

# The Exonian

The oldest continuously running preparatory school newspaper in America

Phillips Exeter Academy  
Exeter, New Hampshire



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# Student Athletes Examine Academic Schedule

By LAUREN LEE and ELAINE QIAO

Athletes, like many Exonians, balance intense course loads, multiple clubs, social lives, and sleep in their academic schedules. With two-hour daily practices (excluding Sundays), full-day trips for competitions, and games, and the need for adequate sleep and nutrition, concerns have been raised about whether the rigidity of the schedule places athletes at a disadvantage in other aspects of student life at the Academy.

Some athletes have reported that having both their coursework and sports commitments combined, under the current schedule, has increased their stress and decreased their focus. Additionally, junior varsity sports and varsity track meet during class periods after lunch, which some students claim has disadvantaged them during their afternoon classes.

"With track practice taking place during E and F format in the winter, it's definitely harder for me to focus in my evening classes, especially math, which takes place during H block," upper and track runner Zuzanna Szul said. Though most student athletes are able to finish their assignments

Owen Dudley / *The Exonian*

without any issues, many have found that they must sacrifice their sleep, social time, and hobbies to do so.

Upper and track runner Advay Nomula added, "If you are a consistent athlete—all three terms—devoting a lot of time to extracurriculars can be tough. I know many robotics teams, for example, meet during the time after Wednesday classes or Saturdays to work, and this interferes with a more structural sports block. I can't devote enough time to a robotics team, so I wasn't able to be on one."

"I have to put a hundred percent effort into school and a hundred percent effort into my sport. And there's only so much time in the day," said prep and boys' hockey athlete Brendan Petraco, who often finds himself sleeping less to ensure he completes his assignments.

"[A] lack of sleep impedes athletic performance and raises the chances for injury," Instructor in English and crew coach Rebecca Moore said. "Athletes may communicate with me as a coach about their need for sleep, and I may understand, but PEA girls' crew will always send the athlete to the health center for a fatigue or health

excuse."

Other faculty members who coach sports have shared their perspectives about the Academy's schedule. "Athletes — at least at the varsity level — should understand that their sport will require a significant time commitment," Instructor in Math and varsity boys' hockey coach Brandon Hew said. "Because of this, they'll need to be very conscious and intentional about how they manage their time and work."

Instructor in Math and varsity boys' lacrosse coach David Huoppi shares a similar perspective. "I hope [athletes are] not affected differently than other students. If everyone taking the same class has the same amount of work to do, hopefully, student-athletes can manage their time no differently than a student who's in a bunch of music groups that meet after dinner. Those students have to manage their time around those commitments. I would hope that student-athletes can do the same and figure out their overall workload and how to work that into how they spend their free time during the day."

Senior Lally Lavin, who plays both tennis and squash, agreed. "I don't think the workload is any

different for athletes than non-athletes," Lavin said. "That's how it should be. We have a little less free time, but being a part of the squash and tennis teams is worth it."

Other athletes also felt that they should not be treated differently from the rest of the student body. "In terms of assignments, I don't think athletes should have a different workload or anything like that; we're still academic students," upper and swimmer Ellie Wang said. "I think teachers should teach the material that students come here expecting to learn, and while homework sucks sometimes, it is a part of the Exeter education that we came here for. You have to commit a lot of time and energy to your sport, so between homework and sports, I've found that I have less free time to participate in clubs. It's all part of the balance that we're juggling."

With all that said, some athletes believe the Academy's schedule is actually convenient for athletes. Upper and rower Jamie Reidy said, "I think the schedule at Exeter works well for athletes. There are never more than two classes in a row, and breaks to get ahead on work or go to the gym."

Other athletes also do

STUDENT, 2

## Valentine Grams

On page 5!

# Community Reflects on Midterms

By PHIN GIBBS, MAX MANTEL, and LUCY JUNG

*Content warning: The following statement contains mentions of a student's death.*

As snow covers the paths and temperatures drop below zero, Exonians face a too-familiar process: midterm grades.

With winter comes the dreaded cold, the notorious H block, and midterms, which are added to Exonians' already overflowing plate of interscholastic athletics competitions and extracurricular activities. Released by teachers in the middle of each term, midterms allow students to reflect on their performance so far.

This term, midterm grades were released

on Jan. 27 and were sent to students through their advisors. However, students claim that various departments, teachers, and courses had different approaches to midterm grades.

Both faculty and students shared their opinions on the recent midterms.

"There wasn't much pressure on it. It was good that it was delayed because it wasn't on my mind for a while. When it eventually came out, it felt pretty natural, not too rushed," lower Eli Pratt said.

Other students, as well as faculty, agreed with Pratt's sentiment. "Midterm grades were very difficult to even think about given the tragedy that happened on campus, and it was just really hard to think about putting a grade on a piece

COMMUNITY, 2

# Students Reflect on Study Abroad Programs

By IZYAAN BURNEY and LILYRAMPE

After two years of the COVID-19 pandemic restricting travel, the Academy's Global Initiatives term abroad programs are back in full swing. These programs give selected seniors the opportunity to fully immerse themselves in the culture of a new, and often international, environment. The students selected spend the term abroad living with a host family and attending school in that country.

Many students enjoyed getting off campus for a term and found the adjustment relatively easy. Senior Will Hackett, who is currently studying abroad in Germany, said, "You adjust surprisingly quickly. Once you're abroad you're just there, you don't have many options but to adapt. All the people I've met are super friendly."

Senior Ben Martin, who is currently living in Madrid, Spain, added, "Jumping into being abroad has been pretty jarring for me (in a good way). I've never been outside the United States before, so being across the Atlantic for two months without my family or friends has been kind of crazy."

Students also noted the differences between Exeter and their schools abroad. "[Classes] were lecture-based, not Harkness, [and] the workload was definitely lighter than Exeter," senior Grace Nivera said, who studied in Japan this fall.

Martin agreed, "We are in classes with 20 other students, and have a combination of lectures and individual work. Additionally, we stay in the same class the entire day rather than switching classes."

Exeter faculty also travel with the students to help them transition into their new environment. Instructor in Spanish Ellen Glassner said, "My role as director of the term abroad in Madrid is to support the students in every way and make sure they are always safe. Some of the ways I do that is by helping them transition into their new environment, taking care of their needs if they get sick, and traveling with them on all excursions."

Part of the abroad experience is living with a host family. Several students explained this aspect of the trip. "I personally love my host. Being put into a new family in a different country

can feel weird at first but it's very helpful in learning the language and you quickly become close to your host and their family," Hackett said.

Senior Grace Keyt also shared her personal experience with her host family. "I am very close with my host sister and feel respected and cared for by my host parents. I've had the opportunity to go skiing in Italy with them and will also be traveling to Berlin and paragliding in Munich with my host sister," she said.

"It has been a truly positive experience for me, as they help me feel at home in a foreign land," Martin shared.

Students had various favorite parts about being abroad. Senior Claire Fu enjoyed it all: "Exploring the surrounding areas after classes, eating and shopping in Kichijoji, traveling to Nara, making friends in school, walking 20,000+ steps a day, and so much more," Fu said.

Similarly, Hackett said, "My favorite part is just living in a new place and experiencing all the new things in that culture. Everything from social



Seniors Azza Uwhubetine and Tania Rana abroad

Courtesy of @peastratford2022

norms to food can be very different, it's really eye-opening and not to mention fun."

After being away for a term, coming back to Exeter can be a big adjustment. Nivera said, "The transition was a little rough in the beginning, but being away for so long made me appreciate the things I love

about Exeter."

Students also bring back life lessons they learned abroad. Instructor in Classical Languages Sally Morris said, "They learn to be more open to differences and to question their own practices and assumptions."

Instructor in English Erica Lazure, the resident director for the Stratford,

England program, agreed, "I think sometimes being in a country that's not necessarily yours... those contrasts are even more pronounced and more vivid, and I think those lessons can be learned quicker or in a way that you don't expect. When you travel, you grow in ways you don't expect."



## News

## » SPORTS

Read about student athletes' thoughts on the academic schedule, 2.

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Read about Exeter's study abroad programs, 1.

## Student Athletes Examine Academic Schedule Cont.

not feel as much of a time rush during the day.

"Normally, practice isn't too bad since we're just using some time that I usually have class in and instead doing a sport with that. The only time that [the workload] does get a bit tough is when I have to miss class because we're going a really long way for a meet or something like that,"

lower and swimmer Lang Gou said.

Some athletes have shared that playing their sport actually improves their concentration and performance in class. Wang said, "Being a swimmer has actually helped me academically, believe it or not. After practice, I feel way more energetic and focus better on my

homework. Because I spend so much time in the pool, I have to be efficient with my homework, and that time pressure helps me squeeze out just a little more time I wouldn't have if I didn't swim. And just in general, swimming helps me feel physically well and makes me pay attention to my food and sleep quality, which definitely helps my

academics as well."

As for how the schedule could be improved, Wang has practice during G/H and describes her ideal schedule as having swim practice first thing in the morning "because, at the end of the day, I'm usually worn out from my classes before I even get in the water."

Additionally, Gou said having extra office hours so

that athletes can meet with teachers during the season would be helpful because "it's a tight turnaround to get from classes to practice already, and there's not a lot of time with teachers when I have questions to ask."

Moore added, "I think a way that PEA could help all students make better choices about their time would be to continue requiring physical activity as many terms as possible and more actively enforce the expectations that clubs do not meet for students of any age during study hours

from 8pm to 10pm."

"The Academy makes changes to the schedule from term to term and tries to create a structure that is manageable for students while maintaining Exeter rigor," Reidy said. "It is important for the Academy to listen to the sports teams on campus and be open-minded to changes that would better support them."

## Community Reflects on Midterms Cont.

of paper (or in a box on a computer screen)," said Math Department Chair Gwynneth Coogan.

Upper Beckie Gu said, "I kind of enjoyed the fact that it wasn't made as big of a deal by many teachers and a lot of the students because there was just more focus on community."

Lower Adam Tang said that although midterms were less stressful, academic pressure remained consistent in the following weeks. "There were definite changes, especially with the sad events that happened. It pushed a lot of tests and other events backward because of all the grief that the community went through. And honestly, even though tests were pushed back [and] we did get a lot of free time in the beginning, but everything was jammed back in together, at the end of the term and we just went back to a more harsh Exeter schedule," Tang reflected.

Students also shared thoughts on how the winter term's unique schedule and climate impact their livelihood, adding to midterm-related stress.

"I dislike it a lot. I understand why you need to split up the sports, but I feel like having class until 6 p.m. is really unreasonable, especially in the winter, because it's dark, it's cold, and everybody's not enjoying themselves right now," Pratt said.

Prep Sophia Marya added, "My schedule is very interesting because I do prep

PE. I have a weird PE block in the morning that takes up part of C and part of D format, and it's at different times every day. That kind of threw me off, especially at the start of the term."

Marya continued, "I have every single academic class except for religion after lunch, and so sometimes that can be a little bit hectic."

Teachers and students also discussed the importance of using midterms to improve class performance.

Head of the Math Department Gwynneth Coogan described this constructive approach: "They might not like their midterm grade, but with any luck, an unexpected grade will provoke an important conversation between the student and teacher. Maybe students don't feel comfortable asking their teacher about the grade their adviser reports to them because they worry that the teacher will feel their judgment is being questioned. So I could see they might be a little uncomfortable about that, but it's important for the teacher and student to actually be on the same page. And a midterm grade is a way to invite the conversation if it needs to happen. So I think the feedback is good even if it isn't a perfectly accurate account of what has happened in the past five weeks," Coogan said.

Adding on to Coogan's description, Marya spoke on the Religion Department's new midterm grad-



Ava Zhao / The Exonian via Midjourney

ing policy.

"The religion department had this new system where they gave everyone a B+. But my teacher gave us progress grades leading up to midterms. She told us that what we got on the small assignments added up, so that was what we

got. So, although my official midterm grade [for religion] didn't accurately represent [my performance], my teacher still found a way to, for the people who wanted them, give us a more accurate grade," Marya said.

Despite the current atmosphere in the communi-

ty, releasing midterm grades for the entire student body gave students visibility on their grades for their term.

Lower Charles Clavel said, "It's good to be able to get an idea of where you are in the class and because I think a lot of people other-

wise don't check up, so they don't know what their grade is until the end. It's good to know where you are and how you need to improve."

### NEWS-IN-BRIEF

## Community Comes Together Following Turkey-Syria Earthquake

By the 145th EXECUTIVE BOARD

On Feb. 6, a catastrophic earthquake struck Turkey's southeastern city of Gaziantep near the border of Syria. The effects devastated both countries. With a magnitude of 7.8 — followed less than ten hours later by a 7.5-magnitude aftershock — and a current death toll

that has surpassed 40,000 people, the Turkey-Syria earthquake is one of the world's deadliest in decades.

The Academy responded by organizing a two-day drive for survivors this past weekend. Instructor in History Aykut Kilinc and Instructor in Modern Languages Diego Ardura spearheaded the campaign and will donate the collected items to

the Turkish consulate in Boston.

"I woke up a week ago to this horrendous news of the earthquake. The first thing that selfishly came to my mind was, 'Is it in Istanbul?' Thats where my family lives," Kilinc said.

"I initially thought maybe we should just find a way to encourage people to donate money," Kilinc continued. "Then I had several conversations with

our dorm head, Mr. Adura. He organized...an aid drive for survivors of the hurricane in Honduras.... So he actually came up with the idea and then suggested that we should call the Turkish consulate in Boston and see if there may be some ways to have a drive in our community."

Many students gathered to assist with the drive. Kilinc especially thanked upper volunteers Allegra Reza, Freya

Busser, Sofia Novosad, and Avery Selig, as well as all Ewald dorm members, in particular seniors Maxwell Li, Jack Kugler, and Phil Avilova, uppers Jack Gordon and Michael Goodall, and lowers Andrew Piercey and Eric Li.

Reflecting on the drive, Kilinc said, "I think that it was important for our community to be a part of a collective effort. A lot of people came out,

they brought a variety of things, and it was just so nice."

Kilinc also applauded the kindness of the Exeter community.

"Many people from the Academy and also around town came...and donated very nice clothing. There was a list of necessary items, essential items, and they're not cheap. The people were just so generous. It was heartwarming."

### International Rescue Committee Doctors Without Borders American Red Cross

To the left, please find a list provided by Instructor in History and drive organizer Aykut Kilinc of reputable organizations you can donate to in order to support rescue efforts and earthquake survivors. This is not an exhaustive list.



# Community Remembers Late Student Matthew Clemson

## Academy Memorial Scheduled for April 2

By THE 145TH EXECUTIVE BOARD

*If you are having thoughts of suicide, call or text 988 to reach the National Suicide Prevention Lifeline, or please refer to the other resources listed below:*

Phillips Exeter Academy Counseling & Psychological Services (CAPS) - (603) 777-3420

HAVEN Violence Prevention and Support Services - (603) 994-7233

The Trevor Project (LGBTQ Youth Suicide Helpline) - Call (866) 488-7386, Text TREVOR to 1-202-304-1200

Phillips Exeter Academy Campus Safety - 603-777-4444

In the aftermath of upper Matthew Clemson's death on Jan. 15, various communities in the Academy have come together in support of one another, from making flower arrangements to writing notes to Matthew's family. Many dorms have been holding events to create spaces for people to come together and bond. The Academy also sent a group of 22 students and five faculty to Clemson's hometown of Evanston, Illinois, on Jan. 28 to attend the private service for Matthew held by his family.

The Academy will hold its own memorial service for Matthew on Sunday, April 2. "With the help of some adults who knew Matthew well, we will be soliciting the input of students before Spring Break," Reverend Casey said. "Any student interested in helping to shape this service should not hesitate to reach out to me directly via email. I want to hear your ideas. We do ask that students remain mindful of the way the Clemson family would like us to honor their son and the need to be sensitive to the needs of the whole community."

Principal William Rawson said he was grateful so many Exonians who knew and loved Matthew were able to attend the service in Illinois. "We had strong student and faculty representation at the service in Evanston and it was important to provide financial support for any student who needed it," he said. "I was very grateful to be able to attend as well and bring with me letters to Matthew's family written by our students. I very much wanted to be there to support Matthew's family and be with our students and faculty."

***"Matthew's death is a terrible tragedy that has hit us all hard. I have been heartened by the outpouring of love, caring, and support for Matthew's family by our students and our entire community, and by the support students have shown for each other."***

The impact of the funeral service was potent. "What I understand is that everybody who could be present at the funeral remarked that it was very, very powerful," Dean of Students Russell Weatherspoon said. "Matthew's mother spoke, and there were lots

of opportunities for our students to meet teenagers from Matthew's community back in Evanston."

Back at Exeter, Rawson reflected on how the community has come together during this time. "Matthew's death is a terrible tragedy that has hit us all hard. I have been heartened by the outpouring of love, caring, and support for Matthew's family by our students and our entire community, and by the support students have shown for each other," he said. "I also am grateful for the many ways adults in our community — CAPS, our medical team, advisors, dorm faculty, teachers, coaches, spiritual leaders, our dining team, and many more — have supported students through this very difficult time."

Assistant Principal Karen Lassey had similar sentiments. "I have been so grateful for and encouraged by the ways we have extended support to each other across our school community. It was evident every day, with individual and collective words and acts of care offered between and among adults and students. That support has extended beyond just our school community. I know that D-squared, for instance, saw a need and extended their hours to provide an additional comfortable place for students and adults to be together," she said.

Matthew was a resident of Wentworth Hall and an avid explorer. As his obituary from Brewitt Funeral Home states, "a life-long skier and skilled rock-climber, Matthew loved the exhilaration of a powder day on the steep slopes of Big Sky, Montana, and he loved the deliberative and collaborative process of solving a challenging problem on the climbing wall. He also enjoyed hiking in Big Sky in the summer and the freedom of charging up the trail with his sister, friends, and dog."

Matthew also had a fierce intellect and, in high school, developed a passion for writing. At Exeter, "he participated in Model United Nations, was co-head of the Philosophy Club, a member of the Climbing Club and the Robotics Team, a peer tutor for physics, served as a campus tour guide, and was a proud resident of Wentworth Hall. He was looking forward to studying philosophy in college," his obituary states.

While being a strong intellectual, Matthew also had a passion for baseball. "He loved playing baseball, first for Evanston Baseball & Softball Association house teams, then with his wonderful teammates on the Evanston OrangeCats travel team, and finally on Exeter's JV baseball team."

Matthew was able to combine his love for baseball and math as the commissioner of a long-running fantasy baseball league that required participants to read a voluminous rules package and participate in drafts for major and minor league players. "Matthew was a devoted Cubs fan who was fortunate to experience the 2016 World Series Championship season from Cubs Convention in January to the victory parade in November. He loved his first summer job last year at Wrigley Field as a member of the Premier Guest Services team," as stated in

his obituary.

Matthew is survived by his parents, Peter and Stephanie (Allin) Clemson, and his sister, Anna (all of Evanston, IL), his maternal grandmother Mary Ann Allin (Washington, DC), aunts and uncles Lyndon Allin (Washington, DC), Conrad (Christine) Clemson (Boston, MA), and Michael (Christine) Clemson (Leesburg, VA), as well as his cousins and extended family. He was predeceased by his beloved dog, Moose.

### Academy Remembrances

Phillips Church and the Multifaith Center have transformed into daily, accessible spaces for students to express emotions. A bulletin board in the Multifaith Center posted cards "expressing sorrow and shock, gratitude and love," Casey said. "[Another] area was a place for students to write a private card to Matthew's parents. Over 100 kids chose to write tender messages to the Clemson family, and we shared them with Matthew's parents." Faculty faith group advisers have made themselves available for students, as well.

From knitting circles to movie nights and dumplings, many dorm faculty have organized dorm events in order to create space for the various communities to come together and bond in a time of shared grief.

Instructor in Modern Languages and New Hall dorm faculty Ning Zhou organized a dumpling night on Jan. 25, where he made dumplings for the dorm. Zhou explained the planning process behind the event: "I know the students in the dorm needed some events to gather together and also to support each other. And it was also around the time of the Lunar New Year, so I talked to Dr. Samuels and we got approval so that I could make the dumplings for the dorm. We had both pork dumplings and also vegetarian for students who do not eat meat. The event was held at 9:30 p.m., so there were a lot of students in the common room. They gathered around and were able to support each other and enjoy some food."

"The saying, 'through food, through communication,' is something that came to mind when I planned this event. And in the dorm faculty and the proctor meetings, we also have some great ideas to organize more events like this one," Zhou added.

Weatherspoon also touched on the logistics of sending the students to the service in Evanston. "The coordination involved a lot of people, including students, not least of all Cade McMillan. On the student's side of things, Cade did a lot of work, drawing people together, sharing information, [and] being a liaison between the Clemson family and others."

"There was also a tremendous amount of communication between Matthew's parents and the principal and assistant principal," Weatherspoon continued. "At Exeter and in Evanston, many people wanted to help. Several faculty members gladly accompanied the students. We arranged transportation between campus and Logan and then O'Hare and Evanston."

Weatherspoon described some of the financial support

the Academy was able to give to students. "For students who needed...to be able to get airline tickets, we also helped make that happen. We made reservations at the local Holiday Inn, where the girls stayed. One of the Clemsons' friends, Ms. Fran Wiechert, opened a large space in her home to house the boys. Other friends offered to drive Matthew's friends to the various locations."

While reflecting on the community's response, Weatherspoon said, "Grief takes time, and over time, we've seen lots and lots of examples of people, older and young, who've been sensitive, supportive, and gracious with each other. I would say that under normal circumstances, people try to do that, but certainly, over the last several weeks, it's only been intensified."

Similarly, Casey spoke on the importance of being in community during times of grief. "What has stuck with me in these difficult weeks has been how the community has taken great care to lead with love. People are still sad, and many are feeling the loss in different ways. Grief is not easy. It doesn't have a deadline. Grief can linger," Casey said. "This is why the great generosity of spirit that the community has shown to each other has meant so much."

***"However, since Matthew's passing will continue to be a part of our lives, the ways in which we, as a class, will want to honor him are going to change over time; we are growing up, too."***

Echoing Casey, Rawson noted how dorms across campus have found ways to support Wentworth.

"I found it moving to see the many ways various dorms have shown support for Wentworth, including by sending brownies, cookies, and other foods in the evenings," Rawson, who is also on the Wentworth dorm team, said. "I know the Wentworth faculty have worked hard to support all the students in the dorm, but it also has been important to support the Wentworth faculty, which I and other administrators have sought to do in a number of ways."

Casey expressed similar emotions in response to student support. "Students have been so supportive of Wentworth dorm and Matthew's friends on the baseball team and various clubs he was active in, it has been inspiring and comforting."

Various clubs have taken initiative in honoring Matthew. "The Origami Club arranged to meet in the basement to make paper cranes together and the Flower [Arranging] Club donated an arrangement they created in memory of Matthew," Casey said. "The expressions of sympathy have been so moving."

In addition to various dorm events, the Executive Board of the Student Council met with the administration many times in the weeks following Matthew's death to discuss immediate and long-term changes regarding academic workload expectations during this

challenging time. Upper and Co-Secretary Kevin Treehan said Council reps met with school administrators and deans to present a nine-page document, "Regarding Recent Events," that included a host of requests along with student testimonials.

"The paper itself was full of student testimonials to back up each point. Our requests centered around two things: actionable stuff in the immediate sense, and longer-term things to open up a dialogue on," Treehan said. "One of the actionable things was current homework and major assignment expectations. The two main requests we had were to have homework excused through Tuesday, Jan. 24, and to cancel major assignments through Friday Jan. 27. We also wanted to improve community spaces and increase outreach for students by providing structured recreational opportunities over the weekend of Jan. 28, amending the absence excuse process for the week of Jan. 16."

Treehan also noted the students wanted asynchronous therapy and education opportunities for the school, as well as bringing The Green Bandana Project to campus. Other long-term discussions involved improving the culture surrounding mental health on campus, the Community Conduct Committee (CCC) process, and protocols regarding crisis management.

President of Student Council Ale Murat touched on these long-term goals. "We talked about medical leave and basically being more transparent about the process, and we have our policy committee heads working on that. We're hopefully going to post some sort of information tree so people can see how the process works," Murat said.

"The second long-term goal was analyzing how the CCC process affects student mental health. Although we don't know the specific factors that played into Matthew's death, due to his experience with the CCC, a lot of students felt that that experience could have played a role. Even though we don't know for sure, his passing made a lot of students who had gone through the process and a lot of students who felt isolated by the process speak out. We received a lot of student feedback regarding how it was very isolating and how students felt like there was absolutely no support from the Academy. So that process really needs to be reformed and looked at," she added.

Driven by Student Council and in partnership with Counseling and Psychological Services (CAPS), The Green Bandana Project, which was introduced this week to all students on Feb. 15 during Advisory Block, is a mental health awareness initiative devoted to raising awareness on suicide and suicide prevention. In this initiative, a green bandana is tied on student backpacks as a signal that identifies that student as a safe person to go to for suicide prevention resources and help that person get help.

Murat explained the reasoning for bringing this initiative to campus, "It was important for us to have an event like this because we really wanted to make sure that the student body knew that Student Council was working towards mental health and that we are hearing their concerns."

In having all these discussions, Murat said that the main goal was for the Student Council to "serve the students. We are here to

be your voice. After seeing the amount of people who responded to our stories and our surveys with very vivid testimony of what their experience was here at Exeter, we knew things needed to change. I feel like mental health struggles are almost normalized here. Everybody puts up a shield, because if you're not keeping up with work or if you're not fulfilling certain requirements, you're going to get left behind. And I feel like that is something that really concerns our board. We didn't want any student to feel like they were being left behind."

Class of 2024 representatives William Soh, Corinne Blaise, and Nhan Phan have also been working with the administration to discuss ways to support the class. As the three representatives explained [in a written statement], "In the spring and later terms, the same on-campus support offered by CAPS and off-campus resources will continue to be available. From our discussions, the adults in the community are working to place the student experience at the forefront of their considerations. It is also important to note that the administration will also continue to look out for faculty and provide them with the resources they require."

The representatives are also working on plans to memorialize and honor Matthew's legacy. "We are working to establish traditions for the Class of 2024 to annually commemorate Matthew; we are going to make sure these traditions extend beyond this year, or the next year, or the year after, and that Matthew's legacy will outlast our graduation," Soh, Blaise, and Phan said.

"The Class of 2024 has also expressed a strong desire to be involved in the planning of the on-campus tribute for Matthew. No matter what, the most important stakeholder is the Clemson family; when making decisions, we will be sensitive to their wishes," the representatives continued. "We have also had discussions with the administration on how we can continue to support Matthew's family as a class, and it is important now that we keep them in our community and in our hearts as we continue to live our lives. Sending physical letters, pictures, or markers of milestones of the class can be a great way to let the Clemson family know that they are still part of the community. Tell them how you are doing, all the things that the class is celebrating; you living your best life is, in a lot of ways, helpful for the family. A lot of the time we think of big gestures; but it doesn't have to be big. Small, everyday gestures can mean just as much as any grand vision."

The representatives concluded with some guiding words for students. "It is important to understand that we, as young people, are experiencing a great shock. Right now, when we think of ways to honor Matthew's memory, we may feel the pressure to approach it head-on."

"However, since Matthew's passing will continue to be a part of our lives, the ways in which we, as a class, will want to honor him are going to change over time; we are growing up, too."

In lieu of flowers, donations may be made in Matthew's memory to the Big Sky Community Organization of Big Sky, Montana. In the "Notes" section, please specify "Matthew Clemson Memorial Trail Fund."



# Life

## » SOTW

Read about senior Montana Dickerson's journey at Exeter, 4.

## » FOTW

Read about Carla Collins's experience teaching ceramics at Exeter, 6.

## » HMUN

Read about Exeter's MUN team attending Harvard MUN, 5.

## Senior of the Week: Montana Dickerson

By ETHAN DING and JOONYOUNG HEO

If someone entered the Academy Building on a brisk Tuesday evening, a faint murmur might be heard in the foyer. If they walked toward the large glass windows and began to climb the marble stairs, the murmur would melt into words, then into clear sentences at the landing. And if they turned the corner and entered the Assembly Hall, they would see a figure on stage — blonde, medium-height, confident in posture — giving a speech before a crowd of debaters staring up at her from the audience. This is senior Monty Dickerson, and this is where she feels at home.

Dickerson was born and raised in Atlanta, Georgia, but she has always wanted to experience a life elsewhere. "I never really felt like I fit in there," she said. "I've been wanting to leave my home state of Georgia for a long time, but I'd never seriously considered boarding school. No one around me had, either. In fact, when I told people back home I was going to Exeter, they asked what I'd done because they assumed I was being sent to some kind of military school."

"But I decided to try it," Dickerson continued. "So when I was in the ninth grade, I asked my parents if I could apply to boarding school and they said, check back in with us in a year, and if you want to go to boarding school, we can talk about it. They thought I'd forget. Then one year later I came back and said I wanted to go. They let me apply, and I ended up here."

Having entered the Academy as a new lower, Dickerson quickly fell into the rhythm of life at Exeter. In the classroom, she has developed an interest in both the humanities and sciences.

"My favorite class I've taken was on human population and resource consumption," she said. "It was a fusion of a bunch of different things — anthropology, philosophy, environmental science, and history. Those are all things I'm interested in. I'm pretty terrible at STEM, but I still enjoy it, and it doesn't stop me from trying my best. I definitely prefer history and English, though. Capitalism and Its Critics was especially interesting because there were so many opinions represented in that class, and it made for very fruitful Harkness discussions."

Yet it wasn't until Dickerson's senior year that she felt as though she belonged. "I spent a lot of my first two years at Exeter not really fitting in here, either," she said. "It was only by the end of my upper year that I really joined the community, and I think that's mainly thanks to the clubs I'm in and the people I'm around."

Debate is one of the most important of these clubs. For the past year, Dickerson has been a captain of the Daniel Webster Debate Society (DWDS) on campus. She credited her passion for debate and public speaking to her extensive background in theater.

"At my old school, I was very involved in the theater department," Dickerson said. "I was doing multiple shows a semester, and I was scouted out by my school's debate coach to join their debate club. She basically said, 'Montana, we've noticed that you're very active in theater. We're wondering if you wanted to join the debate team?' I said no for a number of reasons specific to the debate team there, but when I came to Exeter, DWDS seemed like the perfect fusion of my passion for

speaking in front of a crowd and my developing passion for politics."

Dickerson is also a co-head of both Democratic Club and Republican Club. Her interest in the political sphere can similarly be traced back to her childhood in Atlanta.

"The city of Atlanta itself is very liberal, very progressive," Dickerson said. "Then you have the suburbs and the countryside surrounding Atlanta that's very rural and very conservative. I think I was used to interacting with people who held a range of different opinions, which really helped me in shaping my own."

*"She's extremely bright and funny and just radiates this energy that makes you want to be around her all the time."*

"In some ways, coming to Exeter was a culture shock," she continued. "I found myself in a place where people seem to share more or less the same opinions. I wanted to maintain that practice of engaging with people I disagree with, which led me to the Republican Club. I ended up really liking it and the people who were in it. So I stuck with it, and it's largely helped me develop my interest in politics."

Dickerson, as a co-head of two outwardly opposed clubs, has received a mixed reaction to her unique position of leadership.

"What's surprised me the most is both people's hostility to and their acceptance of it," she said. "The people who have been the most hostile to my position on both leadership boards have tended to be adults, which is really ironic because typically the younger people are framed as more steadfast in what they believe. But I've found that some of the people who believe in something the strongest are often the ones who are the most open to the idea of gaining exposure to new perspectives."

Aside from her clubs, Dickerson highly values the close bond she has with her friends. Three years at Exeter have fostered many a supportive relationship that she finds comfort in.

"When I first came here, I was trying to project an image of what I thought I should be," Dickerson said. "I fell in with a lot of people who didn't have my best interests at heart. I think gaining some self-respect and starting to hang out with people who appreciate me for who I am has been a challenge that I've overcome."

Above all, Dickerson finds meaning in the small moments. "Last year, I went to a waterfall with some of the graduating seniors in my dorm, in the class of '22. We hung out and ate lunch by the waterfall. It was a beautiful moment, and I miss them all very much."

That certainly wasn't her last excursion into nature. "A couple of weeks ago, I went on a camping trip with the Outing Club. It was super fun," Dickerson said. "We hiked all day through an area of the White Mountains I'd never been to before. I had some great conversations with the others and we had a great time being outside, enjoying the wonderful nature that surrounds Exeter, and talking to people whom I'd never really interacted with before."

Dickerson's sincerity in her friendships is greatly



Senior Montana Dickerson smiles in J. Smith.

Owen Dudley / *The Exonian*

appreciated by all those around her.

"I met Monty when I came in as a new lower last year," upper Ghena Kubba said. "She was probably one of the first people I met, and we really bonded. I developed this routine of going to her room every night during spring term to get coffee. Monty was always there to talk over drinks. She would come into my room as well, and we would talk about silly things."

Senior Ale Murat agreed on Dickerson's exuberant personality. "She's extremely bright and funny and just radiates this energy that makes you want to be around her all the time. She's that type of person that you go to when you need help," senior Ale Murat said. "We went to the gym one time and I was really scared of lifting. By the end, she had me lift a crazy amount of weight in my first session. She really believed in me."

"She's just a really easy person to talk to and a fun presence," senior Phe Bentley said. "She's always able to make a discussion more insightful, and I appreciate the way she's outspoken about what she believes in. She's definitely helped me to think about different issues in a new light, which I've loved."

Others have found their interactions with Dickerson similarly rewarding. "She brings such good vibes to Exeter," senior Gbemiga Salu said. "I think everyone should try to have a conversation with Monty once in their life. She's so smart, but also really funny and engaging."

"Monty and I love discussing deep topics — human existence, why we are the way we are, and so on," senior Erin Sackey said. "She's a really nice person, but in a very intellectual way. Some people are silly-funny, but Monty's clever-funny. Often we walk around at night, along Swasey or a street in town, and just talk. I used to have a black-and-white style of thinking, but she's introduced me to a lot of nuance about life in general, which is very Monty-esque. She's always thinking about different possibilities, different

ideas."

Senior Nat Kpodonu agreed. "I consider her truthfulness and bluntness to be two very positive traits," she said. "She's never going to screw you up, and I think she's very honest with everyone. She talks very genuinely, very charismatically, and really knows what to say and when to say it. She's just an all-around great person."

*"I hope, if nothing else, that I've helped kids here feel [like they're] heard and that their perspectives matter."*

Dickerson's positive influence extends even beyond her closest relationships, particularly in the clubs that she leads. "Monty has made debate practice so much fun — that was something I looked forward to in the entirety of my upper year," Bentley said. "We were always on opposite teams, and it got pretty competitive in an entertaining way. Now the DWDS board ends up making each other laugh so much that we don't always have the most productive meetings. We had a lot of fun making the co-head introductions to post on Instagram, for example."

"But at the end of the day, I know debate is what it is today because of her," Bentley continued. "The club reaches such a wide range of people, and she's mentored so many lowerclassmen and made those meetings fun and engaging."

Dickerson's advisor, Rev. Bonnie Casey, fully agreed on the scope of her influence. "Monty has brought a wide variety of gifts and talents to Exeter," she said. "She's committed and diligent, of course, but chief amongst them is a passion for justice and fairness. She really wants the Academy to be a fair place that strives to accommodate every student, and she's been willing to stand up for what she thinks it could do better."

Dickerson hopes specifically that her involvement in both the

Democratic and Republican Clubs has inspired members. "I hope that I've encouraged other people to engage with others who disagree with them," she said. "And I do think, now, the membership in both clubs is more intellectually diverse than it was before my time here. It's nice to know that I've made at least some impact on the student body."

As for her development over three years at Exeter, Dickerson has learned several important lessons about her perception of herself.

"When I came to Exeter, everyone told me this is a very serious and amazing opportunity for very serious and amazing children," Dickerson said. "And I thought I needed to mold myself into this idea of a serious student in order to achieve any success here."

"But then I gave up quickly because maintaining that facade took a lot of energy," she continued. "And I realized I got a lot more out of my classes when I took a deep breath and expressed myself more openly and honestly, as opposed to trying to appear more serious to my classmates. Over time, I've been able to develop a more internal definition of success that's not reliant on external validation. So that's probably the best advice I could give — don't take yourself too seriously."

Dickerson's growth over the past few years, in both becoming more confident in who she is and in other areas of Academy life, has certainly not gone unnoticed by her friends.

"I'd like to say that Monty has always been true to herself," Salu said. "I've only known her for two years because I was a new upper, but I've seen her change. She's more outgoing, especially now that she's in her senior year. She's trying new things, branching out more, talking to more people."

Kubba saw Dickerson grow as a result of her activities in clubs. "Monty has grown a lot as a person in the time that I've known her. Being a part of both Dem Club and Pub [aka Republican] Club has added to her character and developed her political compass."

Murat commented on the expansion of Dickerson's social circles. "Monty has grown to be a very well-known person on campus," she said. "That's partly due to the fact that she surrounds herself with lots of different people, and that she's always open to making new friends. She's not hibernating in the dorm or closing herself off. It's nice to see that she has certain groups of friends, then also other groups of friends. She's able to connect them really well, and I've gotten very close with many of her friends."

Dickerson's sociability was similarly emphasized by others. "The friend group we're in right now feels so genuine," Kpodonu said. "She's a genuine person, so I guess that makes sense. Everyone really brings their all in maintaining the friendship, especially Monty. She's always reaching out to people. She cares about everything she does. She's someone people can really respect. You can be a leader and not a respectable person, and I think she checks both boxes."

"Monty fits in so well with a lot of people," Sackey said. "She's an integral part of Exeter — very vital to the community. I mean, she's senior of the week, so clearly she's had an impact on many people, including myself. I don't know who I'd be without her."

"The kids respect her," Casey said. "She's the only senior in my advising group, and they all look up to her. I hope she feels the admiration I can clearly see. And as her advisor, I can say she's not just a great kid — she's a wonderful human being. It has been one of my greatest pleasures to have worked with Monty."

And, in more ways than one, Dickerson herself has felt the difference she's made. "One of the sweetest moments I had was earlier this year," she said. "I was sitting in the dorm room of some underclassmen and they said to me, 'Monty, I never thought student listeners did anything until I met you.' That was really touching. I hope, if nothing else, that I've helped kids here feel [like they're] heard and that their perspectives matter and there are people who care about them and want them to succeed."



# Valentine Grams

From: Johnny Getman To: Dubem Akunyili

“Will you be my valentine? <3”

From: Anika Bhatnagar To: Mari Chapparo

“Tu as beaucoup de riz.”

From: Sean Wu To: Jonathan Jeun

“Shout out to Jonathan Jeun, Jonathan is my best friend. He sucks at FIFA but at least he’s cute. Love you JJ!”

From: Niko Todorov To: Andrew Voulgarelis

“Andrew Voulgarelis is so hot.”

From: Sloane Cooper To: Anabella U., Simone A., Vida N., Olivia P., Evelyn L., Lauren

“I love you all, Happy Valentine’s Day.”

From: Anonymous To: Jacqueline Subkhanberdina and Maya Cohen

“You are the apple of my eye. You are the jewel that I cherish, the oxygen in my lungs, the water to my dehydration. Now, Maya Juliet Cohen, you, too, are as beautiful as the oceans, as flowers that bloom under the moonlight, as crisp sharpened as pencils.”

From: Michael Yang To: Chelsea Zhao

“感谢你经常很笨，因为会让我感觉很聪明”

From: Anonymous To: Angela Zhang

“Dang Angela J. Zhang, you are so fine! What a catch! Like a fish in the water.”

From: Morgan Signore To: Art Chinsupakul

“Art, I love you so much! Love Morgan and Paris.”

From: Kamilah Alabi To: Catherine Wu

“Catherine is my first upper friend at track, thank you!!”

From: Willa Bazos To: Jessica Chen

“Hey JessÉ again second year in a rowÉ happy Valentine’s Day publicly in Exonian, I hope either of us may find someone for this special day. Love, your fav person ever.”

## Model United Nations Compete at Harvard MUN

By RISHI GURDEVAN, ROHIT KANTAMNENI and LEOZHANG

From Jan. 26-29, Phillips Exeter Model UN attended the annual Harvard Model UN conference, the first in-person one since 2019, in Cambridge, Massachusetts.

Out of 4,000 delegates hailing from all over the world, Exonians took home seven awards, including Best Delegation, Outstanding Delegate, and Diplomatic Commendation. They also had fun between conferences, whether that be eating out, going to dances, or making new friends.

Senior and MUN coach Jessica Huang described how she felt about the return to in-person conferences. “I would say overall it was a rewarding experience since we all learned so much. It was exciting to

finally be together as a club outside of campus and bond outside of MUN while taking a break from the stress at Exeter.”

At HMUN, senior Haakon Kohler represented the Anti-Saloon League committee in 1910, a group trying to pass prohibition in the United States. “I represented Billy Sunday in the Anti-Saloon League, who was a very famous preacher before microphones were invented. He had to preach to crowds of up to 4,000 people without a microphone, so I didn’t get one either.”

Lower Harry Clark and upper Parmis Mokhtari-Dizajiwere focused on sanctions at the conference. “My partner Parmis and I were on the Economic and Financial committee,” said Clark. “The topic was sanctions: how to make them more effective and reduce their unintended

consequences. On the surface, it seemed like a really pretty boring topic. I was bummed when I saw other kids with ‘cooler’ topics like nuclear nonproliferation.”

“It turned out to be fun,” Clark said. “Our block, which consisted of roughly 20, 30 people, created a resolution. It didn’t pass, unfortunately, but we worked hard on it. It involved compensating small countries that were affected by the unintended consequences of sanctions and creating a data collection system that would more strategically analyze the effects that sanctions have. It provided a uniform set of criteria that countries can use to analyze the possible effects of sanctions to determine whether or not they should impose them.”

Being one of the most prestigious Model UN conferences in the world,

HMUN fosters a competitive environment. “I’d say HMUN is the most competitive conference I’ve been to,” said upper Atishay Jain. “There were moments where I felt like I was lagging yet other moments I felt like I was doing very well.”

“I believe our delegates, current and future, will continue to develop crucial interpersonal skills in negotiation and compromise that are useful well beyond the world of diplomacy.”

In between conferences, delegates found ways to pass the time. Clark explained an activity that people did during breaks. “[HMUN] had this system where you could send a note to anyone in any committee

in the entire conference. And the chair, which is like the judge, would read these notes out on the microphone to all 500 people on the committee. People would be getting funny messages from their friends and everything.”

Jain explained the importance of meeting new people to him. “This is an experience I will remember for the rest of my life because there were kids from all over the world. I got a few Instagrams and Snapchats with kids from Venezuela and Tanzania, which is super cool.”

He also mentioned “FUNMUN”, a tradition where delegates let loose after the debate has concluded, but time still remains in the committee session. “Our committee did superlatives for FUNMUN. Thomas Roper was my partner, and we were nominated for three things: most likely to take

over the world, best ‘rizz,’ and most charismatic.”

Senior and MUN coach Cindy Su commented on the importance of HMUN to her. “I met a lot of great people and that in-person experience is truly something that a lot of people can’t forget. I’m really glad to see them smile all weekend, like all the other delegates.”

By taking home five awards and having once-in-a-lifetime experiences, HMUN marks a great success and future for one of the largest clubs on campus. Instructor in History Aviral Pathak, one of the advisors of the club, shared a similar sentiment: “I believe our delegates, current and future, will continue to develop crucial interpersonal skills in negotiation and compromise that are useful well beyond the world of diplomacy.”



# Faculty of the Week: Carla Collins



Ceramics teacher Carla Collins creates her newest piece in the studio.

By ALAYSHAZHANG '24

Chair of the Art Department Carla Collins can most frequently be seen teaching a ceramics class in the Lamont Art Gallery or in the Amen common room hosting Flower Arranging Club on Friday evenings. A warm and friendly face around campus, Collins is a strong force of creativity and expression, and encourages students to be the same.

Collins has been teaching at the Academy for 13 years and is currently the Chair of the Art Department.

"I've always known I wanted to be a teacher from a really young age, and I always knew that I wanted to be an artist at a really young age. I had really bad experiences with art teachers when I was in middle school but had really positive ones when I was in high school. And I'm very happy to be a high school art teacher now. I found that high school was one of the most formative times of my life and taking college classes in ceramics as a high school

student was one of the best things I could have done for myself," Collins said.

Collins also grew up around art and shared a bit about how her family has influenced her. "My dad has lived in Japan for over 15 years, and he's also lived in Russia and Germany. My parents are both photographers. My father is a photojournalist, and my mother is a photographer and college professor. Having artists as parents and traveling to see my father helped me a lot with understanding others' perspectives and has given me a love for traveling. I also think it's important just to experience other cultures. I think ceramics is a unique medium because you can go to a different country and the clay and minerals are completely different, as well as the tools, kilns, and techniques I have worked with local clays and fired kilns in Japan, Hungary, and Denmark as well as the United States," she said.

"I have never taken a class with Ms. Collins," Instructor in English Erica Lazure said, "but I know from hearing about her classes that she cares deeply

about both her students and teaching them the foundations of creative expression."

She has visions and lengthy goals for the Art Department that range from students' classes to welcoming artists. "Right now I have an awesome advanced ceramics class and just the tone and the energy in that class is just so positive and they're also supportive of each other. I think if I were to sum it all up, ceramics has this ability to really bring people together," Collins described.

"Her assignments enable students to find their own 'voices' as artists, whether they are making ceramics, drawing, or painting," Lazure continued.

In terms of the department as a whole, "We strive to make the art program a place where it's welcoming to the whole PEA community, and not just really driven artists. We have classes where you can really grow creatively and push yourself and learn to see yourself as an artist," Collins said.

"The Art department feels that it is very important that we (the faculty) are all practicing artists. It is important to model that level of artistic commitment and passion for your students," Collins continued.

Collin's love for creating art is evident to her colleagues as well. Lazure shared, "I always admire Ms. Collins' commitment to continuing to create artwork, even when her obligations as department head, teacher, dorm faculty, and mom keep her busy."

As an advisor to students in Amen Hall, many Amenite advisees remarked on Collins as their advisor. "Ms. Collins is very chill and [a] 'go with the flow' [kind of person]," prep Kayla Villanueva said.

"Ms. Collins is a very caring

Owen Dudley / *The Exonian*

person who pays a lot of attention to details," upper Clara Peng agreed. "For my birthday this year, she remembered my favorite apple variety and she brought me it, which is kind of a big deal for me because I love apples and I would have to go all the way to Hannaford to get that apple. It really made my day that she remembered it — my favorite [apple] too, it wasn't just any apple."

Ms. Collin's caringness for the dorm shines through to everyone. Villanueva shared "One time Ms. Collins was taping the door of the dorm since the power was out and she was too scared anybody would get locked out."

Collins also talks about her connection to the dorm. "I love Amen. I love the community that Amen brings. It has this loose but very warm vibe," Collins said.

"Every time I come back to the dorm

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## CAPSULE

By CARLA VOELCKER BLAKELY COLLINS

Every day, as living organisms on this planet, we are constantly exposed to different natural elements. In ceramics, I have become more aware of these elements and the

inter-connectedness of them. It is a challenging process working with air, water, fire, and earth, and it amazes me that the correct balance of elements can create echoes of existence.

This body of work is focused on forms influenced by the drawings

of artist and scientist Ernst Haeckel. Ernst Haeckel discovered and illustrated nearly hundreds of new species and organism in the deep sea. His published text: *Art Forms of Nature* was pivotal in the Art Nouveau movement from late 1800s to the early 1900s.

The surface treatment of all my pieces is an important aspect to me. I want the viewer to desire to touch my work. I choose to use glaze sparingly by using natural colors and raw elements such as porcelain,

diamonds, fur and transparent glazes.

By keeping the color palette neutral, I want the viewer to relate my art to the natural world. I also use a contrast of texture and color to

enhance the relationships between exterior and interior of living organisms. My work portrays the interconnections between living organisms and the lifeforce behind them.

# Meditation Spotlight: David Chen

By SOPHIE GOLDMAN and CATHERINE WU

**Q: What is the main focus of your meditation?**

A: It's about my life and my universe — growing up in a Chinese restaurant, and then coming to boarding school.

**Q: What inspired your meditation idea?**

A: Coming into senior fall, you know you're gonna write your meditation, so I did a lot of thinking over the summer. And then when you're writing your college applications, you have to think about what kind of person you are at this moment. So I did a lot of self-reflection. I decided to go with the colors because I needed a way to section out these different parts and different stages of my life.

**Q: Meditation-specific: What did the six colors symbolize in your meditation?**

A: I took a lot of inspiration from Eugene [Lee Yang]'s video as well. Then I took a lot of inspiration from that video. And then I did a lot of research on what colors kind of represent.

**"Red stands for the beginning of life, family ritual, memory, culture, and tradition."**

Red stands for the beginning of life, family ritual, memory, culture, and tradition. For me, that's the best definition of red that I could have come up with because red is a very traditional color in Chinese culture, so I thought that was the most appropriate aspect of my life designed to the color red. This is more in line with Eugene's version of the colors. The

others follow various different definitions of colors. But this one is very much so Eugene's definition.

Orange stands for discovery, exploration, and perfection. This is more so like the general representation of the color. Perfection was something that I threw in there because it was something that I had kind of struggled with growing up acting as a bridge between the red section and then the following sections.

Yellow: sun, radiance, joy, those are the main things associated with yellow. And then I added in music rhythm and beauty. New ideas are also kind of an association with yellow because it's like so bright, right?

Green, it's very associated with nature's growth and envy. Green with envy, you know, nature. Then breath is the other definition that I came across while doing research.

Blue is serenity, peace, acceptance, and being. Those

are also kind of, well, serenity and peace are more associated with blue. And then the other two are things that I kind of threw in there via research.

Purple is spirit. And I've only wanted one word for this, so it's really hard deciding what word I eventually wanted to go with for purple.

**Q: Who is the intended audience for your piece?**

A: Exeter. While you're writing, it's a necessity of writing to consider who your audience is. And I mean, it's a meditation, so it's designed for Exeter.

**Q: What did you want your audience to know about yourself after listening to it?**

A: Just that "This is Me."

**Q: Were there any obstacles you ran into while writing or choosing songs?**

A: My first draft was not as

ideal, because I struggled with the aspect of authenticity. There was a lot of dancing around the subject, which I talked about in the last draft actually. I called myself out, and I think Mr. Perdomo really helped with that. He gave me a lot of good advice in terms of workshopping this piece. And really encouraged me to take the most authentic stance that I could and really just throw myself out there. I think I did that more so as opposed to my first drafts.

**Q: Is there anything else you would like people to know about your meditation, or any life lessons, life advice you'd like to share?**

A: I don't know if this is cliché, but I think you can think of it as kind of a love letter to Exeter, in a way. In terms of advice, for writing your meds next year, I would give the same advice that Mr. Perdomo gave me, which is to really think about what your goal is. If you're willing to throw yourself out there and you have to be authentic. None of us are perfect, so don't make

Saturday night, the first floor common room is always packed with flowers and vases from Flower Arranging Club," upper Zuzanna Szul commented, "It's always such a nice sight to come back to."

Collins said "I wanted to bring more cheer, especially in the winter months to the campus. For me, flowers really got me through some tough times. I know it seems like a little thing, but I feel that just engaging with nature is important, it helps me think clearer."

Collins also dedicated several of their recent advisory meetings to letting her advisees create a "vision board" for themselves by cutting up magazines and pasting them onto a poster.

"I have mine hanging in my room right now. I really enjoy just having that creative process and also being able to look at things with my advisees," Peng noted.

In addition to the vision board, "Because Ms. Collins is part of the art department, we [advisees] get a lot of art perks," senior Cindy Su said. "When there's visiting artists, we get to go to their dinners and slide talks. It's also nice to be in the art building because there's a lot of crafts that we do together."

Su shared some other advisory group memories with Collins. "In the fall we did a group learn-how-to-play-spike ball activity, and that was fun. We just played spike ball for the entire advisory time."

"Another time was when we all went out to Swazey River and she brought us St. Anthony's Bakery, and we all ate together and just talked about our weeks," Su continued.

Collins offered some final advice to students, "The only thing that I can think of is to give yourself permission to take that art class sooner. I have to say, I always meet all these really amazing seniors in spring term and I'm like, 'where have you been all my life?' So if you really think that ceramics is going to be your thing, take it a little earlier so I can get to know you sooner," she concluded.

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## Op-Ed

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## First Writes

**The Executive Board**

The 145th Executive Board recognizes that we have inherited a paper that is rooted in systems of privilege and inequity. As *The Exonian* has historically lacked diversity throughout our 145 years of operation, it is undeniable that we have yet to fulfill our founding promise to “favor no class, no clique, no personal interests to the exclusion of matters touching the welfare of the students as a whole.” Our board holds firm to the belief that only with diverse newspaper staff and leadership can we truly commit to anti-racism and do justice to the communities we serve. Therefore, throughout our tenure, our board will strive to tackle this issue and chip away at the barriers that have long excluded marginalized communities from our newsroom. We aspire to spotlight voices that have been traditionally excluded from *The Exonian*, to treat our community's stories with care, and to retain a consistent focus on anti-racism.

We hold onto hope because we know that *The Exonian* has the potential to be a great vehicle for change. Though the process may take time, we have faith in our writers, editors, staff, and advisers, as well as you, our dear readers. As we navigate our way through 2023, we will continue to serve all of you to the best of our abilities, to report in an accurate and sincere manner, and to lead with empathy and understanding.

The 145th Executive Board also acknowledges the toll that daily life at Exeter can have on students. For our tenure, we are prioritizing the mental health and personal well-being of our writers, editors, and readers. One way we plan to accomplish this is by continuing the bi-weekly publication schedule that the 144th Executive Board adopted. When

reporting on sensitive topics, we will approach them with the mental well-being of our readership and staff in mind. Our board strives to place our community first while maintaining the journalistic integrity of our publication.

The 145th Executive Board will endeavor to have a more prominent online presence. With our bi-weekly publication schedule, we recognize the community's concerns about the relevancy of *The Exonian*. Through prioritized work with the media managers and *The Exonian's* web board, we will implement various additions, including, but not limited to, regularly posting articles on social media, establishing interactive elements on our website, and working with various digital media forms. In doing this, we hope to best diminish any delays caused by the bi-weekly publication.

We plan to continue the 144th Executive Board's values in integrity and communication, specifically between the members of *The Exonian* and the larger Exeter community. *The Exonian* is, first and foremost, a club inside a high school community before it is a publication. We understand that our sources make up the majority of our readers and aim to maintain the trust that previous boards have built over the past few years.

In this upcoming year, we invite our readership to communicate with us and hold us accountable for our initiatives and goals. Tell us if we are not meeting the standards we set for ourselves. Tell us if we are not serving the Exeter community to the best of our ability. Should we do our jobs correctly, the truth will rest in your hands. We urge you all to use this information to better our community.

Sincerely,  
Emi Levine, Michael

Yang, Sophie Ma, and Hannah Park

**News**

As your 145th News Editors, we promise to uphold authenticity and continue informing the student body about pressing news on campus. Whether our articles are administrative or reflections on fun school-wide events, we'll always ensure readers of *The Exonian* are kept informed of the news they're entitled to as Exonians. In doing so, we will also strive to produce unbiased and organic news, as well as pass those values down to editors of future boards.

We believe that articles, investigatives, and student opinions have the ability to create systemic change within the Academy. Every article we develop will include contrasting angles and perspectives, and we will strive to serve as a medium for student, faculty, and administrative voices. By upholding quote diversity and anti-racist policies, we hope our news articles amplify a diverse range of campus views, regardless of the article topic.

*The Exonian* has a responsibility towards its diverse audience, and we promise to continue upholding *The Exonian's* current policies and statements regarding anti-racism.

To our staff, we promise to contribute to making *The Exonian* a fun and welcoming place while maintaining its journalistic standards. We believe that dedicating time to fostering a community at *The Exonian* will be a productive — and fun — way to spend our tenure. We trust that improving our internal atmosphere will be reflected in our work's quality.

Lastly, to our writers, we promise to make the News Section at *The Exonian* engaging and concise, because we value your time and readership. As a section, we will make the time

to brainstorm interesting and pressing articles, and ensure that your wants as readers are heard and showcased in our work.

Sincerely,  
Nataly Delcid, Ashley Jane, Lauren Kim, and Selim Kim

**Life**

During the tenure of the 145th Board of *The Exonian*, the Life section hopes to further appreciate the organization and reactions to community events on campus, and focus on highlighting seniors' accomplishments at the Academy — better connecting the paper to the greater student community.

We hope to be able to spotlight more seniors and their stories through our Meditations of the Week, as well as experimenting with Senior of the Week duos. Within the Senior of the Weeks, we'd like to increase diversity in identities, interests, and passions, such as students within the fields of STEM, Art, Humanities, etc. We want to appreciate people who have an all-around positive impact on campus; people who peers and faculty want to cherish and alumni want to read about. In particular, we want to make sure the Graduation Issue is the best that it can be, to recognize the seniors who have transformed our time at the Academy.

We'd also like to further the relationship between the paper and the student body at large by featuring student clubs, such as proposing MATTER Magazine or Pendulum columns. Because clubs are such a big part of student life, we will make sure to acknowledge whenever DECA, Debate, or MUN return from a huge conference victory, or when Science Olympiad or Science Bowl wins a tournament. We will also attempt to spotlight affinity groups' celebrations and events.

And finally, this year is about quality over quantity. We want to make sure that every article pitch is an article that students want to read about, want to attend, and have things to say about. We'll steer away from the repetitive template each article seems to follow, and try to give each article its own style and identity, in hopes to best capture the emotions, events, and people that make up the core of this Academy.

Yours truly,  
Anvi Bhate, Andrea Nystedt, Catherine Wu, Alaysha Zhang

**Opinions**

Without a diversity of opinions, Exeter would not function as an institution that celebrates difficult conversations, friendly discourse, and civil disagreements. We, the Opinions Editors of the 145th Board, are committed to creating a platform of expression for the Exeter community that abides by proper journalistic practices; promotes anti-racism and DEI; and invites a wide range of both student and adult readers and writers alike.

As editors, we prioritize working with writers to help them refine and publish their ideas. We encourage everyone to share their perspectives, even if they have not written for *The Exonian* in the past. The Opinions Section is a space for the respectful exchange of beliefs, and we hope that the work we do together positively impacts our community.

Signed,  
Anna Kim, Nhan Phan, Ariana Thornton, and Chengyue Zhang

**Sports**

Your 145th Sports Section editors are Chelsea Zhao and Kate Rose! We are here to bring you the most exciting and riveting information on Big Red sports, including players, coaches, athletes of the week, and more. Make sure to tune in

every other week and find us on the last page of *The Exonian*. You might be asking yourself, “Why is Sports on the last page?” We like to save the best for last. Don't miss out on our amazing sports teams, incredible school spirit, and of course, exhilarating wins against Andover.

Yours truly,  
Kate Rose and Chelsea Zhao

**Humor**

Welcome to the Humor Section, the most commonly read section of *The Exonian*. Here, we discuss serious topics such as dining hall disasters, strange paranormal activities in dorms, and how great Felix the Health Center dog has been looking this week! The Humor Section has the most creativity and freedom compared to the other boring sections. Are you tired of writing articles and articles over again about CVPs and grade inflation? Want to show everyone how much of a class clown you can be? Come and write an article about which Science Center fish looks the most edible!

Exeter is, admittedly, pretty drab and way too serious. The other sections might refute this, but we're basically the most important part of the paper. Students want a break! The kids want to laugh! Who are we to stop them? Crosswords, memes, short stories, satirical poetry. No boundaries here. Join our team and help make Exeter funny again!

From the funniest, coolest, smartest, most amazing people on campus,  
Esme Eberstadt and Calista Lee



## 144 Years Later

By ALIA BONANNO '23

When I first arrived at Exeter as a new lower, I did not know how to navigate the landscape of Exeter. I did not know who to make friends with, how to speak in my classes, how to join clubs. I was shy and afraid to look amateur or reveal my ineptitude. When I joined *The Exonian*, some of this changed. I had an outlet to feel successful in—I loved seeing my name in byline after byline each week. I devoured the hours of interviews and conversation with my cowriters, relishing in the way I had been included in the community, incorporated into something bigger than myself. I would not love Exeter the way I do without *The Exonian*.

When I became Managing Editor, I was similarly exhilarated. I was relieved the work I had done had helped me get there, and I was excited to enact all of the ideas I had, to work alongside a board of equally motivated peers. In some ways, that ambition manifested in action. Our board accomplished a lot; in our first few weeks, we completed the Year in Review. We managed to pull together a Graduation Issue without any guidance from previous boards. We sent people to summer programs across the country. And yet, when I think about those in relation to my initial hopes, I can't help but feel disappointed.

See, what they don't tell you about being a

Managing Editor is that your goals are secondary, necessarily, to the well-being of the paper. It took me a long time to come to terms with this, to realize that my primary purpose was not to make a name for myself or to prove to anyone why I deserved the position, but rather to ensure that we were publishing a paper each week and that nothing went terribly wrong.

Another thing they don't tell you is the inherent barrier between the Executive Board and Upper Boards and writers. Each time I would read a criticism of the way our board ran things, I found myself frustrated, because all of those critiques came from a place of

misunderstanding, and of a similar ambition I once had. They weren't written in the context of my position, and so I can forgive each misstep I think these pieces took. This is not to say I think the barrier between the boards should be lowered; transparency, while important, is not tantamount. It is more important, I think, for writers to learn to write, to learn to be coworkers, to learn to balance extracurriculars and academics, and to value *The Exonian* as a newspaper, not as a way to get ahead. *The Exonian* is not *The New York Times* and maintaining that is so incredibly important. There is nothing quite like a student newspaper. It's

a place where we learn, sometimes, what our passions are. It's a place where we make friends and integrate ourselves into the community. It is not a place to launch ourselves into the professional world or to become the youngest Editor-in-Chief of the Post.

Sometimes, I forgot this. But more often than not, I fought to protect it. So much of our board's tenure was defined by recovering from previous boards. It was defined by wanting, more than anything, to maintain *The Exonian's* status as an excellent student newspaper, and nothing more. It is my opinion that we have accomplished that task. While motivation was lacking sometimes, in the

end, there was a cohesive and collective sense of duty in our board to shape the paper in that direction. I could go on and on about everything that I wish could have been different, or that I wish I would have done differently, but in the end, I loved every minute of this experience, even when I hated it. I am deeply indebted to everyone I have worked with on this paper. I could not have had a job without the editors, and certainly not without the writers. Each and every one of you has pushed me to my limits and kept me going when I didn't think I could.

Thank you for everything.



# The Retirement of Emotion

By FORREST ZENG '26

On the fourth floor of The David Geffen Galleries, down the hallway, next to a large opening to the next room, is a huge canvas with a painting on it. Painted by artist Yves Klein, *Untitled Blue Monochrome, 1961* is a 195.1 x 140 cm cotton over plywood canvas completely painted in just one color: blue.

To some people, it is only a rectangle on the wall, surrounded by a white frame. But when gallery visitor Joe Lloyd saw the painting, he described Klein's work, saying, "blue is the color of the cosmos, of the skies and the seas, and this sense of endless space pervades each of the *Untitled Blue Monochromes*." Many viewers might not know how monochrome reflected Klein's life and explorations. He believed monochrome was an "open window to freedom, as the possibility of being immersed in the immeasurable existence of color." How could this mere painting invoke such profound emotions in its viewers, propelling Klein to fame for his usage of deep, saturated, and vivid colors? To determine why this rationally dull and unaesthetic painting could be considered "art,"

by this fictitious object are susceptible to attacks. Wizards called "lawmakers" wave their magic pens, writing specific spells on paper, and send them off to become very real, material results.

2. Fiction changes our desires.

"Every person is born into a pre-existing imagined order, and his or her desires are shaped from birth by its dominant myths," Harari says. In other words, our desires are shaped by our communities and our governing orders more than we may think. When a child is born into a religious family, they are immediately submerged into a fictitious liquid that marinates slowly into their minds. As they grow in this religious community, their thoughts and desires, and in turn their actions, are

*"The expanse of blue reminds us of simplicity and vivacity at the same time."*

influenced by the religion which they practice.

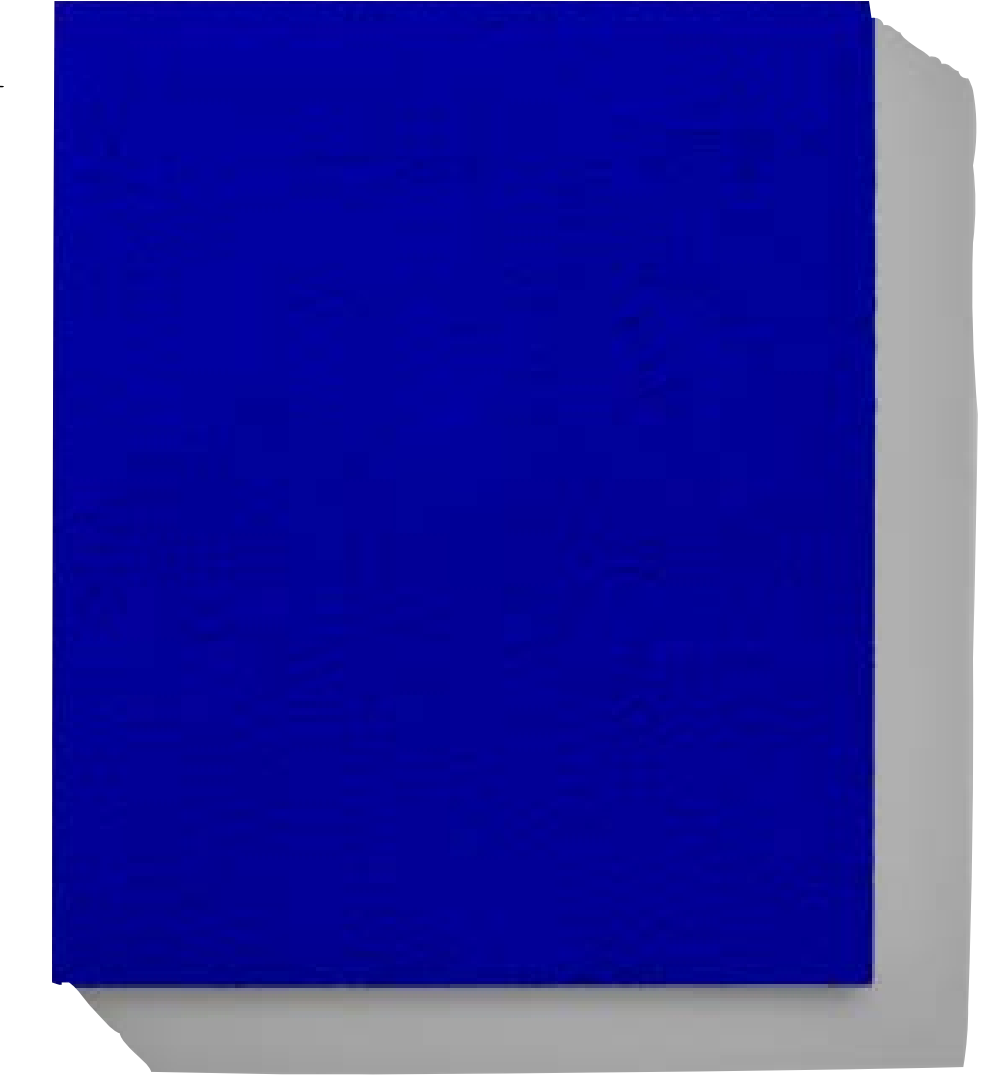
3. Fiction is intersubjective.

Intersubjectivity is the intersection of the

(including murder, robbery, etcetera) to preserve their own lives. Without control of the usage of natural abilities, there could be no common health or security, and the life of a natural human would be shortened as a result.

He proposed, that to maintain health and security, humans formed a contract. In particular, a "social contract" between individuals and a government. Individuals would give up their natural rights and perform obligatory duties, and the government would supply them with security and health. For instance, in almost every country in the world, we pay taxes and promise not to murder or rob in exchange for government schools, roads, bridges, hospitals, and healthcare. If we choose not to pay our taxes and to murder and rob, then we do not get schools or roads but instead time in prison for our breaking of the social contract. In this sense, the social contract is also fiction. The entity involved that is giving services and security, which we call "the government" is the powerful imagined order that enforces the social contract.

Thomas Hobbes' belief in the human state of nature is contrasted greatly by the French philosopher Jean-Jacques Rousseau.



Yves Klein, *Blue Monochrome, 1961*

Courtesy of Art Basel

Rousseau's state of nature, humans do not care about improving their lives but instead, living in peace. In this sense, if we brought "civilized" humans that have jealousies and expectations of higher pleasure onto a desert island, then Hobbesian anarchy would ensue. The core difference is that in the original state of human nature, we are not jealous of others' properties — Rousseau argues that private property is not a

One example of the conflict we often have internally between emotion and reason is present in the question: "Do we have a born obligation to be a part of our nation?" In other words, should we still have obligations to participate in the social contract, even if we were born into it without consent? I believe this is a question entailing emotion and reason. Consent is often seen as a right people are given. The obligation you have to a social contract is then determined by whether you consented to it or not. Importantly, it is *not* about the contract itself. I propose that this argument of consent is emotive. Our emotions tell us that we need time to make a decision rationally or irrationally. However, this leads us to believe that if we don't make *any* decision at all, then we should not involve ourselves at all either. I believe that if we evaluate *purely* through the status of whether we had given consent to join a social contract, then it is emotive. Social contracts should be imposed by rational, altruistic people — and if we one day decide that the contract we live in is no longer rational, then we may leave it (e.g. leaving the country).

necessarily happier per se? What was once a luxury for a hunter-gatherer became an exhausting, daily, perpetual job that was unnatural, if not mentally, but at least physiologically. Rousseau writes, "Agriculture...leads to property, government, and laws, and gradually to the misery and crime that are inseparable for our species." We see here the incongruence between reason and emotive desire and how fiction perpetuated this among almost all humans.

If Rousseau was alive today, he would vehemently argue against the usage of social media. Rationally, it is irresponsible and detrimental to your health to scroll social media for hours at a time. It is horrible for our mental health, physical health, as well as social health. Our emotions tell us otherwise. Communication with other people invigorates an instinct within our minds that releases dopamine. As a result, against all the rational recommendations of our health teachers, our parents, and experts across the world, we still decide to indulge ourselves. What started off rationally as an invention to bring people together became an irrational emotional stimulus. Reason tells us that we should be using social media moderately, enough to communicate with old and new friends and catch up on news. However, our emotions simply have not evolved to the point where we can handle the tidal wave of communication and content rationally.

Although Klein's art does not grow crops, nor weave clothes or create weapons, it does remind us of something. The expanse of blue reminds us of simplicity and vivacity at the same time. It reminds us of consistency and satisfaction. It reminds us of a "window from freedom." Freedom from expectation, from jealousy, from reason, and from fiction. We are in a school where we strive to be rational and reasonable, training our minds benevolently towards the security of humanity, *nōn sibi*. Standing upon a scale burdened on one side by the responsibilities of fiction, and the other by the responsibilities of emotion, always remember that which makes us deeply human.

## QUESTION OF THE ISSUE

If you could change  
**1** thing at PEA,  
what would it be?

Policy, school culture, schedule, etc.

Submit your responses (short or long and may be anonymous) to [exonian@gmail.com](mailto:exonian@gmail.com). Anyone is welcome to submit! Note: answers to this question will be published on the next issue! Faculty and adult members of the community are equally as welcome to submit a response.

## RESPONSES FROM LAST ISSUE:

**What word will define 2023?**

My word is "Precarious," specifically referring to the economic state of the world. On the domestic front, political and social divisions may escalate further, and may lead to a default by the U.S. on its debt if the debt ceiling cannot be raised. Internationally, the conflicts in Europe and U.S.-China relations may further deteriorate, catapulting the world closer to chaos and disintegration.

- Nicholas Li '25

we will need to start with something seemingly unrelated: fiction.

Thousands of years ago, evolution gifted man with the ability to create fiction. That is, the ability to form ideas and concepts that are not tangible realities. Importantly, fiction is what sets men apart from other animals. By creating fictitious imagined orders, countries, religions, and companies, humans achieved mass collaboration. No longer did we have to rely on intimate social relations, we could simply create a concept and have other humans follow it.

Of course, fiction is a bit more complicated than that.

### Fiction

Author Yuval Noah Harari describes what makes an imagined order such as the United States work. He identifies three core tenets.

1. Fiction is embedded in the material world.

We actively participate as citizens in our country not because it is necessarily a physical object but because it affects the physical world. Nothing can "harm" the United States of America. It is not a concrete, tangible object. But the people, the land, and the physical infrastructures "governed"

subjective beliefs of many humans. It implies that an imagined order must be shared by many people. For instance, one day, I may decide that I no longer subscribe to "Big Red." I will no longer chant along with my fellow Exonians at E/a day, and I simply do not believe in the spirit and community that Exeter has brought me. It would change essentially nothing. The inter-subjective belief in this fictitious "spirit" that pervades our excellent athletes will change nil. If we were to try and remove this spirit, we would have to change the beliefs of all students at Exeter.

Humans have evolved so that fiction and material are indistinguishable. Once you create fiction and enough people believe in it, fiction becomes extremely powerful.

### The State of Nature

The philosopher Thomas Hobbes believed that in the state of nature, before civilization or government, life was "solitary, poore [sic], nasty, brutish, and short." He believed that humans are, by their singular nature, motivated selfishly. In lieu, humans are motivated by the preservation of themselves and their own egos. Thus, in the state of nature, Hobbes argued, humans had the liberty to use all natural abilities

Rousseau believed that the pessimistic view of human nature propagated by Hobbes was tainted by the expectations of civilization. He believed that humans are naturally peaceful. They have neither expectations nor jealousies of other people and thus would not seek conflict for selfish means. In our societal world, we expect pleasures that we would not have expected thousands of years ago. When our pleasures are satiated, we are temporarily satisfied before moving on to the next, more unrealistically unachievable thing. But in the human state of nature, we are satisfied because there is no improvement in our lives.

From a Hobbesian perspective, fiction is excellent for public wellness and security. But, Rousseau argued, the development of such a radical pace is incongruent with our emotional desires. Both perspectives are, I believe, true. In our state of nature, our health and wellness depended on the decisions of our emotions. If we felt fear, it meant that our wellness was under threat. If we felt happy, it meant that our wellness was being benefited. If we saw a fruit and deemed it beautiful, it is likely that the fruit would supply the sweet, tasty nutrients that we, as creatures without reason, needed. In

natural thing — nor are we expecting perpetual pleasure.

### Emotion vs. Reason

Eventually, there arose a dichotomy in man's life between emotion and reason because of fiction. When humans began using imagined orders, human security and the ability for man to reproduce rose. The invention of agriculture, writing, laws, and arts could not have been used to better the lives of all humans without a fiction that they could believe in. We could use reason and thinking to influence the lives of millions of people, making sure that the human species proliferated across the planet. But I believe that when evolution gave man the ability to say, "the spirit animal of our tribe is the lion," it began its own retirement. The decisions of powerful and rational people replaced any instinctive decision that humans naturally received due to evolution. And while natural selection itself goes faster than ever because it has given us the most powerful tool to allow humans to survive and reproduce, the emotions it developed so men could make decisions drifted farther and farther from the reason given by fiction. Emotion, decision-making wise, is a distant approximation of reason.



# What COVID Revealed About China

By LEOZHANG '25

This past winter break, I flew on an airplane for the first time since 2021. At John F. Kennedy International Airport, things looked drastically different from what I remembered. Barely anyone wore masks in the security lines. TSA officers patted down passengers instead of having them walk through scanners. Bustling restaurants and stores lined the terminal, serving customers face-to-face. On the plane, I couldn't see any

empty seats. Everything felt normal again.

As COVID approaches its third anniversary, many countries like Denmark and the United States have relaxed their restrictions. Surprisingly, China has joined the bandwagon by rolling back more than two years of its "zero COVID" strategy. However, the country has seen a huge spike in cases. According to the New York Times, more than 60,000 people have died from COVID-related complications since Dec. 8, 2022.

On paper, "zero COVID" worked. It kept a nation of more than 1.4 billion people to only around two million cases and 5,200 deaths. Compare that to the 100 million cases and 1.1 million deaths out of the 330 million people in the United States, and one would assume that China did a good job.

Time, however, has revealed its significant consequences. Besides 2020, the economy "had one of its worst performances since 1976, the year

Mao Zedong died, when it declined 1.6 percent" (*The New York Times*). Quarantines stopping people from going to their jobs, the constant opening and closing of factories and ports, and government spending on medical equipment crippled the economy.

Intense quarantine mandates, such as the Shanghai lockdowns that kept citizens indoors for more than two months, also wreaked havoc on individuals' well-being. Many teenagers and

young adults, who should be socializing, were confined to their rooms and subjected to strict schedules to eat and shower. Lu Lin, the president of Beijing University's Sixth Hospital, suggests that the "toll on people's mental health could last over two decades" (US News).

These failures exposed underlying instability. When the first case emerged, the Chinese Communist Party set out on a mission to tighten its control over Chinese

citizens through CCTV cameras or enforcing month-long lockdowns. It flaunted the country's few cases and deaths, but that control began to weaken. Already faced with growing economic and mental health problems, officials couldn't handle a new wave of protests, causing them to roll back on the strict policies.

The pandemic did not end up being an opportunity for China to flex its muscles. Rather, it became an opportunity for the Chinese people to find their inner drive to push for democracy and expression.

# Rewriting History

By JOONYOUNGHEO '25

Last month, a video was released on Youtube that called Abraham Lincoln "America's first dictator." In one hour and seven minutes, the creator argued (among other equally memorable points) that the Civil War was never about slavery and that Lincoln, having never cared about slaves, wrote the Emancipation Proclamation in 1862 to encourage Black men to murder the white women left in charge of Southern plantations. "No one ever caught a more deserving bullet," the creator said. The thumbnail featured John Wilkes Booth cast in an angelic glow, taking aim at a caricature of Lincoln with horns sprouting from his forehead.

But perhaps the most disturbing thing about the entire video was the comment section. Thousands of people on the Internet, it seems, thoroughly enjoyed what the creator had to say. They praised him for "shining the light" on the untold truth of the American Civil War; they thanked him for teaching them what their teachers in school never would; they looked up to him for being well versed in the study of history and bold enough to share it with the stubborn public. In short, they watched an hour and seven minutes of poor argumentation and blatant historical inaccuracies, born out of ignorance or deliberate deception, and gave it a standing ovation.

Albeit a more extreme example, this video reflects the increasing problem of extreme revisionist history.

Today, students and adults alike — whether directly through a classroom curriculum or indirectly through news outlets and social media — are pushed to accept new methods and new facts to correct outdated standards. But we have passed equilibrium; in an effort to avoid these

conventions, we've overdone it. Our corrections have become overcorrections. Progress has become counterproductive.

Of course, it is no fabrication that pre-modern historical education was less than ideal. Schools in 20th-century America taught a very one-sided history in which their country was a product of a smooth stream of equality and democratic goodness. In this romanticized timeline, Christopher Columbus was a selfless leader who discovered the Americas and George Washington was a flawless man who established the United States. Abraham Lincoln, too, would have been given similar treatment. The sixteenth president, called the "Great Emancipator," was credited with ending slavery and lauded for standing on high moral ground in his fight against the South.

Toward the end of the twentieth century, more and more people realized that something had to change. Howard Zinn and his *A People's History of the United States*, first published in 1980, spearheaded the movement.

**A defining feature of education in modern society is the universal pressure to think outside the conventions of previous decades.**

Initially, his defining work was considered highly radical and saw limited success in the academic and commercial spheres. Now, with more than two million copies in print and counting, it has come to dominate our perception of the past. Matt Damon's character in *Good Will Hunting*, released 17 years after its publication, calls it "a real history book." *A People's History* has become nothing short of a

cultural icon.

Indeed, what Zinn put to paper was a landmark achievement in historiography. His approach of looking from "the bottom up" was groundbreaking. Throughout the book, he tells American history through the lives of the downtrodden — the slaves, the Cherokees, the Irish, the shell-shocked soldiers. Broadly, his intention was to take the conventional historical narrative and turn it on its head. In this sense, while some of his claims are supported by flimsy evidence and border on far-fetched, *A People's History* was necessary. It illustrated the inadequacies of traditional history and took a significant leap in the other direction.

Unfortunately, we have taken so many leaps since then that we are nearing

the opposite extreme. If the "outdated" historical narrative is at one end of a spectrum and the ideal narrative is somewhere in the middle, we've torn past the center point and toward the other end. The most common symptom is that the average individual is now prone to throw out the established narrative for the sake of it.

We can see this in Lincoln's presentation. Today, many people refuse to acknowledge him as the "Great Emancipator," and perhaps that's for the better. They have a number of reasonable points against the picturesque presidential hero advanced by conventional history — that he suspended habeas corpus, the writ protecting against unlawful imprisonment, for instance. But many go farther. Even if we discount the extremists, the Youtuber mentioned earlier being one of them, it is not unusual for individuals to disparage

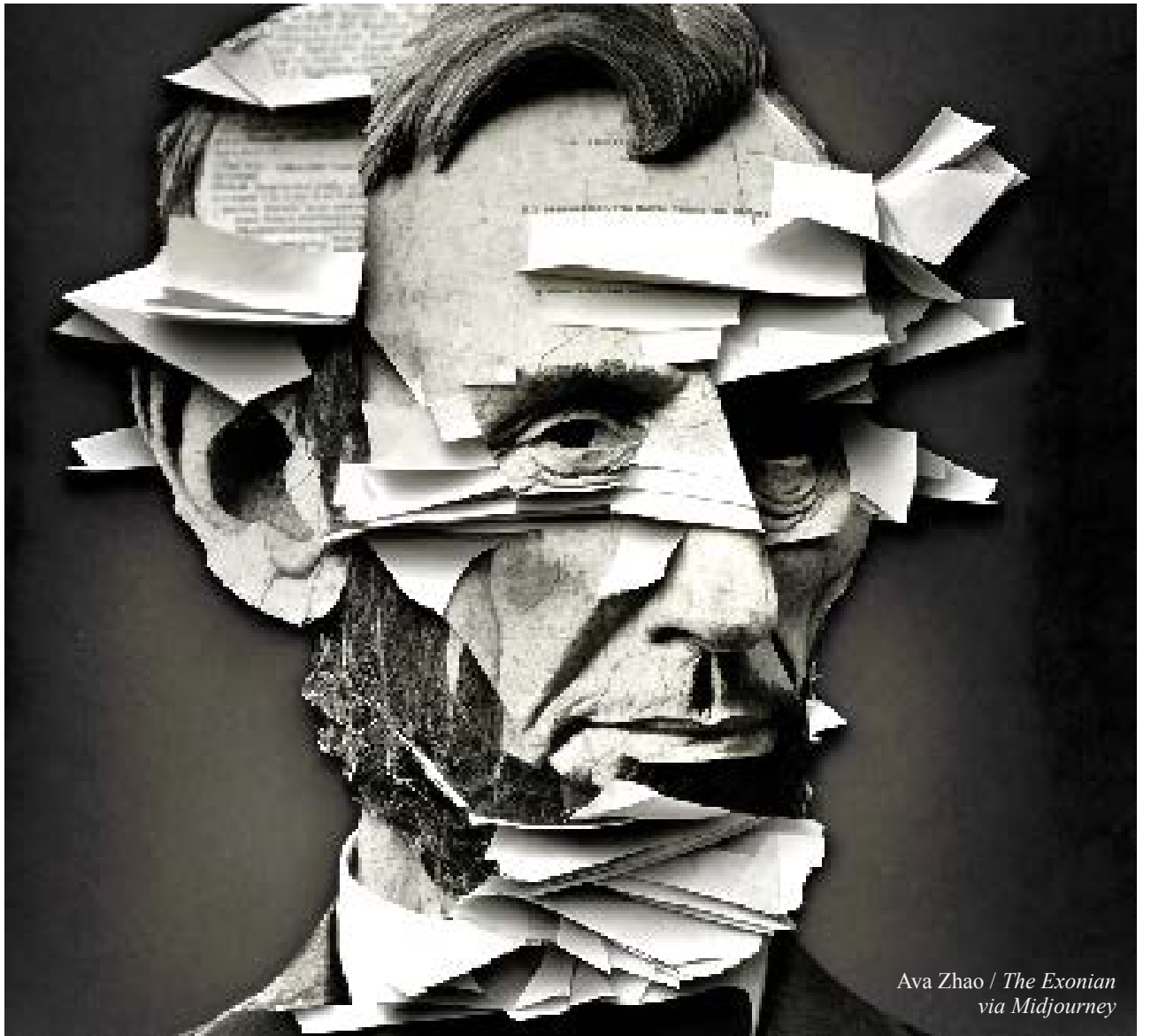
his accomplishments and his importance in office. Conventional history said that Lincoln freed the slaves; certain modern narratives, in their eagerness to stray from the established, argue the polar opposite.

This is what we must realize: we don't need to argue a position diametrically opposed to the conventional narrative. We cannot get caught up in revising history that we overcompensate for past errors by creating our own. Rather, we must acknowledge that there is something to be valuable we might learn from both narratives.

We can return one final time to Lincoln. The narrative of "Great Emancipator" may well be outdated, since the end of slavery must be credited to many other contemporary figures. To a large extent, it is true that the slaves had to take initiative in securing their freedom. It is also true that Lincoln suspended

habeas corpus and bent the Constitution for the war effort. Yet it is equally true that he contributed much to the Civil War and, ultimately, the abolition of slavery. In many ways, his refusal to acquiesce and his steadfast sense of duty carried the North over the front lines and toward victory. Both narratives have their respective strengths and weaknesses.

The ideal historical narrative located at the center of the spectrum, then, is a compromise between the two extremes: recognition that conventional history can be unfounded and outdated, together with equal acknowledgement that there might only be a few things to rewrite. We cannot afford to disregard that which has been established for the sake of disregarding it. By all means, make way for the new, but be deliberate in paving over what is already in place.



Ava Zhao / *The Exonian*  
via Midjourney

# Gratitude in Grief

By COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Ancient Greek tragedian Aeschylus wrote, "There is no pain so great as the memory of joy in present grief." The memory of joy in the presence of grief is an existential paradox; difficult to hold, to make sense of, and to translate into intrapsychic and interpersonal meaning. In the wake of Matthew Clemson's tragic death, each of us will feel Aeschylus's words differently, just as each of us experiences and expresses our grief differently. Yet despite these individual differences, we share a bond without which

feelings of loss and longing would not be possible. We are here, in relationship with one another, and in community as Exonians. As Brené Brown said, "We do not have to do all of it alone. We were never meant to." These sentiments resonate with us in profound ways.

As Exonians, we share a commitment to growth. We share a commitment to the unselfishness embodied in our motto, non sibi. We, as individuals, are all embedded in community, always being supported by others and always providing support in exchange. In order to do this, we commit to respecting and celebrating our different identities, ideas, and intentions. We understand that grief looks

different for each person. Sadness is just one facet of grief. For one person, there might be anger; for another, numbness; for yet another, confusion. No one has more of a "right" than others to have feelings about Matthew's death. And it is also okay if you don't have any feelings about it at this time. It makes sense to want academics to be put on hold. It is also understandable if you are ready to get back to work. This is a time for us to be extra compassionate with ourselves and with each other; there is no right or wrong way to feel. Especially now, the most important thing is to listen deeply to ourselves and to take good care of ourselves and one another.

In the weeks since Matthew's death, we have sought and provided support from one another in tears, hugs, conversations, activities, prayer, and presence in common spaces. In the midst of our grief, many have found connection. In connection, we have found solace and gratitude. In solace and gratitude, there is joy. The way to recover from grief is to realize the importance of fully living, of showing up for ourselves and for others as though the present moment is all we have. This is central to grieving and healing.

Here in the Lamont Health & Wellness Center, students have met with doctors, physician assistants, nurses, aids, CAPS counselors, Riverside Trauma Center crisis counselors, and

some have even spent time with our therapy dogs. In dormitories, sports facilities, studios, theaters, club rooms, affinity spaces, classrooms, and day student homes, students have connected and reconnected with trusted adults and peers, including their Student Listeners and Proctors.

And just as adults have supported students and other adults, students and their families have supported the adults in this community. The CAPS faculty has been touched by your care and concern for us during this time, further highlighting the non sibi spirit of our community. Words such as "How are you doing, Mr. Thompson?" and "Please take care of yourself, Mrs. Mautz" reflect our students' genuine compassion and empathy. Like every

Exonian, from the youngest prep to the oldest alum, from the newest employee to the most tenured, we have been touched and buoyed by this community's genuine compassion. Thank you for caring.

The depth of our shared loss is matched only by the magnitude of our shared connection. In the days, weeks, terms, and years ahead, our hope for all Exonians is to continue drawing strength from this connection. Remember, "We do not have to do all of it alone. We were never meant to."

Respectfully submitted,  
Dr. Szu-Hui Lee, Dr. Chris Thurber, Mr. Marco Thompson, Ms. Jo Mautz, Ms. Kathy Simon, Ms. Harmony Costopolos, and Charla Malamed



# Humor

## Overheard on the Path

By AVEEN BURNEY '25

“How can you cross me like that?” - Cassia Lee '25

“Do you have a pet?”

- Max Albinson '25

“No, I have a husband.”

- Stephanie Girard

“You are dressed as towels.”

- Mercy Carbonell

“Sounds like a bunch of hooey to me.”

- Brooks Moriarty

“Your hat isn't centered.”  
“Centered where? You have to describe the plane.”  
“The x-plane.”

- Anonymous students speaking unironically in Fish Bowl

“She definitely peed her pants.” - Isabella Serna '25

“WHY DIDN'T YOU GIVE ME ANY MOUNTAIN DEW?”

- Adam Hernandez

“Let me think about that.”

- Dean Weatherspoon

“I had eggs in my pocket.”

- Freya Busser '24

## A Letter to the Deans

*Last Monday, New Hall experienced three fire alarms in succession, between 1:45 and 3:30 a.m. This is a letter, written by New Hall resident Maeve Kennedy, imploring the deans to excuse any missed morning classes.*

By MAEVE KENNEDY '24

Dean Griffith,

The fire alarm in New Hall's maw doth peal  
From the fair maidens it, with flashing light  
The midnight hour's sweet repose doth steal  
And leaves us, spilling, in the freezing night.

When we arise, classes they obligate  
Though thrice awakened well past 3 a.m.  
Would states of mental weakness propagate  
In suff'ers of the dorm that betrayed them.

But the call of this ghostly carillon —  
Whether it should deprive from us our rest —

Is a thing that you have some bearing on:  
To be rid of our absences is best!

For why should the “Fatigue” be called enough  
When morning classes two a day comprise?  
The ‘Cad’mys’ loving Dons should not rebuff  
A morning's respite to our tired eyes.

Yours beseechingly,  
The humble residents of New Hall

## 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 today.

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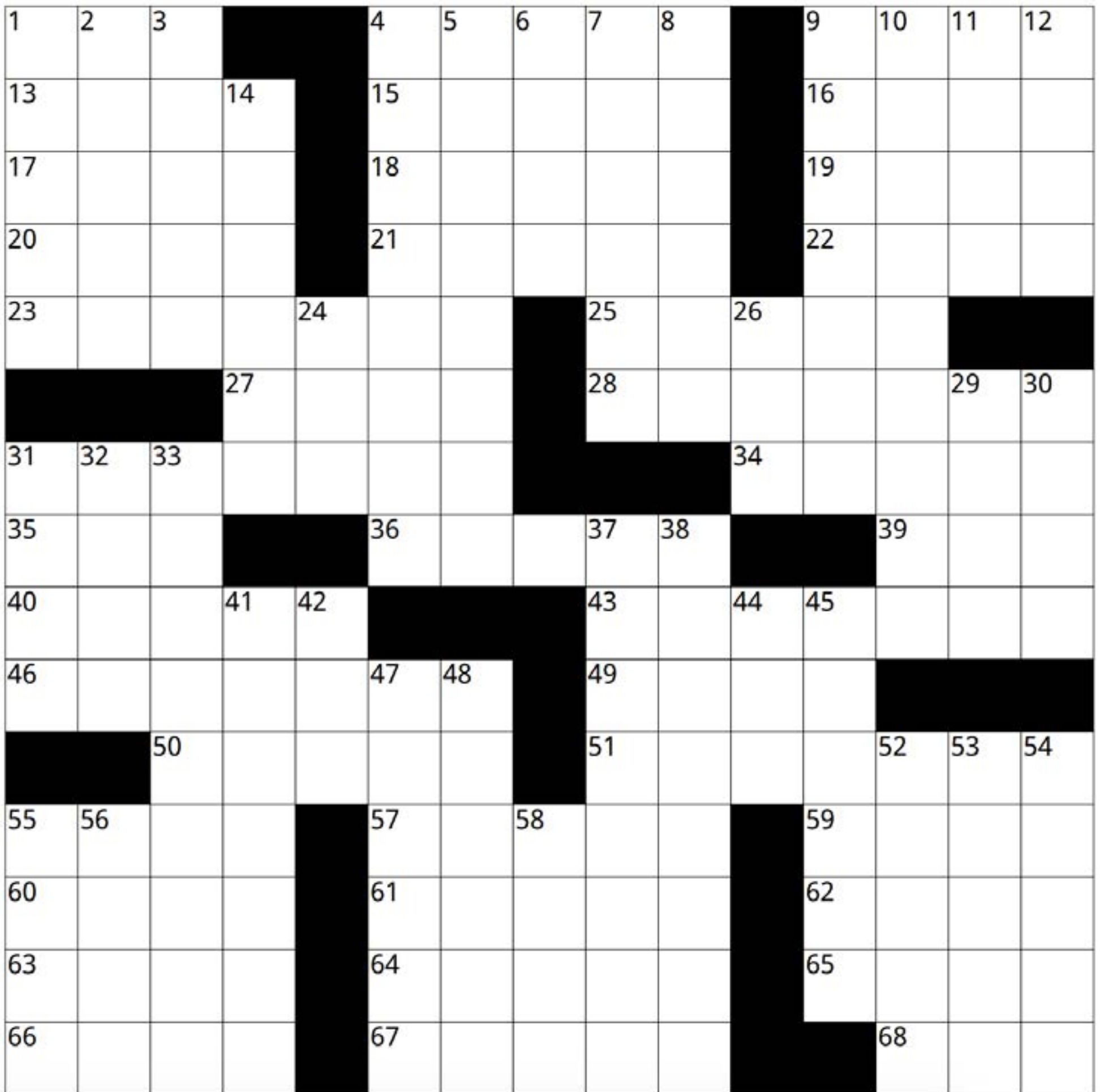
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# The Crossword Corner By Finn Tronnes '24



**ACROSS**

1 Turn it in before 1pm on Friday for a weekend trip  
 4 Exams for future attys.  
 9 Some businesses: Abbr.  
 13 In the buff  
 15 Sleep \_\_\_\_\_, causes breathing to stop  
 16 French river or department  
 17 Not a daughter  
 18 Less crazy  
 19 Nonstick cookware brand  
 20 Not spicy  
 21 Hilarious  
 22 \_\_\_\_\_XOX, Bella Thorne song

23 Equally bulky  
 25 Clinton's FBI director  
 27 What the Titanic did  
 28 First major party female nominee for U.S. vice president  
 31 Fishnet top  
 34 Nicki \_\_\_\_\_  
 35 Sch. in Norfolk, Va.  
 36 Major restaurant supplier  
 39 "Kill Bill" Singer  
 40 "\_\_\_\_\_ for an eye"  
 43 Native people of the Southwest  
 46 Bubble gum, or a gun  
 49 Something to be done

50 The types of jobs Exeter alums seek  
 51 Notes equivalent to C's  
 55 Smell \_\_\_\_\_ (be suspicious)  
 57 Man of morals  
 59 What a monkey has that an ape doesn't  
 60 The \_\_\_\_\_, starring Anya Taylor-Joy  
 61- K\*  
 62 Where an Illinois-shaped cornflake sold for \$1,350  
 63 Let the cat out of the bag  
 64 "Ten Things \_\_\_\_\_ About You"  
 65 Trig function  
 66 Landmass

that sounds like part of a supermarket  
 67 Senator Ben from Nebraska  
 68 Golden, en Français

**DOWN**

1 44th President  
 2 "Wonderwall" band, desert pond  
 3 Under-the-bridge folklore villain  
 4 What Garfield eats  
 5 Might be found under a fake rock  
 6 Years in old Rome  
 7 Start golfing

8 French philosopher Jean-Paul  
 9 Means 1 in Rome  
 10 Line to Berlin  
 11 \_\_\_\_\_ fish, or crazy for short  
 12 Make a profit off of  
 14 Hyphen's longer cousin  
 24 Snitch  
 26 "Uhh ..."  
 29 Heckle  
 30 City near Santa Barbara  
 31 Utah city with a Biblical name  
 32 Mode, of The Incredibles  
 33 Waterway from Mediterranean to Red Sea  
 37 Boats that say "Meow," or

have a single mast  
 38 Really overdoing it  
 41 Home of MrBeast and Trisha Paytas  
 42 Awful spherical chapstick  
 44 Pokemon kid  
 45 Slick Willy does what?  
 47 Guys' Tea attire of choice  
 48 Wife of Muhammads  
 52 Foaming at the mouth  
 53 Has keys but can't open any doors?  
 54 More sneaky  
 55 Prefix with dextrous  
 56 Fam. members  
 58 RR stops



# Sports

## » COTW

Read about captains and seniors Jac Doucette and Bridgette Martin, 12.

## » HOCKEY

Read about the boys varsity hockey team loss against Crushing Academy, 12.

## » TRACK

Read about the varsity track team attendance at the BU Terrier Invitational, 12.

## Captains of the Week: Girls Basketball



Captains and seniors Jac Doucette and Bridgette Martin in Love Gym.

Solei Silva-Carin / *The Exonian*

By JOONYOUNG HEO '25

On most days of the week, the Love Gym rings with cheers and thumps as a ball strikes the polished wood floor. This is the girls varsity basketball team, and under the leadership of senior captains Jac Doucette and Bridgette Martin, it has seen great improvement and an impressive record this season.

The captains are driven by experience and passion for the sport. “I’ve been playing basketball since the first grade,” Martin said. “Since I came in as a new upper, leaving behind a duo captainship at my old school, I’ve worked really hard as a teammate.”

“I’ve been playing basketball since I was in the

second grade,” Doucette said. “Ten years in total.”

Their strength on the court and in their role as captains has left an impression on the entire team. “Our captains complement each other well,” lower Eveland Sherman said. “That shows on and off the court. Bridgette and Jac are kind and they care about everyone on the team.”

“They’re very good at keeping the team level,” head coach Katie Brule said. “The team is focused on what we need to do, and Bridgette and Jac are two people who remind us of that every time. Bridgette’s a very vocal captain, whereas Jac leads by example a bit more. That works well in their pair dynamic.”

“One of the main things they’ve done is include the lowerclassmen and lead with love and understanding,” assistant coach Kerry McBrearty said. “They somewhat struggled with that in the beginning, but now they’re really in a good place. They’re encouraging, they’re helping, they’re going out of their way to make sure the preps and lowers are seen and heard and know they’re a valuable part of the team. They allow the team to move forward together as one confident, cohesive unit.”

This team approach was largely inspired by the work of previous captains. “The captains last year brought a unique energy to the team, and they were very good at making

lowerclassmen feel welcome and included,” Doucette said. “That’s made it very important for me to try to do the same thing and make the team experience as fun as possible for everyone.”

“The past captains have shown me how to be empathetic, as well as to love the game,” Martin said. “Sometimes I think we get a little too wrapped up in the results, and at the end of the day, I really just want our team to feel happy about what we’ve done together.”

Their effort shines through during practice. “One of the lowerclassmen had the ball, looked at the rim, didn’t take the shot, and then turned around to see who was open,” McBrearty

said. “And Jac went right up to turn her around and told her, ‘You can take the shot, we want you to take the shot.’ That’s a perfect example. The captains really care and they try their best to get the lowerclassmen involved.”

“They’re able to stay focused,” Brule said. “I appreciate the way they come to practice ready to work on specific skills and ask a lot of questions. But at times, when something happens, we’re able to laugh about it. It’s not just a super intense environment the entire time. The captains know that—and they know when to bring everyone back to focus.”

“We have a small team, so everyone knows each other pretty well,” Sherman said. “It makes it fun to have a close team environment.”

A close-knit team has allowed for better communication and a comfortable place to learn. “One thing we’ve been struggling with is communicating on the floor, which is important especially when you’re playing defense. Jac and Bridgette are very open about it, telling people exactly what they want from them on the court, and the players take their feedback.”

Good practices have made for much better games. “Last year’s record was not indicative of their ability,” McBrearty said. “The biggest difference now is their confidence. They’re playing confidently every single day they come to practice, and that translates into much more success. They embrace failure as a learning moment, and they realize that the only play that counts in sports is the next one.”

The players and captains recognize how far they’ve come. “The team this year has improved so much from last year, and I think that’s due in part to our working as a

team,” Doucette said. “People took the off-season seriously, and it shows this season in our improved record and our teamwork on offense and defense. We work hard, and we go into games with confidence. We’re comfortable around each other, and that’s helped us become more coordinated.”

“Our team has done a really good job of working together through tough situations,” Martin said. “We’ve had a few really difficult games where we heavily rely on the bench for hype, and they’ve delivered. We also have a buddy system that helps our team stay close. We’ve gotten better at remaining composed in those tight situations as well.”

As for the rest of the season, there seems to be a common goal. “We need to beat Andover again,” Brule said. “And it would be awesome to keep our winning record. The third step of that goal would be making playoffs and that would be incredible. Considering last year, where we only had four wins in the whole season, turning that around and getting into playoffs would be a dream. That might be a stretch, but if we keep working hard and building on what we’ve done, I think we can do it.”

“When all’s said and done, I want every player on the team to look back and have enjoyed the entire season,” McBrearty said. “Some days are going to be good, some days not so much, but to be able to turn around and remember that they gave it their all is so important. We won all the games we could win, and in the games we lost, the other team was just a little better. Whatever the final outcome is, I want people to be proud.”

“Our team really has improved,” Martin said. “We can put up a fight, and we’ve come a long way in proving it.”

## Boys Hockey Suffers Defeat Against Cushing Academy

By TEDDY CAPOZZI and GAVIN KIM

On Saturday, Jan. 28, Exeter boys varsity hockey took a 0-4 loss to Cushing Academy on the road.

This season started off with two wins, but a six-game losing streak throughout November and December has held the team to a 9-10 record.

Exeter’s highly competitive schedule was on display Saturday afternoon. Cushing has been one of the strongest programs in prep hockey and this year

has been no different. Upper Christian Maro reflected on the preparation for this game. “Going in, we knew it was gonna be a really tough game. You know, Cushing, they’ve been a really good program in the past and they got some good players this year.”

The team’s best games have come from strong defensive performances in spite of lacking offensive production. Despite the fatigue that travel may bring in an away game, Maro felt the team was able to come out strong. “We knew it was going

to be hard because there’s a long bus ride going in, so we knew we were going to have some car legs, but we still came out in the first period and played them well.”

A favored bounce for Cushing put them ahead 1-0 going into the second period. Lower Dryden Dervish felt the turning point in the second period. “We had a couple of breakdowns in the second that they capitalized on and cost us the game.”

By the third period, Maro described feeling unsure of an Exeter victory. However, he

was proud of the team’s effort to finish the game and carry some momentum into the next game. “I think we responded really well despite taking the loss. In the third period, we came back and we did our best.”

While this loss was not a strong showing for the team, players are optimistic for the final stretch of the season and the overall future of the program. Maro noted that the team has met regarding the final games and playoffs. They are particularly optimistic due to a stretch of home games.

“We’ve struggled on the road this season and it’s to our benefit that we’re going to be playing at home, the last eight or nine games of the season. Hopefully we can put together a streak and get into the playoffs,” Maro said.

Similarly, Dervish has put the Cushing game behind and looks to take each game one at a time. “We’re in the push to make playoffs and we’re very focused on that. We know we have to win the majority of our games and are going to work as hard as possible to do so,” he said.

In terms of the program’s future, senior and goaltender Gabriel Marcoux remains excited for the following seasons. Having spent much time around the team, Marcoux is keen on what will lead to success and what needs to happen in the following years. “I think we have a really young team this year compared to years past. We have a lot of lowers and new uppers and not as many PGs as we usually do. So there’s going to be a little transition period.”

## Varsity Track Races at Boston University Terrier Classic Invitational

By ETHAN DING and AMY LIN

Over the weekend of Friday, Jan. 27 to Saturday, Jan. 28, numerous varsity track and field athletes competed at Boston University’s John Thomas Terrier Classic meet.

The meet took place over two days, with the men’s events held on Friday, and the women’s on Saturday. The Terrier Classic is a collegiate-level meet that is available for high schools to compete in. Seniors Willa Hock, Kaylee Bennett, Sophia Green, Owen Dudley, Oliver Brandes, Jackson Giampa, Maxwell Li; uppers Annika Finelli, Tenley Nelson, Solu Ajene, Anna Kim, Cordell Epale, Jack Hutchins, Max Lacombe, Byron Grievous; lowers Jannah Maguire, Sam Benochi, and Jaylen Bennett travelled to compete. Multiple school records were set during the meet and many personal bests.

J. Bennett broke the school record for the 200 meters and 400 meters, achieving the fastest time in the 400 meters for a high school sophomore in the country, and the second-best time in the 200 meters. Brandes

broke the record in the 800 meters with a time of 1:53 and broke the school indoor record, and is currently ranked fifth in the nation. Grievous broke his personal record in the 3K, and is ranked first among high school juniors nationally and second in all grades. J. Bennett, Brandes, Lacombe, and Grievous constituted the team for the boys’ Distance Medley Relay (DMR) and broke the school record, now ranking first nationally. Many students also qualified for Nationals as a result of their success during the meet.

Great effort went into the preparation for the meet. Students described meticulous training prescribed by coaches, a pre-meet, and close attention to sleep and diet.

“A few days before, we were doing a bit of practice, like 300s, 400s, things like that. The day before, we did a pre-meet which basically consists of running a little 800-meter jog, and starting out in blocks,” Benochi said.

“For me personally, I usually prepare two days in advance with hydration, stretching, staying loose, rolling out, and other things of the like,” J. Bennett said. “For everyone,

[the preparation] is definitely taken seriously, and some of the priorities we have are sleep and nutrition. I know all the athletes on the team really prioritize those when the big meets are coming up.”

The Terrier Classic is one of the larger meets that students have attended, and it was different from other meets that they have competed in. Overall, the athletes agree that it was a great experience for them.

“There were 30 heats per event, so timing the warmups was a bit strange since most of the meets that I’ve been to have around six heats per event. It was definitely a lot longer than what I’m used to,” Benochi said. “There were two check-ins, which is not normal, but the coaches did a good job dealing with things like that. We didn’t really have to worry about it.”

“I got to run against people who were in college since we weren’t separated between high school and college. So I got a chance to have better competition,” Hock said. “The previous meet at Harvard wasn’t the best meet for me and I wanted to prove myself or show myself up. At the BU meet I was able to do that and

I also got to run the 60 meter, which I had never run before and I actually ended up doing pretty well.”

“This wasn’t my first time at Boston University, so I was really familiar with the track, and it felt really good. I ended up setting a personal record in one of my events for the season and I did pretty well in my other event,” K. Bennett said. “I definitely got exposure. Personally, I wasn’t able to run that much in the winter or spring last year, and it was really nice to compete in a really good quality meet with good competition. It helps me believe in myself and understand that I have experience and that I’ve done this before. I felt like it was really good competition for me mentally and to get back into the waters of track and field at a high level again.”

Students describe how the meet was a bonding experience for them, and that it contributed to their great team dynamic.

“For the sprinting girls, Kaylee is the captain and I think she’s done a really good job in managing the team and keeping us all on track. I think it’s hard with track because it’s such a big team to actually

have everybody on the same page. Even though everybody’s not as involved, I think that the team has done a great job in welcoming other people for whom it might not be their main sport,” Hock said.

“I was initially really nervous. The day before I was actually terrified, but then we had a team breakfast, which was really fun. Then the car ride there was the best environment ever. I guess my nerves just went away. So at the actual meet it wasn’t that bad,” Benochi said.

Students credit the effort and support of their coaches for their success.

“This has been my first year here, and Coach Hall has really helped me individualize my training while helping others similarly as well. At the beginning of the year, the coaches really tried to build up our endurance and strength and now we’re building our speed. As a result, we’re seeing more results now speed-wise than we were before because of the training process,” Hock said. “They’ve also been really supportive about injuries and mental health and things like that. I think that they’ve been great.”

“Coach Hall really decides what we do. She times us sometimes when we’re doing 300-meter runs, for example, and checks that we’re doing technical things correctly. Coach Bennett is also there for support. I know one thing that I personally struggle with is keeping my arms wide and Coach Bennett is really on me. I think the coaches are always there for support,” Benochi said.

“I want to give thanks to the coaches, Coach Hall, Coach Newport, and Coach Bennett for the work that they’ve been putting in. It’s definitely laid out properly and I feel like this season, they know what they’re doing and they want the best for us,” J. Bennett said.

“It’s good to have a team to surround you and lift you up whether you do good or bad. I feel that [this meet] has shown us the levels that are out there and some of the competition, especially for kids who want to run at the collegiate level,” he continued. “I guess this meet has been good for self-confidence and being able to run under Exeter. It lets you feel school pride and run with your teammates.”