Slow and painful recovery --> guaranteed bad
- Morally questionable (can infect others) --> bad
- Also bad for Harkness

We ought to remind

ourselves here that the base assumption is that we prioritize our grades over our health. Like it or not, this is simply the way that most Exonians operate, and “culture changes” are usually ineffectual and/or take a very long time. Many of you might be quick to be cynical and accuse those who have chosen against going to the health center as “compromising their and everyone else’s health”. And to some extent, even if they take precautions, they are. However, the issue is that many feel that the alternative is just as deadly. Indeed, when the goal is to save our grades, you lose JinMan’s wager by going to the health center.

### Solution:

JinMan’s wager has to be changed. Exonians shouldn’t be forced to think in such binaries between physical well-being and complete academic

immolation. Compromising health is destructive to long-term well-being, and relinquishing grades is also damaging to the average Exonian’s psyche. Why not help a little with both? Here’s a solution we propose.

As Exonians, we have been through the process of being sick, and, as many will attest, this is not an exaggeration. It is nearly impossible to catch up on 70 math problems, three chemistry chapters, 50 vocab words, or all three at once without immense time to do so. But the fact is, we do not have that time because Exeter doesn’t slow down for us and the assignments keep on coming. Faculty do not have enough time to be comprehensively sympathetic to our situation, nor do our classmates (at least not to the extent necessary), and, at a boarding school, there is little else anyone can do. We can’t stop an entire class’s progress to accommodate one

person either. Of course, while there is some support offered in the status quo (extensions, etc.), it pales in comparison to the amount of learning you miss and work that passes you by.

Consequently, we believe that it is crucial that we give at least some agency to ailing students by making it mandatory that they be able to Zoom in to all classes they may miss, whenever possible. Students shouldn’t be forced to make contributions by connecting with Zoom but could listen in to the content like a podcast while lying in bed. Logging into class should also be optional.

Make no mistake, this is not a perfect solution, and, understandably, it may be hard to integrate such a system into certain classes, but it’s a step we must attempt. Otherwise, and absent any other changes, this culture of suffering will certainly continue unperturbed.

# Humor

» **GPT-GENERATED**  
Read upper Adele Mamedova's creation through the AI platform in preparation for Valentine's Day, 16.

» **DUTCH HOUSE**  
Read about upper Zoë Curtis's opinion of her dorm's "unreasonable dorm loyalty," 16.

» **HISTORY PAPERS**  
Read lower Enya Yu's tumultuous experience writing a history paper in the late hours of the night, 17.

By ADELE MAMEDOVA '25

Hey ChatGPT. I need to write an opinion article about Valentine's Day for my school newspaper... The prompt is something like reflecting on my own past experiences with Valentine's Day, while also stating my opinion on relationships at my school (Phillips Exeter Academy.) I think love is dead and there's no time to date at Exeter so we should cancel Valentine's Day. Write me an article. Make it funny.

## Title: "Love is Dead: A Valentine's Day Reflection from Exeter"

Dear Exonians,

Ah, Valentine's Day! The day of love, roses, and heart-shaped chocolates. Or is it? As a student at Phillips Exeter Academy, I can't help but wonder if love has packed its bags and left campus entirely. In fact, I'm convinced that love is not just on life support at Exeter; it's six feet under, resting peacefully.

Now, before you accuse me of being the Grinch of Valentine's Day, let me clarify – I don't hate love; I just think Exeter and love have had a falling out. Here's my take on why we should cancel Val-

entine's Day at our beloved school.

First of all, have you seen our schedules? At Exeter, it feels like we're all competing in the academic Olympics. With classes, extracurriculars, and mountains of homework, who has time for romance? If someone manages to squeeze in a date at Exeter, it's practically a miracle. It's more like speed dating but without the actual dating part. We're so busy that even Cupid would need a personal assistant to keep up with our calendars.

Then there's the Exeter Bubble. It's not

just a physical location; it's a state of mind.

We're so engrossed in our studies and activities that we sometimes forget there's a world beyond these ivy-covered walls. It's like being in a relationship with Exeter itself – it's all-consuming, but it doesn't leave much room for anything else. Who has the time or energy for dating when you're busy exploring the mysteries of calculus or unraveling the secrets of poetry?

Now, I'm not saying that love is impossible at Exeter. It's just incredibly elusive, like trying to find a library book during finals

week. And when you do find it, it often comes with a hefty side of drama and gossip, which is entertaining in its own right, I suppose.

So, here's my proposal: let's cancel Valentine's Day at Exeter and replace it with something more fitting for our unique situation. How about "Friendship Appreciation Day"? We can celebrate the amazing friends we've made during our time here, the people who have been by our side through the late-night study sessions, the cafeteria food adventures, and the occasional moments of academic

panic.

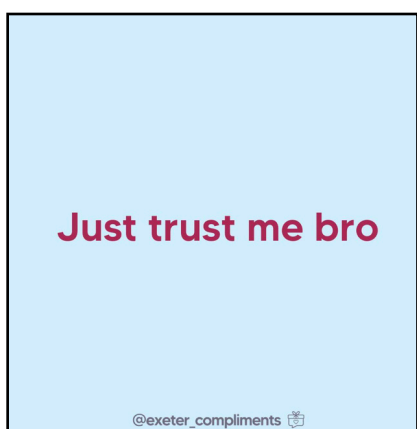
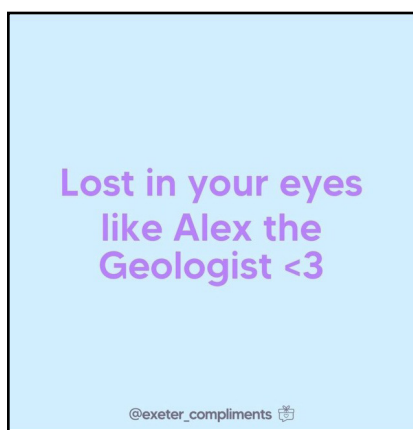
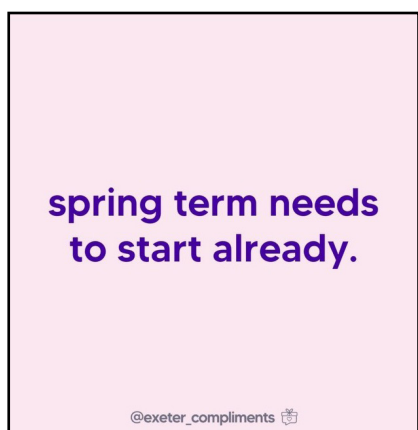
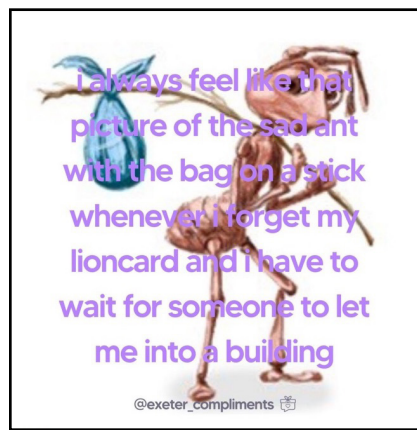
We can exchange notes of gratitude, share funny anecdotes, and have a good laugh together. Instead of roses, we can give each other snacks from the Grille or spare coffee punches from our cards. It might not be romantic, but it's practical and, let's face it, much more Exeter-esque.

Happy (Non-Romantic) Valentine's Day, Exeter!

Yours humorously,

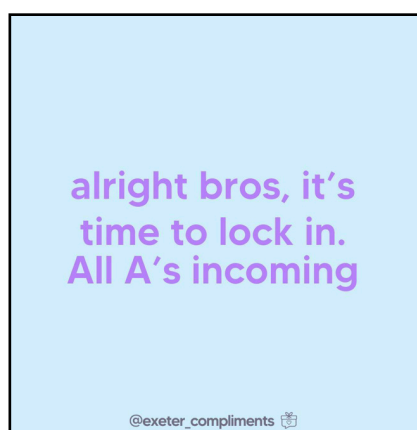
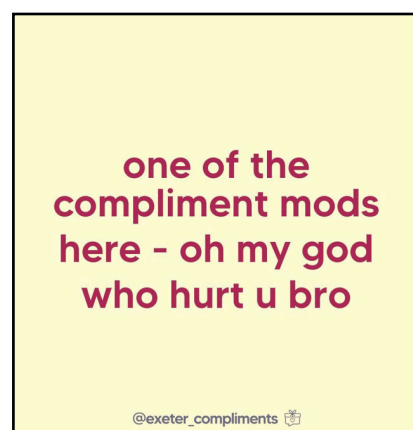
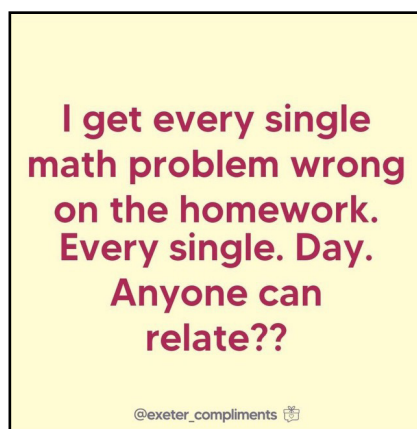
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## Izyaan's Favorite Exeter Compliments

By Izyaan Burney '26



# Dutch House: Dwarfing Dorm Dynasty

By ZOE CURTIS '25

If you find yourself navigating the labyrinthine halls of Phillips Exeter Academy and stumble upon a quaint little dorm that feels like it might have been the blueprint for a Hobbit hole, congratulations! You've just discovered the cozy, slightly obscure kingdom known as Dutch House.

Now, I know what you're thinking—Dutch House? Is that a typo for some majestic European palace? Nope, it's not a typo. and while it might not be a palace, it sure is a

kingdom of its own, complete with a cast of characters that could rival any medieval epic.

First things first, let's address the size. Yes, Dutch House is small. So small, in fact, that when playing hide and seek, the whole dorm can be found in less time than it takes to microwave popcorn (a Dutch House favorite activity). But don't let size fool you. Dutch House packs a punch. It's like the dormitory version of a Mini Cooper—compact, but surprisingly spirited.

Now, one might wonder, why pledge allegiance to a dorm that

could probably fit inside the walk-in closet of any other dorm room on campus? Well, dear reader, that's where the loyalty of our Dutch denizens truly shines. We are the underdogs, the unsung heroes, The Davids to the Goliaths of Exeter housing.

Picture this: Inter-Dorm Olympics. The larger, more conspicuous dorms march onto the field like regal war horses, each resident wearing their dorm colors with pride. And then there's Dutch House, rolling in with a flag that looks suspiciously like a repur-

posed bed sheet with a poorly drawn tulip on it.

But oh, our spirit is unmatched! When it comes to the three-legged race, we might not have the longest legs, but we've got the hearts of champions. Our tug-of-war strategy may involve more laughter than actual pulling, but who needs brawn when you have camaraderie? And let's talk about our dorm meetings. While other dorms discuss important matters like decorum and shared responsibilities Dutch House meetings often devolve into passionate debates about who is hotter:

Chad Michael Murray or Brad Pitt? It's a dilemma that requires careful consideration.

Despite our size, or perhaps because of it, Dutch House has fostered a unique sense of community. It's not just a dorm, it's a family. a quirky, eccentric, and slightly dysfunctional family, but a family nonetheless. We may not have a fancy coat of arms or a dorm cheer that strikes fear into the hearts of rival dormitories at assembly, but what we lack in grandiosity, we make up for in charm.

So next time you pass

by Dutch House and hear the sound of laughter echoing from within, know that it's not just the creaky floorboards. It's the sound of a tight-knit (though we prefer crochet) group of individuals who have found their home away from home, even if it's the size of a well-decorated shoe box.

Dutch House stands tall (figuratively) as the unsung hero of our institution. So, to my fellow Dutch-esses, keep flying that tulip flag proudly. Because, when it comes to loyalty, we may be small, but we're mighty in spirit!



# The Chaotic Saga of My History Paper

By ENYA YU '26

On Monday, December 11, my history teacher, Mr. Matsumaru, informed us about our upcoming short paper assignment. We started working on it on Friday in class, and it was expected to be due on Monday. I thought this wasn't quite enough time to write a quality paper, and I was concerned we didn't have a class peer editing session. However, we had the whole weekend to do it, so I thought it would be fine.

How wrong I was. For 8.5 hours on Saturday, I set up a Twitch stream of me trying to study and do homework. In short, I was quite unproductive and did not get to start working on my history essay.

I woke up on Sunday morning determined to finish my essay by that night. I skipped robotics (1 p.m.) and a physics class (3:30 p.m.) to continue working on it. By 4 p.m. or so, I realized I was screwed. The last time I had written a history paper was over a year ago in prep fall, which I had gotten a less-than-stellar grade on. I

was definitely not going to be able to finish at a reasonable hour. I decided to send an email to Mr. Matsumaru, begging for an extension. Per his extension policy, I had to request an extension at least 24 hours in advance for it to be considered, except in the case of an emergency. The essay was due at 4:45 p.m. on Monday, and I had only just started writing my email at 4:43. In two minutes, I quickly wrote the email and just barely managed to get it sent in time.

I took this as an excuse to let myself procrastinate. For four hours I waited for a response, to no avail. The realization that I had to actually start working on it dawned on me. At 9:30, I posted a snap on my story saying how I'd have to pull an all-nighter. Little did I know, I had started what would become the longest and most chaotic Snapchat story chain I've ever started.

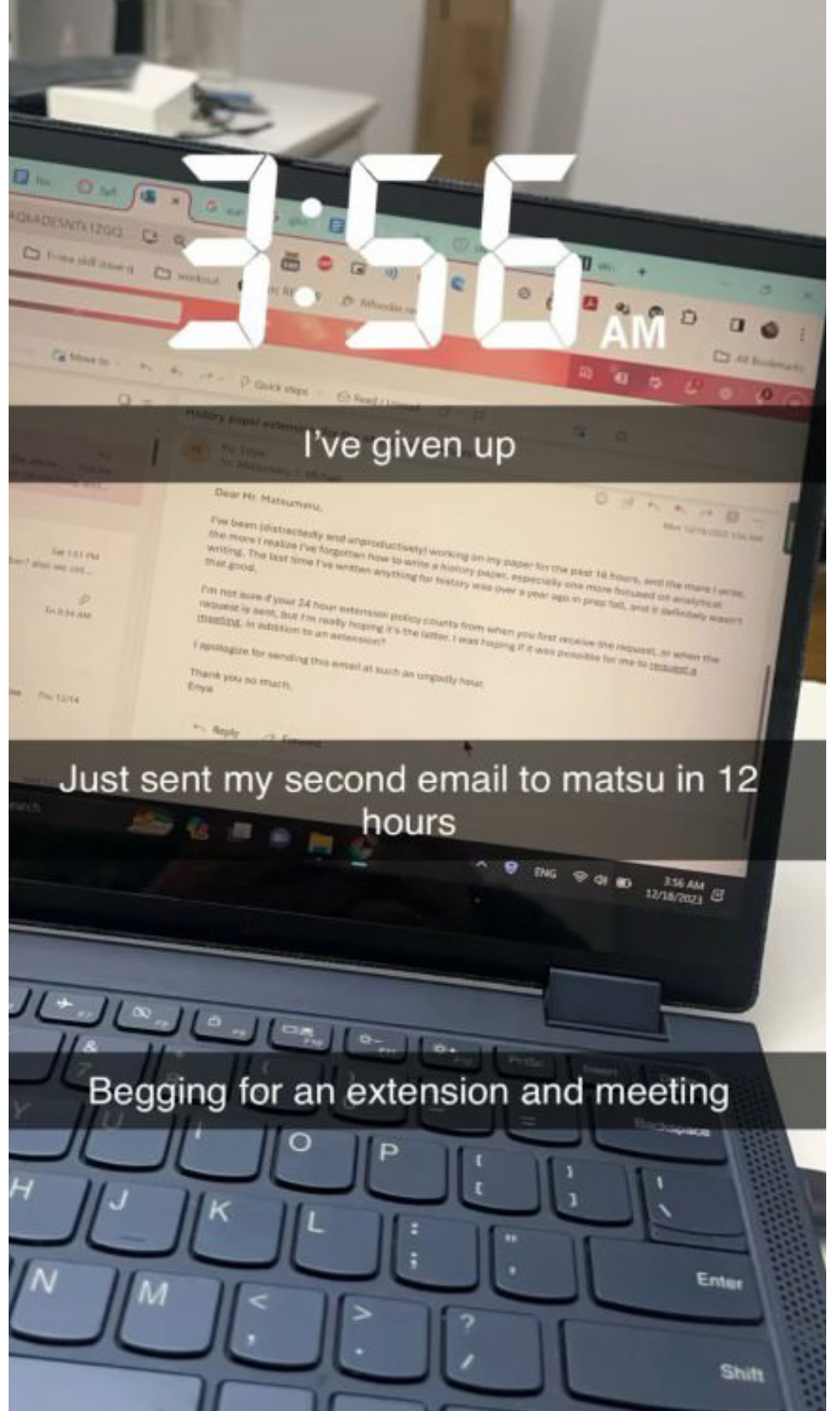
That night, I stayed up until 4 a.m., trying to make progress on my paper. I had been unproductively working on my paper for 16 hours at this point. I skipped

two classes the next day (math and English) to catch up on some sleep so that I wouldn't be completely brain-dead. Mr. Matsumaru responded to my email, agreeing on an extension till Tuesday evening and a meeting to discuss my paper on Monday.

I skipped PE to write my paper, but instead, I fell asleep and took a much-needed nap. During my meeting with Mr. Matsumaru, I asked how to analyze rather than summarize. He explained how I needed more of my own voice in the paper, and that I shouldn't have to cite every sentence. He said that these assignments are meant to build your essay writing skills in preparation for the long US History papers, and unfortunately, they don't magically appear in a day.

I had forgotten about a physics test right after the meeting, but fortunately, I think I did okay, especially considering my complete lack of studying for the test.

Later that evening, I scheduled a 7 p.m. writing center appointment for history paper help. My



tutor (who happened to be my advisor) told me that the more citations the better! I was quite conflicted and confused. I still tried my best to try and combine the advice from both teachers and continue writing. I stayed in the library till 9:30 p.m. and worked on my paper using one of the library computers. I've found that having a larger screen somehow kept me more focused, like a visual "surround sound". Once I got home, I wasted my time and did absolutely nothing until 11 p.m. The power went out at 3 a.m., so I worked for an hour in the dark before going off to sleep.

I skipped PE again to work on my paper. This time, I had a free block right after, so I had a combined 3 hours of free time before my next class. I sat in the library, working on my paper, until I realized I had forgotten to do my physics homework due in an hour. Fortunately, I finished it in time and headed off to class. Unfortunately, my paper was still incomplete. I accepted my fate of yet another very late night.

Fortunately, the

major writer's block somehow dissolved that night, and I was able to make good progress on my paper. Unfortunately, that happened at 10 p.m. and the steam ran out 2.5 hours later. I sent Mr. Matsumaru another 4 a.m. email, with the agreement that I would send him my essay later that day.

School was over for me by then, as I had no more classes on Wednesday. However, I still went to school to say goodbye to a few of my friends and get some stuff. What was supposed to be a 20-minute visit accidentally stretched on for nearly an hour.

I went home and wasted some time before returning to the grind, at around 3:30 pm. I worked until 5 p.m. when I fell asleep for an hour and a half. It was 6:30 p.m. when I started working on my paper again. Desperately, at 1 a.m., I asked my dad to help me. He sorted out my ideas and gave me advice, but he told me to ask him earlier the next time I had a paper I was struggling to write. This time, instead of sleeping at 4 a.m., I managed to

stay conscious until 6 a.m., putting his advice into my paper.

I woke up on Thursday morning with a bit of a cough. I could physically feel the damage these past four nights had done to my immune system. I accepted my fate of a grade deduction for a late paper, 1/3 of a letter grade per 24 hours, meaning that if I had written an A- paper, it would get bumped down to B+. Still, I would rather submit a good but late paper than a bad but on-time paper.

I continued working until 6 p.m., with the support of my dad. A few of my friends proofread my essay for me, saying it was good. I was satisfied. I had finally, finally finished. I ate dinner with my family, then went to sleep at 8 p.m..

In total, I spent a total of 51.5 hours working on this essay or at least staring at my computer with the intention of working.

I hope to never have to do this again for a long time, though I know that I will likely have a repeat of this next year, especially for my US History final papers.



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EXONIAN  
EPAC FORUM  
SUNDAY 7PM**

**THEEXONIAN.NET**

# The Crossword Corner

By **FREDDIE CHANG**  
and **SHAWNA JIANG**

1	2	3	4		5	6	7	8	9		10	11	12	13
14					15						16			
17					18						19			
	20				21						22			
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35					36		37			38		39		
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47			48	49		50		51		52				
			53		54			55	56					
	57	58				59	60					61	62	
63					64						65			66
67					68						69			
70					71						72			

**ACROSS**

- 1 - Master of Fine Arts (plural)
- 5 - European freshwater fish
- 10 - our mascot
- 14 - is it you \_\_\_\_\_?
- 15 - rodeo rope
- 16 - service clubs at school
- 17 - can we \_\_\_\_\_dash?
- 18 - response to "is not!"
- 19 - necessity
- 20 - methane, for one
- 23 - goes on your finger
- 24 - abbr. for extension
- 25 - a circle-shaped ship
- 28 - not no
- 31 - a large number of fish swimming together
- 35 - this is always better than a test

- 37 - \_\_\_\_\_ Birmingham, actor in 'Yellowstone'
- 39 - department under the art classrooms
- 40 - NFL team from Wisconsin
- 44 - tando \_\_\_\_\_ chicken
- 45 - plug a guitar into this to make it louder
- 46 - Hawaiian verandas
- 47 - al \_\_\_\_\_ pasta
- 50 - Since jan 1
- 52 - flexible
- 53 - not her
- 55 - local blog
- 57 - these are a violation of the dorm fire code but they smell good
- 63 - \_\_\_\_\_ the night before Christmas
- 64 - not girl dinner, but squirrel dinner

- 65 - we're on this coast
- 67 - opposite of maxi
- 68 - read intently (past tense)
- 69 - within: prefix
- 70 - International Museum of Art and Science
- 71 - Shrek's friend is a d\_\_\_\_\_
- 72 - \_\_\_\_\_quacs (a capella group doing valentines performances)

**DOWN**

- 1 - abbr. for 'moderate' or 'modification'
- 2 - Laurie Chung's favorite animal
- 3 - 'love' in Portuguese
- 4 - an a capella gift

- 5 - Russian pancakes
- 6 - without thinking
- 7 - 'this' in Spanish
- 8 - "not worth \_\_\_\_\_"
- 9 - Thirsty \_\_\_\_\_ Taphouse (across from Dunkin')
- 10 - this multiplied by the width gives you the area of a rectangle
- 11 - a pun to use when you spot things at the ocean
- 12 - sugar suffixes
- 13 - motion of agreement
- 21 - to have a meal in your dorm
- 22 - there were a lot of these on my last math test
- 25 - OMG without the 'M'
- 26 - ballerinas hold this

- 27 - "you're \_\_\_\_\_ a million!"
- 29 - country that one of the crossword makers lives in
- 30 - to drink tentatively
- 32 - the Atlantic is the closest one of these
- 33 - bitter
- 34 - causing the dissipation of electrical energy
- 36 - professional sports league
- 38 - affinity group that meets Thursdays in club room B
- 41 - \_\_\_\_\_ Winehouse (singer of 'Valerie' and 'Back to Black')
- 42 - a cozy home in the woods
- 43 - one might be this in the snow

- 48 - Dr Luo told me to work on my 332 \_\_\_\_\_
- 49 - German article
- 51 - an official order issued by a legal authority
- 54 - highest peak in the Philippines
- 56 - graph axis on desmos
- 57 - sport with coaches Mills, Blitzshaw, Benson, Kate
- 58 - \_\_\_\_\_da (our northern neighbor)
- 59 - money major
- 60 - nerd
- 61 - "stay in your \_\_\_\_\_"
- 62 - 'this', in Spanish
- 63 - "I didn't need to know that"
- 66 - Time Of Day

## The Exonian

We would like to acknowledge the Squamscott/Penacook peoples who were the first peoples of this land. We would like to honor their ancestors, descendants and future generations for caring for this area and allowing us to be here

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