

NIGHT MARKET x SOULFEST

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YouTuber Grant Sanderson (3Blue1Brown) Gives Unexpectedly Fun Topology Lesson at Assembly

By SAM ALTMAN, JIN-MIN LEE, MARVIN SHIM and FORREST ZENG

On April 30, the Academy hosted the popular content creator Grant Sanderson, known online as 3Blue1Brown (3B1B). During the assembly, Sanderson shared his work creating educational videos and the joy of exploring mathematics.

With over 6.1 million subscribers on his YouTube channel, Sanderson breaks down complex math ideas into understandable and engaging animations. The videos on his channel range from calculus to visualizing the

complexity of artificial intelligence networks. In his assembly presentation, Sanderson captured the audience's attention with the "inscribed-rectangle problem," presenting the solution with smooth and simple animations. At a packed Elting Room Q&A session, Sanderson invited students to a discussion ranging from specific math concepts to advice about pursuing a career in mathematics. In the evening, he attended a Math Club meeting, signing notebooks and taking pictures with enthusiastic Exonians.

Sanderson has affected

3B1B, 2.

Photo courtesy of Wikipedia

The Academy Gathers to Celebrate Holi, the Hindu Festival of Colors



Austin DeSisto / The Exonian

By CARLY CANSECO, ERIN HAN and ISHAAN SINGH

On Sunday, April 27, Exeter came together on the Academy lawn to celebrate Holi, a Hindu holiday also known as the "Festival of Colors." As a day to celebrate love and friendship, the triumph of good over evil, and to rid oneself of past errors while meeting new people, the festival involves throwing colored powder and water balloons.

Although it was only a two-hour event, six weeks of planning by several community members, facilitated by Reverend Bonnie Casey, were dedicated to organizing the celebration of Holi.

"I think it would be important to note how collaborative an event like this is," Casey stated. "We worked with dining services, and Monica herself made the mango lassi. The facilities, building and grounds [staff] were also a big help. They assisted us on the Friday before Holi, they came out and they brought the right hose in order to bring the water source from the Academy Building up into

the lawn. There were so many people who contributed, from those who printed the flyers to Amy downstairs, who helped order T-shirts for us."

Senior Advay Nomula, one of the students who served on the planning committee, recalled, "After emailing the Hindu Society and Subcontinent Society email groups asking for anyone interested in Holi planning, a small committee formed to plan it. We met, along with Reverend Casey, three or four times during Thursday lunch the month before Holi, planning logistics and methods of publicizing Holi."

Lower Maya Shah, another student organizer, explained, "We began planning it three or four weeks before, and met every Thursday with Reverend Casey to go over what we needed, the inventory, what we had and what we needed to order, and how we would set it up."

"There were approximately eight of us students helping plan Holi, and Reverend Casey and Ms. Towey-Landry were two adults who were incredibly helpful — we wouldn't have been able

to make it happen without them," added upper Siri Bompelli.

Overall, organizers and attendees alike felt that the celebration was an enormous success. "I think the event was amazing; so many people showed up, and there were people running around, chasing each other with powder and water balloons. There was a lot of laughter, and overall, everyone seemed to be having an incredible time," said Bompelli. "I believe we successfully captured the joy and fun of Holi, and I'm really happy about that."

"You can't stop the chaos once one person throws powder at someone else — it's a beautiful effect," Nomula said.

"Some people came in early to set up with the powders, and as soon as all the powders were open, everyone just started playing with colors. Towards the end — probably one of my favorite parts — was when everyone was dunking each other with water," recalled lower Gowri Nair.

Lower Dylan Richardson, another student attendee, described,

Exeter's Annual Surprise: What Did Students Do for Principal Day?

By ALEX LIM, CHLOE LIND, ADELLE PITTS and MEGHANTATE ZEE

Day, day, principal's day!

Once a year, Principal Bill Rawson and Dean of Students Russell Weatherspoon surprise students by canceling all academic appointments for an entire day, giving Exonians a day to rest and have fun. This day is called Principal's Day, and it is something that students look forward to every year.

This year, Principal's Day fell on Monday, April 30. The date was first announced via the Phillips Exeter Academy Instagram page with a story post in which Weatherspoon sang a song to announce the surprise. Following that, an email was sent to all students announcing the day off, as well as ice cream, s'mores, and barbecue events organized by the administration. Throughout the entire campus, conversation stirred and excitement erupted. Hundreds of students filled out Orah passes to go off campus, and the Academy led myriad activities filled with food, fun, and socialization.

"Getting the news about Principal's Day was possibly the greatest moment of my Exeter career," remarked lower Asha Masoudi. "It was something that was really needed for me. If I have an opportunity to go off campus, you bet your bottom dollar I'm going to take it." Masoudi reflected

on the day she had spent in Portsmouth with her friends, describing the various stores and restaurants they had explored as elements for "a really happy day."

On the flip side, prep Toto Papatanasopoulos decided to stay on campus with some friends. "We went to town and spent the day there. We went to Stillwells and had fun together. I also did some homework and then I enjoyed activities on campus, like the barbecue in McConnell Quad," he recalled.

For day students, Principal's Day looked a little bit different. Prep Celia Ephrem described the increased freedom she had as a day student: "A couple of friends and I went over to Palm Beach, down in Massachusetts. One of my friends has a house down there, so we just decided to go spend the day there. We also got to go to the shops nearby. It was really fun!"

Typically, Principal's Day falls on a Thursday in late May. However, this year, it was chosen to be on a Monday following Saturday classes, which

surprised returning students all over campus. The changed date was quite controversial, and some students argued that the weather was too cold and full of rain to truly enjoy the day. Prep Sophia Butler remarked, "I wish it was later in the year... It was nice because of Saturday classes, but I would've liked to have a three-day weekend."

Ephrem echoed Butler's opinion on the date, stating, "In terms of it being late April, I wish it was in May, but it's all right." Others were simply grateful that a Principal's Day was granted by the administration.

Although the weather was not ideal, Exonian students and faculty still made the most of Principal's Day. Whether they stayed on or off campus, the surprise day off was a great opportunity to relax and recover from the stressful and busy everyday life on campus. Overall, Principal's Day had a positive impact; students spent time with friends doing the things they love, and it was the break that everyone needed and deserved.



HOLI, 3.

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Academy Honors AAPI Heritage Month with Asian Night Market x Soulfest Event

By **LOGAN BECKERLE** and **JILLIAN CHENG**

On Saturday, May 4, Exeter students and faculty swarmed Rink A in Love Gym to attend the Night Market x Soulfest event, co-hosted by the Asian Advisory Board (AAB) and the International Student Alliance (ISA). Many Asian affinity clubs hosted an assortment of stands lining the rink, all decorated with colorful posters. People clustered in long lines to grab their favorite Asian snacks, drinks, and dishes. Along with food, the Night Market additionally held student performances, including songs, poems, and dances.

The event was intentionally held in May, the month of appreciation for Asian-American Pacific Islander heritage month, which is recognized annually. Among the many stands were boba tea, Korean shaved ice, ramen, tanghulu, and Asian candies.

Originally, the Night Market and Soulfest were two separate events held by the AAB and ISA respectively, but starting last year the events merged. “It was last year when we began to think of this grand vision of what the night market could be. It included visions of performance, of food, of activities, of different clubs. And this year we were able to make it happen again,” senior Nhan Phan, co-head of Vietnamese Society, AAB, and ISA explained. A student leader of the three event-hosting clubs, Phan was key in the organization process. Phan revealed that the planning of the event started months prior, and “the closer [the day] came, the more work [these clubs] had to do.”

On the day of the Night Market, clubs had to gather their supplies. “The day of, we prepped all of our ingredients. We cold-brewed our tea, we toasted our peanuts. We cut wedges of lime and oranges,” said Phan.

Additionally, the clubs worked to bring

life to the otherwise-gray ice rink through decorations. “We began to set up Friday night by hanging lights. We wanted the space to resemble a lantern with those zigzag lines to create the feel of a night market. At the core of this is how can we create something that resembles a market that’s crowded but lively?”

The stands were some of the most thorough and prepared features of the night, scattered tightly around the rink. Asian affinity clubs, including Subcontinent Society, Chinese Student Organization (CSO), and Vietnamese Society, were spotted serving a variety of treats.

Lower Izyaan Burney served a Pakistani dish at the Subcontinent Society’s booth. “We’re right now selling something called Chana Chaat,” he told The Exonian during the event, “which is basically chickpeas with a bunch of toppings. It’s a South Asian delicacy.”

Upper Davido Zhang worked at the booth of CSO, which he is a co-head of. “We came with this new idea: strawberry milk sago,” he shared. “Basically, it has tapioca pearls that are less chewy and they’re translucent. It looks really nice. We put together milk, some strawberry jam, and coconut jellies, and it was great. A lot of people loved it.”

Around 8:30 p.m., the performances began, including a Taiko drumming demonstration by Odaiko New England, student performances, and light-hearted karaoke.

Beat of Asia (BoA), a student-led Korean-pop dance group, danced first before rows of seats. After the performances concluded, lower and BoA club member Olivia Zhang said, “Honestly, [the performance was] not that nerve-wracking. I think we just knew it was pretty casual. These are our people, so we went up there to perform and it was really nice to see everyone supporting each other, yelling our names.”

Overall, while the Night Market was a success, managing such a large event had its difficulties. “The biggest challenge was coordinating many schedules, because there are many moving parts to an event like the Night Market,” explained Asian Student Coordinator Kerrie Tinsley-Stribling.

Zhang shared, “I thought the only [disappointing] thing was that less people came because of all the away games and the fact that there was a theater reading [at the same time]. That was also why some co-heads couldn’t show up on time.”

Another difficulty Phan recalled was that it was hard to coordinate with all of the different clubs’ boards. “We have four boards working on [this stand], the new ones and the outgoing ones. Generally with such a big group of people, it’s hard to make sure everyone stays on the same level of accountability, and because we have so much input, we need to be able to filter and process all of the input that we have, combined with the large scale of this project.”

“There are always things that, as event planners, can be improved upon, so it’s important to reflect and tweak annually,” said International Student Coordinator Jennifer Smith. Outside of the basic coordination issues and timing mishaps, the Night Market went off without a hitch, and concluded on a strong note. The market was an amalgamation of many different cultures pieced together with careful preparation by numerous board members of the AAB and ISA — anticipation is high for next year.

Note: The celebrations of AAPI month will also include an affinity garden party on May 11, from 4-6 p.m. in the tent at the meadows, as well as a semi-formal affinity dinner on May 13, from 4-6 p.m. at Grainger dining hall. All Asian-identifying students.



Images courtesy of @pea.stuact



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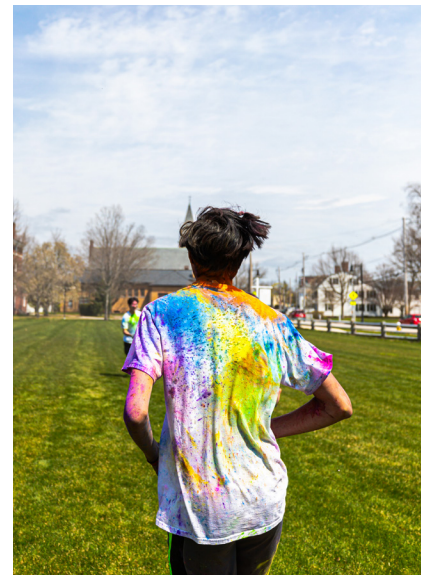
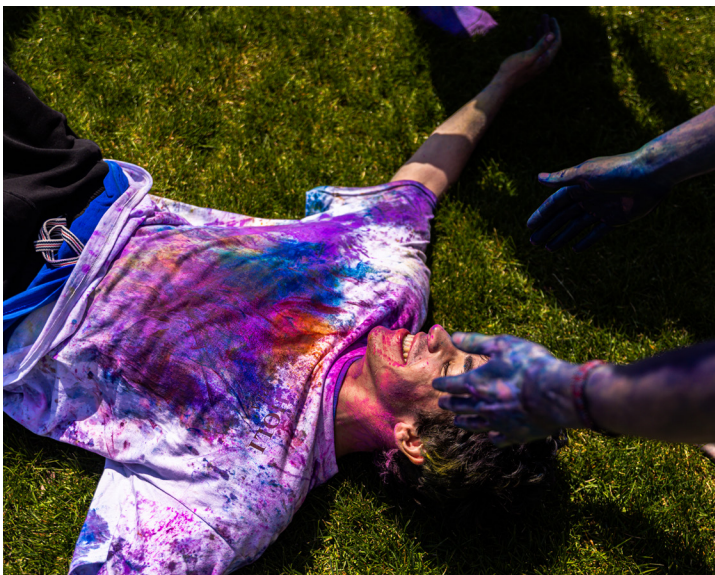
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We welcome all news tips, opinions pieces, and creative writing & artwork from members of the Exeter community, from students and faculty to parents and alumni.

HOLI CELEBRATION

April 27, 2024

Photography by
AUSTIN DESISTO



"There were tables of pigments out, and we just kind of started at the event pretty quickly when people arrived — throwing water balloons, throwing color at each other. Everyone was all bright and colorful. It was really great — just a wonderful atmosphere, wonderful event." He added, "It was also one of the first warm, sunny days of the year, [so it was especially nice that] we were all out playing where the water and the colors were out."

Having events that cater to the diversity that

Exeter nurtures strengthens our community. Casey noted the significance of the event, saying, "It was a celebration of the season and a beautiful day out. We struggled through a long March, so it's a celebration that we can all participate in. It was also just great to see kids frolicking and not being serious."

For some students, the Holi celebration helped them stay connected to traditions they celebrated back home. "For me, it was super significant because it felt like a big piece of home,"

Shah commented. "There [were] a lot of members of the Brown community and I was really happy about that. I think that for American-born Indians and Pakistanis as a whole, [we] are kind of looking for our sense of home and a community where we belong. That really was what Holi encompassed: a way for us to bring our traditions and our cultures [to Exeter]. We ate our food and we danced our dances and we sang our songs and even though there were a lot of people who weren't Brown there,

it was a way for us as the Brown community to just have fun and be with each other and celebrate that."

Nomula, who was instrumental to the execution of the event, also stated, "We're moving in the right direction in reestablishing Holi as a main campus event." He continued, "There's footage of older Holi celebrations with a lot of people crowding tables in Weth Quad, having a really fun time. I want to be able to recreate that. As long as Hindu Society is consistent in hosting Holi every year,

I'm sure the attendance will go up and mirror previous years."

"Holi is meant to be a celebration of spring. That's why it's very colorful and you have a lot of fun," Nair reflected. "The whole point is that you have fun and get to go crazy and that's what we embodied at this event. We had fun and it was finally getting warmer, so it helped in the sense that we were all happy and there was good weather. For the community, I think what Holi really brings is an opportunity to

blow some steam off from the busy life, to just have fun and get lost in the fact that you're just playing and fighting."

PEA's observance of Holi was a fun opportunity for those who celebrate the holiday back home, for students wishing to commemorate spring, and even for some looking for a break from studying. Nomula concluded, "I just hope people had fun just being kids and enjoying a warm spring day."

3B1B Cont.

countless Exonians with his simple and approachable content. Lower Benny Wang expressed how 3B1B has inspired him: “I’m really glad I watched Sanderson’s videos because he fundamentally changed the way I learned. Even when I’m learning completely different concepts, 3B1B’s learning method bleeds into all subjects.”

“He’s influential because he makes me look at things with more creativity and room for imagination,” said senior Edward Liu. “Also, it’s not just math; he expands my curiosity from math and computer science to any pattern or game or phenomenon in life, looking for these satisfying connections.”

Prep Grant Blitz continued, “You don’t really need that much background understanding. You just need to go into it with an open mind and be excited for what he’s going to talk about. Whether it’s in math or anything else,

I want to take inspiration from him.”

Upper Byran Huang commented, “I do a fair bit of 3D design graphics myself, and a lot of it actually comes from 3B1B’s types of animation: the fading in and out, the piecing together of different elements in front of your eyes, that type of thing. His way of animating and his consistent theme throughout the video make it easy to follow.”

Students were excited to attend assembly and meet Sanderson. “Seeing someone that I had viewed as an internet identity on stage talking and giving a real life presentation was so fascinating,” upper Masaki Muneyoshi said. “It was amazing.”

Upper Derrick Chu agreed. “Sanderson’s assembly was much more interesting than we were expecting because he went into a lot of detail about the math itself.”

“He inflated the assem-

bly attendance by something like three times,” upper Shiqiao Zhang commented.

Sanderson used his assembly presentation to illustrate a specific field of math: topology. Although many students found the topic difficult to understand, they still found Sanderson’s presentation engaging and interesting.

“I didn’t quite understand every bit of math that was going on,” Huang said. “But, it was an incredibly in-depth and engaging assembly. Probably better than any other one this year so far.”

At the end of the assembly, Sanderson took questions from the audience, and commented on the beauty of doing mathematics in a relaxed environment. “Math done outside of a school environment just feels different to a student than when it’s done inside the school environment. The best chance to expose someone to the beauty of it is to have something that’s extracurricular,” he said.

“3B1B boosted my interest in math through his

simple, yet powerful visualizations of abstract math topics,” said Michael Yang. “I also love his casual, laid back approach to math because it’s unlike normal math lectures. I like his animated style too because it’s relaxing to see the shapes move so flawlessly.”

Muneyoshi noted a video that he appreciated. “I really liked his Fourier Series video. The Fourier Series process is used to break down not only sounds, but also complex physics problems,” he said. “Sound is something that you are experiencing all the time, but seeing it visually and having it in a form that’s actually tangible is so empowering in my opinion.”

Huang echoed this sentiment: “I really enjoyed his video about Fourier transforms. He does this thing where he rotates the graph in three dimensions and spans the graphs out into infinity to represent an infinite Fourier transform. And I had never thought about it like that. Now that I’ve learned it in actual math classes, it’s a really useful tool to be able

to refer back to that visualization.”

Sanderson described the process of choosing appropriate topics for his videos. “It’s difficult to find topics that essentially have a low floor and high ceiling – in other words, topics that are interesting to a large number of people, but at the same time, not boring to someone that is already an expert,” he said. “The solution to that is to try and have an influx of as many ideas as possible.”

He continued, offering a specific example. “One of my favorite topics that feels approachable and interesting no matter what level you’re at is the bouncing block problem. In a certain situation with two bouncing blocks, the number of bounces between the blocks is actually the digits of pi! The actual problem is so interesting, and you don’t need a lot of math background to understand.”

Huang commented, “I think it really resonates with me how he has created this community full of people who want to freely

share all of these interactive STEM videos. It’s very admirable, and seeing someone who does it for a living and is very successful is a huge inspiration.”

Sanderson implored future mathematicians to consider the impacts of their work. “I want more of the people who are interested in going down the path of pure math to take a step back and be quite positive they are doing it for the right reasons,” he said. “I really hope people are doing it for the love of math, and not simply for the unnatural sake of being good at something.”

Sanderson’s love for mathematics and teaching it to others continues to inspire students, and his influence among Exonians is undeniable. “I try to resist the urge to dive into things that are esoteric and nerdy to me, but I’ll never fully resist,” Sanderson concluded. “In the end, what you do is always about how it impacts others, and how you can use it to make other people’s lives better.”

Austin DeSisto / *The Exonian*



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Faculty of the Week: Hina Muneeruddin



Anika Bhatnagar / *The Exonian*

By ELLEN JIN, ERIN HAN, and ALLEGRA LAI

Instructor in Religion Hina Muneeruddin, also known by her students as Ms. M, has been part of the Exeter community for two years and has brought a warm and welcoming presence to all students and faculty who interact with her. Muneeruddin teaches a plethora of classes in the Religion, Ethics, and Philosophy Department, including Religion and Popular Culture, Islam, and Ethics of the Marketplace. She also serves as a club advisor for Middle-Eastern North African Society (MENAS), Sub-Continent Society, and as part of the dorm faculty in Kirtland House.

Students and faculty alike describe the guidance and joy Muneeruddin brings to the people around her. Instructor in Religion Thomas Simpson said, “Ms. Muneeruddin is unique and irreplaceable, and we need many more people like her. Her work in support of Muslim students, LGBTQ+ students, MENAS, and the Subcontinent Society is indispensable.”

Lower Izyaan Burney agreed: “She’s very chill and really relatable. That’s one thing I really admire about her: you could talk to her about anything and she’s a very good person to go to for advice.”

Likewise, Muneeruddin herself reciprocates those sentiments towards the Exeter community. “I was drawn to the people of Exeter and the warm welcome I received from not only my department, but also from various community members,” she said.

Many of Muneeruddin’s students commented on her understanding of the students and making herself available when they needed help. Prep Ashley Gong said, “I feel that being in Ms. Muneeruddin’s class is really relaxed because talking to her is really comfortable, and she’s always so nice and so open to talk with students - to consult with her after class or to just to chat with her.”

Lower Gene Sunthornrangsri echoed this sentiment. “I think she’s really kind and she’s really understanding of the students. She’s really open about stuff; she doesn’t make you feel uncomfortable when you go up to talk to her.”

“I really appreciated how kind and welcoming she was. Every time I stepped into her classroom, she made me feel seen and open to be myself,” lower Audrey Dent agreed.

“I admire everything about her. She is a great teacher; she’s a great person; she even has an awesome fashion style—if you see her on campus she’s always wearing the most amazing clothes,”

upper Keon Osei added. “Someone should sign her as a model.”

Students also commented on Muneeruddin’s skillful facilitation of Harkness discussions. “During class, she always gives really constructive feedback to students. She always shows that she’s really engaged with us and our conversation, which makes us more confident in the things that we say,” Gong said.

“She leads the conversations really well, so she brings out points that we didn’t think of before,” Sunthornrangsri agreed.

Lower Anne Wang commented on Muneeruddin’s efforts to help and make sure all her students learned effectively. “Ms. Muneeruddin really put in the effort to help us understand the material we learned in class,” she said. “In the middle of the term, a lot of people in the class were having a hard time comprehending the readings, and so she had us do part of it in class so that we could have a discussion about it as we read.”

“I think Miss M is a really good facilitator for Harkness. If I sat forward or made an indication that I want to speak, Miss M would immediately know this and then she would give me an opportunity to speak,” lower Meg Xu added.

As a colleague, Simpson boasted of Muneeruddin’s extensive knowledge on the subject of

religion. “She brings such depth of training in Islamic Studies, the religions of South Asia, and women’s and gender studies,” he said. “She has brought fresh perspectives and resources, especially to our courses on Islam, Religion and Popular Culture, Ethics of the Marketplace, and the Politics of Possibilities. I learn from her daily.”

Muneeruddin’s interest in religion and teaching stemmed from her fascination with analyzing societal dynamics and its intersection with religion. “I have always been interested in the ways religion intersects with race, gender, and sexuality in our society,” she said. “Observations of this intersectional and interdisciplinary approach can tell us a lot about how a society operates and about who holds power in that society. Uncovering the relevancy of such insights, not just in contemporary times, but also when analyzing history, has continued to fascinate me, and has made evident the importance of teaching such epiphanies to students.”

Both outside and inside of the classroom, Muneeruddin’s passion is palpable, and her warm presence is contagious. “Ms. Muneeruddin has such a deep passion for liberation and justice, and her devotion to her students and her scholarship is exemplary,” Simpson said. “You can

sense immediately how brilliant and compassionate she is once you meet her.”

Fellow Instructor in Religion Kaitlyn Martin Fox recalled her first encounter with Muneeruddin. “We first met at her on-campus interview to be an instructor at PEA. She immediately stuck out as an amazing candidate because she is so sharp and passionate about teaching.”

Martin Fox continued, “But my favorite memory of that day was sipping tea together as she changed from beautiful heels to combat boots because the heels were new and gave her blisters. She was effortlessly genuine and funny in those moments, willing to be vulnerable and herself even in this new setting. I appreciated that so much.”

“I appreciate that she brings humor and depth of thinking to everything she does,” Martin Fox continued. “She’s brilliant and kind, which makes her wonderful to be around,” she continued, “She knows how to see and affirm others with warmth and welcome, which is such a beautiful gift to bring to work with teenagers. I think she helps students—not just in her classes, but also across campus—accept and be excited about who they are.”

Lower Izyaan Burney, a co-head of the Subcontinent Society, echoed this sentiment.

“I really just admire her care and her love towards her students,” he said. “She’s really caring, she carries herself with so much poise and grace, and I feel like she actually makes an effort to get to know you outside the classroom. She’s not just a teacher who’s like ‘Okay, here’s the Harkness discussion,’ does it, and then leaves. Instead, she wants to build that Harkness discussion outside of the classroom in a way, and she wants to get to know you outside the classroom too.”

Upper Adele Mamedova, a new co-head of MENAS, elaborated, “I think she’s the perfect mix of professional and friendly, and she’s very approachable. I feel like you can really talk to her about anything, and she really reacts as a friend and faculty in one.”

“I feel like she’s also like a friend,” Xu added. “I wave to her and sometimes I’ll talk to her, and I don’t have that with all my teachers. It’s just really nice to have that with her.”

Whether within the classroom, at a club meeting, or just in a spontaneous conversation on the paths, Muneeruddin’s distinct presence, radiating warmth, compassion, and wit stand as true assets to the Exeter community.

Senior of the Week: Catherine Zehner



Anika Bhatnagar / *The Exonian*

By **ADELLE PITTS, HENRY WISE, and JADE YOO**

Everybody knows her. Teachers love her, students admire her, and she brings her bright, bubbly personality with her everywhere she goes. You might know her as a proctor in Hoyt Hall, a director-general of Model United Nations (MUN), a co-head of Asian Voices—maybe you know her from class, or from the squash team, or just from her love of puppets. She puts her heart and soul into each part of her life and leaves a lasting legacy everywhere she goes. This is senior Catherine Zehner.

Now a four-year senior, Zehner has loved Exeter since her first visit in 2020. “I think the best moments I’ve had at Exeter have been nights I spent on the floor

of other girls’ rooms, just hanging out and talking,” she said.

Zehner has formed many personal relationships with the faculty. Instructor in History Troy Samuels, whom Zehner had for class on Roman history for Latin students, said, “I’ve never met a student who is more passionate in my life than Catherine Zehner. All you have to do is walk up to her and utter the word puppets and watch her face light up with a passion for puppets. In a way, that has managed to make puppets slightly less creepy, which I really appreciate.”

As a proctor in Hoyt Hall, Zehner has contributed to creating a positive and welcoming dorm community. “I love, love, love being a proctor,” she said. “When I first came to Exeter, the older girls in my

dorm played a huge role in helping me get comfortable on campus. My closest friends at Exeter have been girls in my dorm and the relationships I have with them have been irreplaceable. As a proctor, I got to try to have a similar impact on the other girls in my dorm.”

“This year, a lot of girls in Hoyt joined Model UN, and there was no better feeling for me than being useful to them and watching them get excited,” Zehner continued. “It’s so rewarding for me to watch every class of Hoytians find excitement at Exeter. Although my nights on duty are over, I always looked forward to having my room full of people eating snacks, listening to music, talking, or just working. Hoyt has truly been a second home, and I relish in the idea that I’ve provided a fraction of that comfortabil-

ity to other girls in the dorm through proctorship.”

“She’s really confident and she’s got that boss b*tch, or power girl, kind of aura, but, when you get to know her and when you get to actually have a lot of conversations with her, you’ll find that she’s actually a really warm person on the inside,” upper and Hoyt resident Lucy Jung said. “I feel like that’s what’s most deceiving about her, but she’s a really warm and tender person. I look up to her as not only my mentor, but also as an older sister.”

Zehner’s advisor, Instructor in English Nova Seals, feels very positively about her. “When she does get excited about something, she really gets excited, enthusiastic, and it’s actually quite joyful to witness her enthusiasm over something that she gets re-

ally excited about,” Seals said.

Seals also believes Zehner has grown much more independent throughout her time at Exeter, taking on the role in the dorm and in her clubs to take the lower-classmen under her wing. “She brings a sense of care and compassion because of the way she looks out for younger dorm residents and the way she provides counsel.”

Another one of Zehner’s most admirable traits is her friendliness and leadership, which draws many friends towards her. “Catherine is so funny,” upper Elizabeth Christiansen said. “She’s so smart. She has this sometimes really confusing sense of humor that I just love. She’s lovely to spend time with and I really admire her sense of self. I think that that’s an impressive quali-

ty to have at such a young age.”

Senior Alex Rosen, another of Zehner’s close friends and a fellow MUN cohead in the last year, spoke similarly of her strengths as a leader. “I can confidently say that Catherine is one of the people who cares the most about the club,” Rosen said. “I’ve always admired her ability to connect with other students in the club. I know that a lot of them looked up to her and she did a really good job of making sure that people stay with Model UN.”

To many students, Zehner is a mentor, a leader, a friend—and all around a wonderful person, whether in the classroom or on the paths, saying hello. Her friendliness and sense of leadership are what draws people towards her.

Club Spotlight: Association for Low-Income Exonians

By **CARLY CANSECO and WILLIAMINOUE**

Every Monday at 7 p.m., in Instructor in Health Shane LaPointe’s classroom, around 12 members of the Association for Low-Income Exonians (ALIE) meet. This affinity space is dedicated to easing the lives of low-income students, who often find it difficult to adjust to a place like Exeter. The club often works with faculty and has dinner with Principal William Rawson once per term.

Aspirations for change encouraged many to join the club. Co-head and upper Mario Meneses said, “I’m part of this club just because I feel like the low-income identity is obscure in people’s minds and not at the forefront of many people’s minds when they think about multicultural affairs.”

“Being low income is often an extra burden in

ways that people don’t expect and I didn’t expect when I first came to Exeter,” co-head and upper Erin Chen said. “But by learning about more resources and support systems through ALIE, I’ve connected with others who’ve had this same ostracizing experience. It makes me feel like I have a community and am not alone in these hardships.”

Meneses added, “I feel like it’s challenging to have these conversations considering the demographic at the school. I think 50 percent aren’t on any financial aid, which means that a lot of people are making a decent amount of money. That means it’s really difficult for some people sometimes to reach out even to their student listeners or their proctors because they don’t know if that’s a conversation that they will be able to facilitate. So I think this club helps fill the gaps left in our



Chen and Meneses, the co-heads of ALIE

community.”

LaPointe, who advises the club, also noted her personal connection to the club. “I also was a student who went to a boarding school and was from a low-income background.”

She continued, “I lived in government housing. My family, at certain points, had food stamps. Frequently, holidays only happened because of social services related to churches, which my family could negotiate and take advantage of. There’s a whole side of when you don’t have enough and have to stretch small things even further.”

Although the club has grown from three members in Chen and Meneses’s prep year to 12 now, Meneses still emphasizes the importance of outreach and recognition for the club. “When I first arrived, I didn’t know about the club until my prep spring, when I started going,” he said. “I was really sad about that because I would’ve gone if I had known about it earlier. So I think my main purpose as a co-head has been to raise more awareness about the club in general.”

LaPointe wishes for more opportunities in the future. “I think using the club as a springboard to help students navigate the resources here on campus is a big piece of it,” she said. “I also would love to be able to support more off-campus trips that get us out into the local community. I think one of the cool things about the club is that it has kids from many different backgrounds. Often, those are kids whose first time is around snow, so we’ve gotten a lot of support from student activities and financial aid to be able to get those kids up to a mountain. But lessons are another level of expense.”

ALIE has grown from just a few members then and now to a dozen people and continues to grow. The club leaders have high hopes that it will expand further in the coming years. LaPointe concluded, “We’re only limited by the co-heads’ imaginations. And every year, I’ve been just blown away by their resiliency and their ability to figure out ways to build a club culture that means something.”

Recent Music Concerts Fill Campus with Joy

By ANGELA HE and SOPHIE ZHU

The stage is set, anticipation fills the air, and melodies come to life as performers step into the Bowld. This past week saw many music showcases, from the spring jazz concert and the spring student showcase to the a capella showcase and the third installment of the low-key music series. All celebrated the talent, dedication, and passion of Exonian musicians.

One of the highlights was the Spring Term Showcase Concert. Chair of the Music Department Marcus Rabb explained, “Students and their private music instructors jointly choose what students will prepare and audition for the student showcase concerts. A team of judges selects the finalists.”

Reflecting on her experience, lower Harini Venkatesh, a soprano and participant in the soloist concert, said, “I think the performance aspect of it helped with focusing on performing because it

was like, ‘Well now I’m not just singing this piece for myself. I have to share it with other people.’”

Venkatesh sang “Mandoline” by Gabriel Fauré. She explained, “I was really focused on conveying the emotion of the piece, expressing the piece, and being able to share that with the audience. So I was trying to get deep into what the words meant, how I could share that, and how I could create those settings.”

For the weeks prior to the performances, the practice rooms were filled with the sounds of tuning, vocal warm-ups, and shuffling sheet music. Performers dedicated countless hours to mastering the complexities of their chosen repertoire, ensuring each note resonated.

Lower Anna Byun, a cellist and fellow performer at the soloist concert, explained her rehearsal process. “For me, the most challenging aspect of preparing for a soloist concert is to technically know the music well enough in order to allow for freedom

of creative expression in front of a live audience,” she said. “It was extremely important that I had complicated shifts, fingerings, or bowings down for many weeks prior to the concert, which allowed me to set worries about that aside and put forth my best musical interpretation that I had focused on before in a practice room as nerves can definitely get in the way, which majorly impacts playing.”

Prep Grace Yang, a pianist in the concert said, “The day I auditioned was the day when I submitted my history paper, so it was extremely busy,” she said. “I didn’t even have much time to prepare for [the performance], but I had to make time for myself to practice every day, at least an hour or so.”

“I was definitely really nervous for this performance, so my teacher made me play in front of different friends all the time to be prepared for this performance,” G. Yang continued. “And practicing to control my hands even under different circumstances. If my hands were cold, or the



Courtesy of Pang-Dian Fan



Courtesy of @pea.stuact



piano was a little off, or if there were background noises, or if there were people walking around—I practiced under different circumstances and different environments to fully prepare for my piece and play it to the best that I can no matter what.”

Various Exeter jazz ensembles performed during this past week, which underscored the importance of diversity and representation in music. Rabb explained how the department chose the repertoire: “For the spring jazz concert, the directors of the ensembles decide what songs will be performed. This year all of the songs were by women composers.”

Performers remarked on the atmosphere of the concert. Prep Euphoria Yang, a keyboardist and member of one of the ensembles, said, “We were just hyping everyone up before it. But after, we forgot to count for our outro, but Patrick, our bass player smoothly covered it up.”

When asked about the highlights or standout moments from the performances, Rabb said, “I think that the fact that students have worked all term and in some cases even longer to prepare incredible performances on top of everything else they do here is in itself worth highlighting.”

Looking ahead, Rabb

voiced aspirations for broader community engagement. “It would be great to have The Exonian do stories about music events before they happen as opposed to after they happen so that you can help build excitement in our community about these events.”

“I heard my friend’s camera clicking right before I was about to play and it was really funny. I was too nervous and too tense for the first half of the music, and I feel next time I should really just relax and enjoy the music so I can play it fully and thoroughly and let the music flow through my blood,” G. Yang concluded.

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Does Harkness Really Work?

By ISABELEVANS ‘27

Harkness. That is, the method of teaching our school is notorious for—implementing conversation into all classes, not stopping at humanities, but adding it into math and science. Harkness is meant to teach students how to be empathetic and considerate towards others while instilling confidence and advocacy. Supposedly, this unique method of teaching is

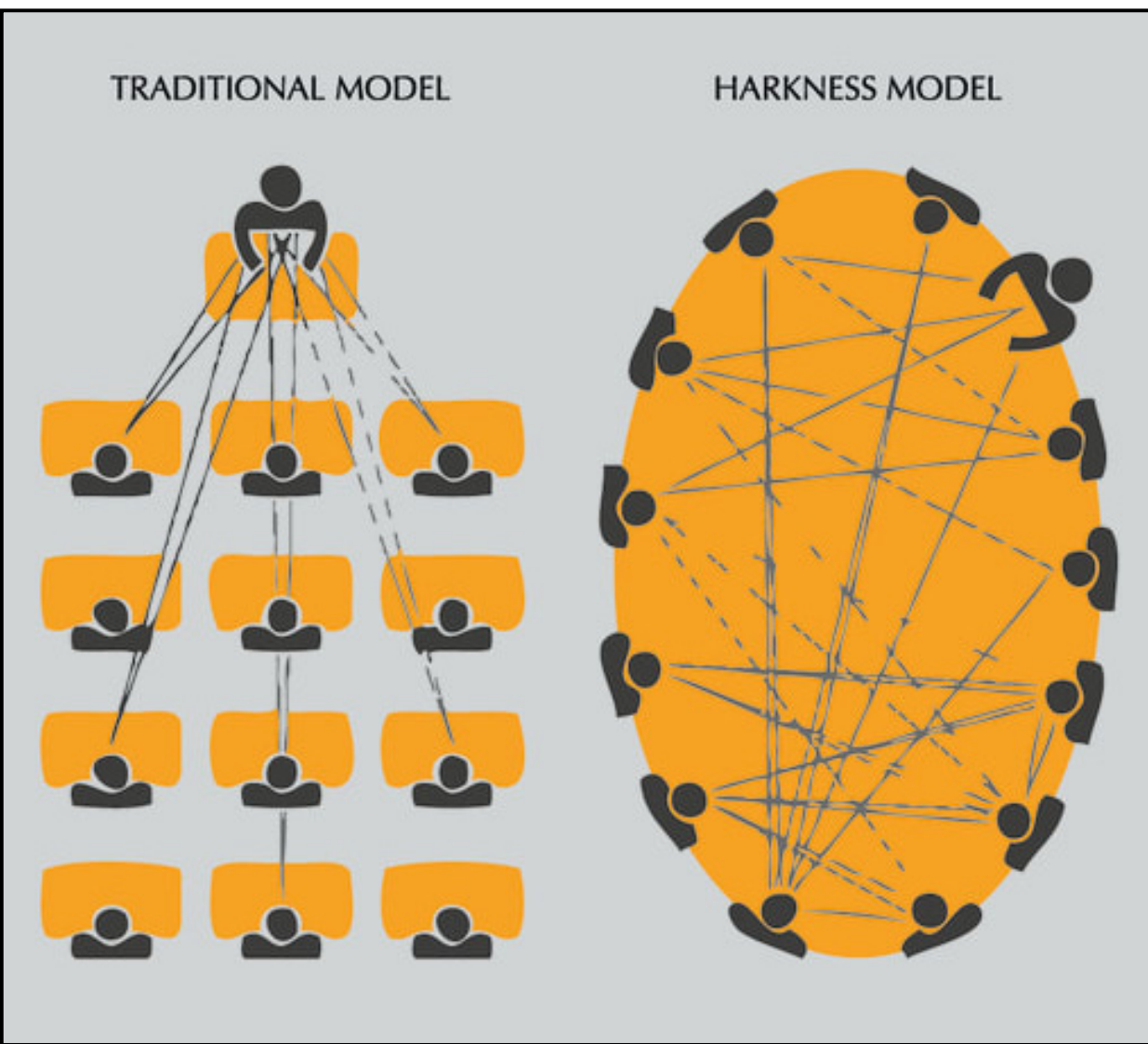
as I believe that if given the correct instruction and respond to it accordingly, you will succeed in Harkness. That may seem like a lot of ifs, but ignoring the ifs doesn’t allow you to succeed outside of the classroom. It doesn’t enable you to become the insightful, confident person in any room.

In many studies and books, like *Outliers* by Malcolm Gladwell (a study on successful individuals and the cor-

relation of personality, wealth, and other factors), it is shown that, in the evergrowing society of success, the world is coming to prefer those who are self-confident and outgoing, often referred to as an extrovert. But I beg to ask, do you need to be an extrovert to fit those criteria? That is one of Harkness’s main goals, to adapt a person to be open-minded, resilient,

pushed out of my comfort zone, I was able to share more while feeling more confident in what I was saying. Some of the major problems with Harkness are rooted in scheduling and the competitiveness of grades. If everyone wants an A, they’re going to participate for an A, and that is one of the biggest causes of Harkness warriors—people who do a lot, sometimes too much, to get a good Harkness grade.

able to gauge what your teacher thinks you need to do better is very important, and that’s done best through communication. It’s also important to be able to be open to other people’s points. Being respectful to those around the table is extremely important to not seem dismissive. It is also important to include others. If someone is trying to get into the conversation, give them enough space to do so. Learning these skills



meant to improve a student’s real-world skills.

However, we’ve all walked into a classroom of new people and sat down at the oval table, only to be hammered by Harkness warriors or to struggle to get our opinions in. When you leave that classroom, you have to ask, did that term of Harkness work? Did it achieve all the goals and points

relation of personality, wealth, and other factors), it is shown that, in the evergrowing society of success, the world is coming to prefer those who are self-confident and outgoing, often referred to as an extrovert. But I beg to ask, do you need to be an extrovert to fit those criteria? That is one of Harkness’s main goals, to adapt a person to be open-minded, resilient,

Similarly, this competition may also be a problem due to time constraints. As teachers track discussions, it often is hard to make very good points when you have so little speaking time. Another problem is that most times, your success depends on the teacher. Some teachers want discussion questions, some teachers want statements, and others may control the

and applying them will help a lot with group conversations, meetings, simply talking to another person, etc. By using the skills learned at the Harkness table, you can improve life in the future as the world is beginning to lean toward self-confident people or people who have learned to excel at Harkness.

Overall, Harkness, when taught and ap-



outlined in large font on the Phillips Exeter Academy website?

When you discuss in class and do what you think is a good job of participating throughout the term only to get a B+ in Harkness, do comments and feedback help you improve? Some may say yes, and others may strongly disagree. I’m arguing for the former,

and self-assured. Some people are “naturals” at Harkness while others are people who struggle with sharing. Personally, I struggled in my first Harkness classes, which stemmed from unfamiliarity with my classmates, causing a lack of self-confidence in my points. As I grew more familiar with my classmates and was

discussion, limiting talking time or cutting into the discussion. This is why adaptability is key to being successful because we naturally change classes very frequently.

I think receiving proper feedback, and listening to it, or having one-on-one conversations with teachers can help a lot. Being

applied correctly, can be extremely useful not only in class but in the future when looking for jobs, or going to a meeting. Once you master the Harkness table, you can talk to virtually anyone, anywhere. All it takes is one’s willingness to work hard and improve.

Mike Johnson’s Problem

By FORREST ZENG ‘26

After the dramatic ousting of former Rep. Kevin McCarthy (R-CA) from the speaker’s gavel in October 2023, all eyes were on the new Speaker Mike Johnson (R-LA). Johnson had never held a significant leadership position in the chamber before his speakership. He filled a precarious role, trying to hold together a party that is splitting at its seams while simultaneously advance Republican initiatives.

Regardless of holding the actual chamber, the Grand Old Party faces two significant challenges in the House. First, the party has a razor thin hold on the House: five seats. This margin, though, is theoretically workable—but it lends itself to the second problem: “ultra-conservative” discontent.

Political parties bring together ideologically similar but not ideologically identical members together. Parties often have some degree of ideological diversity, but

representatives are willing to vote for Republican initiatives, it only takes five members of the ultra-conservative aisle to shoot them down.

This has led Johnson, who is ideologically ultraconservative, to consistently use Democratic votes to pass bills in the chamber. Johnson’s fluid and conceding position has been criticized by many, especially by a party that is splitting at its seams while simultaneously advance Republican initiatives.

However, it’s clear that Johnson has few choices. Conceded bills, such as the recent foreign aid bill sending over \$95 billion to allies such as Ukraine, Taiwan, and Israel, seem more bipartisan than tactical.

But really, Johnson is taking the *Realpolitik* approach to this issue. The same radical group of representatives that ousted McCarthy haven’t made a concerted challenge to Johnson’s powers yet. Greene’s recent rhetoric about vacation seems to be an outlier—

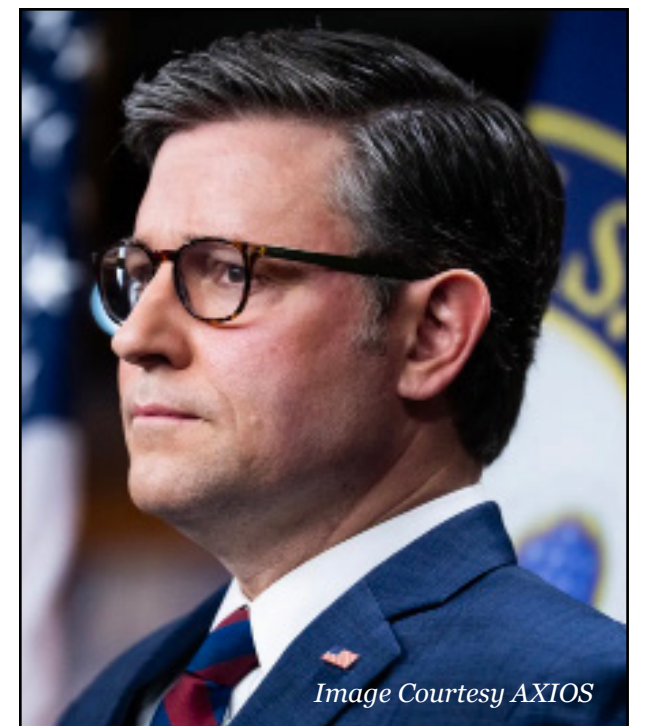


Image Courtesy AXIOS

still vote and compete together in a unified bloc. In the Republican party, there is a small group of vocal hard-right members who are comparatively much more radical than the rest of the party. This ultraconservative minority includes Rep. Marjorie

few ultraconservative Republicans, certainly not enough to pass the motion, appear to be following the same rhetoric.

Democrats have even expressed willingness to save McCarthy if a motion to vacate entered the

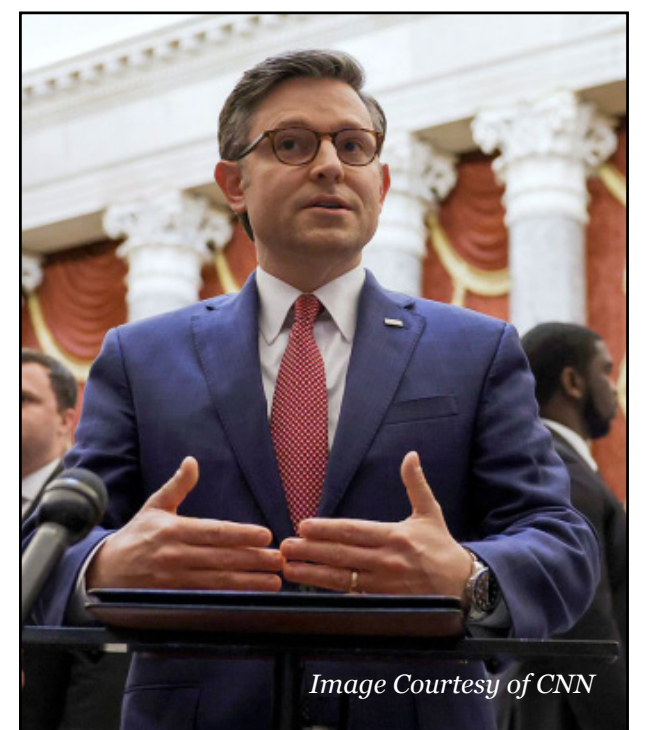


Image Courtesy of CNN

Taylor Greene (R-GA), Rep. Matt Gaetz (R-FL), and Rep. Lauren Boebert (R-CO).

Although the Republican party has a tenuous hold on the House that should nevertheless theoretically allow for few compromises with the Democrats, due to discontent in the far-right Republican caucus, the margin is realistically useless. Even though the majority of Republican

floor. Perhaps recognizing that Johnson’s cooperation is useful for their agenda. Or, on a logistical level, that there are few weeks left in this Congress to be wasted undergoing a new McCarthy saga. The truth is clear, though: the Republican Party does not have it together. The House might as well be Democratic. It’s up to Johnson to change that.

To Follow the Dress Code?

DRESS CODE

Phillips Exeter Academy requires that its students remain in clean and neat attire during all required academic and administrative appointments. Because fashions change rapidly, members of the community should keep in mind that the purpose of the dress code is to reflect the discipline and seriousness of purpose we associate with academic pursuits and other occasions requiring dress code attire. This principle governs any question about an item of dress deemed inappropriate, but not specifically listed in the code.

This attire is defined as follows:

- Dress shirt
- Sweater
- Turtleneck
- Dress
- Ethnic or religious attire

General Guidelines:

- All hemlines must be at least fingertip length.
- All clothing must be clean and in good repair.
- No hats, athletic wear (e.g., sweatshirts, T-shirts), strapless tops or tops with straps less than two inches wide, or apparel that reveals the midriff, buttocks or chest.



Excerpt from the Phillips Exeter Academy Ebook

By SAM ALTMAN '26

In the 2023-2024 edition of the Exeter Ebook, the dress code reads that “members of the community should keep in mind that the purpose of the dress code is to reflect the discipline and seriousness of purpose we associate with academic pursuits.” It goes on to define such attire as dress shirts, sweaters, turtlenecks, dresses, and religious attire. It further specifies that no athletic wear, including items like hats and sweatshirts, can be worn and that clothing which reveals skin on the chest or back side cannot be permitted. Needless to say, most Exonians are aware of this policy but also know that it is almost never enforced. Even those few faculty who would occasionally send a student back to their dorm for a particularly grievous violation seem to have stopped doing so for the most part. The administration is likely unwilling to charge students with violations given that nearly the entire student body does not follow the dress code on a daily basis.

Neither side of the issue is happy with the cur-

rent situation—that is, there are many who want this section of the Ebook to change to something which is, and as they see it, far more reasonable. And, of course, there are also those who want the student body to actually abide by these rules and who want the administration to start enforcing them again. Either way, we must resolve the discrepancy between what our rulebook reads and what is actually happening in reality. As we decide which of these routes to take, we have to look at this issue fundamentally.

Why do we have school rules at all?

This may seem like an obvious question, but it is actually a very important one which is core to understanding the argument for a stricter dress code. The answer is that, like for any human, students, if given the power, will often take actions that are harmful to themselves and the image of the school at large. We are not perfect and, especially as high schoolers, it is fitting that there should be an authority that dictates to

a certain degree how we conduct ourselves. Just as the law limits how citizens live (no murder, etc.), so should school rules limit how we live, only it must be more involved, because as minors without parents at school, the school bears a heightened responsibility to watch out for us. We all (hopefully) agree that there should be some rules beyond what the law demands, like in the case of consuming drugs, staying out very late, or basic hygiene, but it can seem more ambiguous to some in the case of a dress code.

Is a dress code an example of a necessary school rule?

Of course, not everything which we deem to be good for a person can (or should) be absolutely enforced by the school—you can’t micromanage someone else’s time or control exactly what they eat, for example. However, what we can do is put our students in a position such that they have the tools and self-respect to succeed. I believe that a dress code is fundamental to that. Like it or not, we all know that

there has to be some sort of dress code—hopefully we can all agree that wearing items with vulgar language or that indecently expose oneself to a large degree are completely unacceptable. But whatever it is, everyone will draw a line somewhere. The question, then, is whether the environment of Exeter is such that a dress code of the sort listed in the Ebook is beneficial.

Ultimately, as is stated in the Academy’s official policy, the way we dress directly reflects our attitude about the activity we’re participating in. As Exeter students, we’re expected to have an enhanced degree of responsibility and a great deal of care for our academic pursuits. It is for that reason, that, on a principled level and as a sign of respect, we ought to have a decent dress code. It’s the same reason that we dress nicely for a job interview or a funeral, it’s just that our culture seems to have deemed that our schooling is not worthy of such courtesy. But even further, on a practical level, when you wear nice clothes, you actually expect yourself to act properly and take your work more serious-

ly, and so one’s conduct often changes accordingly. I would even go so far as to say that a primary reason our students are more depressed than ever is the complete and utter collapse of authentic responsibility which, at least in part, stems from dressing nicely. Believe it or not, one’s temporary comfortability and yearning for self expression are not the highest goods at work.

What about personal autonomy?

Whenever conversations around dresscode happen, the side opposing it usually will contest to some degree the points I’ve listed above (e.g. wearing nice clothes doesn’t do that much) but they cannot be thrown out altogether. Instead, people usually frame a dress code as a violation of personal autonomy. The argument often goes like not every person is the same, and perhaps some will benefit from wearing nicer clothes, but I myself believe I will not, and so what right have you to tell me otherwise? What it comes down to, though, is that the student is not the ultimate arbiter

of what rules they have to follow. One’s personal opinions do not trump the requirements of the community one is freely a part of and benefiting from. If they did, and if that were the case for every ordinary person, our school would, of course, quickly devolve into chaos because some people’s opinions are simply very wrong.

What’s the solution?

At the very least, therefore, it seems prudent for the Academy to take more seriously the widespread prevalence of students showing up to classes in sweatpants and baseball caps. It might even consider returning to a school uniform or what is actually printed in our official Ebook. Even for that small (though larger than you may think) percentage of the student body who would advocate for changes like these, it can be difficult to take the step and be the one person who stands out in the crowd. It is the Academy’s duty to make and enforce rules like these that keep the principles of Exeter alive, and it must do so now, more than ever.

Guidelines for the Publication of Opinions Pieces in *The Exonian*

To clarify our standards for Op-Ed, the board has outlined a brief list of expectations. Ideally, a quality op-ed will . . .

- ❖ Be factually correct, clearly citing credible sources. Writers will be required to provide a list of cited sources to editors during the editing process.
- ❖ Be in some way relevant to issues or events at Exeter or with the intention of prompting conversations on campus.
- ❖ Present an argument that is original, mature, and in good faith, challenging predominant narratives or providing a new angle for said narratives on campus.
- ❖ Exclude any hate speech, which *The Exonian*, in conjunction with the Academy’s E-Book, defines as irrational, uninformed, derogatory, and oppressive language directed toward or harmful to specific communities or individuals.
 - Debatable cases will be discussed by editor(s) and adviser(s) with the writer(s) to be removed or reframed.
- ❖ Be well written, with a clearly stated thesis, logical line of thought and no extraneous content.
- ❖ Undergo revisions cooperatively and in a timely manner by the direction of editors and advisers.
- ❖ Not be used as a means of self-promotion or the promotion of corporations, violence, crime, conspiracy theories, oppression, or injustice.

The Crossword Corner

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

1	2	3	4		5	6	7	8	9		10	11	12	13
Get new messages in all accounts														
14					15						16			
17					18						19			
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59	60	61			62						63			
64					65						66			
67					68						69			

ACROSS

- 1 - Katy Perry song that got 3.9 billion views on YouTube
- 5 - Outlook alternative
- 10 - Dorm events that happen in spring
- 14 - Donald Duck, to his nephews
- 15 - Celebrity chef DiSpirito
- 16 - Concludes
- 17 - "Beat it!"
- 18 - Earthy pigment
- 19 - Calif. school that's home to the Aztecs
- 20 - "This is how it is ..."
- 23 - SOH CAH
- 24 - "Stranger Things" actor McLaughlin
- 28 - "The Big Chill" director

- 32 - "Hey _____ers, Gossip Girl here"
- 35 - Russian prince known as "Moneybag"
- 36 - "That's hilarious," in a text
- 37 - Cambridge sch. with 5% acceptance rate
- 38 - What a tropical tourist definitely doesn't want to bring home
- 42 - The Browns, on scoreboards
- 43 - Olivia Rodrigo's most recent album
- 44 - ZzzQuil alternative
- 45 - A person who enjoys being at home
- 48 - Mr. and Mr.
- 49 - What a Pinterest board

- might provide, familiarly
- 50 - Poseidon's realm
- 51 - What the Sans performed at a capella assembly
- 59 - "Hey" assistant
- 62 - "____ to please"
- 63 - Tiny battery size
- 64 - "Once ____ a time ..."
- 65 - "Dream-girls" actress ____ Noni Rose
- 66 - AOL and MSN
- 67 - "The Big ____ Theory"
- 68 - ScatterRevisionist?
- 69 - Really stink

DOWN

- 1 - Surge of adrenaline
- 2 - A single time
- 3 - Rent-____
- 4 - Give stars to
- 5 - Boarding school in Massachusetts with around 400 people
- 6 - Starbucks flavor
- 7 - Tylenol target
- 8 - Cooled with cubes
- 9 - The stuff of legends
- 10 - Green cars
- 11 - Wrap up
- 12 - Podcast interruptions
- 13 - Salem State University
- 21 - Part of a flight
- 22 - What many uppers may be taking for college
- 25 - The main

- topic in math
- 410
- 26 - Revisionist
- 27 - Asian plants with chewable leaves
- 28 - Spicy Korean side dish
- 29 - Arthurian paradise
- 30 - Stephen King's "____ Lot"
- 31 - Some trial evidence
- 32 - Meaningless
- 33 - Small batteries
- 34 - Frat. counterpart
- 36 - Praise
- 39 - "Where did ____ wrong?"
- 40 - Lend ____ (listen)
- 41 - Part of CBS: Abbr.
- 46 - ____ Forest (park near London)
- 47 - What you may hear a teenage boy say

- (slang)
- 48 - What Sheldon calls his grandma in The Big Bang Theory
- 50 - ____ Ball (a spring-time game played with 4 people)
- 52 - "____ the night before Christmas ..."
- 53 - Penny
- 54 - It grows on you
- 55 - Equitable
- 56 - Simplicity
- 57 - Superhero accessory
- 58 - What crewmates have to complete in Among Us
- 59 - Long sandwich
- 60 - Hoppy brew, for short
- 61 - Harry Potter's best friend

Humor

» **CLASS OF 1945 LIBRARY**

Read lower Forrest Zeng's praise of the Class of 1945 Library, 11.

» **EXETER COMPLIMENTS**

Catch up on this week's viral Exeter Compliments, 11.

ROASTING THE CLASS OF 1945 LIBRARY

By FORRESTZENG '26

Did you know that the same guy designed both Elm and the Library? That's right! Your boy Louis Kahn, legendary architect and red brick fanboy. But don't you ever notice that when you enter the library, you feel less inclined to read a book and more to rip one apart? Today, I, as a conceited amateur architect, will point out all the flaws in the red-brick brutalist building we call the library.

A library needs to be full of books. And our library is full of books! But what's the first thing you see when you walk onto the first floor? Four glowing holes on the sides of the hall. Sometimes I forget that I'm in a library, and not in the belly of a futuristic spaceship! Don't forget the dull, storm-cloud gray concrete that fills every crevice

of that building. Are we in the belly of a granite monster or the largest high school library in the world? Sometimes I swear I can see Darth Sidius's face in those oppressive and steely towers undergirding this giant beast of a library. Is this a black and white film? Brutalist much?

And also the piano. Imagine being that piano. Layers of dust, only ever cleared twice a year for the occasional "casual" concert that

nobody really attends. Or, when annoying preps want to show off their exceptional pianism to their friends and jump scare everyone with horrible renditions of pop songs. Have some pity on the poor instrument.

The part of the library technically most similar to a real spaceship is the archives. There are literally century old maps drawn at the cusp of the Age of Exploration in the 16th century, selections from Thomas Jefferson's library (yes, that Jefferson), and copies of The Exonian all the way to the beginning. That's cool—but unfortunately, too few people care! Apparently, there are rooms in the archives that literally turn into a vacuum and automatically spray re-

tardant if there is a fire! At the same time, in the Elm dining hall, you're complaining about your crude cheese sandwich getting burned in the panini press. Pretentious much?

The amount of graffiti in the library verges on obscene. It's almost like a social media app. If you know where to look, you'll find the juiciest gossip, craziest jokes written in the spur of panicked essay writing, and even confessions of guilt. No need to make an account on the free speech forum called LibraryGram—you'll get the inside scoop on everything on campus whether you'd like it or not!

Now this one might be a bit of an off-the-shelf joke (every pun intended), but someone please explain to me the book sorting system. I'll be looking for a book in the 700s section, and for the love of all things literature, I just

can't seem to find it on the shelves. Then, I'll realize that apparently, it's a "folio" book, so it belongs in one of the special shelves on a different floor! So I travel there, and lo and behold . . . nothing. Just a bunch of random books about South American geography, not what I was looking for! But then, I discover—there are also shelves inserted next to windows on the third floor that also hold folios. Naturally, I'll spend thirty minutes parsing through those—and turn up empty-handed again. The library just wants me to fail my research paper.

Oh well. The library is beautiful regardless of how difficult it might be. One day we'll find ourselves missing the monstrous echo in the staircases, the stuffy corner rooms on each floor, and ancient, unreadable copies of Shakespeare's Ham-



The Class of 1945 Library

Flickr/Ed Brodzinsky

Top 9 Exeter Compliments

chat can we submit more interesting submissions im bored with these

@exeter_compliments 🎁

ok but be so fr who names their child those weird ahh 1950s names anymore. like "would you like to hold my baby louise?" "would you like a little peek at grant" "see my good boy philip" GOODBYE why are there so many of these people at Exeter

@exeter_compliments 🎁

trufu is my pookie wazookie capoochie tatootie mazookie i love you tru fruuum

@exeter_compliments 🎁

Cohead Application 🗄️ ☆

Questions Responses Settings

0 responses

crickets responses

When you trauma-dump enough to get a good grade, but not too much to get a call home.

@exeter_compliments 🎁



Istg someone needs to lock in and become like president or something cuz Andovers alumni are way better than ours

@exeter_compliments 🎁

my heart rate went to 170 cuz i ran to class + up one flight of stairs should i be concerned i dont think it should be that high

@exeter_compliments 🎁



Sports

» **COTW**
Read about this week's Captains of the Week: Girls' varsity lacrosse, 14.

» **SOFTBALL**
Read about varsity softball's incredible win against BB&N, 13.

» **TRAINERS**
Read about this week's staff spotlight, the athletic trainers, 12.

Varsity Track Sets School Records At Black Bear Invitational

By ISABEL EVANS, LOGAN LIU, MARVIN SHIM, and HANNAH WEI

On Saturday, April 27, the Exeter varsity track and field team drove out to Coe-Brown Northwood Academy in New Hampshire to compete in the Black Bear Invitational. The Black Bear Invitational is a highly competitive outdoor track meet with only four athletes allowed per event from Exeter. The meet was large, with most events accepting up to 55 entries with multiple heats.

The Black Bear Invitational was the culmination of six weeks of hard work for the outdoor track team.

Senior Tenley Nelson said, "We've been training as a team for about six full weeks now, and I feel that we've really hit our stride recently. We've all been working hard before and after practice, in the weight room, et cetera. I think everyone who attended Black Bear was ready to put that to use and participate in the really competitive atmosphere."

This meet was very exhilarating for the members of the team, but they supported each other throughout their races. Nelson said, "This was one of the biggest meets we go to in the outdoor season, so there was definitely a very excited and supportive

atmosphere. Everyone was ready to race well, and that competitive mindset really came through."

The team did pull through, with many students setting school records. Senior Byron Grevious set a meet record in the 3200m, with a time of 8:56.5, before teaming up with seniors Austin Desisto and Max Lacombe, and upper Pearce Covert, to set a meet record in the 4x800 with a time of 8:06.19. Uppers Sam Benochi, Tate Kelly, Steph Handte, and Gianna Phipps won the girls' 4x400 and uppers Jannah Maguire, Melani Dowling, and Nelson, and lower Ashley Ting, won the girls' 4x800. Nelson also won the 800m.



Courtesy of @exeterathletics

For some, it was their first race at this track, leading to a lot of nervous and anticipatory energy. Nelson said, "At such a big meet, it's really helpful to look around and see familiar faces. I think that we all did a great job of supporting each other and cheering our teammates on, which made the whole experience really fun!"

Both boys' and girls' track and field are looking forward to

a competitive month. Their next meet is a double against Northfield Mount Hermon and Deerfield, followed by Interschols, then E>a. They will close the season out at the Nike Outdoor Nationals, a highly competitive invitational at the University of Oregon.

Nelson shared, "As a team, we're just going to keep working hard and set our sights on the next big races

we have coming up, Interschols and our E/A competition in two weeks or so. Hopefully we will continue to get stronger, both individually and as a group."

The team will continue to work hard, looking forward to maintaining the same energy in every race going forward, trying to improve as a group and set more records—and generally give an impressive performance all around.

Big Red Season Records Since May 2, 2024

Baseball JV

Ruffnecks: L 11-1

Baseball V

Andover: W 10-9

Andover: L 8-1

Crew Boys V/JV

N/A

Crew Girls V/JV

N/A

Cycling V

N/A

Golf V

Brooks School: W 11-0

Proctor Academy: L 7.5-4.5

Lacrosse Boys JV

Pingree School: W 5-4

Lacrosse Boys V

Brewster School: W 12-6

Kimball Union Academy: W 14-8

Lacrosse Girls JV

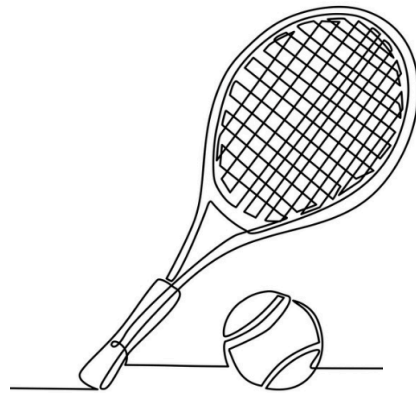
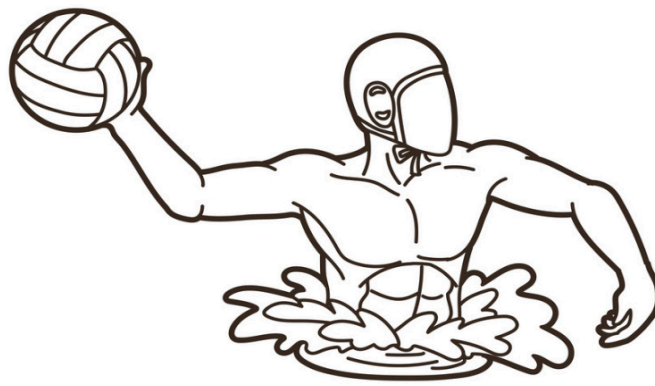
N/A

Lacrosse Girls V

Penn Charter: L 18-12

Loomis Chaffee: W 10-9

New Hampton School: W 16-6



Softball V

Brooks School: L 6-3

Kimball Union Academy: L 13-1

Tennis Boys A V

Milton Academy: W 4-1

Tennis Boys B V

N/A

Tennis Boys JV

N/A

Tennis Girls A V

Milton Academy: W 4-1

Tennis Girls B V

Milton Academy: W 6-0

Choate Rosemary Hall: W 6-0

Tennis Girls JV

Brewster Academy: L 5-4

Track Boys V/JV

N/A

Track Girls V/JV

N/A

Volleyball Boys JV

Northfield Mount Hermon: L

3-1

Volleyball Boys V

Northfield Mount Hermon: W 3-1

Northfield Mount Hermon: W 3-0

Water Polo - Girls V/JV

Andover: L 11-7

Varsity Softball Dominates BB&N 3-1

By JINMIN LEE and FORREST ZENG

On Saturday, April 27, at the Buckingham Browne & Nichols School (BB&N) field, Exeter's girls varsity softball team made great pitches, batted strongly, and dominated BB&N with a 3-1 victory.

"Score-wise, it was a close game. We had a few good defensive plays, and our offense took a little bit of time," head coach Jennifer Boyden said. "It was a good experience with good coaches and good players. I like games like that that are just clean and have good sportsmanship."

"It was a pretty even matchup," lower Paris Tran said. "At the beginning, it wasn't tough, but it was very clear that the other team knew what they were doing. They were just catching up the speed, and at some point we were down by one. Eventually, we ended up winning."

The game involved on-the-spot strategic planning. Tran reflected, "In the middle of the match, we noticed that their defense was pretty strong, so we began to hit the ball in certain gaps or play short, explosive offense; we lay some bunts down, and it worked once we noticed that like their third and first baseman were a little sloppy."

"The two captains, Haley Alden and Carlie Ciaschini, were super supportive in executing our changing strategy," Tran continued. "They pumped us up the whole way. I felt confident because Caroline played shortstop, which is the commander of the field. She told us where to go, showed us where the plays were going, and made sure to keep us alive throughout the whole game. Haley was a spectacular pitcher. She controlled the game and kept us calm."

Boyden agreed, saying, "Haley was certainly in control of the game, so I don't think it was tense on our side defensively. But there are also some other plays I want to highlight. Paige had a home run to dead center, so that was good 'cause that hadn't happened yet this season. That's probably the highlight of the game."

"I'm also proud that Reagan stepped into Haley's position as a pitcher after we got a sufficient lead in the game," Tran recalled. "But I think we could have done a better job at supporting her too."

The softball team put in lots of preparation and training since the beginning of the season. "Although this is my first season coaching at Exeter," Boyden explained. "I think we're on a good

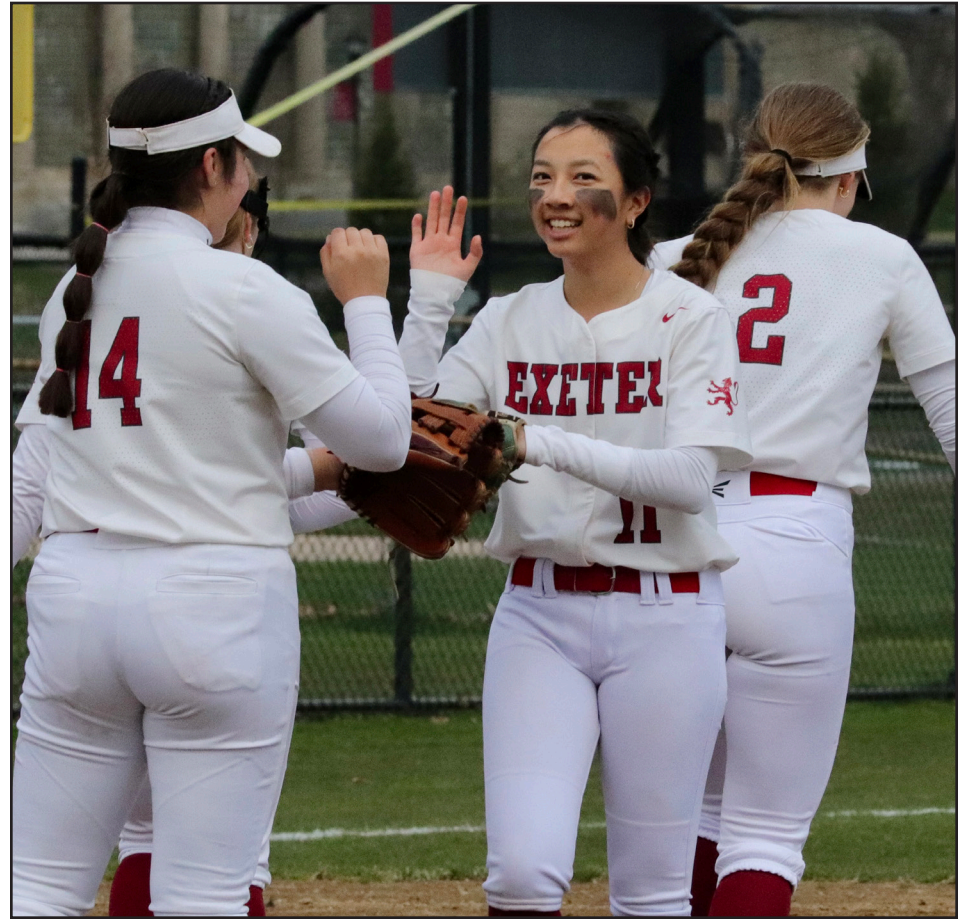
system. We're lifting twice a week and any other days that we have the opportunity. We get outside often and do a lot of defensive work, which paid off."

"The training for the game has been pretty intensive lately," lower Natalie Sherman said. "We have been leading up the next few weeks, where we have multiple double-headers."

This year, the team has a significant number of lowerclassmen who will likely play for multiple years. "There's three seniors and only one junior, and there are a lot of younger players," Boyden said. "They are learning a lot. The future is bright too, since they'll be around for a while."

Sherman commented on the team's spirit. "Our team is extremely tight knit," she said. "The captains make it feel like a family, and I love each and every person on our team. We have a great dynamic."

The team is looking forward to difficult upcoming matches. "We are looking at a difficult rest of the season. We are going against some teams that are undefeated, so it's going to be a tough stretch," Boyden concluded. "There's a lot of positive softball that's gonna come out of this team for the rest of the season and then also for the next few years."



Courtesy of Brian Muldoon

Staff Spotlight: The Athletic Trainers



Courtesy of @exeterathletictraining

By V MURDAYA, ISHAAN SINGH, and LEON XIE

Exeter's athletic trainers help manage the injuries of student athletes on campus. A number of services are provided through this program, including injury prevention, clinical evaluations, and rehabilitation.

Director of Athletic Training Adam Hernandez explained the process of dealing with stu-

dents. "We are open six days a week, primarily in the afternoon. During the start of athletics block we try to prioritize getting students out to practices. During our time with students we may evaluate a new injury or follow up on an injury. We may do some rehab with a student or tape them up," he said. These methods allow athletes to enhance their athletic performance, as well as their longev-

ity as student athletes.

Hernandez also stated, "Regular strength training programs are one of the best injury prevention tools that exist in sport. At Phillips Exeter, we are lucky to work closely with our colleagues in Strength and Conditioning who do an amazing job working with our students. They use up to date coaching techniques and technology (force plates) alongside

their amazing facility to support our students. We cannot say enough good things about the work they do."

Downer Fitness Center overseer and multi-sport coach Bob Lietz believes that the strength and conditioning programs excel past others that he's seen, and appreciates their state-of-the-art facilities. "I'm very fond of the strength and conditioning programs that we have here in PEA," he stated. "I can reflect back to when I was a high school student, where our gymnasium was our workout facility. It was really small, whereas here in Phillips Exeter we have a full weight, strength and conditioning room with the turf, as well as coaches to help students how to properly lift weights and condition and condition their bodies for athletics and other pursuits."

Hernandez reflected on Exeter's facilities that are equipped for helping students. "We are lucky to have generous facilities and technology here at Phillips Exeter. You will find many of the tools and technology a person

may expect in the collegiate or professional sports setting. Our limits to care mostly center around the schedule and at times the number of treatment tables we have during the afternoon rush," he said. Moreover, the athletic team is equally experienced to deal with student athletes. "The athletic training staff here at PEA is very skilled and seasoned. We have all worked in fast paced college or professional settings," Hernandez explained. Teamwork and collaboration between the athletic trainers is crucial, especially in certain situations. Hernandez went on to elaborate, "It can be busy during the start of athletics block but for the most part we are able to handle that stress well. We do our best to get through the heavy volume of students on busy days and tend to feel bad when students have to wait longer than normal (average wait time is ten minutes). As a department, we work well as a team and often help each other when things get busy."

the personal connections between a trainer and an athlete. "The process is initially trying to establish a good connection with the student athletes. I have their best intentions at heart, when I try to share something that I think is valuable to them during their experience at PEA."

All in all, however, athletic trainers and coaches alike enjoy coaching and helping Exeter students. Lietz added, "I would just like to say that I have very much enjoyed working with Phillips Exeter students. I find that they by and large are very approachable. They are diligent about their activities, and they are real athletes. So it's a real pleasure to be able to participate in Phillips Exeter's Athletics."

Hernandez agreed with Lietz. "Watching our student athletes win a big game, set a PR, or in other aspects of their Exeter life (in a play, a music performance, or seeing their art) is very rewarding. We all choose to work in this setting because we get a chance to share in a student's growth through their time at Exeter."

Lietz also described

Captains of the Week: Girls' Varsity Lacrosse

By **CARLY CANSECO, ERIN HAN, and HENRY WISE**

The girls lacrosse team is one of the many amazing programs that Exeter offers. The team has an incredible record of six wins and only three losses, making it one of the strongest teams on campus. Members work tirelessly in practice every day to ensure that they continue to thrive and win games. Within the girls lacrosse team, there are three members who keep the team working hard every day, whether it be in drills or scrimmages, but also foster a tight-knit and friendly environment for each member of the team. These three members are the girls lacrosse captains: Esme Shields, Amelia Byerly, and Caroline Shu.

All three seniors joined the team as preps, allowing them to grow as players and leaders each year. “When I tried out for the lacrosse team my prep year, I was so nervous,” Byerly recalled. “But I remember the older players being so encouraging towards me, and watching them have fun with each other made me want to be a part of this team.”

“As I’ve gotten older, I have learned so much from the players and

coaches here, whether it be on how to be a better teammate, how to manage my time, or how to handle losing and winning.” Byerly continued. “Now, being in the role of captain, it’s my turn to try to pass those lessons down.”

Byerly’s growth as a teammate and leader is derived from the great leadership that she got to learn from as a prep. A similar experience was shared amongst the other captains as well.

“My prep year was the Covid year and there were 17 seniors on the team, so there was so much leadership,” Shields said. “I was definitely way more shy and quiet, but I still had a positive energy, and somewhat of a voice. I think that over the years, my voice on the team has definitely grown. I’ve reached out to more players and helped them out, which I wouldn’t have done in my prep year.”

“I think that I have been slightly eased into this role of captain,” Shu said. “Throughout the years of growth on the field, I was taught that personal growth was just as important because as you get older your team begins to rely on you more and more. After graduating 17 seniors my prep year, most of the other returners and I went from

barely playing in a game to being a starter and hardly coming off the field. This shift forced me to start seeing myself as a leader on the field which all in all transferred to me radiating leadership energy off the field.”

The girls’ work ethics and leadership abilities clearly weren’t handed to them, but rather learned and developed throughout their four years at the Academy.

Head coach and Instructor in History Alexa Caldwell said, “These three have grown so much. It is a difficult transition to go from focusing on how you can improve your own personal self, to contributing to the team, to then continue that focus on individual development but prioritize team development. They have all done an awesome job with that.”

Every member of the team looks up to the captains for inspiration. Senior Sophia Dabney noted, “They all lead by example. I also would say all three of them are very vocal during the team huddles. I think that they work to make the team closer. We’ve had a lot of team bonding and team dinners all the time, which are facilitated by the captains.”

Even off the field, the captains go out of their way to foster a tight-



knit community, which is reflected in their performance on the field.

Senior Sally Hunter shared similar sentiments. “Amelia, Esme and Carol are just such hard workers and they’re constantly pushing us to do our best. They’re so supportive and the hardest workers on the team.”

Off the field, the captains’ radiant personalities truly shine and have allowed for members on the team to grow closer to them. Dabney added, “A fun fact about Amelia is she’s been at Exeter for five years. One thing about Esme is that she’s

a tri-varsity captain. For Caroline, she’s six foot one and our music person. She’s always playing the music before games and during practice.”

The impact of these girls have allowed team members to become close friends and not just teammates.


Each captain—Esme, Amelia, and Caroline—has their own charm that truly inspires and leads the team to success. “The captains are the conduit between the team and the coaches,” Caldwell said. “They are also the voice and presence in the off season in a way a coach is not allowed to be.”

Lauding the three seniors for having filled these roles, she concluded, “They are a great blend. They make people feel seen and known while maintaining intensity and focus, but they also know and can’t help it sometimes when it is just time to laugh and goof off. They bring and establish the energy and community for the team and program.”

With the school year coming to an end, the seniors face the sad reality of moving on from the Academy, but the bonds and impacts they’ve made on this community will be lasting.

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The Exonian

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

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